

Formation of the Quality of Leadership: The Role of Education and Values

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Abstract

Having analyzed the theoretical-methodological and socio-philosophical approaches, it was established that leaders are a special category of people who are present in all industries and spheres of human employment, they determine the movement of society, individuals, and civilization, and shape the trajectory. Researched materials and observations confirm that each period of society's development has its leaders who possess the qualities that society wants to see in a social group or other social formation, and in this context, they play an important role in the formation of collective action. Such a worldview was inspired by the analysis of philosophical, psychological, and related literature, as well as the use of appropriate research methods: phenomenological, dialectical, systematization, observation, generalization, analysis, modeling, etc. These methods created conditions for distinguishing leadership qualities into innate and acquired. Innate – these are basic, aimed at self-preservation, and acquired – depend on time and social environment. They are focused on values – they contribute to the unification of people and the formation of collective action. Special attention is paid to education, leaders, and student self-government. It is the education that is emphasized in the article, based on the competence approach that contributes to the improvement of basic leadership qualities and the acquisition of new ones that are relevant today. It is noted that important values in this process are: life, person, justice, freedom, responsibility, etc. Focusing on them will contribute to the development of the following leadership qualities: initiative, creativity, sociability, sociability, sensitivity, professionalism, erudition, responsibility, rationality, and the ability to forecast and predict consequences. Having mastered these and other qualities, in the process of studying, and participating in student self-government bodies, young people, the learners become ready for

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modern challenges and ready to take responsibility for the future, they can lead this or that social formation.

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1. Introduction

In the conditions of globalization and European integration, the transition to a market economy and considerable uncertainty in an open and not fully explored space, society requires leaders of a new formation, who would meet the requirements of the information age of development, orient themselves on the values of such a society. In such a formulation of the question, it is not so much about political leadership as about leadership in all spheres of employment. After all, the change in the management system, the entry into the period of continuous reforms, the modernization of the employment spheres, the introduction of electability in the management institute, the introduction of market relations, and the change of value priorities prompts society to form a person with new leadership qualities, who would not only be an executive manager, but a person, which would possess the following leadership qualities: the ability to forecast and model situations ahead of time – predict, critically assess the consequences, find a way out of situations that at first glance seem hopeless to an ordinary person, create partnerships, be persistent in achieving a set goal, be able to work in a team, be able to set goals and design ways to achieve them, establish productive relationships with other people, etc., i.e. a leader. All of the above actualizes the issue of the formation of leadership qualities in the younger generation at the level of individual phenomenological features during the period of obtaining higher education in educational institutions.

Speaking about the formation of leadership qualities and axiological features, it is worth paying attention to the fact that the discussed topic has an interdisciplinary approach – philosophy, political science, psychology, pedagogy, etc., that is, those disciplines related to such fields as education/pedagogy, humanities, and management.

In philosophy, many researchers were interested in issues of leadership and values, whose views reflected the stages of the development of society and the demands that society placed on leaders. For example, representatives of ancient philosophy: Democritus (the hero can be a thinking person, a philosopher), Socrates (highlighted such qualities as reason, wisdom, honesty, and justice), Plato (highlighted the following qualities in his socio-political paradigm: education, courage, reason), Aristotle (highlighted such qualities as intelligence, the ability to make decisions, benevolence, wisdom, humanity, incorruptibility, prudence). So, in the ancient period of the development of society, the main preference was given to such qualities of a leader as intelligence, wisdom, heroism, and incorruptibility, and the values were rationalism, life, respect, honesty, and justice. These are the qualities and values that are characteristic of the rulers of states, that is, they have signs of political leadership and contribute to the value orientation towards power.

During the middle ages, Thomas Aquinas, considering the qualities of leadership, supplemented the ancient thinkers with such qualities as decisiveness and following the commandments of God. The value in such a society is submission and self-sacrifice.

