

# DEVELOPMENT OF LEADERSHIP POTENTIAL OF DEPARTMENTS AS AN INSTRUMENT FOR INSTITUTIONAL LEADERSHIP IMPLEMENTATION OF THE UNIVERSITY

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**Abstract.** *The current development of higher education in Ukraine is conditioned by such key requirements as professionalization of university management and staff development of the university (new staff policy). Purpose of the article: to research and to justify the development system of departments leadership potential as an instrument for professional management of higher education. Methods: theoretical methods: theoretical and terminological analysis, strategic sessions, interviews, Thomas PPI method (International Certified Test) by R. Belbin; mathematical methods for analyzing empirical data.*

*The development system of University departments leadership potential includes the following vectors: designing of the departments development strategy; analysing of internal and external resources; team - building; strategy implementing; results monitoring. Planning, implementing, evaluating and reflecting are the stages of departments leadership development. Planning: defining of strategic and operational goals; implementing: analysing of PESTLE and human resources; evaluating: identifying of strengths and weaknesses, responses to changes, cohesion; reflecting: educational quality assesing by round-up survey. Leadership's potential development of departments of the university is a complex and non-linear educational system related to the university's leadership potential. The attempt to explore it is made in our research. The units, goals, values and university development are realized by developing the leadership's potential. The leadership's potential of the university is an actual product of the article. It is determined that the scientific basis of the problem underlined in the research is sufficient to select the appropriate methodology (systematic approach), definition of the content, stages of the research, conclusions formation. The readiness to change, subordinate personal goals to team tasks, learn new and form actual competencies, help others, destroy stereotypes and accept challenges need the development. It is possible in terms of team leadership. It is grounded that the professionalization of university management is an actual and unresolved problem. It requires further research and implementation of European experience in the practice of higher education in Ukraine.*

*The professionalization of university management is an urgent and unresolved problem. It requires further research and implementation of European experience in the practice of higher education in Ukraine. The presented development system of departments leadership potential in higher educational institutions is value-oriented. It is based on trust and responsibility. The implementation in university practice will provide the institutional leadership of higher education of Ukraine and its further integration into the European space.*  
**Keywords:** *development of leadership potential, educational space, institutional leadership, leadership management, leadership potential.*

## **Introduction**

The beginning of the XXI century is determined by the dominant tendencies of social ontogenesis, the vast majority of scientists from different countries reduced to the following ones: globalization, integration, democratization, informatization, technology, urbanization, priority of the role of the personality. Among the decisive determinants and trends in social life, the rise of the personality role is especially highlighted. It requires the creation of a new person – responsible, active, creative, prognostically conscious. It is a super task for the educational industry, not all countries of the world are working on creating a modern model.

Leadership is being actualized in the educational sphere by the fact that it is a sphere of public life to which all citizens are involved in the same way regardless of age, gender, ethnic or religious affiliation, place of residence or any other criteria. Scientists are construed the essence of educational leadership quite broadly: „The leader in education is a person or institution that carries out activities in the field of education, aimed at its development, achievements and results of this activity are a guide for others” (Кремень, 2008). In our opinion, the leader’s personality potential is a socio-psychological characteristic of a person who reflects and situates the individual’s ability to succeed in leadership (Аарна, Гудонієне, & Гузар, 2014).

We will try to investigate the development of the leadership potential of the University units – a complex and non-linear educational system. Today it is determined not only as an educational and cultural system, but also as the underlying ground for social progress, scientific, technological, socio-political, forecasting, research institution, without which social progress has no meaning and no mechanism for development on a global scale. In turn, the university’s leadership potential is the vector that defines the goals, values and mechanisms of development at a certain stage in its functioning.

**The purpose of our article:** to research and to justify the development system of departments leadership potential as an instrument for professional management of higher education. A set of theoretical and empirical **methods**

was used to achieve the aim: theoretical – analysis (theoretical, terminological) – to determine the basic theoretical positions and concepts. Abstraction and concretization – to establish the laws and principles of development of leadership potential of the university units; empirical – strategic sessions, interviews, rankings, Thomas PPI method (International Certified Test Thomas International); mathematical – for quantitative and qualitative methods for analyzing empirical data.

