

**LEADERSHIP
AND EDUCATION, SCIENCE AND BUSINESS
MANAGEMENT EFFICIENCY**

Monograph

Seria „Management integrat. Auditare“

Prezentare + titlu

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ASOCIAȚIA GENERALĂ A INGINERILOR DIN ROMÂNIA

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FOREWORD

The beginning of the third millennium became a turning point not only in chronological terms, but also in those spheres of public life in which radical changes marked the formation of a fundamentally new, innovative type of development. The most characteristic features of this type of development are deep transformations in almost all spheres of individual and social life. Wherein, they happen so quickly that people barely can comprehend them when they are replaced by new transformations, even faster and deeper ones. The constant boost of scientific, technical and social progress accompanies the reduction of time for the transformation of the achievements of science into engineering and technology with a noticeable reduction of the life cycle of the latter and their updating.

This fact has a serious impact on such important areas of public life as business and education. At the same time, it raises an important problem of ensuring effective management of innovations and the organization of innovative activities in science, business and education.

In the conditions of intensified competition, business seeks to obtain and use the potential competitive advantages that arise as a result of scientific and technological progress and its achievements as soon as possible. Therefore, many business structures, especially large corporations, create their own research units or order the targeted implementation of certain scientific research to higher educational institutions and other specialized organizations.

Moreover, they often make very significant investments in research, invest large amounts of money in conducting not only purely applied, but also fundamental research. Typical examples can be given from business practices of well-known companies in the USA, Japan, and South Korea. They often invest in perspective research, the expected results of which will be manifested in the so-called high technologies, will make it possible to make real breakthroughs in production, ecology and other fields. That is why these countries have become real leaders in the field of high technology, and therefore in the field of socio-economic development.

Based on several positions, active participation in scientific and technical researches and developments is not only pragmatic, but also extremely

important for the higher education system as a whole and for each specific university in particular.

Firstly, this practice brings them significant revenues to their budgets, and thus allows them to attract reputable highly qualified personnel for the implementation of both pedagogical activities and perspective scientific researches.

Secondly, participation in the development of science and technology and the gained achievements increase the credibility of the university and give competitive advantages in the market of educational services, attracting orders from business and government agencies.

Thirdly, the scientific researches carried out by teachers allow them to obtain interesting results, which become the basis of their dissertation works, publications and speeches at the authoritative scientific conferences. All that increases their credibility in the professional environment, image and fame among potential customers.

Fourthly, the ability to use the results of scientific researches directly in the educational process contributes to the constant updating and enrichment of educational material with the latest data, and therefore, to increase students' interest, the quality of their professional training and the level of competitiveness. In addition, it makes it possible to attract the most talented students to research.

Science takes a special place in the system of social life. On the one hand, it is a specific area of human activity, and on the other hand it is an important source of human knowledge about the world and about a person himself. Such duality can be considered as one of the manifestations of philosophical contradiction. In the first of the above meanings, it, like business and education, is closely connected with innovative processes, while in the second meaning, science itself acts as the main generator of innovation.

First of all, the dependence of science on innovative processes is determined, by the needs of practice to support life of society. These needs determine the main directions of scientific researches, their provision with resources and financing. However, the special position of science gives rise to another dialectical contradiction, according to which science itself often indicates both the choice of research areas and financing.

In solving problems of increasing the efficiency of functioning and development of the considered areas of social production and the rational management of these areas, the systematic use of modern achievements of science about leadership plays an extremely important role. It is quite characteristic that manifestations of the leadership phenomenon take place

directly in science, business and education itself, but especially in the organization of their management. However, the goals, objectives and leadership functions in the first and second cases differ.

First of all, leadership in the process of the direct implementation of a particular type of human activity should be considered as the artist's creative approach to the implementation of the relevant tasks and functions. Firstly, this approach is due, to the performer's value perception of a chosen profession and the professional activity itself. Secondly, the creative approach is due to a person's natural creative abilities and their conscious purposeful development. Thirdly, this approach is inextricably linked with a developed sense of personal responsibility for the proper performance of functions and tasks of the activity.

A leader in a certain area of human activity is not limited to the desire to constantly improve its implementation. He initiates the formation and steady observance of the principles and norms of a specific culture in his professional environment and the nature of interpersonal communication. Without occupying formal managerial positions, such leader is able to make a big impact on his environment due to his high authority as a professional and his personality, moral qualities and a clear life position. A leader, who is professionally engaged in managing various sectors of public life, including education, science and business, exerts his influence on people mainly due to his charisma, moral-volitional qualities and the ability to set attractive goals and objectives for them. Moreover, the leader knows how to set tasks and goals in such a way that people are usually convinced that they set these goals and objectives themselves. Such a leader understands that the effective management of people and their joint activities, the relationships between them is not only prestigious, but also quite complex, contradictory and very responsible issue. It requires extensive knowledge, will, developed intuition and strategic thinking, an understanding of the people's psychology, a quick and accurate, unmistakable reaction to sudden changes of a situation, as well as art skills of improvisation.

Indeed, the leader's management style to a certain extent affects the effectiveness of the joint activities of his subordinates, their socio-psychological well-being, their attitude to work, to colleagues and to the leader himself. Today, managing people is fundamentally different from managing them not long ago. Innovations in management are based on the modern achievements of social philosophy and psychology, on the philosophy and psychology of management, on the theory of leadership, on the analysis and generalization of world management practice.

In particular, the world management practice, primarily in Japan and the USA, considers the friendliness and personal charm of the leader to be the most important factors in the effectiveness of his influence on people. An important indicator of affability is a smile. According to V. I. Knorring, "a smile is characteristic of a calm, confident in life person, it makes more beautiful both young and old, it is an indispensable attribute of a modern manager, it creates happiness at home and an atmosphere of goodwill at work" [2, p. 446].

Each leader must have stress resistance as one of the powerful sources of his optimism in life and a positive impact on staff, effective management and success. Therefore, he must develop his professionally and socially significant personal qualities already in the process of his training. Their constant development is at the same time an indicator of the responsibility of a leader and his psychological readiness to successful management.

The professionalism of a leader is largely formed in the process of his targeted training in the system of education. This training should be clearly focused on the development of his independence and responsibility, as well as in the process of training, education and personal development. It is known that "the future professional leader must clearly know and remember that the success of a common work is the result of the joint activity of many people and it depends on tens and hundreds of diverse conditions. At the same time, a complex network of interpersonal relationships, which significantly affects the effectiveness of teamwork, largely depends on the manager's ability to deal with subordinates, on his knowledge and compliance with the rules of the behavioural culture, on his tact". [3, p. 192-193].

In modern conditions of the development of a democratic, right-wing and market-oriented society, the moral foundations of the relationship between the leader and subordinates are increasing significantly. They come more clearly from the norms and principles of management ethics. In this regard, one cannot but agree with the fact that "the democratization of public life, the formation and gradual development of civil society significantly affects the goals and content of governance, and especially the nature of the implementation of managerial functions." [1, p. 121].

However, life practice persuasively indicates that business does not always follow the principles of democracy as well as the norms and principles of management ethics. It is no coincidence that Russell Akoff, one of the modern gurus of scientific management and an innovator in the field of organizational system theories, pays attention to this problem. According to him, "although most economically advanced countries have" voted "for democracy in the

public sector, most organizations - corporations in particular, but also government institutions - are organized autocratically, not democratically." The scientist reasonably believes that "the explanation for such a discrepancy usually comes down to the theory that hierarchy is a necessary condition for the functioning of organizations striving to take advantage of the division of labour and the effective management of labour" [4].

True leaders would have preferred a clear organization of centralized control over the activities of people, which, by and large, is one of the attributes of autocracy. However, at the same time, many of those leaders clearly understand all the advantages of decentralization of management and the wide opportunities that the technology of power delegation opens up to increase its effectiveness. Again, according to Akoff, decentralization does not reduce the volume of power that is concentrated at the top of the hierarchical organization, but it increases its volume at the lower levels of government. Moreover, we are convinced that those leaders systematically approach the organization of delegation of authority and responsibility. Because of that they achieve greater success in ensuring the effective functioning of groups of people led by them. As a result, they stimulate the development of employees' creative abilities, which significantly increases the competitive advantages of the organization, also through the widespread use of technological and managerial innovations.

According to another well-known researcher of management and leadership problems, Peter Drucker, a true leader of change is distinguished not only by desire and ability to create something completely new, but also by desire and ability to boldly break the established order of things [5]. At the same time, he considers to be leaders of change both individuals and organizations. He is convinced that the central goal of management in the 21st century is to turn as many organizations as possible into leaders of change. After all, the true leader of change always considers each change as a new and advantageous opportunity.

The high level of efficiency of the functioning and development of any social system, including society and the state as a whole, in conditions of innovative development is ensured largely due to the harmonious interaction of science, education and business, as well as a clear organization of the management system. This particular circumstance predetermined the choice of our research problems.

This work is the result of the joint research on leadership problems in the management of science, business and education, carried out over several years by teams of scientists from University of Petrosani (Romania) and the

National Technical University "Kharkiv Polytechnic Institute" (Ukraine). To some extent, this work can be considered as a continuation and further development of the ideas expressed in our joint works [6] and [7]. It reflects the theoretical achievements of the authors in the field of the leadership phenomenon problems as well as the analysis of real management practices in various researches, educational and business structures. We hope that these developments will turn out to be interesting for the leaders of science, education and business and for people who manage the functioning and development of such important areas of society.

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Section 1

**MANAGEMENT PROBLEMS
IN THE POST-INDUSTRIAL SOCIETY**

1.1. The main features of management in the post-industrial society

1.2. The innovative nature of the post-industrial society

1.3. Fundamentals of Leadership and Management Philosophy

The formation and rapid development of post-industrial society had a significant impact on all spheres of individual and social life - on politics and economics, on science and education, on art and culture, on business and ethics of its conduct. Its main characteristics are, first of all, the development and widespread use of high technology. They lead to a significant increase in labour productivity, which, firstly, allows to provide a high quality of life for the general population. Secondly, they contribute to the possibility of minimizing production processes using hard physical labour or with potentially dangerous working conditions. Thirdly, the use of high technology significantly increases the requirements for the educational and professional qualifications of employees.

In turn, a noticeable increase in the educational level of workers under the circumstances of innovative economy leads to the increase in the level of their general, political and legal culture. Together with that, their self-identification and social activity significantly increases as well. Not accidentally precisely at the time of the establishment of the post-industrial stage in the history of human civilization and the development of an innovative economy the civil society was formed, the ideas and practices of building a legal state were developed and the rule of law was ensured.

Significant changes are taking place in business as well. Firstly, the increased competition and a change in consumer preferences stimulate more frequent product updates, reduced resource intensity, and expanded opportunities. Therefore, the relevant enterprises and firms carry out their researches and design work or order them to special scientific organizations and universities. By the way, cooperation with the latter is also manifested in

targeted training of personnel to ensure the efficient use of innovations commissioned by these firms and enterprises. Secondly, under the circumstances of a post-industrial society, the ideas of social responsibility of business as well as the practice of their formalization and public control over compliance have become widespread. They include a specific system of rules and regulations of business ethics, its participation in sponsorship and charitable activities, and the attention to the employees. So, in many Japanese companies, an employee has an additional day off for his birthday, a person who has worked continuously for 10 years gets additional 5- day vacation, and a person who has worked for 20 years gets additional 20 days.

Thirdly, in conditions of using high technologies, venture or risky business has become very common. Its essence is to provide investment to companies that start implementation of a promising innovative idea or try to use an original business idea. It takes place when these firms have the real opportunity to successfully enter the market and occupy a serious niche in it. However, these firms have a risk that the invested funds may not pay off or even “burn out”. At the same time, an innovative start-up can open up good prospects and bring serious profits, which means it will provide dividends to investors, the size of which significantly exceeds the invested funds. Fourthly, business management in the conditions of innovative development is significantly complicated and requires taking into account the provisions of the philosophy and psychology of management, management culture, the formation of a corporate culture and the steady implementation of its norms and rules by all employees of the company. It is taken to understand it as a certain system of values, patterns of behaviour and relationships that have developed in the organization as a result of effective adaptation to the external environment and internal consolidation. It is supposed that these values and models are shared by most members of the organization. Let us consider the problems of governance in a post-industrial society and the effective peculiarities to overcome them in more detail.

1.1. THE MAIN FEATURES OF MANAGEMENT IN THE POST-INDUSTRIAL SOCIETY

By and large, today with good reason we can talk about the crisis of governance, caused precisely by its features associated with the rapid development of post-industrial society, the innovative nature of social development and the emergence of a knowledge economy. The main reason

and essence of this crisis is the inertia of human thinking in general and professional thinking of a significant part of leaders in particular. In addition, their training is carried out by teachers who do not have sufficient managerial experience, primarily management experience in the difficult conditions of modernity.

In addition, many teachers as well as new generation of managers studied using translated foreign textbooks. And they reflect not only the socio-economic, legal and other features of the countries where they were published, but also the mental characteristics, cultural and historical traditions of the people of those countries. Finally, the processes that make up the essence of the development of a post-industrial society are clearly dynamic and the education system that provides training for managerial staff, due to its inertia, often lags behind the advanced achievements of managerial thought and world management practice. Many leaders do not always study and apply these achievements in their activities too.