The Renaissance and New Times created new requirements for leadership qualities in society: wisdom, justice, moderation, foresight, and care (Erasmus of Rotterdam); state goals should prevail over personal ones, strategy over tactics, wisdom (N. Machiavelli); to have

power and the right to use it (T. Hobbes); must be able to conquer hearts and not confuse the mind (C. Montesquieu); the leader must possess abilities that help to form good citizens, loyal friends who hate rebellion and tyranny, admire the desire for the public good (F.-M. Voltaire); the ideal of a leader is a historical personality, a hero who realized his purpose, invested all his energy in achieving the goal and in all situations is guided by the interests and welfare of the nation (G. Hegel); the leader must possess superhuman qualities, combining the human and the animal, the modernization of hero-leaders takes place (F. Nietzsche). In this period of development, the value becomes the person himself.

In the XX-XXI centuries many different approaches to the study of leadership qualities and the leaders themselves were presented, these developments were based on the research of M. Weber, who proposed the following classification to the world: traditional leaders, charismatic leaders, rational-legal leadership, and bureaucratic leadership. It is based on qualities possessed by a representative of one or another group. The works of M. Weber became the basis of various psychological theories. Therefore, the problem of leadership qualities and value orientations is one of the most important problems of philosophy, especially in times of social changes and changes in history itself.

Continuing the review of the study of the specified problem, proving its interdisciplinary status, let's turn to psychology and the concepts proposed by it for the study of this phenomenon. Since the beginning of the 20th century, psychology has been rethinking the concepts proposed by philosophy, in particular those aimed at power. Those qualities that helped the leader achieve the goal of management and help him influence the team or organization were considered [8]. In the second half of the 20th century psychology began to pay more attention not only to the qualities that a leader should possess but also to the skills with which he can mobilize, motivate and otherwise influence the productivity of his followers, while also contributing to their achievements [12].

Speaking about the influence of leaders, it is interesting to divide such influence into real and potential: real impact means that the research results have led to ongoing improvements for society, while potential impact indicates some evidence of the effectiveness of the research, but the results have not yet been communicated [15].

In this context, it is worth paying attention to the research of M. Vyzhva. After researching modern theories of leadership, she concluded that in the 21st century modern leadership theories integrated the advantages of traditional leadership theories, took into account all aspects and levels of the leader's activity, and also paid attention to the change of the leader's position in the team from a formal statutory to an informal flexible one by today's world realities [2].

Summarizing the above, we note that the issue of the formation of leadership qualities from the standpoint of history, time, and axiology is extremely relevant. And each subsequent theory is a continuation of the previous one, reflecting an axiological component. After all, it is values that make it possible to determine the period and degree of social development. It is worth noting that each social period of development has its values, but some are general.

Note that the chosen topic is relevant for many areas of both business and education, because the demand for effective, qualified leaders will only grow in the coming years [11]. Such a trajectory of leadership as a social phenomenon forms the main purpose of educational leaders is to serve teachers, students, and the public. The future of human civilization depends on such leaders.

2. Research methods and/or methodology

The analysis of philosophical, psychological, and relevant literature made it possible to determine the degree of study of the chosen issue, the purpose and task of leadership in different periods of the formation of society, to find out its influence on the development strategy, as well as to reveal the potential of education as a social institution with a clear structure and system in young people leadership qualities formation. It was this method that became the theoretical basis for the development of this problem.

The use of other methods made it possible to verify the effectiveness of the theory in practice and contributed to the establishment of the factors that influence the formation of individual leadership qualities when obtaining an education. Thus, the used dialectical method made it possible to establish contradictions that arose in leaders' value orientations of different eras. This method made it possible to understand and theoretically substantiate the essence of leadership, to establish its role in the development of society and the world, to determine the role of education in the development of leadership qualities and the formation of relevant competencies in the process of obtaining an education while studying at a higher education institution. The affordances of the dialectical method allowed functionalism to be embraced through a balanced perspective that emphasized hidden potentials as much as hidden functions.

