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## THE FORMATION OF PERSONALITY LEADERSHIP QUALITIES IN HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract.** *The current study is aimed at analyzing modern problematicity of forming personality leadership qualities in higher educational institutions within Ukraine; considering personality leadership qualities as a direct contact between the leader and followers, the multi-role educational leadership, the presence of leadership qualities both in heads of higher educational institutions and other participants (teachers and lecturers), the ability to educate leaders; perceiving leadership essence, fundamental transformations experienced by modern higher educational institutions and their leaders, main reasons for modern leaders' failures in the light of new civilizational paradigm, the mental model influence on behavior and its relationship with the outside world. For this purpose, the formation of a new work culture at the university, in which absolutely all links, all education participants are interested in improving the quality of higher education has been examined. It has highlighted that Ukraine has a fairly high level of higher education in accordance with the world indices and rankings in terms of higher education quality. The study states that a modern leader is a person who thinks in global categories, assumes potential opportunities, demonstrates the latest technology knowledge, encourages constructive challenge, contributes to the development of individuals' abilities, delegates authority to them, develops a team work approach, demonstrates personal achievements, a high level of competence, acts flexibly regarding the required situation, in accordance with the proclaimed values and mission. Thus, in terms of unstable socio-economic and political reality, leadership is considered as a model for managing a higher educational institution effectively.*

**Key words:** *leader, leadership qualities, personality leadership qualities, higher educational institutions, educational institution efficiency.*

**Introduction.** The ancient sages argued that the best life period is the stability era. From the world flow of life standpoint, humanity continues to sow and harvest steadily from year to year, to make new discoveries, to modernize the economy, to bear children and to deal with new challenges of natural disasters, which grow steadily every year due to a stable human impact on nature.

Presently, when the world community has entered the globalization era as well as increasing pace of dynamic changes in economic, political, social structures of entire countries and peoples, it is extremely necessary to form unbiased, erudite, intellectual, cultural and moral young and mature people who are ready not only to think in a new way, but, more

importantly, to act in difficult durable crises, inertia and despair of much of world community. People who can be leaders not only in their personal lives, but also conductors of the idea that the world changes only when we ourselves have the courage, intelligence and energy to change.

Ukraine is a large European state with population more than 40 million people; more than 70 % of Ukrainians have higher education. However, the higher education potential is not fully used by the Ukrainian society as well as the economy. Thus, according to the overall rating of The Good Country Index 2020 [19] among 153 world states, Ukraine ranks 76<sup>th</sup>, and our closest geographical neighbors and states that are direct

competitors in the market of educational services are much higher: Poland takes the 31<sup>st</sup> place, and Germany the 5<sup>th</sup> place appropriately. Ukraine ranks 1<sup>st</sup> in the “Contribution to Science and Technology” component in the ranking, Poland – 13<sup>th</sup>, Germany – 23<sup>rd</sup>, and the United Kingdom – 5<sup>th</sup>, but such a high place for Ukraine is explained by a much lower level of GDP per capita than the science and technology development results. The indicator of knowledge-intensive employment confirms the higher education attractiveness and steady demand for it. In 2020, Ukraine ranks 32<sup>nd</sup> with an indicator of 37.7 % in this component. In Ukraine, there is the high quality faculty of higher educational institutions. In 2018, among the faculty of universities, institutes, academies, 48.7 % were PhDs (their share has increased by 2.1 % since 2014).

This is not the first year that Ukraine has been included in the QS Higher Education System Strength Rankings [16], which identifies countries with the strongest higher education in the world. In this Ranking of 50 countries studied in 2018 Ukraine took 44<sup>th</sup> place. It should be noted, that the highest positions of Ukraine’s higher education relate to the “resources” module, where it is ranked 27<sup>th</sup> and the lowest positions are in the “results” module (42<sup>nd</sup> place). Ukrainian universities are actively advancing in the world. In ranking of about 1500 best world universities Times Higher Education World University Ranking in 2020 there were 9 Ukrainian universities. In 2018, 7 Ukrainian universities were represented in the Round University Ranking, 10 universities in the Green Metrics World University Ranking (against 3 in 2014), and 11 universities in the Scimago Institution Ranking. Analyzing world indices and rankings in terms of the level and quality of higher education in Ukraine, we can conclude that the country has a fairly high level of higher education [5].