### **Theoretical basis of the research**

Summarizing the research findings of the problem of leadership, the researchers state that the fundamentally important personality features correlate with the essence of leadership. It includes: „The integrity of the individual, responsibility for their own behavior and deeds, spirituality and morality; purposefulness and focus on development (incl. self-development and development of others)” (Калашнікова, 2011). Educational leadership is interpreted in present days as a „new management”. It is directed primarily to change the essence. It concerns content rather than forms. It is grounded at the disclosure of the potential of each personality in order to achieve such goals that would meet the expectations of both the public and the individual.

The research of many scholars are devoted to investigation the essence and disclosure of the leadership content. Thus, H. Owen, W. Hodgson and N. Haszard compare and analyze management („old management”) and leadership („new management”). They state that „Management is a way of guiding order and control in existing organizations. Leadership is defined by person’s trying to challenge the surrounding reality and changing it” (Оуен, Ходжсон, & Газзард, 2005).

According to W. Birley and T. Kozub, changes of the paradigm from management to leadership are demonstrated at different levels: from obstacles to opportunities; from control over the team – to productive processes; from competition – to cooperation; from complacency – to complicity; from directions – to participation; from „or – or” (linear thinking) to inclusive (comprehension) thinking; from homogeneity – to heterogeneity; from quality control – to continuous development; from the structure – to the reduction of restrictions (Козуб, Бирли, & Джонс, 2009).

Evolution of leadership is justified by R. Daft. He distinguishes seven stages of its formation: 1. The Theories of a great person. 2. Theories of personal qualities. 3. Behavioral Theory. 4. Situational Theories. 5. Theories of Influence. 6. Theories of Relationships. 7. Modern Theories of Leadership: special importance is attached to the study of leadership in conditions and for change at the beginning of the XXI century (Дафт, 2008).

P. Drucker explores the essence of leadership, the etymology of the concepts of „leadership” and „leader”. He believe that „Leadership is a vision,, (Друкер, 2004). For his part, R. Stogdill presents a series of definitions of leadership, focusing on its versatility, concluding that leadership is „a center of group interest, manifestation of personal qualities, an art of reaching agreement, action and behavior, an instrument for achieving the goal and desired result, interaction, the ability to persuade, influence ...” (Аарна et al., 2014).

S. Kalashnikova investigates the problem of forming managers-leaders, identifies two main types of leadership: an individual – the subject of the leadership manifestation is a separate personality; institutional (or organizational) – the subject of the manifestation of leadership is the organization. The manifestation can be carried out both directly in relation to itself (self-development of the organization), as well as in relation to other organizations (Калашнікова, 2011). The necessity of the development of institutional leadership of universities is grounded in her publications. It is caused today by a number of challenges:

- the implementing impossibility of a new paradigm for the development of higher education based on the old culture of governance;
- the critical need for the formation of a management model on a new ideological basis – the principles and values of leadership;
- the need to develop the leadership potential of the units as an instrument for the institutional leadership implementation of the University.

We agree that addressing these challenges is important for ensuring the steady progress of higher education in Ukraine towards the improvement and European integration. Therefore, our publication deals with the research on the problem of leadership potential development and the system of leadership potential development of units as an instrument for implementing institutional leadership of the University.

## **Methodology**

The basis of the research conducted and presented in the proposed publication was the systematic approach as a method of theoretical and practical study. It assumes each process is considered as a system with its internal connections between individual elements and the analysis of external links with other systems and objects. Taking into account the stage-by-stage development of leadership potential of units: planning, implementation; evaluation; reflection; the relevant four steps were identified.

- 1) *The planning* included defining the strategic goal and operational objectives of the unit.
- 2) At the *implementation* stage, PESTLE analysis and human resources were analyzed using the Thomas PPI diagnostic program.
- 3) At the *evaluation* stage, the strengths and weaknesses of the team of lecturers were determined.
- 4) *Reflection* included a round-trip survey to assess the team's ability to accomplish tasks.