Using a group of methods of systematization, generalization, and hypothetical-deductive modeling, the values of postmodern society were determined, which should become a reference point for leaders and which they should master. This case of methods contributed to the research in determining the specifics of the system in which the development of leadership qualities takes place (for example, a higher education institution). At the same time, the general system in which the formation of a leader takes place is considered through the prism of interacting subsystems that combine such features as: psychological, anthropological, epistemological, etc., as well as a praxeological component – participation in public organizations of educational institutions. In their totality and integrity, they made it possible to form an idea about the development of leadership qualities and the formation of leaders in the conditions of the implementation of the educational process [13].

The phenomenological method proposed by B. Neubauer contributed to the disclosure of the possibility of education in ensuring leadership competencies through one's own "I" in the process of learning and – the social "We", and an active life position in the conditions of training in a higher education institution through participation in student self-government bodies [14].

The behaviourist method proposed by Ch. Abramson, to which the representatives of the non-behaviouristic direction are critical, in this study contributed to the determination of human behaviour in various situations, taking into account the individual and psychological capabilities of the individual [7].

Therefore, the methods developed by world science, which were used in the conducted research, contributed to the achievement of the declared goal and defined tasks.

3. Results and discussion

The analysis of the literature proved that the topic of leadership qualities and their values in most cases was directly related to power. This is due to the power struggle. However, the situation changed in the 20th century, when leadership expanded its spectrum, and at the transitional stage it still had little to do with the field of management, but over time, leaders began to be defined in professional activities as well, this became especially noticeable in the

period of market relations. Turning to the normative and legal acts of our time proved the actualization of the problems of formation of leadership qualities, in particular in a higher educational institution, during the mastery of this or that specialty, or profession. We are talking about the formation of a person who will have, as V. Karmanenko notes, recognition and authority in the group and whom the group will authorize to make decisions in important situations, to be the organizer of the group's activities, and to regulate relations within it [4]. This understanding of the leader of the information society is characterized by the subjective side that is to be able, ready, and manage to influence the social group, the community, to bear responsibility for his actions and the actions of the group, which is defined him as a leader and began to identify with the actions of the leader. The characteristics of the subjective side are determined by value orientations, among which the main place is given to life, freedom, respect, humanism, tolerance, etc. Humanism is of particular importance, and M. Elfert draws attention to this [10].

Addressing the peculiarities of the formation and development of leadership qualities and value orientations of a leader, we consider it appropriate to turn to education, especially to higher education. Such an appeal to this institute is caused, on the one hand, by the psychological features of the formation of consciousness and the formation of the "I", and on the other – by a change in the philosophy of education, which is aimed at the formation of a worldview in which the "I" is at the center. Another feature is specific communication in particular education. After all, according to M. Boychenko, educational communication is precisely that sphere, that melting pot for functions, in which the participants of this communication, when solving specific educational tasks, contribute consciously or unconsciously to meetings, conflicts, cohesion, and acquisition of gestalt clarity of various functions. It is in educational communication that new, most unexpected unions of functions get a chance, just as other similar unions, seemingly proven for centuries and millennia, fail. It is in educational communication that those social practices are encountered, which, as a rule, remain autonomous by themselves and inaccessible to criticism and new rational design. The question always lies in the degree of value maturity of the participants of educational communication and the level of their functional competence. Together, these two requirements for participants in educational communication constitute the main parameters of educational culture, which can have numerous and diverse sociocultural manifestations [1].

