

MANAGEMENT PERSONNEL LEADERSHIP POTENTIAL OF HIGHER EDUCATION INSTITUTIONS DEVELOPMENT

The article consists of theoretical analysis of the concept of «leadership potential» in connection to the concepts of «leadership» and «personal potential»; the components of the leadership potential are defined. It also identified the main processes that reflect the development of leadership potential in management of higher educational institutions. Such processes are: self-disclosure, updating and implementation of leadership potential of the individual. The principles which ensure efficient development of leadership potential of management personnel and factors that may slow down the process were identified. As well, there is an analysis of the level of development and implementation of leadership potential of management personnel of higher education institutions; and it is presented through the vertical hierarchy of leadership phenomenon.

Keywords: leadership, personal potential, leadership potential, management personnel, institutions of higher education.

Preface. The educational system reform which is connected with active innovation of the educational environment and provides higher education institutions with greater autonomy needs leaders capable to implement and support these reforms. The higher educational institutions management personnel leadership training takes the key role in this process.

Major trends of modern society such as democratization, globalization, computerization and technologization (I. Adizes, K. Blanchard, R. Daft, A. Zalznjak, S. Kalashnikova, J. Kotter, A. Kochetkova, J. Collins, H. Mintzberg, M. Monro et al.) cause the implementation of leadership paradigm in management education. Considered from the perspective of psychological analysis the development of leadership is the process of manager self-development which implements his leadership potential. Many researchers emphasize that leadership potential is one of the most important components of the individual manager (N. Gavrilov, A. Zan'kovskij, A. Yevtyhov, M. Kirsanov, J. Cotter, L. Lesbvey, M. Primachenko et al.), however there is no the final determination of the concept yet.

Therefore, **the purpose of this article** is to make a theoretical analysis of the concept of «leadership potential» and examine how it develops in managerial personnel of higher education institutions (HEI).

The main material. Leader in education is seen as the individual or organization which carries out activities in the field of education aimed at its development and the achievements and results of this activity are the benchmark for others [5, p. 454]. Traditionally the managerial staff of educational institutions is considered as leaders.

Management personnel are those employees whose work activity is focused on the implementation of the management functions. From managerial point of view, there are three levels of manager position marked by a vertical division of labor and its role in the system of organizational administration: higher, middle and lower. Depending on functions management personnel can be divided into linear and functional heads. The linear heads direct, coordinate and stimulate the activities, arrange resources of the organization, make decisions, take full responsibility for achieving the goals of the organization and have the authority to make organizational solutions. The functional leaders are the department heads whose main task is to contribute to the effective work of linear leaders [9, p. 12].

The linear leaders of HEI are: the rector, vice-rectors, deans (directors of institutes), vice-deans, heads of departments. Functional heads in higher education institutions are the leaders of the support departments (Accounting, Legal Department, Personnel Department, etc.). Activity of leaders while they are executing their managerial functions reflects both their level specifics and their distribution within the organizational structure.

Evolutionary levels reflect the transformational management dynamics. S. Kalashnikova notes that the evolutionary levels of management in the sphere of professional activity include: administration, management and leadership. The specifics of each level manifest itself through the identification of the basic parameters of management process (sub-

ject, object, purpose and nature of the impact), which undergo transformation under the influence of external factors and the needs of social development. The leadership is the highest evolutionary and qualitative level of management. The author gives the following definition of leadership: «the management, which is implemented by influencing followers (their behavior) on the basis of personal qualities (leadership competencies) to achieve socially important goals» [5, p. 41-43].

In other words, leadership is described as qualitative characteristics of the leader rather than a professional activity with certain functions.

Therefore, the leadership in terms of psychology must be seen in two areas: leadership as a personal property and leadership as a socio-psychological phenomenon. In the first case it is not mandatory for leader to «lead the way», more important is to have an active life position and be able to make decisions and take responsibility. Characteristics of leadership as a socio-psychological phenomenon are: it is connected to dynamic process of small group; it is based on the influence of personal authority of individual (leader) on group members' behavior; leads to the achievement of group goals in optimal time and with optimum effect. Leadership is the result of both objective factors (goals and objectives of the group in a particular situation) and subjective (needs, interests, individually-psychological characteristics of group members), and the actions of the leader as initiator and organizer of group activities.