Higher educational institutions are also becoming more diverse: specializing

in different levels of education, from short-cycle tertiary education to doctoral programmes; from traditionally academic-oriented to more professional programmes (including professional doctorates); from very subject-specialized to comprehensive institutions; from state, state supported, private-run non-profit, to private for-profit institutions; and from open access to very selective institutions. Thus, higher education has economic, social, cultural and environmental impacts on the society at local, regional, national or global levels [12]. It’s also worth noting that a significant number of Ukrainian higher educational institutions are being sought new methods of promoting their curricula and trying to increase their competitiveness to strengthen their positions both at national and international levels.

In this regard, leadership is considered as a key component of innovating and developing a higher educational institution. In today’s difficult environment, there is the growing tendency towards building up the leadership potential in education sector; therefore, special attention is paid to the role of the higher educational institution leader as a social institution training the future of our state. The leader is called upon to formulate an idea or system of ideas that they are ready to believe in and ready to accept. Hence, a modern leader is defined as a person who thinks in global categories, assumes potential opportunities, creates a universal vision of the future; welcomes changes, demonstrates the latest technology knowledge, encourages constructive challenges, succeeding in competition; contributes to developing individuals’ abilities, delegates authority to them; shows readiness for general leadership, develops a team work approach, a sense of partnership, ensures individual satisfaction; demonstrates personal achievements, a high level of competence, acts flexibly regarding the required situation, in accordance with the proclaimed values and mission.

**The purpose of the study** is to examine the essence of forming personality leadership qualities in higher educational institutions, considering it as a direct contact between the leader and followers, the multi-role educational leadership, the presence of leadership qualities both in heads of higher educational institutions and other participants (teachers and lecturers), the ability to educate leaders. For this purpose, the formation of a new work culture at the university, in which absolutely all links, all education participants are interested in improving the quality of higher education has been examined.

**Methods of study.** During the study, the following methods of cognition were used: data collection and sample, measures, synthesis, analysis, induction, deduction, comparative method. To solve the above-mentioned tasks, both the analysis and synthesis of scientific sources concerning the essence of forming personality leadership qualities in higher educational institutions has been applied.

**Analysis of the latest studies and publications.** The theoretical foundations of leadership as a key component of innovating and developing an organization, as well as practical concept in higher education are applied in fundamental works of foreign and domestic scholars, such as J. Adair [6], R. Daft [7], D. Mc Gregor [15], P. Hallinger, R. Heck [8], M. Hamilton [9], A. Harris [10], P. Killingley [13], S. Kuczmarski, Th. Kuczmarski [14], K. Leithwood, D. Jantzi, R. Steinbach [11], V. Robinson [17], O. Bondarchuk, O. Nezhynska [1], V. Miliiaeva [3], O. Nestulia, S. Nestulia, N. Kononets [2], L. Shelestova, I. Kostyria, V. Fedyayeva, S. Brychok, M. Bohomolova, I. Tomashevskaya [18], A. Stavytskyi [4] and others.

**Results.** The words “leader” and “leadership” are derived from the Anglo-Saxon root “lead” (translated into

Ukrainian as “way”), which comes from the verb “lead”, which means “to travel”, “to go”. Being on sea voyages, the Anglo-Saxons used this name to determine heading at sea. Thus, leaders were the people (or ships) that showed the way [2]. According to the Oxford English Dictionary (1933), the word “leader” originated in the thirteenth century. However, scientists had not generated the leadership concept until early 19<sup>th</sup> century. It naturally forms in any group that unites two or more people, especially large organizations or other social structures. It is clear that leadership becomes the most noticeable in terms when it is necessary to mobilize all efforts of a particular community, group or organization to protect its interests, to overcome crisis phenomena, to carry out complex social reforms or organizational changes. Leadership is based on mutual trust and responsibility between the leader and subordinates, thanks to which they become a leader and followers. The leader builds his relationship with followers based on authority, influence, not power, and coercion, expressing a deep interest in developing the potential of each individual. Therefore, he is internally motivated to play the role of a mentor, assistant, servant of followers, shows empathy, openness, ability to listen, honesty and courage. The leader mobilizes followers by inspiring them with the future bright images, initiating changes (individual and organizational), via means of communication, corporate culture, teamwork and delegation of authority to followers, make them active agents of transformation, conductors of leadership and, ultimately, leaders.