The modern education system is based on a competency-based approach, which involves the ability to apply knowledge, skills, and abilities in practice. The mastery of general and professional competencies provided by the educational standards resonates with the descriptors of the national qualification framework. This document reflects individual descriptors that force the holder of an educational degree to learn value orientations and provoke internal motives to be a leader in their field. So, for example: the fifth level, which corresponds to the diploma of the educational degree of professional preliminary higher education, is characterized by such leadership qualities as: the ability to solve complex specialized tasks, planning, organization in the field of professional activity (professional junior bachelor); the sixth level, which corresponds to the first (bachelor) level of higher education, is characterized by the following leadership qualities: management of complex activities, the ability to bear responsibility, organization and management of the professional development of individuals and groups; the seventh (master's) level corresponds to the same properties that are identical for the fifth and sixth levels, only for the seventh they are considered a little more broadly and other descriptors are added – the ability to independently conduct research, solve complex problems, problems taking into account social and ethical responsibility, management of work processes, to be responsible for the introduction of

professional knowledge and practices and/or evaluation of the results of the activities of teams and collectives [5].

The analyzed descriptors reflect the direct properties of leadership qualities, which must be mastered by the acquirer of one or another degree of higher education. These descriptors are also reflected in the competencies of state standards. But it is worth noting that the given examples have only a generalized approach to the formation of professional leadership qualities of degree holders. They are reflected in more detail in the curricula of the educational components, which illustrate the entire range of professional learning outcomes that the applicant must master. The formation of professional leadership qualities reflected in the descriptors is a necessary condition for market relations in a globalized world. After all, the current state and development trends require multifaceted social interaction in the human being, aimed at achieving a clearly defined goal, and this is impossible without the activation of human resources and leadership qualities.

This opinion is confirmed by the research of O. Romanovsky, V. Mykhailychenko, and T. Gura, who, referring to the works of Z. Gaponoyuk, B. Goloveshko, V. Lokshin, O. Yatsenko, and others, concluded that in the structure of professionally important qualities and the ability of the future specialist to the forefront, today is his ability to show leadership qualities in various aspects of social and professional activity [6], that is, the ability to express himself. The presence and development of leadership qualities is an important condition for the improvement of a person, they act as a consequence of the primary value orientations of the motivational component, which is internal energy, and encourage a person to act. But to reveal these qualities, special conditions must be created. Such conditions are provided by the educational process of institutions of higher education, which includes a person. In the process of obtaining an education, various situations arise related to learning and social relations, which provide an opportunity to reveal leadership qualities. In addition, staying in an educational institution and inclusion in the educational process can be conditionally divided into two parts: 1) theoretical mastery of the material and 2) participation in the public student association – student self-government, which in each institution has its characteristics and structure, but the main its principles are formed by the Law. Another feature is that being included in the educational process of a higher education institution; the applicant is involved in various situations. And this leads us to the idea that certain qualities are directly related to the situation, and therefore in most cases are situational and tied to the group. The latter acts as an environment and an element of the formation of leadership qualities. Each group has specific values that are unique to it. Focusing on group values creates an opportunity to demonstrate leadership qualities. The one who is the first to be imbued with group values, quickly identify with the group, show leadership qualities, organize group members around him, and be followed – will become a leader.

4. Education is an institution capable of providing conditions for leadership qualities formation

It is no accident that we turn to education and student self-government because for certain changes to take place, conditions must be created. And education can implement it. Today, education is an institution of new challenges and projects. It creates a "new language" – the language of the future. By "new language" R. Rorty means "not only new words but also creative misuse of language – familiar words used in a way that at first sounds crazy. What is traditionally considered a moral abomination can become an object of general satisfaction or, conversely, a result of the growing popularity of an alternative description of what is

happening? Such popularity expands the logical space, making descriptions of situations that previously seemed crazy, but now seem reasonable" [16]. As we can see, language is an important tool in education in the process of formation and development of leadership qualities. In this part, the emphasis changes – from activity to language [17].