People who work in education show their leadership qualities mainly when they implement their personal leadership potential i.e. Socio-psychological characteristics that reflect whether individual is able to be a successful leader no matter depends it on situation or not [5, p. 273]. Most authors consider the notion of «leadership potential» as the aspect of «personal potential» and base it on analysis of actualized and potential personal resources.

In a general sense, the context of the notion of «personal potential» consists of the idea of personal potential as system and integrative personal phenomenon including some structural components. Those components make some influence on personal ability to have consistent internal criteria, to keep being focused in daily activity, and to maintain the stability of actions and semantic orientations under external pressure (D. Leont'ev, V. Maraliv, S. Golovin, D. Gooding); to form a system of one's attitudes to outer world and himself (V. Mjashishhev); one's success in different life activities (M. Kagan, I. Ashmarin); the level of ability development and realization (M. Alekseenko, G. Zarakovskij); the success of adaptation (A. Bogomolov, S. Dobrjak, N. Konovalova, V. Kulganova, A. Maklakov, O. Reznikova, R. Svinarenko, N. Starins'ka).

Researchers emphasize the existence of two qualitative conditions of personal potential: actualized and potential (M. Alekseenko, G. Zarakovskij, O. Shtepa). The actualized condition is provided by relevant personal recourses - implemented skills, knowledge, skills that a person has gained in the course of own life experience and realizes during life. Potential state includes potential personal resources - unrealized abilities (inclinations), a set of values, products of mental

activities, mental and behavioral strategies, internal states, guidelines that can be used by man for a particular purpose.

Analyzing the concept of «leadership potential» researchers point to its integrative nature, which includes a number of structural components.

E. Gunicheva notes that personal leadership potential is a system integrative personal phenomenon that includes some set of intellectual, motivational, emotional and volitional, and professional and value qualities [1, p. 295].

When discussing the leadership potential I. Drigina assumes that it is a quality characteristic of person that reflects his set of internal needs, capabilities, value attitudes, methods that help him to gain such an integrative competence, responsibility and communicative skills which guarantees him the leading influence on group members who are trying to collectively solve problems in a different areas of life [2, p. 23].

Considering leadership potential of the head of social group O. Evtihov notes that it includes leadership qualities, conditions for leadership manifestation, and the idea of how the group perceive the head, whether he can get the leadership position in group and to use his leadership potential [3, p.99]. Author thinks that the structure of leadership potential includes: the cognitive component of the leader and his followers (self-concept, professional-managerial philosophy, the image of leader in followers' mind); the competence and behavioral component (individual, social, organizational and managerial characteristics of leader that help him to be effective; psychological readiness and ability of group members to be his followers); organizational-administrative and socio-psychological conditions for existence of leadership (organizational and social conditions conducive to the existence of organizational leadership) [3, p. 103].

N. Marahov's'ka considers leadership potential through criteria and indicators of level of development of leadership skills, namely:

- motivational – the desire to be a leader;
- cognitive – knowledge about leadership quality: completeness, depth, flexibility;
- operational – leadership skills, organizational skills, communication, perceptual and prognostic skills, creativity, self-regulation;
- control and adjustment – provides sustainable leadership position that manifest itself in the self-expression of leadership skills and overcoming obstacles to self-realization in leadership [11, p. 161].

The level of leadership potential, according to S. Kalashnikova is determined by the degree of development of individual (skills, personality traits, values) and universal (experience, skills, leadership styles, role repertoire) components [5, p. 273].

J. Cotter suggested that there are four main sources of leadership potential: innate ability; an early childhood education, based on innate abilities and contributing to the success of the educational process; basic education and success, based on sources 1 and 2; experience gained in the career and directly related to the possibilities inherent in the sources 1, 2, 3. The author notes that the formation of leadership potential influences both individual and acquired «situational» factors [7, p. 58].

