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MODERN THEORIES IN LEADERSHIP TRAINING: APPLYING PRINCIPLES FOR COMPETENCIES DEVELOPMENT

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In the article the specific role and value of a leader, causing specific requirements for his/her competences and competencies, which are formed in the system of formal and informal training and based on different theories of teaching and learning. Multiple training theories related to leadership are studied: adult education, andragogy, training on the principle of double-loop learning, training based on experience, the functional theory, theory of social development; social learning theory; acmeology. The guidelines and application of the principles of each theory in training practice that focuses on the development of specific skills, general skills, and personal development are described. The use of learning theories in training of public administration leaders, namely, the process of policy formulation and decision making, is defined.
Key words: theory training, adult education, andragogy, training on the principle of double-loop learning, training based on experience, the functional theory, theory of social development, social learning theory, acmeology.

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СУЧАСНІ ТЕОРІЇ ПІДГОТОВКИ ЛІДЕРІВ: ЗАСТОСУВАННЯ ПРИНЦИПІВ ЗАДЛЯ РОЗВИТКУ КОМПЕТЕНТНОСТЕЙ

У статті обґрунтовано специфічну роль та значення лідера, що зумовлюють особливі вимоги до його компетенцій та компетентностей, які формуються в системі формальної та неформальної підготовки на основі різноманітних теорій викладання та навчання. Розглянуто численні теорії підготовки, які пов'язані із лідерством: навчання дорослих, андрагогіка, навчання за принципом подвійної петлі, навчання на основі досвіду, теорію функціонального змісту, теорію соціального розвитку; теорію соціального навчання; акмеологію. Наведено опис основних положень, принципи застосування кожної теорії в навчальній практиці, яка орієнтується на розвиток спеціальних навичок, загальних здібностей, особистісний розвиток. Визначено застосування розглянутих теорій навчання в підготовці лідерів з публічного адміністрування, а саме процесу формування політики та прийняття рішень.
Ключові слова: теорія підготовки, навчання дорослих, андрагогіка, навчання за принципом подвійної петлі, навчання на основі досвіду, теорія функціонального змісту, теорія соціального розвитку, теорія соціального навчання, акмеологія.

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СОВРЕМЕННЫЕ ТЕОРИИ ПОДГОТОВКИ ЛИДЕРОВ: ПРИМЕНЕНИЕ ПРИНЦИПОВ РАДИ РАЗВИТИЯ КОМПЕТЕНТНОСТЕЙ

В статье обосновываются специфическая роль и значение лидера, вызывающие особые требования к его компетенции и компетентности, которые формируются в системе формальной и неформальной подготовки на основе различных теорий преподавания и обучения. Рассматриваются многочисленные теории подготовки, связанные с лидерством: обучение взрослых, андрагогика, обучение по принципу двойной петли, обучение на основе опыта, теория функционального содержания, теория социального развития, теория социального обучения, акмеология. Приведено описание основных положений, принципы применения каждой теории в учебной практике, которая ориентируется на развитие специальных навыков, общих способностей, личностное развитие. Определяется применение рассмотренных теорий обучения в подготовке лидеров публичного администрирования, а именно процесса формирования политики и принятия решений.
Ключевые слова: теория подготовки, обучения взрослых, андрагогика, обучение по принципу двойной петли, обучение на основе опыта, теория функционального содержания, теория социального развития, теория социального обучения, акмеология.