In a post-industrial society, serious changes are taking place not only in the field of science, technology and production, but also in the socio-cultural sphere. First of all, these changes are caused by a significant increase in the educational and professional level of the wide layers of the population and their clearer self-identification. It is quite natural that under such circumstances the methods of managing people and their joint activities and even the goals of the management themselves also change significantly. Their change is also associated with the new nature of social being. This refers to the general democratization of public life as well as the formation of civil society. Other significant factors influencing the change in people's management methods have become, characteristic of a post-industrial society, high professional mobility and labour migration associated with it, as well as the new structure of material and spiritual needs.

The considered circumstances require a systematic approach to the analysis of management features in a post-industrial society in close unity with the factors that determine these features. At its core, these factors are a product of the peculiarities of the post-industrial society itself and its innovative nature. This innovative nature, with all the necessity, requires an innovative approach to the organization and implementation of the management of people and social systems too.

This statement is due to the fact that management itself is a complex and rather controversial phenomenon. Indeed, the features of science and art are intertwined there in unity and systemic integrity; the very phenomenon of management is a specific type of human activity. This activity is professional

for managers and to some extent unofficial for informal leaders. This management feature and its contradictory essence is even more prominently manifested in the conditions of democratization of public relations, the innovative nature of business and production, as well as the globalization of international economic, cultural and other ties inherent to post-industrial society. The above features significantly affect such circumstances. Firstly, management is one of the most important and necessary functions of any social, socio-economic or other system, since it is management that reliably provides a real possibility of its normal existence, proper functioning in accordance with its purpose and successful development. This function of the management phenomenon is carried out due to the fact that it is directly aimed at a clear organization of the joint activities of large and small groups of people, which are characterized by different goals, aspirations and interests. And management analyses, unites and generalizes them, subordinating to the general goals and interests of the organization and orienting people to their achievement.

Secondly, management itself is an integral part of the organization concerned. Indeed, in its structure as a certain social system, there are almost always two main subsystems. The managed system operates in accordance with its goals and objectives, while the control system controls its condition and the performance nature of the specified functions. The results of this control in the form of a set of parameter meanings are compared with their permissible meanings. In the case of an unacceptable deviation of this condition or functioning processes, the control system generates and implements the corresponding effect on the controlled system, designed to restore the normal values of the controlled parameters.

In the conditions of a post-industrial society the requirements for accuracy and quality of performance of each function by its executor are significantly increased due to the use of high technologies. As a result, the management of the performers' actions, the coordination of their actions, and the general functioning algorithms of the managed system are becoming more complicated. The manifestation of the triplicity of management as a science, art and type of activity is being intensified. In other words, the general laws of management and the principles of its implementation are manifested, they are studied in the system of professional training of managers. This indicates the scientific basis of management.

At the same time, not a single managerial one is repeated with absolute accuracy: performers differ in a wide range of differences in their psychological characteristics, in the level of their general culture and

professional qualifications. The leaders themselves are also characterized by differences in psychology, in the leadership style and other indicators. All these factors require a creative approach to the analysis and overcoming difficult problem situations. In other words, they make us talk about the art of management.

Finally, it seems quite obvious that managing people and their joint activities is a specific type of human activity that is professional for leaders. The basis of its specificity lies in the fact that this activity is aimed at the rational organization of the activities of other people and their teams to successfully achieve predetermined goals.

One of the characteristic features of a post-industrial society and the management of people's activities in the context of its functioning is its clearly expressed innovative character. In this, it fundamentally differs from all that is familiar. Indeed, in the process of formation and development of post-industrial society, not only the material living conditions of people, the technological structure, goals, methods and nature of social production cardinally change, but also the relationships between people, their life goals and values, aesthetic tastes and ideals. These features affect the requirements for leaders put forward by the society, for the style and methods of implementation of their managerial activities. This feature requires from professional leaders as well as informal leaders to clearly formulate their worldview positions, moral principles and beliefs, and to understand their personal responsibility for decisions and actions. The high general culture and professionalism of leaders is largely determined by their knowledge of human psychology and management psychology. They need to know the basic principles of management philosophy, the achievements of management theory and practice, the patterns of relationships and interactions between people. All this involves the formation and development of their innovative character of thinking, the ability to activate their creative abilities to identify them in people around. Summarizing all of the above, we can affirm the need for each leader to master modern effective management technologies, principles, norms and provisions of a professional management culture.

Management culture as an important attribute of a modern leader is an interesting phenomenon. There in unity, systemic integrity and peculiar intersection, such types of phenomena as management, culture, creativity, innovation, responsibility and psychology are reflected. At the same time, we traditionally understand management itself as a certain set of targeted interconnected influences of the leader on the performers and their groups in order to ensure rational organization and coordination of their actions aimed

at the successful achievement of pre-selected goals. It is difficult enough to define the concept of culture due to its very wide diversity. Therefore, let's dwell on the fact that culture can be understood as a specific way of organizing the normal functioning of individuals and society as a whole. A manifestation of this organization is the material and spiritual results of the purposeful activity of people, as well as the system of legal and moral norms and institutions adopted in this society, spiritual values and ideals, the nature of the relationship between people. Thus, culture should be seen as an extremely complex social construction.

At the same time, the meaning of the term "culture" itself can be interpreted as a systemic general methodological concept adopted to characterize a particular historically developed level of development of society, including the education and upbringing of its members, their worldviews, moral principles, life values and creative potential.

Creativity is the developed ability of an individual to create something fundamentally new, using his knowledge, intellectual abilities and imagination. These can be tangible or ideal products that had not existed before, as well as the process of their creation.

Innovation is usually understood as a set of ideas, actions and activities that, in their unity and systemic integrity, are aimed at the development, creation and subsequent targeted use of fundamentally new products and technologies, new fruitful ideas and interpersonal relationships between people. The latter fully applies to the field of management as well as the realization of leadership potential. The results of using the ideas and principles of innovation are usually based on the achievements of scientific, technical and social progress, as well as on the processes and results of people's intellectual and artistic creativity. Innovation itself is the main source of intellectual property, copyright and know-how and a powerful factor in social development and lifestyle. This also applies to business, industrial relations and management. Equally important is the use of the achievements of innovation in the system of education and science, which in itself, by virtue of its nature, is one of the main sources of innovation.

In a post-industrial society, management effectiveness substantially depends on the level of development of the general and professional culture of leaders as well as informal leaders. The fact is that in such conditions, when the democratization of public life and the increase in the educational and cultural level of people become decisive, the methods of force pressure on workers practically stop working. Management psychology requires partnerships. Command methods of work have been used widely.

These methods are based on the high general and managerial culture of a leader. In fact, it becomes a determining factor in the successful achievement of the goals of his professional activity, in ensuring the normal functioning of the organization and in creating a favourable psychological climate in it. At the same time, the essence and meaning of the professional culture of a leader, unfortunately, have not yet received the proper interpretation, which complicates its formation and development in the system of managerial training of managers and potential leaders.

In this regard, many managers underestimate the knowledge of management culture as a factor in ensuring its effectiveness. This does not allow them to work purposefully to increase its level. As a result, relations with people do not meet modern standards and requirements; the creative potential of staff remains largely unfulfilled. The insufficient level of managerial culture of the leader complicates the formation of a favourable psychological climate in the team.

1.2. THE INNOVATIVE NATURE OF THE POST-INDUSTRIAL SOCIETY

Management is one of the main mechanisms designed to ensure the structural integrity and normal functioning of society, its target and functional subsystems. Therefore, the goals, methods and functions of management should proceed from the goals and objectives of society itself, its nature and the rules of its development. As we have told before, the modern post-industrial society has an expressive innovative character. Consequently, this society and the processes of its vital activity are complex, dynamic, contradictory formations, the functioning of which requires the use of special managerial influences. The following circumstances must be taken into consideration for their formation and implementation.

Firstly, the innovative nature of the post-industrial society complicates the goals and content of people's joint activities. This increases the responsibility of each person for the results of the fulfilment of his tasks and functions provided by his production and official duties. The proper organization of such activity, ensuring its expected results and quality requires its management, first of all, a clear coordination of the participants' actions.

Secondly, because of innovations, social production in its broadest sense is characterized by a significant increase in its high technology and intelligence intensity, frequent changes in technology and product range. These

circumstances aggravate the competition, require constant training and retraining of staff, improvement of their qualifications, it also significantly complicates the management of people's activity, their behaviour and relationships.

Thirdly, the processes of democratization of public life, increasing the educational and cultural level of people and their qualifications determine an increase in the role of psychological management methods, a slight decrease in the role of administrative methods and widespread use of methods and technologies for delegating authority and responsibility. This requires an innovative approach to organizing and implementing the management of people and their activity, increasing the managerial competence and culture of a leader.

Fourthly, the innovative nature of the processes of social development, the complexity of the applied equipment and technologies, and the increase in the educational and qualification level of workers leads to the awareness of the decisive role of the personality factor in the ensuring the desired level of social production efficiency. Awareness of its role makes it necessary to form and unconditionally follow a clear system of corporate culture in the field of corporate values. A modern leader should build his managerial and organizational activities based on the norms of this culture and these values. In this case, he can count on successful instilling a sense of pride to the employees because of belonging to the organization and enterprise. This feeling becomes an important component of their value system and corporate culture.

The above analysis of the circumstances that determine the new requirements for management, its goals and content, methods and character, allows us to simultaneously formulate requirements for professional and social competency, managerial qualifications and personal qualities of the head and other people from the management apparatus. In full, these requirements should apply to the informal leader too. In relation to him, they are even more important, because he, unlike a professional leader, is practically devoid of such a powerful tool of influence on people as authority and administrative resources.

The meaning and detailed content of these requirements, methods, ways and psychological and pedagogical conditions for their formation are one of the objects of management science research, and the results of these studies must be systematically used in the system of leaders professional training and personal development of potential leaders in the process of their studying in high school. For this, the scientific and pedagogical staff of the respective universities must be highly qualified. It must be characterized by an innovative type of thinking and its strategic orientation, a deep understanding of the psychological aspects of management and the psychology of effective influence on people. In other words, high education teachers themselves must be true leaders.

Their students, graduates - potential leaders, should be prepared for the fact that the conditions in which they will have to work, show their leadership qualities, will be significantly different from those in which they completed their education. Indeed, as M. M. Gurevichev and his co-authors write quite rightly, "the modern stage of social development, which is usually called post-industrial or informational, in its deep essence can be defined as the stage of innovative development of human civilization". At the same time scientists name the following characteristic features and peculiarities.

Firstly, there is "a rapid, avalanche-like increase in the volume of scientific and technical knowledge with a simultaneous reduction in the cycle of their aging and renewal." Secondly, "the path from scientific discoveries" to their "application in engineering and technology and rapid implementation in industrial practice is accelerating notably." Thirdly, there is not only acceleration, but also "a peculiar branching of the scientific and technological progress, when discoveries or inventions made in one particular area find application in others, sometimes unexpected, quite far from the original ones" [3, c. -7]. Fourthly, as V. G. Kremen emphasizes, today for the first time in the history of civilization, "the change of generations of things happens faster than generations of people", which causes a new attitude to the achievements of material and spiritual culture. Fifthly, and finally, all the circumstances above affect their system of life goals, values and ideals, and their perception and understanding by people.

It should be emphasized that the emergence of an innovative type of social development was not something accidental. It is quite natural and emerges directly from the logic of scientific, technical and social progress, primarily from the characteristics of the post-industrial society itself and is one of its characteristic manifestations. A deep understanding of its essence and sources requires consideration of the totality of the basic premises, especially since they exert their direct influence on the nature of modern leadership.

The first prerequisite is the development of human needs. It is shown in their complication and increase in volume, as well as in the expansion of their spectrum. It is interesting that the satisfaction of some needs causes the appearance of others, even newer, even more complex. The desire to maximally satisfy these needs gives rise to a number of phenomena: business development, the complication of equipment and technologies, new approaches to managing people and their joint activities, ways to influence them. Naturally, all this affects leadership.

The second prerequisite for innovative development should be considered the increased competition and the desire of businesses to maintain and increase profits, to conquer new niches in the market for relevant goods or

services. Competitive advantages are achieved through the price / quality ratio. It is largely determined by the use of innovative solutions in production and management. Many businesses are striving to get ahead of their competitors precisely by using the achievements of science and technology, these achievements can improve both quality and price. But real business leaders, increasing the quality of products, seek to use innovation to reduce its cost. It provides additional benefits.

The third prerequisite is due to the aggravation of the ecological situation and adverse climatic changes. Since environmental protection legislation and public appeals force businesses to pay fines or introduce environmentally friendly technologies that do not have an adverse effect on the environment. At the same time, business leaders shape and develop the environmental awareness and environmental culture of the staff. According to V. A. Lozovoy and his co-authors the ecological culture of the individual "acts as a unity of ecologically directed consciousness, motives, beliefs and attitudes that orient it in the ecological plan (recognition of its self-worth in the biosphere, determination of its place in the ecosystem, and the ability to envisage environmental problems and adequately respond to them)" [7, c. 372].

The fourth prerequisite for the emergence and establishment of the innovative nature of social development was the result of the realization of the prospects for the close exhaustion of many types of natural resources, which are essential for the economy and livelihoods of the population. Therefore, their production becomes more complicated and there is a significant increase in price. So, today more than one and a half billion people are deprived of the opportunity to use clean drinking water. In this regard, resource-saving technologies are becoming one of the important areas of innovative development. At the same time, they make it possible to reduce the overall dimensions of products and their energy consumption, which also improves quality indicators. The fifth prerequisite arose from a clearer trend of simplifying the designs of products themselves and their practical use as one of the directions of innovative development and, at the same time, its characteristics. Moreover, a completely natural complication of their organization and functional structure, which follows logically from the need to satisfy increasingly complex needs, is hidden from the user and the consumer. Therefore, externally the products become simple and easy to use, which do not require any special training. This situation is possible due to the leadership qualities of the developers of these products.

