

UNIVERSITY AS A PLACE TO DEVELOP LEADERSHIP SKILLS FOR FUTURE QUALITY LIFE

Higher education is facing challenges much more than ever before. It needs leaders who can motivate students and staff. The issue of creating new leaders in a modern society remains relevant in a competitive global context.

Modern pedagogy in higher education regards students as active agents who contribute to the development of a responsible sense of being a community part. They actively shape their own experience. Digital and online technology fundamentally enriches the nature of the classroom.

Higher education institutions are increasingly faced with pressures to change their practices of learning and teaching to meet the demands of industries, students, and government. Higher education aims to improve the practices of teaching and learning as one of the key determining factors to contribute to the transformation of the universities and explore the factors contributing to effective academic leadership in terms of learning and teaching at universities.

Students now have a wide range of options to gain and improve their leadership skills. Here are the ways how students can develop their skills at university. Engaging in challenging work, having opportunities for growth and exercising autonomy are important motivating factors for potential leaders, alongside the desire to contribute to the society. Universities can act on this by ensuring the development of roles and projects that allow students to challenge themselves, and by providing training programmes that offer opportunities for growth. Engaging students at all levels with strategic direction and decision-making will also help to encourage more people to pursue leadership roles. Universities will put themselves in a better position to attract and retain talented employees if they can provide clarity, job security and proactively communicate the opportunities for development.

Key words: *higher education environment; learning; teaching; collaboration; leadership skills; future leaders.*

Students today are becoming more and more independent and responsible for the qualities they acquire for their future life after university. Acquiring necessary leadership qualities to meet today's higher education challenges is a key element for being successful.

Experts agree that greater opportunities to acquire necessary skills for communication, self-reflection time management, problem-solving will increase student's chances of becoming effective leaders later in life.

Literature overview. Since the word leadership singled out as a concept researchers have explored it for decades. The studies have provided researchers with a variety of theoretical approaches that may help to explain all the difficulties of this complex process. There have been given various suppositions regarding the concept of leadership. It has been considered as a behaviour while others have looked at it from a relationship point of view [4]. It has also been argued that leadership may involve more skills including behavioral, social and cognitive. These skills may be developed in terms of numerous learning experiences [3].

There have been attempts made to define leadership, but as Gardner and Northouse stated there may be over a hundred of them with different meanings. This shows the

whole picture about the complex nature of leadership as a process which gives opportunities and sources for learning. Providing opportunities for learning such a complex concept makes educators question how this best can be done.

Learning is a hard process and it requires from students understanding that they take responsibility for their own learning. The process of learning requires from students to use the opportunities provided by the educators in order to meet objectives. While learning requires choice and action from a student, teaching requires development and exploration of new information and frameworks. [1]

McCall suggests that the primary source of learning leadership is experience. For example, facing adversity, struggling with unfamiliar situations, exposure to different people, problem solving activities and hardships, and making mistakes are reported to be the most developmental types of experiences [7].

The purpose of the paper is to clarify theoretical points on leadership as a concept and fundamentals of teaching approach to acquiring skills and students' readiness to collaborate in order to become future leaders as a part of it in the modern society.

According to the purpose certain **tasks** are defined. They are as follows:

- to define the ideas of leadership nature;
- to specify leadership as a discipline combining formal and informal education;
- to prove active participation helps build meaningful experience.

Leadership covers a great variety of topics taken from various disciplines that appear to be interrelated and interconnected. Being an interdisciplinary topic, students understand leadership theory, develop leadership skills through practical application, and reflect upon their knowledge and experiences to learn and grow. Researchers advocate for collaborative process of learning and teaching, which is mutually beneficial and respectful [6].

In order to provide high quality leadership experiences for students, institutions need to consider what elements make these experiences meaningful. [2] It is essential that leadership education is comprised of a balanced mix of three elements: formal education in theories and principles of leadership, practical experience, and reflection on experiences by means of formal education. A special living laboratory is to be created to combine both formal and informal parts of education where students will use their opportunities to get insights and have theory and practice.

This environment where students' needs are met creates significant learning for students, specifically in the field of leadership education. [5] The leadership literature provides guidelines for effective leadership, leaders are to develop certain competencies e.g. effective communication and collaboration skills and organizational abilities, but they must also be given the chance to link the theory to their specific situations by attending seminars, workshops, and conferences.