Problem definition. Leadership occurs when there is a need in the person, who is capable to produce social ideas, to express what the group or society preferred, to be the bearer of collective consciousness and organizer of collective action. Leadership appears and functions within social relations and is expressed in impact, provided by a leader on the members of the social group. Such specific role and value of a leader cause specific requirements to his/her competencies which are formed in the system of formal and informal training based on numerous learning theories: adult learning (J. Cross); andragogy (M. Knowles); anchorage instruction (J. Bransford), attributive theory (B. Weiner), cognitive theory – namely, the theory of cognitive dissonance (Festinger L.), cognitive flexibility (G. Spiro), cognitive downloading (J. Speller); constructivist theory (J. Bruner); speaking theory (G. Pask); the principle of dual loop training (K. Argyris); learning from experience (C. Rogers); theory of functional content (Sticht T.); Gestalt theory (M. Wertheimer); GPS-theory (A. Newell and H. Simon), social development theory (L. Vygotsky); social learning theory (Bandura A.), transformational theory (J. Mezirov); acmeology etc.

Recent researches and publications. Active investigations of adult learning theories are provided by western scholars such as J.Mezirow who gives an overview of an emerging transformation theory of adult learning, compares it with other theories of adult learning [19]; M.Sharan who looks at andragogy and self-directed learning from pillars of adult learning theory [24]; A.Tough who reveals a new approach to theory and practice in adult learning [26]; Y.D.Trotter who studies adult learning theories by means of their impacting professional development programs [27]. The theoretical basis of management training were studied by the Ukrainian scientists N.Bibik, I.Zyazyunom, V.Kremen', V.Lugovyi, V.Maiboroda, B.Oliynyk, N.Protasova, M.Romanenko, O.Savchenko, V.Semychenko. The research of adult education, andragogics, acmeology etc. was provided by such scientists as: S.Vershlovskyy, E.Dobryns'ka, N.Litvinova, V.Podobed, Yu.Kulyutkin, H.Suhobs'ka, V.Yeryemyeyeva, V.Simonov, I.Lerner, L.Monakhova, T.Shadrina and othes. The comparative andragogics is presented in the works by D.Antonova, N.Bidyuk, M.Borysova, S.Kovalenko and others.

Unsolved issues. The specific functions of leadership require the usage of appropriate theories in leadership training regarding its content, forms and methods of training. Nowadays the issue of theoretical essentials for leadership training is becoming urgent because its solution means understanding of the goals and applied character of such training system.

The objective of the paper is to analyze the contemporary theories of adult learning and reveal their application in leadership training.

Basic material. In leadership training first of all adult learning theories are applied. The key theory is the theory of adult learning by K. Cross. In 1981 K. Cross represented "the model of adults' characteristics" with the analysis of programs for lifelong learning (LLL). The model integrates a development of other theories, such as andragogy (M. Knowles), experiential learning (C. Rogers) and psychology. "The model of adults' characteristics" contains two indicators: personal characteristics and situational characteristics. Personal characteristics include age, phases of life, and stages of development. These three components have different qualities that comply lifelong learning. Age-related characteristics concern [13, p.150]: sensory and physiological abilities (such as sight, hearing, time of response), and intellectual abilities (e.g., decision-making process, identification of problems, vocabulary) which require improvement. Phases and stages of life (e.g. changes of workplace, dismissal, and retirement) are those relating to age. Situational features include part-time and full-time education, mandatory and voluntary training. Regarding personal indicators, they are essential for training under the supervision of the lecturer (tutor) in composed data applications, scheduling, determining the place of training; as for situational indicators, they are self-organizing, problem-based learning. The basic principles of this theory are:

– training programs for adults should be based on the experience of their participants;

– training programs for adults need to be adapted to age characteristics of their participants;

– adults should be encouraged to reach the highest level of their personal development;

– adults should have the maximum of possible choices and options regarding training programs.

In the development of an adult the periods of his/her accepting of information is to be taken into account: during his/her adulthood (30–50 years) he/she has the most productive period for the highest achievements of intelligence. Adult learning is characterised with:

– high motivation of students. Everyday problems that adults solve using adult learning, stimulate their training activities. This explains active development of adult training in Ukraine (postgraduate education);

– lack of target-oriented public policy (law of Ukraine "On the Education of Adults"), leading to

fragmentation of forms in adult education, makes it impossible to transform it into a flexible, diverse directions and subsystem levels of continuing education;

– the need to organize a system of measures for its development and support at the national level (broad and diverse information about the objectives, content and organizational possibilities of adult education, measures of material and moral stimulation of training, advisory assistance in training);

– individualization of learning, i.e. individual development program, which takes into account the social, educational and personal needs of teaching.