The sixth prerequisite for the emergence of an innovative type of civilizational development is the contradictory unity of the two following

trends. The first of them consists in the wide organization of production and use of the disposable products. They cannot be repaired and require almost no maintenance. Theoretically, their resource is determined not so much by physical depreciation and aging, but by moral aging, a change in fashion and consumer preferences. Often their disposal is carried out in conditions of maintaining operability. The second trend, on the contrary, is the emergence of the so-called circulating economy, when such products either find a fundamentally different use, or in the process of their disposal, individual parts and even entire units are to be reused in new products, reducing the cost of the latter.

The analysed prerequisites for the emergence of the innovative nature of social life in general and social production in particular make it possible to highlight the professionally and socially significant personal qualities of leaders, which are necessary to ensure effective influence on the staff and the successful achievement of the joint activity goals. At the same time, it is characteristic that simultaneously these prerequisites reflect the main features of the professionalism and managerial culture of a leader, which actively contribute to his formation as an authoritative leader. It should be emphasized that the innovative nature of a post-industrial society is manifested not only in the used technologies and their relatively frequent change, but also in the constant search for approaches to choosing adequate ways to manage people and their teams. Today, methods of adaptive management are widely used, which make it possible to take into account the characteristics of each specific managerial situation and coordinate the goals and interests of the organization, its employees and managerial personnel as best as possible. Along with this, the labour motivation of people is activated. [10; 13].

Every professional leader, same as every informal leader, must clearly imagine that in a post-industrial society the most important condition for the effectiveness of personnel management and its production activities is the consistent application of a systemic methodology. It involves the use of system analysis methods and a systematic approach to the organization of joint activities of people and to organization of the management of these activities.

In this regard, one cannot but agree with the statement of E. M. Babosov that "since society, any sphere of it, organization, group, personality function and develop as a system, only the application of a systematic approach allows us to correctly understand the essence of any social object, without that it is impossible to effectively manage it " [2, p. 64]. We should add that it is the systematic approach that allows us to comprehend and determine the goals of

the organization, the tasks of managing it, at the same time streamline the totality of managerial actions and functions, transforming it into a clear sequence. A systematic approach is especially necessary in a post-industrial society with its innovative nature, significant informational uncertainty and a high probability of risk situations. A leader, especially a professional leader with well-developed leadership qualities, is distinguished by the ability to analyse complex problem situations and find adequate methods for solving them, using not only professional competence, but also intuition. Under such circumstance, a leader develops the ability to determine the goals and objectives that he personally must fulfil in the process of daily operational activities, and those that are strategic by nature. All other tasks should be attributed to those which implementations he needs to delegate his subordinates to the maximum extent.

The implementation of strategic objectives should be oriented towards the implementation of the mission of the organization or company. The mission embodies the very meaning of its existence and functioning, and therefore it acts as the defining, or general goal of this organization. This goal gives rise to a hierarchical system of goals at various levels. They should be quite specific, intense and at the same time objectively achievable. In determining the goals, the leader must provide them with the material, financial, human, informational and other resources necessary for the successful achievement of these goals.

All this is also a manifestation of a systematic approach to the organization and effective implementation of management activities. Its use and consistent targeted improvement is one of the key indicators of the professional maturity of a manager-leader. And maturity itself becomes the most important prerequisite for the successful achievement of the goals of a company or organization in the changing conditions of a post-industrial society.

1.3. FUNDAMENTALS OF LEADERSHIP AND MANAGEMENT PHILOSOPHY

Deep penetration into the very essence of leadership and in its manifestation in a post-industrial society requires the use of a philosophical approach to its understanding as the most important social phenomenon. It makes it possible to comprehend and successfully use the features of management in a post-industrial society much better. An attempt to use this

approach was made by the authors in their work [12], the main statements of which are largely used in this section.

A significant increase in the role and importance of leadership in ensuring the normal functioning and development of society has led researchers to pay close attention to comprehending the deep meaning of this phenomenon and the related problems. It turned out that for their understanding and successful resolution, a deep philosophical understanding of its essence is necessary. Together with a noticeable increase in the need of society for leaders, leadership philosophy acquires a significant status as a specific applied field in the general system of philosophical knowledge.

At the same time, today there is still no unambiguous interpretation of the essence and content of the concept of leadership philosophy among the leaders themselves as well as among philosophers. At the same time, two main aspects of understanding its meaning can be clearly distinguished. Thus, an extremely important problem arises to define and characterize each of these aspects, to identify the interconnections and correlation between them. This could contribute to the active influence on the formation of the system construct, which would make it possible to determine the deep meaning of leadership philosophy as one of the branches of applied philosophy.

The analysis of recent sources and publications on the problem convincingly testifies to its relevance and important theoretical and applied significance. In this case, firstly, attention should be paid to the insufficient number of works directly devoted to questions of the leadership philosophy itself. A pleasant exception is the cycle of works of Christopher Hodgkinson, his monograph on leadership philosophy in particular [24]. The content of these works and their philosophical meaning are analysed by L. V. Smorkalova [14]. An interesting appeal to the purely philosophical problems of the leadership phenomenon is also contained in I. Kotlyarov's fundamental monograph on the sociology of leadership, which considers its theoretical, methodological and axiological aspects [5]. In particular, he emphasizes that amid uncertainty and potential risks, challenges and dangers, bifurcation and turbulence, a sharp increase in the social and political activity of the masses, interest in leadership is growing significantly in many countries.

Leadership as a specific subject of socio-philosophical analysis is the subject of a dissertation research by O. V. Kudryashova [6], its value theories are analyzed by V. R. Sukhanov [16]. We consider the work of V. A. Stryzhko to be interesting and extremely relevant. There the characteristic features and post-industrial features of leadership of the 21st century are examined from the philosophical point of view. According to the researcher's deep conviction, "in

a situation of complex and threatening historical challenges that human civilization faces in these conditions, the place, role and content of philosophical knowledge in the process of education, upbringing and training of people is rethought" [15, p. 95]. Certain ideas regarding the philosophical aspects of leadership can be found in many works, the main purpose of which is the consideration of other problems. For example, J. Fireholm analyzes leadership values as a way to form a new leadership philosophy. In fact, he proposed a fundamentally new system of values. The philosopher based it on the possibility of choosing actions that determine the nature of the development of values that unite people and at the same time form a culture of trust between them, their motivation and morality [21]. We also investigated certain axiological aspects of leadership philosophy, considering leadership as a specific phenomenon in the space of social values [9].

It is impossible to determine the ontological status of leadership without considering various interpretations of the essence of this phenomenon. So, L. Downton believes that leadership is a position in society, which is characterized by the ability of a person to hold this position, to direct and implement the collective behaviour of individual or of all members of a given society [20]. In turn, R. Hogan and R. Kaiser write that "leadership is a conviction, not domination." According to them, "people who may require others to obey their orders because they have power over them are not leaders. Leadership takes place only when others readily perceive the goals of the group as their own" [25, p. 171].

At the same time, the American philosopher, sociologist and political scientist P. Foyette argues that "leadership does not exist by itself and moreover it is not a static process which involves one person." According to her, "leaders and followers are in certain relationships, so that is a dynamic force between people. The role of a leader arises when and where it is needed. When the problem is resolved, the leader ceases to be needed. Leadership disappears." [22]. The opinion is original, but controversial. We cannot agree with her, because, in our opinion, the leader of course gets his status in the team and maintains it for a fairly long time. And after solving one problem, almost always and inevitably arise others, often no less complex.

A unique personal philosophy of service as one of the reliable keys to effective leadership is being developed by J. R. Clinton. [19]. However, there are a significant number of researchers who hold the position of recognizing the dominance of leadership philosophy as a success achievement. So, V. Rumyantseva is sure that all leaders are motivated to achieve success to a much greater extent than their supporters and followers.

Thus, the analysis of studies and publications devoted to the problems of leadership philosophy allows us to draw a well-founded conclusion that today the leadership philosophy is only at the formation stage. That is why there is a wide variety of approaches to understanding its essence and purpose. In particular, it is connected with the pluralism of opinions inherent in modern philosophy regarding one or another object or phenomenon, as well as with the absence of a clear system of views on the philosophical meaning of the leadership phenomenon. In our opinion, the parts of the leadership philosophy problem that have been insufficiently explored remain a general understanding of the meaning of leadership philosophy and an analysis of its main aspects. Because of this, there are even no attempts to systematically build the structure of this philosophy as a clear set of approaches to philosophical understanding of the very phenomenon of leadership and its manifestations in politics, business, science, education and other areas of human activity. The attempts to build such a structure seem extremely necessary in connection with a significant increase in social needs for leaders, with increasing requirements for them and the increasing influence of leaders on the functioning efficiency and social production development level, in its broad sense. Finally, it seems extremely appropriate to separate the scientific and theoretical, that is, the world-view-methodological, and everyday understanding of the leadership philosophy essence. This should help the theory and practice of targeted training of leaders and the development of their leadership potential, its more complete use in managerial practice in a post-industrial society and its innovative nature. The purpose of our study is to determine the essence, content and purpose of the leadership phenomenon itself, to justify the need for its philosophical understanding and to identify the differences between leadership philosophy as a more or less structured system, worldview positions and the results of understanding the views of successful leaders on the meaning of their social mission and the nature of their activities, on the one hand, and the system of basic principles that reflect the characteristics of the manifestations of the branches of the general structure of philosophical knowledge about the specifics of the leadership phenomenon. In addition, it is supposed to reveal the deep essence of these features.

We consider it appropriate to start the presentation of the main material of the study with the fact that, in our deep conviction, every true leader occasionally, especially when he reaches a certain peak of his activity, has a need for its deep understanding and generalization. But this understanding requires from him a certain level of philosophical thinking culture. This

culture is formed by education and self-education, the experience gained by a leader in interacting with his supporters and followers, his worldview, the general culture and the discipline of thinking inherent in him.

The more or less frequent need of a leader to comprehend his activities on the general background of understanding his social mission is the formation and consistent development of an integrated set of principles and positions. They, in their systemic unity, form the basis of the philosophical and logical-methodological foundations of the philosophy of this particular leader. Since, regardless of the individual characteristics of leaders and their areas of activity, leadership style and the nature of relationships with other people, the meaning of the public mission of each of them is overwhelmingly similar. Namely, this meaning is one of the main sources of leadership philosophy. Therefore, it is a kind of generalization of those "philosophies" that profess the most effective, most successful and authoritative leaders.

It is appropriate to draw a certain analogy with public consciousness. It is well-known, the latter is neither an arithmetic sum of individual consciousnesses, nor a certain "resultant" of them. It acts as an interesting construct, as a generalization of these consciousnesses and it is dynamic in nature. A leadership philosophy is formed in a similar way, the content and meaning of which are not just a generalization, but also to the greatest extent meet social values, social needs of leaders and social requirements for them. Such an interpretation of the phenomenon of leadership philosophy essence defines only the first, important, but not the only meaning.

It seems appropriate to connect the first aspect of understanding the leadership philosophy and at the same time the first sense of the essence of this concept with a system of worldview positions and a generalized approach of leaders to the awareness of their social mission and their role in ensuring the functioning and development of at least the community to which its leadership influence extends. However, the wide variety of personal characteristics of leaders, as well as the intensity of their influence on their supporters and followers, the level of their education and upbringing, spirituality and culture significantly complicate the task of summarizing their views and worldview positions. At the same time, its theoretical and applied significance requires a clearer approach to the very formulation of the problem of understanding the essence of leadership and its correlation with managing people.

This statement, in our deep conviction, should proceed from the existence of an objective contradiction between the leadership philosophy in its somewhat abstract understanding, which was mentioned above, on the one

hand, and its specific manifestations in the form of an individual system of positions, principles and views inherent in each individual, on the other hand. Indeed, the individual philosophy of a particular leader is directly related to his own life experience, with his personal life values and philosophy of life. Depending on how his philosophy coincides with the generally accepted understanding of leadership philosophy, the effectiveness of the managerial activity of a leader, his authority and success in life depend on it too.

According to V. A. Stryzhko, “those leaders who, regardless of their field of activity, are able to personify real leadership, speaking as the embodiment of concentrated comprehensive education and high spirituality, have the greatest importance for society.” According to the deep conviction of the researcher, it is precisely “a leader of such a level that must produce new knowledge, new high goals, ideals, norms, principles of life”. She is sure that such a leader “must assume all responsibility and play the role of a carrier of critical mind and the role of a transformer of society” [15, p. 94]. The leader’s awareness of his responsibility is closely connected with his worldviews, moral and ethical principles and beliefs, which are integral components of his philosophy.

In turn, A. A. Nestulia clearly emphasizes that “when developing a mission (personal philosophy or credo), you need to focus on who you want to be (character), what you want to do (achievement), as well as values and principles, which underlie character and deeds.” We not only fully share the scientist’s statement about “personal philosophy”, but also consider it one of the manifestations of concretizing the provisions of the general philosophy of leadership. Moreover, according to the scientist, “the sense of mission also comes from the inner circle of the personality’s influence, where the main paradigms are concentrated - original prisms through which the outside world is perceived” [8, p. 180]. It is well known that his perception, is always individually coloured. Moreover, the leader’s perception of the outside world essentially depends on the culture of his philosophical thinking, in particular on the system of his life goals, values and beliefs. Again C. Hodgkinson wrote that “the quintessence of leadership can be summarized. Philosophy is nothing, just writings on paper or air vibrations until it takes root in a person’s values and changes his life.” The miracle of leadership, he said, “consists in the fact that one person can drastically change the life of others” [q. 8, p. 170]. It is the rooting of the leadership philosophy in the views, goals and values of leaders that becomes the determining condition for its effectiveness and the effectiveness of leadership influence on people and the success of his managerial activity.