Given the above it can be argued that the specific understanding of «leadership potential» depends on the scope of the analysis of problems, including:

- in management development potential leadership is seen as a result of successful implementation of management functions (planning, organization, control);
- in pedagogy – a tendency to dynamics of quality characteristics of management (administration, management, leadership);
- in psychology – as a personal self-realization in the performance of management, which is caused by:
 1. personal activity of individual that is a basis of the activity and self-determination, desire and will to be a leader;
 2. willingness of social group or its members to follow the leader;
 3. social constructing of environment, or leadership field due to situations of the of leadership potential manifestation [6, p. 56].

The parameters of the leadership field include: the group composition, interpersonal relationships, the status of the individual in a group, character of activity and communication, responsibility for what is happening in the group, the group processes outcomes [8, p.10].

Analyzing the main processes that reflect the development of leadership potential of HEI management, such us:

- *personal leadership potential development* – identifying potential resources of personality and characteristics of leadership potential that lead to leadership development, and analysis of leadership field parameters.
- *personal leadership potential actualization* – conversion resources from potential to actual condition. To identify the individual vectors of personal leadership potential development is the core of the phase. Also it is important to form the efficient form of group interaction.
- *personal leadership potential realization* – purposeful use of potential and hidden for the time inclinations, capabilities, skills, qualities, resulting in significant personal or social achievements during life spine.

For successful implementation of leadership potential of managers in education it is important to establish social and psychological conditions for leadership development. First of all, it can be reached through the administrative and managerial, and informational and promotional leadership stimulation and corporative culture impact on leadership development.

According to O. Evtihov, the administrative and managerial leadership stimulation and the formation of their leadership image in the eyes of others includes: organizing a coherent and supportive administrative interaction between leaders of different levels of the same administrative branch; the head of the higher level should accent the leader status of the unit heads in the eyes of his employee; also, the unite heads who are successful in administrative work and create a good psychological climate in their unites must be encouraged. The measures to provide informational and promotional stimulation of unit heads include: creation and support of public opinion about unit heads as the administrative leaders, and demonstration of examples of social leadership; doing the symbolic positioning of leader by showing photographs, making quotes from speeches, using fragments of documents [4, p. 5].

The effectiveness of leadership potential in management's higher education institutions ensure the implementation of the following principles:

- The principle of orientation to internal resource of person. This principle shows to which extent a person is confident in his capabilities to independently and effectively solve his own problems, to build his behavior according to positive model of self-realization, and his confidence in the availability of own resources, even when it is not actualized.
- The principle of being focused on achievement. The manifestation of this principle is the desire to succeed, and to have good results of activity. It is characterized by: perseverance; dissatisfaction with the result; attempt to do the work better than before; experiencing the joy of success due to the achievement of high results; having tendency to set long-term goals; feeling dissatisfaction from easy task and easily achievable goals.
- The principle orientation to subjective development of personality.

This principle shows in promotion of one's ability to be the subject of his own behavior, activities and, ultimately, life.

- The principle of emotional balance. This principle involves understanding and managing one's own emotions and the emotions of others, inclusion into the situations that require forceful efforts to overcome the negative influence of society, the search for solutions using adequate means for this person, the acquisition of stress tolerance and the reflexive life position.
- The principle of tolerance. Tolerant attitude to what is happening, the lack of desire to see anything reduced to unambiguity, it also means having adequate attitude to unintended results of activity, putting the process prior to the outcome.