The theory of andragogy by M. Knowles is an attempt to develop further the theory of adult learning. The name of the theory comes from the Greek "andros" – adult (literally "androhonika" is "adult leadership") [17]. M. Knowles emphasizes that adults are those who are self-organised, responsible for their decisions. As for their training, andragogy suggests that adults need to know what they attempt to learn; adults study using their own experience; adult learning is problem-oriented; adults study better when the topic of learning is immediately applied in practice. Andragogy is built on an understanding by an adult of his/her needs (including educational/ training needs) and the ability to use them at his/her workplace. This type of learning is the activity that an adult plans and realizes him/herself. This theory considers the development of a person only as a self-conscious activity, and not as a result of external influence; the person realises his/her needs, which are satisfied in education, demonstrates activity on their satisfaction. Andragogy theorists treat andragogy as the science which is intended to reveal patterns, social and psychological factors of effective education and training of adults [7]. In other words, andragogy means that adult education should be more focused on the process, and less on the content of teaching. Such strategies as case studies, role playing, simulation, self-assessment are more useful. Those who teach choose the roles of a facilitator, a moderator, not a lecturer and a controller. Andragogy is widely used in organizational programs of training, particularly on the development of management skills. In his works, M. Knowles describes the teaching based on this theory:

– there is no need to explain the reason for the teaching of this or that topic (e.g., certain commands, functions, performance, etc.);

– training is focused on the job, educational activity is carried out in the context of making various tasks;

– training takes into account a wide range of learning experiences of students, training material and activities involve various levels (types) of previous students' experience;

– since the learners are self-organized (they plan their educational activity), the process of study predicts that they make their own "discoveries", the trainer just gives appropriate guidance, corrects mistakes.

Its basic principles are [17, p. 152]:

– adults should be involved into the process of planning and evaluation of training;

– experience (including negative experience) is essential for learning activities;

– adults are interested in the subject, which is to be used at the workplace or in personal life;

– adult education is more problem-oriented than topic-oriented.

The theory of the double loop by K. Argyris justified the purpose of training as a change in values and attitudes of students [9]. It is about the difference between normal and high level of activity influenced by such factor as learning according to the scheme of single loop (means knowledge of how to reproduce somebody's personal behaviour, detect and correct errors within a given set of rules), or double loop (with the assistance of teachers who determine when rules, constraints, main provisions are to be changed). This theory is based on solving complex and semi-structured problems [12, p. 29]. The foundation of the double loop theory is a "theory of action" by K. Argyris that interpreted reality in terms of the individual as an actor. Changes in values, behaviour, leadership are explained by the theory of actors. An important aspect of the theory is the difference between the theory of "personal support" and "theory in action" (what the person does). Bringing these two theories in matching to each other is the primary task of the "double loop" theory.

Educational process according to the theory of double loop provides: a revealing of needs which are to be supported; development of new approaches; implementation of new actions; summarizing of the results. It stipulates that the effectiveness of decision-making is increasing, as well as adequate response to person's mistakes and failures. So, the theory of the "double loop" is a theory of personal change focused on professional training, especially on leadership development. Its main principle is that effective solution of the problem of interpersonal and technical (procedural) nature requires public testing according to "the theory in action".

The "theory of functional training content" by T.Sticht [25] stresses the importance of compliance

between the experience of students, and content of training – new information should enable students to coincide it with existing knowledge, to transform "old" knowledge into "new" one. The use of materials after training, transformation of training from the audience into the "real world" is valued highly. The basic principles of this theory are:

– training should be based on prior knowledge of those who study;

– the training materials and tools should be applied by the student after training;

– competence is improved by means of improved content of knowledge, information skills, training material characteristics;

– valid assessment of learning requires specific indicators in measuring of its content.