Thus, an interesting feature of the first aspect of leadership philosophy is, on the one hand, abstraction from specificity in determining the meaning and essence of this formation and its general principles and positions. On the other hand, it is the individualization of the manifestation of these principles and provisions when it comes to a specific leader and his personality traits and qualities. This contradictory, even paradoxical feature is clearly manifested in the decision-making process by different leaders in the same or fairly similar situations. As a result, through the diversity of leaders' individualities, they are characterized by various speed and a measure of systematic thinking, developed intuition, and similar personal characteristics. This affects a leader's charisma and the nature of his influence on other people, strengthening or weakening this influence. As we wrote about this in due time, "the supporters and followers are impressed by the confidence and energy with which leaders act in difficult conditions of uncertainty and risk. At the same time, it amazes people that in most cases the leader's decision is correct, it ensures the successful achievement of predetermined goals in a difficult, if not hopeless, situation. The leader's paradoxical ability to see a way out in a hopeless situation strengthens people's faith in him and increases the number of his supporters" [11, p. 11]. Such arguments are quite convincing confirmation of the existence of that specific aspect of leadership philosophy, reflecting the worldviews of leaders and their understanding of their mission, as well as its structural complexity and inconsistency.

In fact, this aspect reflects the objective nature of the leadership philosophy itself and its subjective manifestation not only in the goals, content and influence power on people and in the activities of a particular leader, but also in the nature of his worldview and world outlook, his understanding of his public mission. The meaning and significance of this aspect is that it defines and sets general standards for the managerial activity and behaviour of the leader, his relationships and interactions with his supporters and followers, as well as with his opponents and other people. It seems quite obvious that the implementation of these standards in each case is also clearly individual.

However, with the aspect discussed above, the essence of leadership philosophy is far from being exhausted. The second, no less important aspect of it is that it should be considered not just as a form of social consciousness, but also as a kind of scientific discipline with its object of study, conceptual categorical apparatus and a clear structure. The object of the study of leadership philosophy in this sense is the general laws of leadership as a rather complex and controversial social and individual phenomenon, an

understanding of it and practical leadership activities of leaders. The conceptual and categorical apparatus of leadership philosophy as a specific area of applied philosophy is based on the corresponding general philosophical concepts using certain categories of leadership theory.

This important and extremely interesting aspect, as well as the previous one, also has a certain inconsistency. It lies in the fact that this aspect of leadership philosophy is primarily interesting to specialists in social philosophy and philosophy of politics, philosophy of business and management, philosophy of science and education. In particular, it is interesting to the latter, since it is in the education system that the leadership qualities of people are revealed to a significant degree and the purposeful development of their leadership potential is made. At the same time, at first glance, knowledge of this aspect of leadership philosophy is not mandatory for the leaders. However, the development needs of their common culture and culture of thinking, the development and conscious use of logical and methodological approaches to the organization and implementation of their leadership, in particular, managerial activities make in-depth acquaintance of leaders with the essence of this aspect of leadership philosophy appropriate and useful.

It is characteristic that life itself, according to V. A. Stryzhko, “has set the full problem of the leader’s quality of thinking and his responsibility for the decisions that he makes long ago” [15, p. 99]. The proper quality of this thinking substantially ensures the leader's mastery of the foundations of leadership philosophy precisely from the perspective of its second aspect.

Not by chance that the author is deeply convinced that “one of the most dangerous manifestations of the lack of philosophical culture is the impetus for the leader and any person to make inadequate decisions, since their context do not include a panoramic philosophical vision of a particular situation, regardless of whether it concerns large-scale, or minor events and deeds” [ibid.]. And this panoramic vision is an important component of the leader’s personal potential and a source of his influence on people.

Only a clear idea of leadership philosophy as a holistic system and its structure as a clear set of basic directions of general philosophical ideas regarding the phenomenon of leadership can provide the desired level of leaders’ effectiveness and their influence on other people. Only a deep leader’s understanding of the foundations of leadership philosophy helps him to include a “panoramic philosophical vision” of specific, especially complex problem situations. And without this, one should not count on their successful solution.

The aspect of leadership philosophy, regarding its understanding as a kind of scientific discipline, is characterized by such a characteristic feature as the unity and systemic integrity of the elements of its structure. First of all, this unity quite naturally follows from the ontological status of leadership as an extremely necessary element of the life support of society, as the organizing primary source of its successful functioning and development, as an effective mechanism for overcoming the passivity and laziness inherent in most people.

Indeed, in the fullness of time, I. Kant drew attention to the fact that "laziness and cowardice were the reasons that people who had been freed from other people's leadership were still willing to remain minors all their lives. For the same reasons, others claim the right to be their guardians so easily" [4, p. 27].

In our deep conviction, in the last sentence the classic of philosophy somewhat unilaterally illuminates the roots and nature of leadership. Only sporadic people "assign the right" to be leaders. To a much greater extent, leaders are put forward by the appropriate community, based on their own needs for proper organization and coordination of their joint activities. These objective needs of society are the main factors in the above determination of the ontological status of leadership.

Consideration of the second aspect of leadership philosophy reveals its close connection with the epistemological capabilities of the leadership phenomenon as a specific phenomenon precisely from the cognitive point of view. These opportunities consist in the constant study of the subordinates or supporters and followers by a leader in order to rationally use their abilities and creative potential. At the same time, in the process of his activity, a leader learns his own abilities and capabilities, as well as methods and techniques for effectively solving complex problem situations. Thus, he constantly learns, developing and successfully implementing his leadership potential in the practice of managerial activity. The cognitive activity of a leader can significantly contribute to the successful overcoming of the above-mentioned shortcomings of his professional training and ensures the success of management in a post-industrial society.

An axiological characteristic should be considered as an important and essential component of a leadership philosophy from the position of consideration of the second aspect. Again, even K. Hodgkinson, in the analysis of the philosophical problems of leadership, proceeded from its value dominant. At the same time, he emphasized the subjective nature of the values themselves and their significant dependence on the life experience of the leader's personality. Our own life experience, as well as many years of

experience in teaching in high school, including the identification and targeted development of students' leadership potential, testifies to the significant role of their life values in these processes. That is why the formation and instilling in them a system of humanistic values is one of the important tasks of education.

In the general structure of the leadership philosophy as in its understanding as a scientific discipline, one can also single out the leadership phenomenology, its ethics, teleology and hermeneutics. The extremely important role for the development of leadership philosophy as well as for ensuring its positive impact on the practical activities of leaders, primarily their activities in managing people and their joint activities, is played by the logic, methodology and praxeology of leadership. Each of these structural elements of leadership philosophy not only reflects the corresponding goals and functions of this philosophy, but also increases the level of the leader's general, worldview and professional culture, and contributes to the maximum realization of his leadership potential. Their deep meaning, subject and objectives of the study require additional systematic consideration.

From the standpoint of comparing the two aspects of leadership philosophy and their understanding by the leaders themselves, it is right to present the results of the questioning of 97 full-time and part-time students studying according to the master's program in the specialty "Public Management and Administration" before teaching them the discipline "Management Philosophy" and after studying it. The discipline program included lectures and seminars. At the same time, students in the first lesson were immediately informed of the existence of two possible aspects of understanding the meaning of leadership philosophy. Moreover, they were told about the pluralism of opinions and views inherent in modern philosophy.

The first survey showed that almost every respondent had a rather vague idea about this kind of philosophy. To a certain extent, it can be considered as one or another variant of what we put into the meaning of the first aspect of understanding leadership philosophy. A survey of potential leaders after studying the discipline showed that approximately two-thirds of them (65 people) perceived the meaning of leadership philosophy in its first aspect, although now their presentation had become more clear and connected with the essence and nature of the leadership phenomenon itself in its socio-philosophical context and with ways to ensure its effectiveness. The third of the students (32 students) expressed their deeper understanding of the second aspect of the essence of leadership philosophy. They showed good knowledge of its general structure, purpose and meaning, goals and objectives of the basic

elements of leadership philosophy. It is interesting that half of these students (16 people) consider their knowledge of the structure of leadership philosophy and the meaning of its components to be a manifestation of the leader's general culture, which does not have much practical significance for his managerial activities.

The considered example shows that the proposed distinction between the essence and meaning of the concept of leadership philosophy in two aspects reflects the real state of this philosophy. It contributes to a better and more complete understanding of the essence of the leadership phenomenon by leaders as well as researchers of this phenomenon. In our deep conviction, it enriches the system of philosophical knowledge and helps to determine the goals for training leaders and to achieve them in the educational process. The conducted study opens the possibility to draw the following quite reasonable conclusions.

Firstly, the significant spread of leadership and the constant growth of its role in ensuring the proper functioning and development of society requires, with all the necessity, a philosophical understanding of its meaning and essence as an important, complex and contradictory phenomenon. Such an understanding necessitates the construction of such a specific construct as the leadership philosophy.

Secondly, the specificity of leadership philosophy is its objective existence as one of the applied branches of a holistic system of philosophical knowledge and, at the same time, as its subjective perception and understanding by each specific leader and his interpretation in the form of worldview positions, views and approaches to choosing life values, understanding his mission and activities aimed at its effective implementation. The system of his views and beliefs directly becomes a source of influence on his supporters and followers, on other people. It ensures the success of the managerial activity of a leader in the difficult conditions of a post-industrial society.

Thirdly, both of these aspects of leadership philosophy in the mind of each particular leader can to some extent coexist and interact with each other, or mutually contribute to each other, or conflict with each other depending on the level of education and the general culture and culture of the philosophical thinking of this leader. The nature of this interaction affects the activities of the leader accordingly, his relationships with people and his success achievement in life, the effectiveness and results of his managerial activity. At the same time, this interaction can fruitfully influence the personal development and culture of the leader himself.

Fourthly, the lack of elaboration of the leadership philosophy problems is becoming one of the important tasks of the theory and practice of leadership, as well as philosophy itself. The significance of this task will constantly grow, since society needs not only to increase the number of leaders, but also to increase the requirements for their quality, first of all, for their professionalism and general culture. This refers to their moral-volitional and spiritual-cultural qualities, their understanding of their personal responsibility for their decisions and actions, as well as for their multiple results and consequences.

Prospects for further studies of the affected issue relate to the analysis of the philosophical position of the leader regarding his understanding and assessment of his mission, goals and meaning of his activities, ways and means of ensuring its effectiveness. The studies of the essence, content and purpose of the main components of the leadership philosophy and the possibility of their influence on the professional and social competence of the leader and his culture are also important.

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Section 2

**LEADERSHIP AND MANAGEMENT
EFFECTIVENESS**

- 2.1. Ensuring management efficiency as a goal of leadership*
- 2.2. Charisma of a leader as a factor of management efficiency*
- 2.3. Paradoxes of Charismatic Leadership*

Under the conditions of deep and rapid transformations that are taking place today in almost all areas of public life, the role of managing people and processes that determine the nature and content of the life of society increases substantially. Moreover, it is extremely important for the management to be sufficiently effective, to directly ensure the goals of social development achievement, and to activate the motivation of people and their creative abilities. The possibilities to solve this important and responsible task successfully are complicated by the political, socio-economic and natural-climatic cataclysms of a national and global nature.

In these conditions, the importance of the scientific management of society and the corresponding level of professional and social competence of leaders, the general and managerial culture, is increasing significantly. However, even a very high level of knowledge and experience in managerial activity is no longer enough for a leader. Effectiveness ensuring requires from the leader to have developed leadership qualities. Moreover, we are deeply convinced that every true professional should be a leader.

It is no coincidence that these problems attract attention of authoritative philosophers and psychologists, sociologists and teachers, experts in the field of leadership and management of social systems. In the context of the study of these problems by domestic and foreign researchers, it can be argued that the generally accepted opinion is the need for in-depth studies of the formation of leaders of the 21st century. There is sense to connect these studies with charismatic leadership as a relevant aspect in the presentation of management philosophy and other areas in the modern system of management sciences and managerial training.

The problems of charismatic leadership were studied in the works of such eminent scholars as M. Albert, B. Bass, C. Blanchard, M. Kets de Vries, D. Goleman, P. Drucker, S. Covey, M. Mescon, R. Morris, A. Nestuly, F. Allpolrt, M. Siman, R. Stogdill, F. Hedouri and others.

As we have already noted, "the modern understanding of charisma boils down to a change in the idea of its essential content, which undergoes gradation from a classical, complex, divine interpretation to a pragmatic, simple and earthly one. "At the same time, it was specially emphasized that "in our opinion, charisma is the development of talent and oneself as a person" [R, p. 7]. In the general structure of charisma as a component of the leader's personality, one can distinguish the following components. Firstly, it is the leader's developed ability to get away from prevailing stereotypes, to find and effectively use unexpected, often paradoxical decisions. Secondly, it is the ability to turn functional responsibilities into functional capabilities and use them rationally. Thirdly, it is the leader's willingness and ability to do what no one has done before. The targeted use of these components can significantly improve management efficiency.