The successful development of personal leadership potential of managerial personnel of HEI must take into account factors that prevent the leader from being a leader:

- the excessive independence, isolation, sharpness, lack of attention to the people, the inconstancy and unpredictability of behavior in difficult circumstances;
- the difficulty in team building: bad selection, oppressive and excessive control, inability to resolve conflicts and delegate powers, etc;
- the problems in the strategic approach use, including a tendency to continue to do what has been done already, inability to cope with difficulties and uncertain situations, helplessness when facing a new situation;
- failure to pursue the case, lack of attention to details, disorganization, tendency to leave work unfinished, being unreliable;
- excessive ambitions, including the tendency to rely too much on others in order to hide own weaknesses, an inclination to rely too much on the same advantage;
- bad relationships with senior managers, including: failure to convince, to adapt to the head with different style, disagreement about strategies, inability to fully realize own functions to influence others [12, p. 156].

The level of development and implementation of leadership potential of managerial staff of higher education institutions can be analyzed through a vertical hierarchy of leadership. Every successive level of this requires the leader to have more of developed personal qualities, knowledge, skills and abilities. Thus the first three levels are more focused on whether leader has knowledge and resources that help him to get the authority among the followers, and the next three are focused on the ability of the leader «to lead», to understand the role and value of each team member, to provide strategic planning and implementation of the objectives.

1. Leadership at the level of environment. The focus of attention of such leader centered on external factors and operating conditions. The leader uses greater control over resources, understands how to achieve goals, and corrects actions of followers. This is the easiest level of leadership.

2. Leadership at the level of behavior. This type of leadership is focused on improving specific behavioral skills of group by identifying and reinforcing successful actions towards a certain goal. Leader is an expert, he knows all the nuances of a given type problem solving.

3. Leadership on the level of abilities. The leader helps followers not only to elaborate skills at concrete situations but also to develop general cognitive abilities; he offers his followers to transfer their skills to new contexts and create effective strategies of thought and behavior.

4. Leadership on the level of beliefs and values. The leader creates the belief and values in people that contribute to or, conversely, hinder successful behavior. An effective leader of this level helps followers to overcome internal resistance, strengthens their faith in themselves and their capabilities, creates an optimistic view of the situation, while not giving ready-made solutions. This way he stimulates them to get a solution.

5. Leadership at the level of identity. This type of leadership is focused on the discovery and recognition of identity and internal potential of people. The leader creates conditions for the development of followers' personality by appreciating their wholeness, understanding the value and importance of each team member, providing room for error, motivation to self-development and self-realization.

6. Leadership at the level of mission. Such a leader creates conditions for understanding by every team member of their place and role in society, helps to positively reflect on his own meaning and goals, expanding the borders of the world, provides a stable developmental environment, which contains many opportunities for implementing the objectives and personal growth [10, p. 40-42].

The material of this article does not show all aspects of the problem. The points that require further study are: development of the model of leadership potential as individual psychological phenomena; making a depth analysis of the components of leadership potential, definition of its relationships and roles in discovering and implementing of leadership potential; to make a study of the conditions of leadership potential of managerial personnel of higher education institutions.

Findings.

1. The educational system reform, active introduction of innovations in the educational environment, providing more autonomy to higher education institutions requires, above all, getting leaders capable to implement and support these processes. A key role in this management of higher education institutions belongs to workers, who perform administrative functions.

2. In the sphere of vocational activity management as a process varied depending on the needs of society and organizational development. Today, it is advisable to allocate evolutionary levels of management: administration, management and leadership. The highest evolutionary level and best quality of management belongs to leadership. Manifestation of leadership by educational staff primarily associates with the implementation of their own personal leadership potential. Analyzing the concept of «leadership potential» researchers point to its integrative nature, which includes a number of structural components.

3. From the standpoint of psychological analysis the development of leadership potential is seen as a personal self-realization. The dynamics of the process of implementation of professional activity is driven by: personal activity of person, his desire to be a leader; willingness of team members to follow the leader; the social construction of the environment or the field of leadership, which is connected with situations in which the leadership potential manifest itself.

4. The main processes that reflect the development of leadership potential of management personnel of HEI include: personal leadership potential development, personal leadership potential actualization and realization.

5. The effectiveness of leadership potential development of managerial staff of higher education institutions is ensured through the implementation of these principles: the principle orientations to internal resources of person and personal achievement; the principle of orientation to the subjective formation; the principle of emotional balance; the principle of tolerance.