Problem-based learning theories are prevalent in the works of C. Newell (solutions of common problems – General Problem Solving – GPS) [20], which reveal the paradigm of information processing in problems solution and problem-concept space. Gestalt psychologist M. Wertheimer made a study on problem solving and substantiated the importance of structure (i.e. the connection between parts) of the problem.

In his latent theory E. de Bono stresses the importance of new prospects in addressing the problem. Skills in solving problems have to be applied in many other aspects of cognition: design (capability to remember simple things), recognition of known elements of the problem, creativity (development of new solutions).

Study based on experience by C. Rogers defines two single types of training [21]: a) cognitive (less important) which belongs to academic knowledge; b) based on experience (essential), on applied knowledge. The main difference is that training based on experience appeals to the needs and desires of students. Rogers C. lists key characteristics of such learning: personal involvement, self-initiative, assessment by those who study, huge impact on students. According to C. Rogers, learning based on experience, is equivalent to personal change and growth. It suggests that everyone has natural need to study and the role of the teacher is to facilitate such training. This includes the creation of favourable educational climate; identification of learners' objectives; availability of educational resources; balancing intellectual and emotional components of learning; knowledge and experience exchange between a teacher and the students (not domination of a teacher).

The theory by C. Rogers is derived from the humanistic approach in psychology. It is applied directly to the adult participants of the educational

process and has its impact on adult learning theories (theories by M. Knowles and K. Cross). Its basic principles are:

– it is important to study, when the subject meets the personal interests of the student;

– effective training is a training which minimizes external threats;

– learning is faster when the threats for the individual (new knowledge, new perspectives) are the lowest;

– self-initiated training is the most prolonged and widespread.

The theory of lateral thinking (by E. de Bono) is also used in leadership training. The basis for lateral thinking is the idea that most problems require different perspectives of their successful solution [2]. De Bono E. identifies four main factors, associated with lateral thinking [14]:

1. Recognition of the dominant ideas that polarize the perception of a problem.

2. Finding different ways of analysis.

3. Reducing strict control of thinking.

4. Use the chance to promote other ideas.

Creativity, problem solution, and also lateral thinking (E. de Bono), which teach us to be flexible in addressing problems and decision-making are important aspects of leaders' training (B. Roth [23]).

Although the theory by E. de Bono is quite unique, it is closely related to the Gestalt theory of Wertheimer, the concept of creativity, problem learning. E. de Bono speaks about the use of the lateral theory in management training. The basic principle of it is the recognition of the idea that another vision involves the breach of the elements and their restoration in a different order.

Social development theory (by L. Vygotsky) updates, first, the role of social interaction in the development of knowledge, i.e. the interaction between people [3, c. 57]; secondly, the zone of proximal development as potential cognitive development. The zone of proximal development is completely dependent on social interaction. The level of skills increases much more when this development takes place in learning with the teacher (moderator) or in joint training, and not alone. The theory by Vygotsky L. is closely connected with the theory of social training by A. Bandura and is a major component of the theory of situational learning. Its basic principles are:

– cognitive development has certain limitations based on age;

– the entire process of knowledge requires social interaction.

Social learning theory (by A. Bandura) stresses the importance of monitoring and modelling behaviour,

attitudes and emotional reactions [1]. Bandura A. testifies that: training is intensive when participants themselves feel the effects of their actions. Fortunately, human activity is studied by observation through modelling: watching others the person can form his/her own opinion on how the new behaviour will be implemented. This coded information serves as an indication to actions [11, p. 20–22].