The above components represent completely new actions, peculiar forms of manifestation of a leader's personality in any area of his activity. This applies to politics and economics, to science and education, to business and other areas of public life. Each of the components and their total combination presuppose that a real professional leader and each informal leader have a certain set of skills, the formation and targeted development of which requires significant, practical experience, the selection and use of the right tools.

For qualitative and quantitative assessment of the development level of the charismatic leader's personality and its structural components, we use 5 specific coefficients. Let us give them: IQ - a traditional indicator of the intelligence level development; EQ - an indicator of the emotional intelligence level; VQ - an indicator of vital energy; SQ - an indicator of the level of spirituality; OQ - is an indicator of the level of uniqueness. The latter coefficient was developed and substantiated by scientists of the Department of Pedagogy and Psychology of Social Systems Management at the National Technical University "Kharkiv Polytechnic Institute" under the guidance and with the direct participation of the author of this section, the head of the department.

2.1. ENSURING MANAGEMENT EFFICIENCY AS A GOAL OF LEADERSHIP

Reliable ensuring the successful functioning and development of any firm, company or any other organization to a large extent depends on the level of effectiveness of the professional activities of the manager and the whole personnel. For a manager who is a real leader (and today every manager must be a real leader), this means, first of all, the truly effective fulfilment of his organizational and managerial functions, as well as a clear orientation to the desired result of the joint activities of the staff as well as its management. The most important characteristic of management, like almost any type of human activity, is its effectiveness. At the same time, efficiency is understood as the ratio of the quantitative or qualitative assessment of the result obtained during the implementation of this activity to the assessment of the resources spent on its obtainment. In the case of determining the management activity efficiency, it is necessary to take into account not only traditional material, financial and temporary resources, but also human resources, including the socio-psychological state of employees and their mood.

This means that to ensure the necessary level of management efficiency, a leader must take into account the goals, interests and aspirations of the staff, be able to convince people that the goals of the organization correspond to their own interests. Thus, the leader gets the opportunity to manage staff motivation. The use of team working methods, the formation and maintenance of a favourable psychological climate in a team become extremely important factors in ensuring the effectiveness of not only management, but the entire set of tasks and functions of a leader's activity. The proper leader's mastery of the team methods of work and their management under the conditions of application of these methods is an important indicator of the leader's professionalism as well as a high level of his general and professional culture. Such possession opens up real opportunities for him to provide not only the really desired management efficiency, but also the formation of a favourable psychological climate in the team based on a system of common life goals and values.

At the same time, it contributes to the effectiveness of leadership influence on people, the formation, development and successful targeted implementation of their creative abilities and personal potential by each of them. As a result, their professional and social competence and spiritual and cultural level increases significantly. This increase in feedback becomes a

powerful incentive to use their new capabilities in ensuring the effectiveness of joint activities and at the same time the quality of management activities of their leader-manager. Sometimes someone identifies the concept of efficiency with such an important indicator of human activity, as the productivity of a particular employee is, which is not entirely correct. Indeed, the productivity of his labour is determined in natural or in value terms of the products he produces for a certain period of time. The effectiveness of an employee or organization is considered an integral characteristic of quality, profitability, environmental friendliness and other requirements for its results. For example, successfully ended long and complex negotiations for a company can and should be considered a manifestation of the negotiators' effectiveness, although their productivity is not amenable to quantitative assessment.

Another example of the principal irreducibility of a leader's activity level to his labour productivity is his extensive use of delegation of authority technology. At first glance, it reduces the productivity of the leader, since he transfers a certain part of his functions to other employees, including the purely managerial ones. However, in fact, because of that, he creates favourable conditions for increasing the overall efficiency of the organization.

The leader's extensive use of technology for delegating authority frees up his time to identify and successfully address the organization's strategic objectives. At the same time, he gets the opportunity to study staff more deeply and ensure professional and personal development of employees in the system of their career growth in accordance with the personnel needs of the organization.

The modern stage of development of human civilization is characterized by a significant complication of the goals and content of public life. This complication is associated with the emergence and widespread use of high technologies and the acceleration of their aging and replacement cycle. Quite understandable that these features necessitated an increase in the educational and professional level of employees, which entailed a significant increase in their well-being, caused new spiritual and cultural needs.

At the same time, it turned out that their socio-psychological sense of self has changed, which is largely determined by the personal qualities of each individual employee as well as the system of life values and the nature of interpersonal relationships in the team where he has to work. It seems obvious that these features themselves are primarily determined by the professionalism, social and psychological competence of the team's leader, his charisma and his understanding of his mission and destiny. His attitude to

people, especially to his supporters and followers, significantly affects the effectiveness of their activities and their management.

The leader's deep awareness of this fact becomes the basis for him that ensuring management efficiency starts to be considered by him as one of the main goals of leadership. That is why we are convinced that today there is a situation in which every social system, including society as a whole, is in need of real leaders who provide them with not only normal, but also effective existence, functioning and development. The leader himself must not only understand the need for him in each respective social system, but also at the same time feel his need for the community in which his activity takes place and his creative abilities and leadership potential is realized. Moreover, he urgently needs a good understanding of goals and interests, aspirations and needs of the joint activities' participants and the community as a whole.

In this regard, the idea of A. S. Ponomarov is quite true that "in general, the problem of leadership in the context of social needs, especially social needs, should be considered in the following three aspects. The first of them consists in the objective nature of the needs of the matching group, social community or society as a whole and each of us as leaders who would solve complex life problems or situations for us. The second aspect concerns not just the need for leaders, but the existence of a certain set of requirements for them, coming from public expectations from the leaders themselves, from their actions and responsible decisions. The third extremely important aspect of the problem is the leader's deep understanding of these expectations and his ability to act effectively in accordance with them" [9, p.15].

Since leadership is a complex social and at the same time individual phenomenon, its social meaning and status is not only a regulatory mechanism for coordinating diverse goals, interests and aspirations of people, but also an important factor in the effectiveness of social production, and therefore social progress. Indeed, the democracy of relationships and corporate culture that leadership forms, complies with, and compliance with which it requires from supporters and followers as norms of behaviour, spreads through them and their reference groups outside the community and works for the positive development of the entire sociocultural space. This democracy, in unity with responsibility, becomes the spiritual, cultural and life-value foundation of social progress. At the same time, the leader's demands on himself and others regarding compliance with organizational, production and technological discipline contribute to the creation of reliable material prerequisites for social progress.

At the same time, to ensure the effective influence of leadership on the socio-political, socio-economic and spiritual-cultural development of the leader's charisma alone is not enough. A leader must be characterized by high professional and social competence, a systemic worldview, clear value positions, moral principles and beliefs, and a general and professional managerial culture. Therefore, the formation and development of these qualities is an important task of the high school. By the way, it should strive to ensure the development of leadership qualities of literally every graduate. The solution to this problem is complicated by the mass character of education and its orientation mainly on the average person. This trend was once emphasized by Karl Jaspers.

According to him, "in the existence of the mass order, universal education is approaching *the requirements of the average person*." According to the philosopher, "spirituality dies, spreading in the mass, rationalization, brought to a gross instantaneous accessibility to the mind, introduces the process of impoverishment into every sphere of knowledge. With the levelling mass order, *the educated layer disappears*, which, on the basis of constant learning, has acquired the discipline of thought and feelings and is able to respond to spiritual creations" [18, p. 159]. The efficiency of management, due to leadership influence, is determined by the spirituality and culture of a leader, his life-value orientations.

The decisive overcoming of these negative trends by the education system and the effective development of the leader's charisma significantly increase the possibility of the leader's influence on his followers, giving orders that would seem almost impossible to fulfill, but which don't bother a person at all. One of the most respected researchers of the charisma phenomenon, Radislav Gandapas, writes in this connection that "as much as the general's order to rush into the thick of it does not confuse the soldiers, where most likely they lose their lives. The same as it doesn't bother the subordinates of the charismatic business leader to do in a week what the competitors spend six months on" [3, p. 29].

In the process of targeted training of a charismatic leader, education should not only educate and teach him, but first of all pay attention to his proper personal development. An important role is played by the development of such qualities as determination and responsibility. According to Kazuo Inamori, if you want to succeed in life, be prepared to overcome many obstacles. But the biggest obstacle is your own mind, striving for comfort and idleness" [5, p. 32].

In order for the mind of a person in general, the leader-manager in particular, not to strive for comfort and idleness, he must work as required by the conditions of a post-industrial society and its innovative nature. Only the creative tension of the mind provides the tangible and necessary results of its activity for society, true satisfaction to the leader-manager. Indeed, only such tension actively contributes to the development and implementation of the creative, including the leadership potential of a leader. This is especially true for the continuous development of his professional and social competence in accordance with the logic of scientific and technological progress.

It seems obvious that the main conditions for reliable ensuring the desired management efficiency as a goal of leadership should be considered a high level of professional competence of a leader and his developed leadership high qualities. And as we previously emphasized, “the professionalism of a leader is substantially determined by his competence in the chosen field of activity. That is why, the industry training acquires special significance” [11, p. 198].

Serious modern analytical studies of the goals, nature and content of the leading specialists training, their more or less regular retraining and advanced training convincingly indicate the following. Firstly, today the content of their training should be not only a systematic approach to obtain and assimilate knowledge, but to the formation of skills necessary for successful professional activities. Secondly, a serious place in the structure of professional training of future leading specialists should be given to their familiarity with the determining trends in the development of the sphere of social production in which they will work.

Thus, the future professional leader-manager, already in the process of obtaining education and his targeted training, must learn to adequately respond to changes in the external environment. He also needs to clearly understand that due to the acceleration of scientific and technological progress, a significant part of professional knowledge and skills quickly become obsolete. Therefore, he should firmly realize that, together with the modernization of existing knowledge and technologies, it is necessary to master completely new professional skills and even develop and use innovative management technologies by himself.

The simultaneous fulfilment by the leader-manager of the current functions and duties of a traditional nature and adequate response to new situations, adaptation to them allows him to learn how to predict possible changes in a timely manner and prepare for them in advance. Because of that, it is possible not only to avoid the undesirable impact of problem situations on the nature of the functioning and development of the organization, but also

to use them often to increase its effectiveness. And such an increase is achieved to a large extent due to management efficiency and those innovative management technologies that are developed and successfully applied by the leader-manager. Exactly the management efficiency provision is one of the main goals of a leader-manager and the implementation of his mission. The identification of potential leaders and the organization of their targeted training should be based on the desire to help to overcome the consequences of limited material, financial, human and other resources.

At the same time, their preparation should be aimed at the formation of their conflictological competence, especially the ability to prevent conflicts. They should also know how to reduce, and, if possible, eliminate controversial issues and contradictions that inevitably arise in the process of joint activity of people. This fully applies to possible conflicts between employees and management of the organization.

2.2. CHARISMA OF A LEADER AS A FACTOR OF MANAGEMENT EFFICIENCY

Under the circumstances of the establishment and development of post-industrial society and the democratization of public life, the use of so-called power methods of influencing people, managing their activities and behaviour in managerial activities loses its strength and effectiveness. At the same time, the importance of socio-psychological management methods is constantly increasing. One of the most common and effective among them is charismatic leadership.

The concept of charisma comes from the Greek word meaning gift, mercy or grace, which indicates the divine origin of the corresponding phenomenon. Its meaning is that this or that person from nature receives leadership qualities necessary for effective influence on other people. At the same time, these people, together with confidence in the leader, willingness to follow him and fulfil his will, have the firm conviction that they act exclusively of their own free will and in their own interests.

Characteristically, charismatic people are found in almost all areas of public life. They can be generals, leaders of states, political parties and various social systems, religious figures and teachers. According to the well-known researcher of the charisma phenomenon Radislav Gandapas, they “enchant” others with their talent and not always understandable power of their personality, transforming them into their fans [2, p. 21]. In turn, A. Nestulia

draws attention to the fact that "researchers of charisma, charismatic leadership have repeatedly focused on the multi-vector nature of these concepts. Therefore, revealing the content of charisma, they propose to take into account the following aspects related with it." The author gives a number of aspects and reveals their meaning and essence. There are religious, sociological, psychological, communicative, socio-political and historical-philosophical aspects among them [8, p. 279].

Agreeing with the above provisions, we believe that the multi-vector nature of charisma itself largely explains the influence efficiency of the charismatic leader on people and the rapid formation of groups of his supporters and followers among them. Thus, the charisma of a leader serves as a kind of tool for the emergence and maintenance of his power over people and his influence on them. This influence is realized in their trust in the leader and in the formation of the models of activity, behaviour and interpersonal relationships that are desirable for him in the team of the organization or in some informal group located in the sphere of his influence.

The trust of people and the emerging models of their activity and behaviour make it much easier for the leader to carry out his managerial functions successfully and ensure high efficiency in managing people and their joint activities. Therefore, social systems, led by strong charismatic leaders, function normally even in difficult conditions and develop successfully in a competitive environment. They not only always achieve their goals, but even in the process of achieving them they determine the further horizons of their development and become leaders in their field. They are fully inherent in the innovative nature of development, due to the creative thinking of the leader and his strategic orientation.

