Sub-section №1 (Upbringing and Education)

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THE NECESSITY OF LEADERSHIP EDUCATION DEVELOPMENT

Ukraine has faced many challenges since gaining its independence. Those challenges concern all walks of life. However, the most sensitive issues were changes in economy, politics and education respectively. Historically, the latter were under the influence of command-administrative system, the peculiar features of which were mass-production, lack of initiative, limited access to innovative know-how etc. The words such as team, projects, leadership development were beyond the scope of collectivist' interest and morale. Thus, it is vital for educators of universities not only to introduce these notions but teach their students in order to have competitive advantage while looking for a job. In Professor Glenn Omatsu's research it is clearly stated that students need to learn leadership skills in universities because HR managers and recruiters of any kind of companies rank a job's candidate leadership skills as the main factor in hiring. For instance, the US Graduate Management Admission Council stated that employers rated interpersonal skills and leadership attributes as the first and third most important criteria for selecting and hiring MBAs as well as recruiters reported soft skills such as leadership are the most desirable traits in MBA graduates [6]. Despite that fact that number of Ukrainian universities do not include the subject Leadership in their curricula, educators should introduce in the courses elements of leadership development. Any project, activity, task, exam or discussion should be designed to allow students to integrate their knowledge and develop because the reality of today's world is that good jobs are difficult to find, difficult to keep, and competition is increasingly aggressive [6].

It is considered that internship, mentoring and collaborative projects are three forms of developmental interactions that students can use to acquire knowledge, gain advice, and get support to guide them through the transition to post-college and post-university life [3]. Bobbit et al. explained, "While it is noted that lectures have a place in the learning environment, it is clear that lectures alone are not the most effective pedagogy for universities".

The Students' short film festival project that takes place in the Institute of international relations of the National Aviation University in Kyiv demonstrates that this project provides not the only opportunity for students to show the English language gained skills but during the process of creating films groups transformed into teams featured leadership. It was observed that more than a half from the 20 English language groups experienced a team-building process and passed the stages of forming a team according to Tuckman's model. They are forming, storming, norming, performing and adjourning. The importance of students' involvement in a teamwork is underscored by Rassuli and Manzer in 2005. They believe that shift toward teams that is occurring in many businesses should be reflected in today's classroom activity training. As the educational paradigm shifts to focus on student development. They add that group work is designed to allow students to learn from one another and be actively engaged in one another's learning process.

While working on their film projects, students' teams relied on a single leader

and others relied on a collective sense of leadership. According to Yukl most definitions of leadership assume that it is a process of intentional influence by one person over others "to guide, to structure, and facilitate activities and relationships in a group or organization [10]. As far as it concerns the most widely cited definition of shared leadership it comes from Conger and Pearce: "A dynamic, interactive influence process among individuals in groups for which the objective is to lead one another to the achievement of group or organizational goals of both   [7]." It is essential to emphasize that above-mentioned project results in involvement of interrelated interpersonal and cognitive skills. Overall, twelve student leadership skills have been identified based, in part, on the work of Drago-Severson in 2004, Irvin and White in 2004, and Wallim in 2003. Each skill is followed by concept, e.g. project planning characterized by looking at the whole task, breaking it down into its system parts, allocating resources and setting a time line. Reflection skill is about considering after the task the positives and negatives of the outcome and what to change, while problem-solving one is a process involving problem identification, data collection, strategy selection, strategy implementation and review. The aforementioned skill as team building focuses on a process involving goal setting, skilling of members, and communication. Resolving and identifying the pros and cons of making choice, evaluating the evidence, setting closure and selecting one option is decision making skill. Goal setting is an important skill and deals with selecting measurable, defined and observable short-term and long-term goals and objectives. Meeting a deadline of any project is impossible without developed time management skill, i.e. seeing time as a scarce and limited resource that is promised and located, and involves considering the different parts of task and how long it will take to complete. Mastering project management resource allocation skill for students means to cope with fine tuning resource allocation especially effort and time over the duration of the task considering feedback and rate of progress. Educators shouldn't forget about effective communication networking skill development because using writing and speaking skills to keep people informed, ability to listen to people and value what they say is vital. Moreover, networking is deciding who needs to know and how to keep them involved. Logically, students are to obtain such skill as conflict resolution that will assisst them to deal with different opinions, clarify the issue, see the other's person perspective, identify common ground as well as what can be changed and what can not, being rational, using a problem-solving approach. Diversity awareness skill allows to perceive respectively different points of views and tolerate differences associated with gender, age, cultural, social economic background, ethnic, race etc. The last but not the least is self-confidence skill that concentrates on believing in one's ability, accepting challenges, being aware of one's limitations but not letting this limit choice and behavior [5]. In the light of aforesaid student leadership experiences at universities will facilitate the transition period from young adults to the world of work and adult responsibility. We cannot agree more with Anderson, Krathwohl and Drago-Severson that leadership is considered to be a part of lifelong learning and a multinational construct involving skills, attitudes, knowledge, experiences, and processes [4]. It is worthwhile saying that research examining team leadership within classroom teams clearly identified team leadership as a vital component of successful project team performance [9].

In conclusion, Ukrainian educators should realize the importance of the topical issue how to provide relevant experiences that will allow students to become not pseudo leaders but skilled and effective leaders who possess integrity and core values, support

leadership of others, make decisions consistent with mission and goals of the institution, engaging in inclusive, collaborative, and team-oriented behavior, have good sense of humor and who are unselfish. These leaders are lifelong leaders. In spite of supporting by scholars the efficacy of group and team-based learning in the classroom, the actual practice of pedagogy is limited at the institutions of higher education [2]. Thus, more attention ought to be paid to leadership development, team projects in Ukrainian universities. Educators and practitioners should be aware of that fact that leadership education must be democratic education. This kind of education says Paulo Freire, is founded on faith in men, on the belief that they not only can but should discuss the problems of their country, of their continent, their world, and the problems of democracy itself. This area of pedagogy in Ukraine requires more researches, discussions etc. However, Nahavandi's statement could be a driving force to go ahead. If we want our students to understand leadership, learn necessary skills, and become effective leaders, we should teach them leadership early and often rather than late and in a single course towards the end of their undergraduate education, or only as part of their graduate education.

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