Social learning theory explains human behaviour in terms of the interaction between knowledge, behaviour and environment. The components of such studies are attention, memory, reproduction, motivation. That is why this theory is associated with cognitive and behavioural theories, social theory by L. Vygotsky. The ideas of A. Bandura are theoretical essentials for behaviour modelling, which is widely used in educational programs. In recent years, A.Bandura develops his research in the direction of self-efficiency concept. Its basic principles are [10]:

– the highest level of education is achieved through organisation and testing of modelled behaviour;

– a person adapts simulated behaviour better when he/she realizes the value of its results;

– a person perceives simulated behaviour better which is familiar to him/her, when the behaviour has functional value.

Acmelogy directs teaching towards assistance to a person in his/her achieving a peak of his/her capabilities, the fullest realization of his/her potential. The name of the theory comes from the Greek word "acme" – top, flourishing. The main outcome of it is when a person achieves his/her professional top as the result of training [5]. Acmelogical theory is oriented to the potential of a student, his/her personality (not social norms as requirements of the society). Each person has his/her professional top. Active development of acmelogical approach was done by foreign researchers: professional formation and development of managers (A.Derkach, V.Grigoriev, M. Mikheev, Yu. Synyahin and others); professional activities of deputies (V.Bobyk, V.Gerasimov). In a separate sphere of political acmelogy (A.Derkach, A.Fedorkina) acmelogical determinants of a leader are investigated.

Acmology (A.Derkach V.Zazykin, A.Selezneva and others) is a theory, which explores the issues of (cultural) self-identity. The concept of "self-development", "self-actualization", "self-improvement", "self-realization" relate to the concepts of "acme" and "culture". An adult person reaches the top of self-development as the result of creative maturity. Its level depends in particular on the results of: macro-environment (society, state) impact, me-

ga-environment (e.g. of educational group) impact, micro-environment (colleagues, associates) impact.

Regarding the functions which leaders perform we may consider the usage of mentioned theories in their training. In practical terms, the main function of a leader is decision-making (evaluation and selection), which largely determines the personal and professional development and success. That is why this specified direction is widely developed in science, has become the subject of many theoretical findings (Huber G. [16]).

There are many researches of decision-making process: the difference between decision-making process and purely rational choice, priority of "satisfaction" as the overall strategy in decision-making, decision-making as combating conflict (works of labour social psychologists) and so on.

Most theories are based on the idea that the decision-making consists of a series of sequential steps or stages: recognition, formulation, generalization of alternatives, information search, selection, performance. It is recognized that such everyday (routine) cognitive processes as memory, thinking, development of concepts play a major role in decision-making. In addition, the process of decision-making is linked to the psychological state of fear and stress.

There is an ever-expanding understanding of what adult learning is and can be. Adult learning is more than cognitive processing; it is a multidimensional phenomenon that takes place in various contexts. The use of considered learning theories is adequate to the specifics of leadership training, because it actualizes the role of personal experience and strategies in training. The presented adult learning theories provide new thinking about leadership training.

Conclusion and further research. The research determines the applicability of the theories in leadership training that orients towards the development of special skills (e.g. negotiation, financing), general skills (e.g. communication, planning), personal development (e.g. leadership, combating stress). This type of training is characterised with some statements:

– according to the theory of double loop by K.Argyris a person has to learn how to differentiate between his/her own perception (or attempts) and reality. This learning process is usually realised through the interaction with others;

– because of interpersonal interaction the theory of social learning is becoming important (especially modelling and role-playing games). Coaching and mentoring are the most widely used technologies aimed to apply social knowledge at the workplace (works by A. Deehan);

– adult learning theories (K. Cross, M. Knowles, C. Rogers) which actualise the importance of students experience in training are also corresponding to this type of training;

– theory of experience (personal experience) by D. Kolb claims that the training cycle consists of four main stages: concrete experience, reflective observation, abstract conceptualisation and active experimentation;

– theoretical principles of activity approach are widely used in management training, which prefers structured projects in organizations, rather than traditional classroom training. The main elements of activity learning are: a priority to training, social involvement, action plans, evaluation of actions.

Further research may be directed towards the analysis of the educational process which is oriented to skills development in decision-making.

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