Taking into account the fact that the learner is in a permanent academic community that acts as a group at the same time, the educational process of educational institutions should be aimed at creating effective conditions for revealing and developing leadership qualities. After all, in the process of training, leadership qualities are revealed, organizational skills are manifested, communication skills are improved, etc. In this format, the educational environment becomes a special condition aimed at identifying individual-personal and social-psychological properties capable of ensuring the integration of an individual into a social group, or team and providing the possibility of organizing/reformatting collective action to achieve clearly defined goals. When choosing an appropriate specialty, the applicant is guided by the values prevailing in this field. Already in this aspect, it is about preparation for professional activity, identification, distinguishing oneself in a specific matter, and showing oneself as a knowledgeable professional in the relevant field, who can assess the situation, determine priorities and take responsibility for the realization of the formed goal, as well as being able to timely and respond correctly to various challenges that arise on the way to achieving the set goals – be mobile, use innovative approaches in the process of solving problems, successfully influence followers in the direction of achieving common goals, create a positive social and psychological atmosphere in the team [4], etc.

The majority of studies related to the formation of leadership qualities in students testify that they are formed, as a rule, based on personal experience (inclusion in an environment, group, or observation of another leader) and social value orientations. Taking this into account, it is worth assuming that leadership qualities in some places have the character of a stereotype and are supplemented by social factors. The formation of leadership qualities involves the creation of appropriate favorable conditions, directing the applicants to the development of motivation to be a leader, expanding knowledge about leadership in the relevant field, encouraging them to form their own life and value leadership orientation on the way to forming their own "I". To achieve this, the institution of higher education and education as a social institution, having a direct relationship to the formation of the personality, must develop the following provisions: the formation of leadership qualities in the process of preparation for professional activity, and taking into account the philosophy of life – to foresee the possibility of not only the formation of leadership qualities but also their improve; the use of innovative forms and methods, learning technologies, which is a prerequisite for the development of creativity, initiative and independence; integration of universal and professional values in the field of student activity.

5. Value guidelines for leadership qualities formation in obtaining an education

As we can see, the formation of leadership qualities in institutions of higher education is impossible without addressing axiological features. Values are the phenomenon that determines a person's activity, shapes his worldview, and, as a leader, contributes to the formation of "I". Many educational disciplines are aimed at the formation of values and one's life position: general – philosophy, history of Ukraine, Ukrainian language (for professional direction), as well as purely professional educational components that are individual for each field, each specialty, and each field. In the process of studying philosophy, students, studying

its section "Axiology", get acquainted with the essence of the very concept of value, their differentiation, and the system that contributes to the formation of the qualities of a leader. At history sessions, students have the opportunity to familiarize themselves with the biographies of famous people who contributed to the establishment of statehood, to familiarize themselves with their axiological beliefs, and during the study of topics related to culture, they are shown the contribution of famous people to the development of one or another field, which was influenced by their scientific achievements on the development of society and worldview. As for language, we can note that it is the very value aimed at satisfying the communicative component of human life. The combination of values promoted by the educational components of the general and professional components attests to the formation of a professional person who combines the qualities of a person, a professional in the field, and a participant in state-building processes. We would like to draw attention to the fact that not only during the study of educational components, does a person gets acquainted with values that stimulate the leadership qualities of an individual, but also an important role in this process is played by student self-government, which acts as a condition for the formation of leadership qualities. As the students of education have great potential, they are successfully realized in science, education, and public activities, occupying positions in various sectors, and have powerful opportunities to take a leadership position in the team, and this is facilitated not only by participation in the educational process but also in student self-government. It is student self-government that generates the values of democracy and promotes freedom, justice, etc. These are the values that form the basis of leadership qualities. By addressing them, society has the opportunity to form leaders who will respond to their times. Such a value as freedom attracts special attention – there are a lot of debatable issues around it, but in the information society, freedom should be considered as freedom of action, aimed at mastering values. But freedom gives rise to the following values: courage and responsibility. Without these derivative values, freedom itself is distorted – it turns into arbitrariness. And that is why studying in an educational institution, in modern conditions, promotes freedom, which is aimed at achieving both professional and human values and also teaches people responsible for their actions. Given the fact that all these things happen within the academic community, that is, related to the system of human-human relations, where the human is the highest value, they should be based on harmony and tolerance, respect for the individual, etc. Student self-government is another form of formation of leadership qualities, which is focused on universal values aimed at the formation of an active personality.