At the same time, we consider it not entirely right to focus only on the personality of a leader and his role in the success of the organization. As important role is played by their team, its professionalism, unity, group goals and values, the system of interpersonal relationships, including the relationship to the set tasks and to a leader himself. The leader's deep understanding of these factors and their role in ensuring the high efficiency of his managerial activity allows him to pay due attention to the most important problems of team building, professional and personal development of its members. Creating and maintaining an atmosphere of creativity is becoming not only an important condition for efficiency, but also one of its integral elements. In solving this problem, the leader's charisma plays an extremely significant, even decisive role. Therefore, it is far from accidental that N.V. Freik believes that charisma is generated not by the leader's popularity among

the masses, but by drawing him into vital locus and being near the centre of events. According to the scientist, charisma is born in the magic of power itself, inherent in the sacredness of sovereign power [17, p. 20-23]. This power, in whatever form it appears, is, after all, the basis of the nature of leadership, the mechanism and the result of its influence on people.

The stronger people's perception of the leader's power over them is, the more effectively he can carry out managerial functions. However, this almost obvious statement in modern conditions needs serious adjustment, as well as the features of the influence of the leader's charisma on management efficiency. We mean the significant increase in the educational-qualification and spiritual-cultural level of the broad masses of people, their life goals and values, noted above.

Because of this increase, the very perception of a leader even by his followers and supporters, not to mention his influence on them, is of critically evaluative nature. He proceeds from an assessment of the leader's professionalism, his general and managerial culture, his spiritual values. Therefore, the leader himself must relate demandingly and critically not only to his subordinates, but first of all to himself, his behaviour and manner of communicating with people. Moreover, his attitude to himself should be even stricter. Indeed, exactingness towards subordinates is benevolent in nature, and towards himself it is uncompromising.

The noted features impose certain restrictions on the content and nature of the training of leaders, primarily on their personal development and the formation of their spirituality and culture, their communicative competence. It is equally important to teach potential leaders to take care of their self-education and self-improvement constantly, to improve their professional and cultural level. This is extremely necessary to maintain the level of effectiveness of their charisma and the strength of its influence on people. In other words, a charismatic leader must have a good understanding of the socio-psychological structure of his personality, the meaning and purpose of its most important components. Exactly this knowledge actively contributes to the successful implementation of his efforts aimed at self-improvement, and, therefore, ensures the desired level of management efficiency.

It seems quite understandable that charisma is able to fulfil its function as an important factor in the effectiveness of management only if the characteristic features of public life are taken into account in which the activities of the leader and the people, he leads are happening. It is known that "a feature of the modern worldview is the diversity and wide range of information space. This contributes to the transformation, disorder and non-

systemic in processing and interpretation, and then modernization into the obtained segment activities” [13, p. 64].

As a result of such purely situational orientation of public life, crisis processes appear in the economy, the mechanisms of its functioning become complicated, dynamic changes take place in production technologies, competition intensifies, and unfavourable globalization processes intensify. All this in total gives rise to the need for order and maintenance of the desired state and nature of the socio-economic systems functioning. The main way to solve these problems is management. The most adequate character of it in most cases is provided by real charismatic leaders-managers.

Namely such leaders always strive for effective social interaction aimed at successful achievement of the goals of the organization they lead. To do this, they try to consolidate the group, transform it into a real team, which is dominated by a specific team spirit, and interpersonal relationships are based on the principles of goodwill, unity, shared life values and psychological compatibility of team members.

Goodwill includes not only the attitude to another person, but also the readiness to help in case he needs it. Unity is an integral characteristic of intra-group relationships system, which reflects the degree of coincidence of the views, assessments, attitudes and positions of group members regarding objects and situations that are most significant for the goals achievement of the group’s joint activities, the implementation of this activity and its management. The unity of the group members is determined by four factors of a personal and group nature.

The first of them is the set of motivational reasons for a person attraction to a group, which is based on its goals, values and needs. One of the reasons can often be the personality of the leader of the group, whose sympathy is this person, and the charisma of the leader. Under their influence, a person strives to be part of the corresponding group.

The second factor should be considered the incentive features of the group, which find their expression in the goals, aspirations and interests of the group members, in their programs and characteristics, in the ways of organizing and implementing joint activities, in prestige of belonging to this group. The importance of these circumstances for the motivational reasons for the attraction of a person to a group strengthens their consonance with his values and needs, as well as his belonging to supporters or followers of the group leader.

The third factor is the person’s personal expectations of his possible membership in the group and a subjective assessment of the likelihood that this membership will have favourable or negative consequences for him.

The fourth factor determining the unity of a group is the individual level of comparison results by a person and some of his average subjective assessment of psychological comfort from being in various social groups. Usually this assessment is compared with his possible or expected accomplishments in this group, often related to the personality of the charismatic leader of the group.

An extremely important characteristic of the group is the psychological compatibility of people. It barely depends on the leader. As the practice of joint activities, and the results of special studies show, it is quite difficult to determine the level of compatibility of people - team members. The fact is that, firstly, their relationship to each other does not remain constant, and secondly, according to P. Teilhard de Chardin, a person is the most mysterious and constantly misleading the researchers object of science [12, p. 67-68].

Thus, the charisma of the leader as one of the determining factors for ensuring the management efficiency of the joint activities of people and their behaviour has two main channels of its influence on them. The first of them is the direct influence of the leader on his supporters and followers, which is enhanced by his charisma. The second channel has an indirect character. It uses the influence of the leader's charisma on the possibility of forming a team as a stable organized formation, which ensures the effectiveness of joint activities due to its features. Among the inherent features of the team, it should be noted professionalism, a specific team spirit in the relationship, based on goodwill, unity, common life values, willingness to help each other and psychological compatibility.

The decisive role of charisma in ensuring the management efficiency draws the attention of many researchers to the disclosure of its nature, meaning and capabilities. At the same time, it can be noted that insufficient attention is paid to the study of other types of leadership and those cases where a leader, who does not have charisma from nature, formed and developed it for himself thanks to his purposeful wilful efforts. These two interesting problems are still waiting for their researchers and promise important results.

Regarding charismatic leadership, let's note that it has various manifestations, since the leader's personality and his subjective characteristics play an important role. Therefore, in each case, it is individually coloured. At the same time, researchers of the leadership phenomenon seek to generalize varieties of manifestations of charismatic leadership and group them in a rational way. As a result, today they are considering functional, emotional, paradoxical, transactional, transformational, serving, and its other varieties.

2.3. PARADOXES OF CHARISMATIC LEADERSHIP

The complex and controversial nature of managing people as well as their joint activities in modern conditions still often allows it to be successfully and efficiently implemented using non-standard and sometimes paradoxical decisions made by leaders. At first glance, these decisions seem paradoxical, but in reality, they should be considered as the result of the systemic nature of thinking inherent in most leaders. Their unique panoramic vision of a complex problem situation includes a whole range of possible ways and means of solving it. Together with the ability to analyse them quickly and developed intuition, this vision allows to choose the best way that most other people do not notice or do not notice its advantages or do not consider it to be the best.

We consider it expedient to begin the analysis of the phenomenon of paradoxical leadership by defining the very concept of paradox, without which it will be quite difficult to form the appropriate constructions necessary for the understanding of this phenomenon. In the classical logical dictionary of N. I. Kondakov, a paradox (from Greek παράδοξος) is understood as “an unexpected, unusual, strange statement, sharply diverging, apparently or really, not agreeing with generally accepted opinion, with prevailing conviction or even with common sense, although formally logical, it is correct” [7, p. 431]. In the dictionary of logic A.A. Ivin and A.L. Nikiforov defines the paradox as “in a broad sense: a statement that sharply diverges from generally accepted, established opinions, a denial of what seems to be “absolutely correct”, in a narrower sense, two opposing statements, for each of which there are convincing arguments” [4, p. 22].

Both definitions come from the traditional understanding of logic as a science about the laws of correct thinking. Modern understanding extends not only to thinking, but also to human activity. Thinking is, although very important, but only one of the types of activities. Therefore, paradoxical may be not only statements, but also the actions of a person or group of people. Paradoxical leadership is connected with statements as well as with activity, lifestyle, actions and behaviour of a leader. Such a variety of possible manifestations of paradoxical leadership somewhat complicates its analysis, but when using a systematic approach, it is possible to select classification features that allow to make such an analysis.

First of all, from a system perspective, it should be noted that leadership paradoxes have the most diverse forms and spheres of manifestation and can be caused by a variety of reasons. They can exist as a wide range of leadership types, as well as the equally wide variety of individual psychological

characteristics of those people who can be considered potential or real leaders. In addition, paradoxes can be caused by the uniqueness of the leaders' goals and interests, their values, aspirations and life priorities. Paradoxical situations arise as a result of these and many other reasons. One of the most common among them is that often the leaders are not those who are worth to be leaders and lead people, due to personal and moral qualities, the level of intellectual development and creative potential, but those who are energetic, assertive, passionate to power over people, and often even by cunning, compensate the shortage of such qualities.

Let's consider some common types of leadership paradoxes. One of them is the leader's working day, sometimes reaching 18 hours a day, although it is known that an ordinary person gets tired physically and emotionally after eight hours of work and needs rest. The leader, carried away by an interesting task, does not feel tiredness or does not notice it. Another paradox is also connected with this, which is in a very short rest time, necessary for the leader to restore his working capacity. It is known that for many leaders, from 2-3 to 5-6 hours of sleep is enough to recover fully. For them, rest generally means switching to another type of activity.

Many leaders, even having reached certain heights, have an inherent desire for continuous self-training and self-improvement, including the development of new specialties or fields of activity. Therefore, people are sometimes struck by the encyclopedic knowledge of leaders who work in one fairly narrow field. One of the manifestations of this paradox is, on the one hand, the accumulation of new knowledge, and on the other hand, their unexpected use of it for others when choosing and making complex creative decisions aimed at solving problem situations effectively.

At the same time, it is paradoxical enough that a person who does not have a high level of intelligence can often become a leader. This is explained by the desire of his environment to see a living person in a leader, the acceptance by this environment the leader model "one of us", according to A. M. Bandurka, S. P. Bocharova and E. V. Zemlyanskaya. It assumes the identity of a leader's lifestyle to the lifestyle of the most members of the corresponding social group. He, like everyone else, can experience, suffer, resent. His life may bring him either great success or trouble [1]. One manifestation of this paradox is the preferences of American voters, who rarely elect intellectuals to senior posts, including the president's one. The political culture of Americans is characterized by a peculiarity of orientation towards charismatic leaders, emphasizing their solidarity with people and understanding of their interests, needs and aspirations.

Another interesting paradox of leadership as a social phenomenon is that successful leaders and well-off people more often attend leadership trainings than those who have achieved relatively low results. This is due to the conscious desire of successful people to self-development and self-improvement. They see better than others that they have something to learn and appreciate the very need and the opportunity to do this through training. Usually they come to trainings not to be helped in solving some kind of problem situation; sometimes they cannot rationally explain what attracts them there. Most likely it is developed intuition they trust and which is very important for a leader, manager or businessman and for their life and business success.

At the same time, an analysis of the activities and behaviour of many prominent leaders makes it possible to formulate such an inherent trait as desire and ability speak to any, especially a large audience, showily and effectively. It is ironic that at the same time they try to avoid participating in other people's mass events, where they can remain as if in the shadow of other leaders, organizers and active participants in these events. Moreover, another paradox is the love of leaders for contemplation and for creative work alone.

For a real paradoxical leader, one of the characteristic features is a developed ability and capability to see a rational decision, which most people do not notice, although after its acceptance and implementation everyone believes that it was on the surface. As R. Farson and R. Keyes write, "there is nothing more invisible than the obvious." It is the ability not only to see, but also to evaluate this obvious, to understand the real possibility of its intended use in a specific situation, is a manifestation of the systemic thinking of a leader and his being in constant search and movement.

Close enough to this is another interesting paradox of leadership, which is in the fact that a real leader, unlike ordinary people, including his followers and supporters, has a developed intuition and the ability to see the reality of what seems to many others fantastic. In other words, a leader has the ability not only to analyse the situation, but also to see in it those opportunities and ways of their implementation, which are not yet completely obvious to most people. And from their point of view, many decisions made by the leader seem paradoxical because they do not correspond to the logic of conclusions from their analysis of the situation.

When, at the result, the implementation of such decisions manages to solve the situation successfully and achieve the desired goals, many opponents of the leader believe that he was just lucky. At the same time, they somehow forget that constant luck does not happen due to a combination of random

circumstances. Moreover, sometimes the leader himself cannot explain his choice of that particular, and not some other possible alternative.

An interesting paradox can be observed in the case, which we call the rejection of leadership. Its essence lies in the fact that a person who truly has leadership qualities and is recognized as a leader by his environment completely consciously ignores the possibility of influencing this environment and, moreover, does not consider it possible to use such influence in his own interests. This does not mean that he completely eliminates himself from the performance of his social functions. Usually, one of the underlying reasons for this paradox is the potential leader's enthusiasm for professional activities in which he seeks success. Being the actual leader in this field, he willingly helps those who turn to him for advice or consultation. And his authority as a professional contributes to the fact that such appeals are quite frequent.

Developed leadership qualities such as willpower, a sense of justice and communicative competence often paradoxically affect the nature of his interpersonal communication. Indeed, he knows how to be tough enough in relations with the authoritative people and at the same time be tolerant in relations with ordinary people. Interestingly, the latter applies not only to his supporters and followers, but also to opponents. This ability increases the authority and influence of a leader, expands the circle of his followers.

At first glance, there is also a paradoxical situation, when the leader suddenly changes his completely justified opinion or decision under the influence of experts' thoughts, and selects a proposal that many would consider unrealistic or insufficiently substantiated. This ability of a leader to understand that he is not and cannot be a specialist in all areas of activity, his understanding of the limitations of his knowledge and competence, and the recognition that another person can be more competent in some matters, is the basis of this paradox.