These ideas about collaborations are the basis in which a successful leadership education environment can be developed. Skill development allows for practice of the learned knowledge, and reflection to make meaning of the gained knowledge and skills are all essential. It is necessary to understand that changes are to be done immediately as the conditions are constantly changing and both students and educators have to adapt to them. In this case collaboration is significant as they need to go through the process of translating theory into practice. Effective leaders are formed when they are good followers. They respect and keep their work priorities aligned with the organization's goal and have an appropriate sense of self-importance. Students adhere to established policies.

It is necessary for leaders to be proactive and innovative. Learning from experience is a certain challenge where

they see where they are now and what they should do to improve the situation.

Students then understand and take responsibility for their own learning through active participation. Conger suggests four approaches to leadership development. These four approaches include personal growth, conceptual understanding, development through feedback and skill building.

The process of gaining responsibility and experience and implementing the results in practice is a cycle process. First, students set their goals and understand what their possible steps are to be done. Then, they study theory, consult with educators and solve some practical situations and test the results if their actions may be effective.

Students consciously apply gained knowledge and take responsibility for their actions. They get knowledge about the experience from best practices of other people. They value their experience and take into account the interests of others. While analysing the information they get from outside and inside students develop and at certain stage are ready to form their own set of skills required in the organization hierarchy. Then, they are able to choose some other complimentary skills to be enough proactive and up-to-date.

Leadership is not a position somebody holds, it's more a choice that somebody makes. A person demonstrates leadership all the time, which means he/she is able to relate to others, they build relationship and are willing to ask difficult questions. They are also ready to engage people.

Students should remember that more of their learning will take place outside the class. Becoming leaders, students can develop many qualities that will define them as great leaders possessing such skills as flexibility, creativity, ability to delegate, strategic vision, effective communication and problem-solving. As a result, students become leaders who are able to set a goal, analyse the context and come up with several ideas after brainstorming.

Conclusions. Graduating from university not everybody fully understands all the responsibility for adult life. They see working world as a place full of career opportunities and ideas realization. Workloads and necessity for quick decisions can put enormous pressure and stress on personal lives not only of those who occupy leadership positions, but everybody who have a big gap in work-life balance. This can be a serious deterrent for those looking to step up and risks limiting the number of people in leadership positions. Higher education adequately reflects the society it serves. The system mostly relies on opportunities for those with the ambition and potential to progress in their careers. Experts report an awareness of the difficulties faced by students in progressing to higher levels.

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УНІВЕРСИТЕТ ЯК МІСЦЕ РОЗВИТКУ НАВИЧОК ЛІДЕРА ДЛЯ ЯКІСНОГО ЖИТТЯ

Нагальні питання глобалізації сучасного світу змушують дивитися на процес навчання з різних аспектів. Студенти готові активно переймати досвід для формування своїх лідерських навичок. Навчальний процес містить формальний і неформальний види сприйняття інформації. Головне завдання студентів – уміти застосувати здобуті знання на практиці, щоб безперервний процес теорії і практики був вдалим для процесу колаборації. Студенти активно аналізують сучасні умови життя і адаптуються до сучасного життя і мінливих умов, враховуючи вимоги до поліпшення якості життя.

Ключові слова: інноваційний; освітнє середовище; навчання; взаємодія; синергія; викладання; майбутні лідери.

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УНІВЕРСИТЕТ КАК МЕСТО РАЗВИТИЯ НАВЫКОВ ЛИДЕРА ДЛЯ КАЧЕСТВЕННОЙ ЖИЗНИ

Актуальные вопросы глобализации современного общества заставляют воспринимать процесс обучения в разных аспектах действительности. Студенты готовы активно перенимать опыт для формирования своих лидерских навыков. Учебный процесс совмещает формальный и неформальный виды восприятия информации главное задание студентов – уметь применить приобретенные знания на практике, чтобы процесс взаимодействия теории и практики был удачным для колаборации. Студенты активно анализируют современные условия жизни и адаптируются к жизни и меняющимся условиям, принимая во внимание условия для улучшения качества жизни.

Ключевые слова: инновационный; образовательная среда; обучение; взаимодействие; синергия; преподавание; будущие лидеры.

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