6. Student self-government activities in the formation of a new leadership philosophy

Today, many scientific studies are devoted to student self-government. Interest in this phenomenon is due to the cooperation of higher education students, scientific and pedagogical workers, and the administration of the institution of higher education to develop a single strategy for the coordination of collective action and the distribution of roles. Such conditionality is defined by Art. 40 of the Law of Ukraine "On Higher Education", which declares: provision and protection of the rights and interests of students of higher education; participation in the management of a higher education institution, in discussing and solving issues of improving the educational process, research work; assignment of scholarships; organization of leisure, health, living, and food; participation in measures to ensure the quality of higher education, in particular in the development of educational programs; development of the material base of the institution of higher education; holding

organizational, educational, scientific, sports, health and other events, etc. [3]. Based on the content of the above-mentioned article of the Law of Ukraine "On Higher Education", we can conclude that this body is an integral part of public self-government, guarding the rights and interests of this social stratum of society. It is open in its activities and the basis of the latter is cooperation with the institution's administration. According to its form, student self-government is a group phenomenon that creates conditions and opportunities for the development of leadership qualities: initiative, creativity, sociability, sociability, sensitivity, professionalism, erudition, responsibility, and the ability to predict their actions and predict their consequences, because each group defines its leader and the criterion of this definition is undoubtedly the qualities possessed by this or that individual, or this or that member of the student government. Such qualities are manifested in the behavior of individuals who become an example for group members to follow.

The qualities of a leader analyzed above, which have the opportunity to manifest themselves in the process of participation in student self-government, can be conditionally divided into general qualities and professional qualities. The general ones should include those that will help a person navigate and survive in society, and the professional ones should include those that highlight the personality in professional activity. But both general leadership qualities and professional ones are directly related to the life position and life philosophy of the individual.

Gained experience, mastery of values, and formation of one's own "I" while studying at a higher education institution create prerequisites for a harmonious entry of a future specialist into a complex system of further social relations.

Note that leadership qualities are critical to organizational success and people's livelihoods. Education leaders and others have described a crisis in leadership due to retirements in the next decade, the demand for effective leaders, and the need for training and professional development of those who will assume leadership positions [18]. These findings have implications for leadership educators, for leaders seeking to improve their skills, and for those seeking best practices in leadership teaching and learning. That is, the training of leaders in the education system is an extremely promising and important task facing modern society. After all, leadership, according to V. Bennis, is directly related to the improvement of society and the main world problems [9].

7. Conclusions

The above analysis leads us to the conclusion that it is impossible to form and develop leadership qualities without addressing the axiological component, they are interconnected, and values provoke the formation of a leader. Each leader, representing one or another era of the development of society, is guided by its value orientations. However, this process takes place throughout life and is especially evident during the period of study at a higher education institution. This is a special period in the life of every person, associated with psychological features and the formation of a worldview. That is, institutions of higher education are the environment in which the applicant gets acquainted with professional values, develops leadership qualities, and demonstrates himself as an active individual with a clearly defined position, who is capable of active activity, focusing on such basic values as man, life, justice, freedom, responsibility, etc. and can lead people, be an example for them. Being in this environment, the acquirer prepares for future life, gets acquainted with the relevant values, improves the existing ones, and masters new ones – accordingly, he is formed as a leader. But also, while in an educational institution, the student has the right to adjust his value

orientations, he is helped in this by academic disciplines, participation in student self-government, as well as the social group of which he is a member.

So, in the modern world, the philosophical understanding of the leader is changing. The values provoked by them and the qualities formed during study at a higher education institution prepare a life leader. A leader, being a social being, is able not only to survive in an open society but also to be able to manage his life and the group of which he is a part. It is an all-rounder with a clear life position, and defined value priorities, which is ready for any life and social challenges. All this should become the subject of further research.

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