Analyzing the management concepts of R. Ackoff and R. Farson, one can come to yet another paradoxical conclusion. Its essence is that a good manager practically does not deal with management. This is especially important for a mature team, where each employee knows his duties, his functions and tasks and performs them in good faith. In this case, many managerial interventions that demonstrate the manager's activity are only able to disorganize the functioning of the organization, distracting people from business. The task of a competent manager is to monitor and diagnose production processes and the state of performers constantly in order to take really necessary measures if necessary.

To conclude the analysis of the phenomenon of paradoxical leadership, it is right to give the main reasons for the described paradoxes and try to explain their significance for the effective manifestation of leadership qualities. In our opinion, there are three such main reasons. The first of them consists in the characteristics of a leader's psyche, his intellectual and emotional spheres. These peculiarities make for a leader ordinary and logical what others think is unrealistic or paradoxical. The second reason is rather objective in nature and is associated with the flow of information that constantly falls upon the leader and forces him to filter this information in one way or another. In the filtering process, a leader is clearer and faster, than others, selects in this stream things which open up the possibilities of rational use. The third reason we consider a leader's value perception of his activity, due to which he gives his intellectual, emotional and physical strength to it completely, at the same time not exhausting, but enriching his creative personal potential.

The extremely important role played by the phenomenon of leadership in the organization and functioning of social institutions and society as a whole has attracted the attention of philosophers and psychologists, sociologists and teachers, and specialists in the management of social systems. And still, leadership still remains largely unknown and even somewhat mysterious. One of such manifestations can be existence of many varieties of leadership, as well as various theories that explain its nature and essence. Another manifestation of the lack of knowledge about the leadership phenomenon are interesting paradoxes that accompany the life and work of some recognized leaders and have a serious impact on the results of this activity and on the nature of the leader's impact on people.

These paradoxes can strengthen or weaken the manifestation of their qualities and capabilities by one or another leader, or even lead to his rejection of these opportunities. Due to the fact that the dynamism of modern public life is characterized by unexpected and often deep changes, there is an urgent need for bright extraordinary leaders who are able to respond to the situation adequately and quickly find the best ways and means to resolve it. Therefore, the problem of studying not only the very phenomenon of leadership, but also the associated paradoxes, is relatively new.

Their study and consideration in the practice of identifying potential leaders and their further targeted training, also when organizing a system of special trainings, would make it possible to avoid a number of wrong decisions and optimize the process of this training based on knowledge of the individual characteristics of leaders, their life goals and values, their interests

and aspirations. All this makes the corresponding problem important, relevant and timely.

The connection of this problem with actual theoretical and applied issues directly follows from its essence and content. An analysis of the leadership paradoxes will contribute to a deeper understanding of this important and simultaneously complex and contradictory social and at the same time individual phenomenon. This analysis will clarify a number of important statements of the leadership theory, its interesting general philosophical and psychological aspects.

At the same time, the results of a study of problems that are associated with leadership paradoxes will make it possible to choose approaches that are more specific to exact situations to identify potential leaders more accurately and how to work with them in the process of training and developing them as professionals, creative personalities and true leaders. Thus, the solution of the problems of staffing the social production will reach a new level, and society will receive leaders who can not only organize effective joint activities of people, but also maintain a favourable psychological climate, mutual understanding and comfortable relationships.

The analysis of studies and publications devoted to the considered problem suggests that, with extremely numerous works devoted to the study of various aspects of the leadership phenomenon, very few can be attributed to the analysis of the problem we raised. In fact, purposeful and systemically different leadership paradoxes are studied only by Richard Farson and Ralph Keyes [16]. They give and analyse a whole series of paradoxes in detail, which are far from easy to understand, but which, nevertheless, can serve as an effective means of increasing the level of leadership effectiveness and decisions made by the respective leader.

Today, social life, its political and especially socio-economic spheres are changing so quickly and dramatically that often ordinary people do not even have time to comprehend the essence and nature of such changes. Farson and Keyes convincingly demonstrate the need to search for fundamentally new approaches to organize and manage social production, which increases the role of creative paradox leaders. Their creative potential, the ability to decisively abandon outdated and obsolete ideas about the nature of success and failure in business that impede its successful development. These authors offer a fundamentally new paradigm of success, which can be seen as an effective alternative to familiar stereotypes.

Certain statements that have one or another relation to the problem can be found in the works of A. M. Bandurka, S. P. Bocharova and E. V.

Zemlyanskaya [1], W. Bennis and B. Nanus, J. Blondel, St. R. Covey [6] and others. Thus, J. Kotler, revealing the secrets of successful leadership of the famous Japanese businessman and manager K. Matsushita, gives a number of his truly paradoxical decisions. There is a lot of quite interesting and instructive information in the works of the Japanese managers. There are examples of paradoxical and risky decisions that most often bring success to their authors. There are the names of I. Massaki, E. Osono, K. Tateisi, S. Tsukumi and others among them. Akio Morita, a well-known Japanese entrepreneur, the founder of SONY Corporation, writes in his books that, making any decision in business, he always sacrificed the present for the future.

Many manifestations of the leadership paradox are studied by R. Goffy and G. Jones, who believe that “leaders at all levels influence the results of labor by making work itself meaningful” [3, p. 9]. According to them, “effective leaders have an overwhelming sense of purpose and are sufficiently aware of their leadership potential. They do not know everything, they know exactly as much as it is necessary” [ibid., P. 17]. Another paradoxical comment by the authors is that “leadership is a relationship in the formation of which both parties are actively involved. In reality, leadership is always a social construct, which is constantly recreated in the relationship between leaders and those who they lead. An effective leader is not just a composition of the right traits. He is actively involved in a complex series of relationships which require cultivation and care. Like all social creations, this network of relationships is fragile and needs constant reproduction” [3, p. 20]. At first glance, paradoxical statements are formulated by Peter F. Drucker who defines a new management paradigm for the twenty-first century. Among them, there is the leader’s behaviour in conditions of significant changes in the social environment, the ratio of his desire for change and stability maintenance. The scientist pays serious attention to the peculiarities of managing elderly people, including the differences in the management of physical and mental workers.

In general, there are good reasons to claim that in many leadership works one can find various evidence that the activities and behavior of leaders can be paradoxical. A system analysis of the extremely interesting phenomenon of paradoxical leadership is practically limited to the book of R. Farson and R. Keyes mentioned above. In addition, it has clear applied orientation and is rather popular, and sometimes aphoristic. So, even in the title of the book there is a paradoxical subtitle “Wins the one who makes more mistakes.”

And this is not by chance, because the idea that people learn from mistakes has long been known. Unfortunately, the analysis of errors indicates

that they learn mainly from their mistakes, very rarely analysing the mistakes of other people and drawing constructive conclusions from the results of this analysis. Therefore, the ability of true leaders not only to use the experience of their own and others' mistakes, but also to take risks consciously, to do things unexpected for other people, can bring them success, although it is fraught with new mistakes. For a leader, these mistakes become an additional source of invaluable experience. After all, conducting any scientific research, the result of which is not known in advance, can give positive, confirming the hypothesis of the researcher result, as well as negative one, refuting it. And it is not in vain that a negative result is said to be a result too.

The modern logic of human activity proceeds from the fact that its goals, firstly, are a reflection of individual or social needs, aspirations and interests, social obligations of people and other motivators. Secondly, the goals themselves are based on knowledge, experience and understanding of the existing limitations. Among the latter, according to A.S. Ponomarov it should be noted first of all, such a combination of them.

Firstly, it is extremely important to consider the very possibility of physical feasibility of the chosen goals. Most people, realizing the lack of such an opportunity, abandon their goals. Leaders are looking for ways to modernize a goal, its refinement, which would ensure its feasibility. And this also shows the paradox of the leader's success.

Secondly, it is especially important in the management of social systems, the goals of activity must necessarily correspond to the synergetic laws of self-organization of systems in which these goals are supposed to be realized. Violation of such compliance seriously complicates the achievement of goals and can often make it impossible at all.

Thirdly, the availability of resources necessary for the achievement of goals is the most important condition for success. Most people, if the resources are absent, are looking for ways to find these resources, while leaders are looking for ways to use other types of resources, and possibly clarify the goals themselves, which is also often perceived as a paradox.

Fourthly, when choosing the goals of activity and the ways to achieve them, it is necessary to adhere to legal and moral restrictions. Moreover, defining the tasks and functions of joint activities and distributing them among the executors, the leader should in never push them to any violations of legal and moral norms.

Fifthly, the setting and selection of goals and the possibility of their implementation are seriously affected by restrictions related to certain

political views of performers, their religious beliefs, cultural traditions and other factors, as well as the psychological orientation of the leaders themselves and their team to achieve goals.

The ability of leaders to find real opportunities to overcome insurmountable obstacles and restrictions and achieve their goals successfully only at first glance seems paradoxical to people. In reality, this skill is not just the result of experience, but its constant accumulation and analysis, the result of a kind of panoramic vision of complex problem situations, the innovative nature and general strategic orientation of leaders' thinking. Their success in achieving their goals is based on a clear, systematic approach.

It is a systematic approach that allows us to claim that paradoxical leadership, like the paradoxes themselves, which underlie it, have quite different types, forms and patterns of manifestation. Their causes, results and consequences can also vary in a fairly wide range. It depends on the leadership type and the style of its manifestation in each particular leader, on his character and other psychological characteristics, on the level of education, general and professional culture.

The paradoxical decisions, actions and acts of leaders are also seriously affected by the nature of goals and the difficulties in achieving them, the system of life values, ideals and priorities. At the same time, one should clearly distinguish between such concepts as the paradoxical nature of the leader's personality, his paradoxical actions and manifestations, and paradoxical situations, for the successful resolution of which the leader finds and implements paradoxical solutions.

One of the typical paradoxical situations, which has become quite widespread, especially in public and political life, is that people often nominate far from their best representatives for whom power over people becomes not just a goal, but also a way of enriching themselves. There are frequent cases when people vote in elections not for one or another person they like, but against someone they don't like. Especially often the elections are won not by those who have a clear program of action and positive work experience in the government, but those who criticize them for inevitable mistakes and miscalculations.

In any case, paradoxical leadership, thanks to its capabilities and unexpected manifestations of charisma, actually becomes a specific value of society, expands the range of ways, means and instruments to achieve individual and social goals successfully.

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Section 3

**LEADERSHIP IN THE FIELD
OF SOCIAL VALUES**

3.1. The socio-psychological nature of leadership

3.2. Leadership in the context of social needs

3.3. Value aspects of Leadership

The complex nature of a person as a biological, social, and thinking creature gives rise to a very wide range of interesting and contradictory features of his being. One of its essential features is the ability to satisfy a person's vital needs, mainly due to his participation in joint activities with other individuals. Since this participation requires a clear distribution of functions and responsibilities between performers, organization and coordination of their actions, there is the need to manage people and their activities. This need is associated with objective differences in the goals and aspirations of participants' activity. All this determines the social need for leaders, those are, people who can not only manage, but also convince people, influence them and lead them. The phenomenon of leadership has become a response to this need in accordance with the synergistic laws of self-organization, self-development and self-government of complex open systems. The complex and even somewhat mysterious nature of the leadership phenomenon arouses the interest of researchers in its essence, nature and possibilities of using it for the benefit of society and the leader himself. At the same time, we have in mind not only the material well-being of the leader, but, above all, his personal development and the maximum realization of his professional and personal creative potential, his clear awareness of his high social mission. However, its successful implementation is associated with the problem of understanding the complex socio-psychological nature of the very phenomenon of leadership and the contradictions between the personality of a leader and his social manifestations.

We are talking about the need for the leader to preserve his individuality as a condition for his maximum personal self-fulfillment while ensuring high

impact on his environment and the desire to expand successfully the circle of his supporters and followers. At the same time, it is important for a leader to avoid the use of forceful methods of influence, giving preference to socio-psychological methods that are most appropriate to the very nature of leadership.

The importance and relevance of this problem is due to the needs of identifying potential leaders and their subsequent targeted training in the system of education, as well as the organization of postgraduate education and advanced training of current leaders, the generalization of their practical experience, primarily the identification of difficulties and complex problems, as well as the ways to overcome them effectively.

Leadership as a socio-psychological phenomenon has been known to people for a long time, and a general complete theory of this phenomenon has not been created yet. It seems obvious that a universal theory of leadership is impossible, just as a universal theory of man is impossible too. But at a phenomenological level, theoretical developments in the field of nature and the essence of leadership are extremely necessary, since they make it possible to derive certain laws of this phenomenon. First of all, it is a contradiction between the individual nature of the leadership phenomenon and its social manifestations.

No less important and interesting is also the connection of the problem with the applied issues. One of them is the development of effective ways and means to identify potential leaders adequately and to organize a system of their effective professional training and personal development. First of all, we are talking about the proper development of their leadership qualities, the culture of interaction with other people and the nature of interpersonal communication. To solve the problem of taking into account the socio-psychological nature of the leadership phenomenon, an important practical task is the development of methods for leaders to master the technique to influence people effectively and to use necessary reasons to convince them.

A systematic approach to the study of the main aspects of the raised problem will also allow us to determine the appropriate relationship between the principle and flexibility of a leader, between the applied power and socio-psychological methods of his impact on people, between the desire to maintain his identity and the changes that the dynamic nature of the present stage of social development requires.