We also identified two research blocks: *diagnostic and prognostic*. Task of the diagnostic block is testing of the toolkit for analyzes the leadership potential of the unit (department); the task of the prognostic unit is the allocation of basic vectors and the introduction of a system of leadership units development in the practice of institutional implementation of the University.

System and stage-by-stage, as the basic methodological principles of the research were reflected in the process of analysis, synthesis and interpretation of empirical data. The research was conducted during 2016–2018 academic years at the Borys Grinchenko Kyiv University, Ivan Franko National University of Lviv, Drohobych Ivan Franko State Pedagogical University. In each of the universities, one department was identified on the voluntary basis with the participation of various research units: the diagnostic unit – Department „1” (n = 24) of Borys Grinchenko Kyiv University; prognostic – Department „2” (n = 26) Ivan Franko National University of Lviv and Department of „3” (n = 25) of Drohobych Ivan Franko State Pedagogical University. In total, 75 lecturers from the age of 27 to 60 years were the members of the research.

The results of the implementation of all stages of the diagnostic unit of research will be presented below. The definition of the strategic goal and operational objectives of the department was carried out during strategic sessions with the participation of all staff members of the department. Strategic goal is the effective implementation of educational programs and research through the development of leadership capacity of the department.

- Operational goal 1. Optimization of organizational work of the department.
- Operational goal 2. Ensuring the quality of the educational process.
- Operational goal 3. Implementation of effective vocational guidance work.

To accomplish the tasks of each operational objective, teams also were formed from the staff of the faculty, deadlines were defined, tasks and methods of monitoring the results were implemented, etc.

In order to achieve the strategic goal and implementation of operational objectives, the analysis of external resources was conducted (by the PESTLE

method) and human resources through the diagnostic program of Thomas PPI (Thomas International).

As a result, PESTLE analysis identified a number of *inconsistencies*:

- P – educational policy in Ukraine is in a transformation state, that is reflected in the relevant regulatory documents. But most of the envisaged transformational changes include contradictions and uncertain ways of overcoming them.
- E – budget resources for the development of Ukrainian education envisage the financial autonomy of universities, the mechanisms haven't been developed yet.
- S – the attitude to higher education as a social value is questionable.
- T – technological changes, innovations that the high school needs today; It's not equipped with technical capabilities in most universities.
- L – regulatory framework of the educational process, in particular, the Law of Ukraine on Higher Education (2014) needs to be updated.
- E – ethics relationship, values, individual and team leadership are actively implemented at the university corporate culture level, but this process is slow enough.

The results of human resources analysis using the Thomas PPI diagnostic program are shown in Figure 1.