The diversity of leadership views results in a number of perspectives. These include: 1) instructional leadership that focuses on the university's core business – teaching, learning, students' progress and achievements; 2) transformational leadership that is concerned with the commitment of colleagues, leading change, improving performance; 3) moral leadership which emphasizes the

importance of values, vision and ethical leadership; 4) participative leadership that stresses the importance of including colleagues, shared decision-making and social capital; 5) managerial leadership focusing on the importance of defining functions, tasks and behaviors; 6) contingency leadership highlighting how leaders respond to the particular organizational circumstances and challenges they face and encounter over time [13].

According to R. Daft the most essential qualities for a leader are such qualities as self-confidence, honesty and directness of speech, perseverance [7]. J. Adair, lists eight leadership functions required to achieve success. They include: 1) defining the task: using specific, measurable, achievable, realistic and time-constrained goals to set a clear objective; 2) planning: an open minded, positive and creative search for alternatives; 3) briefing: team briefings by the leader are a basic function and essential in order to create the right atmosphere, foster teamwork and motivate each individual; 4) controlling: leaders need self-control, good control systems in place and effective delegation and monitoring skills in order to get maximum results from minimum resources; 5) evaluating: assess consequences, evaluate performance, appraise and train individuals; 6) motivating: Adair created the 50:50 rule which states that 50 % of motivation comes from within a person and 50 % from his or her environment and particularly the leadership they encounter; 7) organizing: good leaders need to be able to organize themselves, their team and their organization; 8) setting an example: the best leaders naturally set a good example. If effort needs to be made it will slip and a bad example is noticed more than a good example [6].

Mc Gregor considers leadership as certain social relations, the content of which is determined by four variables: trait of blue-eyed boy; trait of his followers

(needs, positions, etc.); organizational specifics (goal, tasks, structure); political, economic and social environment. Describing leadership, Mc Gregor emphasized: "Leadership is not a personality quality; it is a complex combination of these variables" [15].

Research by P. Hallinger and R. Heck [8] has revealed links between activities of the higher educational institution head, focused on forming a certain culture, based on the mission common vision, goals and objectives of all educational subjects on the one hand, and the higher educational institution efficiency, students' progress, on the other hand.

As K. Leithwood, D. Jantzi, R. Steinbach noted [11] the educational institution head was obliged not only to manage the organization effectively, but also to focus on supporting teachers' work, which is directly related to students' progress.

In M. Hamilton's works [9] it was emphasized on the relationship between successful implementation of innovations in a higher educational institution and leadership qualities of a leader.

According to Lensioni [3], there are five team shortcomings and ways to overcome them. They include 1) mutual mistrust: team members' insecurity that their colleagues' actions are dictated by good intentions; the leader must create an environment in which no one is afraid of being vulnerable; 2) liberalism, unwillingness to spoil relationships; the leader must provide and encourage mutual constructive pressure to achieve performance and team behavior; delegate mutual control powers to the team; 3) irresponsibility: due to the desire for agreement and certainty, procrastination with making urgent decisions; the leader must seek clarity and decision-making; 4) fear of conflict, rivalry and intrigue; the leader must initiate constructive conflicts, when only ideas and concepts are discussed, in no case – the participants' personal qualities; 5) indifference to

outcomes: lack of desire to win; employees tend to put their personal goals above team ones; the leader must inform each employee about the goals, key performance indicators and desired outcomes as well as provide staff with appropriate incentives.

In modern extremely dynamic world, the challenges facing higher educational institutions are constantly changing and a leader is seen as “the leader of the team of leaders” (distributed leadership) [3], recognizing talents of his employees, expanding their rights and obligations to develop and implement a single educational goal. According to A. Harris [10], the leader’s leadership style becomes the main tool for achieving success by an educational institution, primarily in the outcomes of student progress and lecturer satisfaction with professional activities.