6. The level of development and implementation of leadership potential of managerial personnel of higher education institutions can be analyzed through a vertical hierarchy of leadership, which includes six levels: leadership at the level of environment, leadership at the level of behavior, leadership at the level of skills, leadership at the level of beliefs and values, leadership at the level of identity, leadership at the level of mission. Every next level requires leader to have more of developed characteristics, knowledge, skills and abilities.

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Лебідь Неля
РОЗВИТОК ЛІДЕРСЬКОГО ПОТЕНЦІАЛУ УПРАВЛІНСЬКОГО ПЕРСОНАЛУ
ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

У статті теоретично проаналізовано поняття «лідерський потенціал», обґрунтовано його зв'язок з поняттями «лідерство» і «потенціал особистості», вказано складові лідерського потенціалу. Визначено основні процеси, які відображають розвиток лідерського потенціалу управлінського персоналу закладів вищої освіти, зокрема: розкриття, актуалізація та реалізація лідерського потенціалу особистості. Виявлені принципи реалізації професійної діяльності, які забезпечують ефективність розвитку лідерського потенціалу управлінського персоналу та фактори, які можуть уповільнювати цей процес.

Ключові слова: лідерство, потенціал особистості, лідерський потенціал, управлінський персонал, заклади вищої освіти.

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РАЗВИТИЕ ЛИДЕРСКОГО ПОТЕНЦИАЛА УПРАВЛЕНЧЕСКОГО ПЕРСОНАЛА
ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЙ

В статье теоретически проанализировано понятия «лидерский потенциал», обоснована его связь с понятиями «лидерство» и «потенциал личности», указаны составляющие лидерского потенциала. Определены основные процессы, которые отражают развитие лидерского потенциала управленческого персонала высших учебных заведений, а именно: раскрытие, актуализация и реализация лидерского потенциала личности. Выявлены принципы реализации профессиональной деятельности, обеспечивающие эффективность развития лидерского потенциала управленческого персонала и факторы, которые могут замедлять этот процесс.

Ключевые слова: лидерство, потенциал личности, лидерский потенциал, управленческий персонал, учреждения высшего образования.

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THE LEADING ROLE OF TEACHERS IN THE DEVELOPMENT
OF HIGHER EDUCATION

This article deals with the leading role of teachers in the development of quality higher education. The definition of quality teaching in higher education institutions and features, skills of good teachers have been analyzed. The importance of student's outcomes in creating leading position of the universities have been defined. The mission of academic advising as teachers, coaches and mentors have been specified. Practical recommendations for teachers to assume leadership roles in order to improve the quality of higher education in Ukraine have been written for the first time.

Keywords: quality teaching, educational leadership, academic advising, student outcomes, higher education.

Introduction. Teachers have the biggest higher education influence on student achievement and teacher quality is therefore central to improving education systems around the world. While some countries have a plentiful supply of high-quality teachers, many countries struggle to compete with other sectors for teaching and leadership talent. This challenge grows ever more acute as the demands on education systems become more ambitious to prepare all students with the knowledge, skills, and dispositions for success in an increasingly globalized and digital world [26].

Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Yet higher education institutions are complex organizations where the institution-wide vision and strategy

needs to be well-aligned with bottom-up practices and innovations in teaching and learning [6, p. 5]. Developing institutions in Ukraine as effective learning communities where excellent pedagogical practices are developed and shared also requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change. Especially at a time when Ukrainian higher education reforms their policies with the aim of integration to European Higher Education Area and European Research Area.

Looking to the future, the academic content and routine cognitive skills that are central in education systems today will not suffice in a world where students can access unlimited content on Google and job profiles are changing rapidly. In order to equip students with the competencies to be active citizens and workers, teachers need to become high-level knowledge workers, capable of creating 21st century learning environments. So effective teacher recruitment, training, and ongoing professional development of teachers are crucial for student learning. And all this hinges on effective leadership [26].