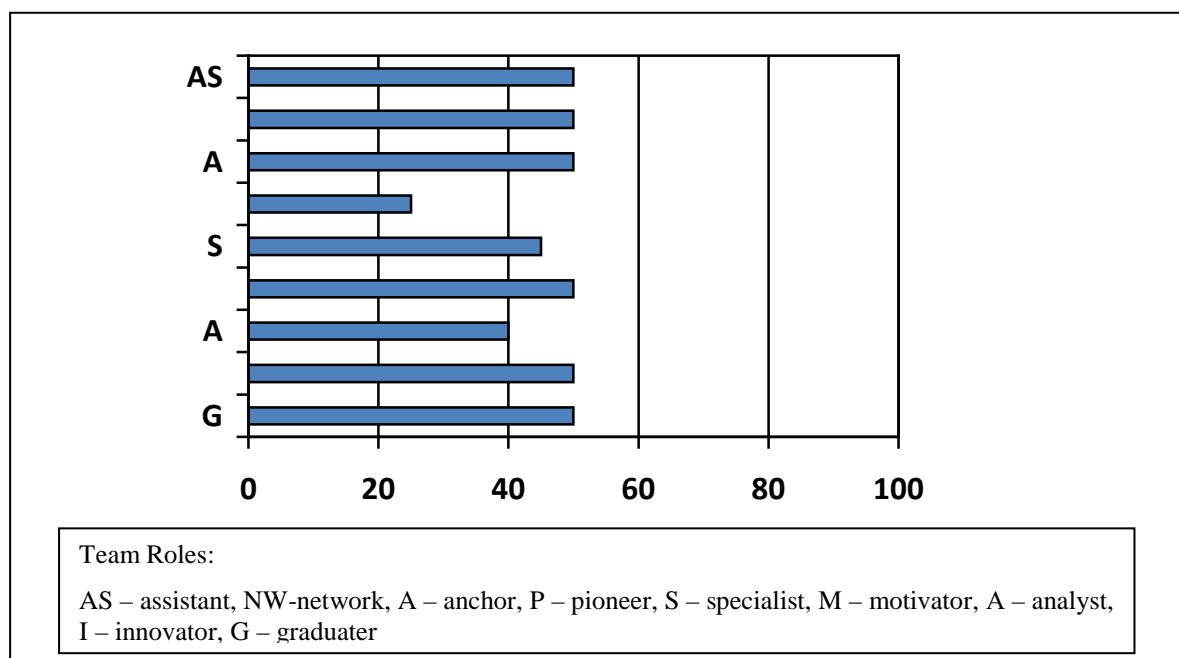


Figure 1 Results of staff testing of the department «1» according to Thomas PPI method

The indicators of identifying team role carriers are presented in the figure (assistant, networker, anchor, pioneer, specialist, motivator and analyst). These employees' features can be demonstrated in their professional behavior (Marston, 1928). It helps the manager-leader to understand better the employees: their motivation, the key strengths and limitations and their potential to realize the strategic goal of the unit.

The diagnosis revealed the strengths, evaluation the response to the changes and limitations establishments of the team of the department staff "1". The obtained data showed the strengths of the department „1”: effective communication; priority of professional activity; the ability to exercise influence; excellence, accuracy, striving for a high quality and standards level.

*Response to changes:* the department's team takes any changes with caution; needs detailed information about the future; adheres to the developed plan and the established terms.

*Team limitation:* team members are extremely optimistic about their goals (can overestimate themselves); need constant attention and approval (unready for independent decision-making, drafting plans, setting deadlines); can stop at the stage of discussing ideas (oriented on the process, not on the result).

A number of discrepancies were found at the evaluation stage between the existing potential and the opportunity to realize the strategic goal and operational goals of the department „1”:

- the strengths of the team ensure its effectiveness in the context of stabilizing the professional environment (it does not currently happen);
- the reaction to changes is characterized by a certain rigor, personal non-readiness for innovation;
- the potential of the department was limited due to the lack of team communication, inadequate self-evaluation and unreadiness for the distribution of responsibility for the result.

A circular survey (in the form of questionnaires) and individual interviews with pedagogues were conducted at the stage of reflection. As a result, a number of tasks were identified. It has to be implemented at the strategic goal of the department „1”. Reducing the volume of auditorium work of pedagogues and student's load; opportunity increasing for the implementation of an individual trajectory for the development of pedagogues and an individual trajectory for student's learning; determination of the need for the improvement of the skills of pedagogues, the formation of individual professional development schedules; fulfillment of accreditation requirements of educational programs in the part of personnel and methodical support; participation in international projects; preparation of publications; creation of educational coworking (stakeholders, employers, community); expanding the implementation of e-learning courses

and distance education modules are among them. Reflection was the last stage of the diagnostic block of our research. It was conducted on the sample of the department „1”. It included testing of the diagnostic tools of the leadership potential of the unit (department).

## **Results**

Let's dwell on the characteristics of the prognostic unit. It relates to the results of our research. The implementation of the prognostic unit took place on the general sample of the study (n = 75). The basic vectors of the development of leadership potential of subdivisions were identified and further implementation of the system was implemented into the practice of institutional leadership of the universities participated in the study.

According to the results of the diagnostic unit, we have established that the system of development of the leadership potential of the units (departments) of the university includes the following basic vectors:

- development of a unit development strategy (leadership potential);
- analysis of internal resources and environmental conditions;
- team formation;
- implementation of the strategy;
- monitoring results.