Shelestova L., Kostyria I.,  
Fedyayeva V., Brychok S.,  
Bohomolova M., Tomashevskaya I.  
emphasize that leadership is a process of influence on people, generated by the system of informal relations, while management first implies the presence of clearly structured formal relationships through which it is realized. The role of the leader as determined by the formal structure, as a rule, is indisputable. Leadership, on the contrary, is formed spontaneously at the level of semi-conscious psychological pReferences [18].

S. Kuczmarski and Th. Kuczmarski connect leadership with an opportunity for all group members to show their leadership abilities and build a value model based on two basic provisions [14]: 1) the leader has a significant influence on developing values and norms of individuals and the institution as a whole; 2) values-based leadership can and should be learned in the process; the most effective way of mastering leadership occurs by acting and practising individuals’ interaction with each other.

Viviane Robinson completed an analysis of research into the effectiveness of different types of leadership on students’ academic and non-academic outcomes. She concluded that instructional leadership produced a significantly greater influence than transformational leadership. The researcher identified five leadership dimensions that had a particularly powerful impact on students. These include 1) establishing goals and expectations; 2) strategic resourcing; 3) planning, coordinating and evaluating teaching and the curriculum; 4) promoting and participating in teaching learning and development; 5) ensuring an orderly and supportive environment. V. Robinson stated that “The more leaders focus their professional relationships, their work and their learning on the core business of teaching and learning, the greater the influence on student outcomes.” [17].

The British Council has made a significant investment in supporting Ukraine’s higher education reform agenda through the Leadership Development Programme. Developed in partnership with the Institute of Higher Education and the UK Leadership Foundation for Higher Education, the Programme has delivered forty university teams with the knowledge, skills and experience to lead institutional change. These have the potential to intensify and extend change across other universities, gaining momentum and building critical mass in the sector. That potential now needs to be nurtured within the Ukraine sector to change it into reality [13].

Thus, the leader’s role is gaining significant importance in employee activities, shaping higher educational institution goals, lecturer viewpoints, as they manage human resources and have communication skills. His personal qualities, style of behavior determine attitude to subordinates. It is the system of developing leadership qualities of the higher educational institution heads that should ensure the formation of their

leadership worldview and experience in leadership interaction. Currently, difficult terms of socio-economic reality, unstable environmental conditions require the higher educational institution head to make original, creative decisions, flexibility, therefore, leadership can be considered as a model for managing a higher educational institution effectively.

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## ФОРМУВАННЯ ЛІДЕРСЬКИХ ЯКОСТЕЙ ОСОБИСТОСТІ У ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

С. Б. Христюк

**Анотація.** Дане дослідження присвячено аналізу сучасної проблематики формування лідерських якостей особистості у вищих навчальних закладах України; лідерські якості особистості розглядаються як безпосередній контакт між лідером і послідовниками, зосереджено увагу на багатофункціональності лідерства в закладах вищої освіти, наявності лідерських якостей як у керівників навчального закладу, так і інших учасників (викладачів-лідерів), здатності виховувати лідерів; усвідомленню сутності лідерства, фундаментальних трансформацій, які переживають нині заклади вищої освіти та їх лідери, зазначені основні причини невдач сучасних лідерів у контексті нової цивілізаційної парадигми, вплив ментальної моделі на поведінку та її взаємозв'язок із зовнішнім світом. З цією метою досліджено формування в університеті нової культури праці, в якій абсолютно всі ланки, всі учасники навчального процесу зацікавлені у підвищенні якості вищої освіти. Підкреслено, що Україна має досить високий рівень системи вищої освіти відповідно до світових індексів та рейтингів за якістю вищої освіти. У дослідженні стверджується, що сучасний лідер – це людина, яка мислить глобальними категоріями, передбачає потенційні можливості, демонструє знання інноваційних технологій, заохочує до конструктивних дій, сприяє розвитку здібностей особистостей, делегує їм повноваження, розвиває підхід до командної роботи, демонструє особисті досягнення, високий рівень компетентності, діє гнучко щодо конкретної ситуації, відповідно до проголошених цінностей та завдань. Таким чином, в умовах нестабільної соціально-економічної та політичної реальності лідерство розглядається як модель ефективного управління закладом вищої освіти.

**Ключові слова:** лідер, лідерські якості, лідерські якості особистості, вищі навчальні заклади, ефективність організації освіти.