It is necessary to ensure the involvement of as many participants as possible (pedagogues, students, administration, stakeholders); create a kind of strategic coworking, develop through the relationship of the coworking participants, introduce any innovations through systematic practice; to promote the implementation of a strategic goal through productive activities and recognition; to evaluate the process through learning and development as a result; to introduce novelty through participation in active research in order to ensure effective development and implementation of the strategy for development the leadership potential of the unit (department).

Qualitative analysis of internal resources and environmental conditions requires the implementation of proved methods and techniques. In particular, we used the PESTLE method and the Thomas PPI technique. It can be recommended for this. Thanks to the received results, the department managers tried to understand better their subordinates and changed their leadership style to maximize the productivity of the units. Formation of the team is the most important vector in the development of the department leadership potential. The given process should take place taking into account the best domestic and world practices (Ипoxop, 2016) on the basis of the following values: trust, leadership culture, respect, recognition, encouragement of change, building relationships and cooperation.



Implementation of the strategy is the most difficult to realize as a vector of development of the leader's potential of the unit (department). We have identified a number of features and recommendations on this occasion. The general algorithm for implementing the strategy (based on the results of our research) is presented in Table 1.

*Table 1 Strategy realization of development of department's leadership potential as an instrument of professional management of higher education*

<b>The task of implementing the strategy</b>	<b>The indicators of the effective implementation of the strategy</b>
To involve a wide range of participants in the realization of the potential.	Academic staff multiplies expert participation through the self-nomination and collegial nomination. Administrative staff multiplies through the self-nomination and collegial nomination.
To give opportunity to be realized through trust, respect, partnership.	The tasks for realization of the taken decisions are distributed among the participants on the basis of analysis of their strengths. The process of implementing decisions is common and is provided on the basis of professional development, facilitation and mentoring support.
To increase resources, engagement, to develop leadership capacity.	Participants' obligations are growing on the basis of their recognition and rewards, expanding the boundaries of cooperation.
To ensure the sustainability of the results	Active research is being conducted, a continuous improvement of results is taken place through the input from each participant of the strategy implementation at each stage.

Reflection is an obligatory element of development monitoring of leadership potential of the unit (department). The results of our research showed that feedback (reflection) has a complex, non-linear character and should be provided at the following levels:

- team (for interaction);
- unit (to ensure the quality of the educational process);
- university (to increase position in the rating);
- cross-institutional (to increase the value of education in society).

The research results and the afore-mentioned base vectors are the basis of the leadership potential development of the units (departments) as an instrument for professional management of higher education. But the research does not exhaust all aspects of the problem. Link's establishment between the conditions, laws, principles and effectiveness of the system of professional management of higher education on the basis of leadership require additional analysis and separate research.

## **Conclusions**

The attempt to explore leadership's potential development of departments of the university as a complex and non-linear educational system related to the university's leadership potential is made in our research. The units, goals, values and university development as a whole are realized by developing the leadership's potential. The leadership's potential development of departments of the university presented in the article is an actual product of the research.

Theoretical investigations of the article is made by the authors and showed that the scientific basis of the problem underlined in the research is sufficient to select the appropriate methodology (systematic approach); definition of the content, stages of the research; conclusions formation. We would like to note the following items among the most important: psychological diagnosis revealed that the personal potential of pedagogue is not corresponded to the strategic goals of the department – the reaction to changes is characterized by a certain rigidity, personal non-readiness for adoption of innovations; characteristic features of the respondents can provide the efficiency of the department only under the condition of stabilization. It is problematic in the present day situation. The readiness to change, subordinate personal goals to team tasks, learn new and form actual competencies, help others, destroy stereotypes and accept challenges need the development. It is possible in terms of team leadership. The professionalization of university management is an actual and unresolved problem. It requires further research and implementation of European experience in the practice of higher education in Ukraine. The system for leadership's potential development of departments of higher educational institutions have been presented by the authors of the article, is value-oriented and based on trust and responsibility; the introduction of the system of development of leadership potential in university practice will provide institutional leadership of higher education of Ukraine and its further integration into the European space.

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