The analysis of studies and publications related to the study of the posed problem suggests that it continues to attract attention of public, especially philosophers and psychologists, sociologists and educators, and specialists in

the management of social systems. A significant part of scientific publications contains the results of a study of various aspects of charismatic leadership. As the example we can give the works of such authors as D. Adair, B. Bass, F. Bushe, V. Bennis, A. Willner, T. Gura, T. Dow, N. Iliash, A. Kochetkov, V. Moroz, P. Pavlenko, S. M. Radu, A. Romanovsky, V. Titarenko and others. The work of Z. Chervaneva is devoted to the analysis of charismatic leadership as a specific socio-psychological phenomenon [26]. M. Hunter analyses the nature of charisma and its role in the influence of a leader on people deeply and in detail, since it is the source of his power over people. From the point of view of revealing the deep meaning of the socio-psychological nature of charismatic leadership and the behaviour of the leader's environment, R. Hammel had done the interesting research on the psychology of the followers of the charismatic person. [32].

Behavioral characteristics of the manifestation of charismatic leadership in the organization, thanks to which a certain personality asserts himself as a leader, are considered by J. Conger and R. Canungo [29]. Ways and means of activating leadership potential are analyzed by V. Mikhaylichenko and L. Gren [14]. A rather interesting problem of social and personal adaptation as an extremely important component of the leadership potential of students is considered by Y. Movchan [15].

An important aspect of research on the problem is the analysis of the formation of leadership traits and qualities in the process of personal development of a person. The theoretical foundations of the leadership phenomenon study in older adolescence, which are being developed by N. Pidbutska, are of considerable interest. She, in particular, defines the leader "as such a member of a small group who is nominated in the result of the interaction of group members for its organization in solving a specific problem. He demonstrates a higher level of activity, participation, influence in solving this problem than other members of the group" [16, p. 27]. The works of G. Bannykh, N. Belyakova, T. Makhina, M. Chepigi and others are also devoted to the problems of leadership development among students.

The famous American psychologist D. Peer defines the interesting socio-psychological aspect of the leadership phenomenon in the following way: the most important characteristic of your leadership is the scale of the personalities of those who decide to follow you. The general problems of leadership psychology are analyzed in detail by T. Bendas [2]. According to D. V. Alfimov, an "effective leader" is a person who has a significant influence on the opinion and behaviour of group members and who plans, organizes, monitors the activities of subordinates to solve the tasks assigned

to the group, conveying them his vision of the future and helping them to adapt to the new things [1, p. 50].

The famous Italian philosopher, psychologist and sociologist Antonio Meneghetti, the founder of ontopsychology, while systematically exploring the phenomenon of leadership, emphasized that "first of all, in the leader his personality is important." According to him, a true leader "is a momentous moment of spirit in the world as a helping hand for many. A leader is a person who, satisfying his own egoism, realizes a public interest. A great leader, while managing interests, distributing benefits and developing his activities, provides work for hundreds of people, stimulates progress in society, brings revitalization, dialectics that give impetus to evolution" [1 3, p. 15].

The essence of the leadership phenomenon is that a person who is a leader must have supporters and followers. Moreover, such a person becomes a leader due to his authority among them and their willingness to believe him and follow him. The very nature of the leadership phenomenon and its social purpose imply a wide range of types and methods of a leader's influence not only on his supporters and followers, but also on opponents.

3.1. THE SOCIO-PSYCHOLOGICAL NATURE OF LEADERSHIP

Today, the sources of contradictions related to the nature of leadership, the methods of self-identification of leaders in the space of their social interactions and relationships have not been studied well yet. Research into the problems of organizing targeted personal development of potential leaders, their socialization in the education system, adequate didactic conditions and innovative pedagogical technologies used in this process are still needed. As N. Atamanchuk writes, this becomes even more important because, "pedagogical innovation is the result of the search for creative solutions to pedagogical problems" [2, p. 57]. Innovations in the educational process play the dual role. On the one hand, they help to improve the quality of professional training and personal development of a leader, and on the other hand, they equip him with a methodology for finding creative solutions to complex problems.

It is quite obvious that leadership arises as a reaction to the needs of society in organizing effective interaction between people and coordinating their actions and functions in the process of joint activity. In this capacity, leadership should be seen as one of the essential social needs. Indeed, without

such special mechanisms as management and leadership, most people are passive and avoid participating in socially necessary work. Not by chance I. Kant wrote that “laziness and cowardice are the reasons that people who has been made free long ago from other people's leadership are still willing to remain minors all their lives. For the same reason, others claim the right to be their guardians so easily.” The philosopher emphasized that “it was so convenient to be minors. If I have a book thinking for me, if I have a “shepherd,” whose conscience can replace mine, or a doctor who ascribes me a certain way of life, is it worth to bother about it!” [10, p. 27].

A similar situation manifested itself in Ukraine in the early years of its independence. Paternalism as a hope that the state will take care of each of us, about our well-being, was reinforced by the prevailing Soviet ideology. There are no real leaders capable of comprehending the goals and aspirations of people in the new conditions, indicating the ways to achieve them and leading them. Leaders of a smaller scale showed themselves in business, launched successful activities, while mastering the laws of the market economy. Their activity has played and continues to play a significant social role. But the lack of prominent leaders at the national level has become the main cause of a deep systemic crisis, which, in its essence, is a management crisis.

Formal leaders who come to power care primarily about maintaining power and using its opportunities to satisfy their own interests. Promises generously given to voters are forgotten on the second day after coming to power. As A. Meneghetti rightly writes, “the success of a leader consists in achieving the highest result of his activities, benefiting everyone who works for him and who he leads. Everything in the world functions because of leaders, they are providence in action, which makes even people who are not endowed with special abilities work” [13, p.77]. It is the benefit for all who the leader leads, and is the main goal of his work and an objective assessment of its true effectiveness. This benefit for everyone is at the same time a test for the reality of leadership of the person concerned.

The socio-psychological nature of leadership is not only that leadership arises in society and is based on the laws of social psychology. This role is fully manifested in the complexity and inconsistency of this phenomenon. It, in turn, is a manifestation of both individual and social. The individuality of the nature of leadership consists in the fact that the leader is a unique individual, usually a bright personality with the inherent ability to influence people strongly. The social character of the leadership nature is connected with the fact that leadership is manifested only in a certain human environment as the realization of influence and informal power over people.

This contradiction also implies the individual social peculiarity, according to which the present leader should have an inherent responsibility for the people who believe him, for the actions and their consequences resulting from this faith and the authority of the leader.

And leadership in general as a specific socio-psychological phenomenon, and for each specific leader as a person, responsibility for his words and actions, fulfilled and unfulfilled promises is the main indicator of the effectiveness and validity of his power over people, his moral right to influence them and lead them. Unfortunately, life practice convincingly indicates that among the contenders for leadership roles there are many irresponsible people. The level of their professional competence and especially moral qualities do not give them the right to be considered and be leaders. However, the desire to gain power over people and the developed skills of social demagogy and manipulative influence help them to achieve their goals even when they themselves understand their limitations.

Such common situations should also be considered manifestations of the complex and controversial socio-psychological nature of leadership. They need to be thoroughly investigated, because they not only combine, but closely interconnect the psychology of the individual, the psychology of the crowd, the psychology of the conscious and unconscious, active impudent self-confidence, social laziness and passivity. These last two qualities are one of the main reasons that people repeatedly make the same mistake, choosing crooks to power structures who have already shown their true goals and intentions. And those crooks confidently consider themselves to be leaders and have learned how to prove it to other people long ago.

Therefore, in-depth studies are needed on the philosophy of leadership, its socio-psychological characteristics and their manifestations in the real conditions of public life. Not by chance Z. A. Chervaneva believes that “in order to realize the potential of“ organic ”leadership (in contrast to the artificial function of power), it is necessary to understand what is happening in the psychological form of a leader, on the one hand, and his social role, the other” [26, p. 80-81]. In our opinion, it should be added that it is also important to try to find out how the leader himself understands his social role and how he presents it to his environment.

People usually respond positively to the leader’s charisma. At the same time, they somehow do not pay attention to the fact that modern social technologies allow anyone to develop their charismatic qualities and external attractiveness, special psychological trainings help to acquire sustainable skills to influence people. Thus, it is possible to artificially create the image

of a leader. Therefore, it is important that, in addition to charisma, a person who claims to be a leader has a high level of professional and social competence and developed personality traits and qualities that in their unity and systemic integrity form a kind of leadership potential.

This potential with high moral and volitional qualities of a leader and his intense daily work on self-improvement, development and realization of their capabilities is the prerequisite for successful achievement of life success and maximum self-realization. Again A. Meneghetti fairly writes that “the achievement of the heights of economic success by the leader is consistently determined, among other things, by technical training, intensive training, and the sacrifice of something. It is a matter of purely individual preparation: first one needs to polish technical tools and knowledge to a shine, because then they will serve as milestones in advancing the natural potential to perfection. Any improvisation is unacceptable there: only daily preparation in accordance with the desired goal” [13, p. 78]. We cannot agree with the last phrase of the author. After all, both the literary data and our own research indicate that improvisation, especially characteristic of paradoxical leadership, is a manifestation of developed intuition and in most cases leads to success. Here, mainly factors characterizing the individual aspects of leadership were considered. However, they make sense only in unity with the factors characterizing the social aspects of its nature. The leader must know people, their goals and needs, aspirations and interests, he must take care of common values and be able to communicate with people, maintain team spirit among his supporters and followers. As Donald Trump says, “I’m sure that maintaining a team spirit in personal and professional life can bring very good, sometimes unexpected results. Among other things, there is a wonderful feeling to know that you are walking the same way with like-minded people. Pay tribute to the strength of the team and you will become its important (and influential) participant” [23, p.29]. We are sure that the leader should give credit not only to the team, but also to each of its participants. In this case, the combination of the potential of each person will create a powerful synergistic effect. In social psychology, it is customary to consider two main types of relationships between people in the process of their joint activities - cooperation and competition. Oddly enough, even a leader can face competition in his environment. In this case, some leaders seek to put pressure on the opponent, forcing him to submit to his will. This is usually characteristic of insufficiently strong leaders. At the same time, others, mostly strong leaders strive to give their competitor a certain space for the implementation of powers and responsibilities received from the leader. Thus,

such leaders are gradually transforming competition into cooperation. In large organizations, even a certain hierarchy of leadership influence can be formed, which allows the top leader to significantly increase the efficiency of managerial activities.

The contradiction between the individual and the social in the nature of leadership gives good reason to claim that the nature of the relationship of the leader with others is quite complex. This also applies to relations with his potential competitors. Their character substantially depends on his psychological characteristics, activities and behaviour, due to the inclusion of the leader in his environment. This character is also influenced by the psychological characteristics of this environment itself. It is the developed ability to join a certain organization or any other social group successfully, that is one of the defining characteristics of a leader.

As O. S. Vikhansky emphasizes, “in order to understand how a person’s interaction with an organization is built, it is necessary to find out not only what the essence of the problem of this interaction is, but also what determines the person’s behaviour in the organization and what characteristics organizational environment affect the process of a person’s inclusion in the activities of the organization” [8, p. 219]. Knowledge of these characteristics is one of the important prerequisites for the success of a leader and the effectiveness of his impact on people, and therefore the activities of the organization.

The socio-psychological nature of the leadership phenomenon makes it necessary for a leader to know these characteristics not only for his successful entry into the organization, but also for helping other people to enter it too. This increases the effectiveness of the organization. That is why Vikhansky is convinced that “the necessary condition for successful entry into the organization is the study of the system of values, rules, norms and behavioural stereotypes characteristic for this organization” [8, p. 233]. One cannot but agree with this, since the indicated system actually acts as a reflection of the integral social characteristics of the organization.

Knowing this characteristic to the maximum extent contributes to the development of such a specific social ability of a leader as his ability, firstly, to rationally distribute functions and responsibilities between performers, taking into account their knowledge, skills and relationships that have developed between them. Secondly, his important ability is the ability to instil confidence in people so they will successfully complete their tasks and understand the place of these tasks in the general system of goals of the organization. Thirdly, the leader is ready to take responsibility for his actions

and decisions, regardless of whether their results and consequences will be positive or negative.

Indeed, the social nature of the leader lies in the fact that he is a person who knows what to do and knows how to organize people for the effective implementation of their plans and freedom. He knows how to convince and is able to lead people along, while taking responsibility that a significant part of people (according to some sources - up to 75%) are eager to avoid. The leader is inherent in discipline, composure, knowledge of what and how he needs to act in a particular situation. One of the most important traits of a leader is his courage and ability to take risks. However, his risky decisions are not reckless, but clearly thought out, characterized by a comprehensive assessment of risk and its appropriateness.

Leadership arises as a response to the needs of society in organizing the interaction of people and the proper coordination of their actions, tasks and functions in the process of performing joint activities. And in this capacity, the phenomenon of leadership should be considered as one of the pressing social needs. Indeed, without special mechanisms, which are the management and leadership, the vast majority of people are passive and avoid participating in socially necessary work. Therefore, it was far from accidental that Kant wrote in his time that “laziness and cowardice are the reasons that people who has been made free from other people's leadership long ago are still willing to remain minors all their lives. For the same reason, others claim the right to be their guardians so easily.” The philosopher emphasized that “it was so convenient to be minors. If I have a book thinking for me, if I have a “shepherd,” whose conscience can replace mine, or a doctor who ascribes me a certain way of life, is it worth to bother about it!” [10, p. 27].

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And leadership in general as a specific socio-psychological phenomenon, and for each specific leader as a person, responsibility for his words and actions, fulfilled and unfulfilled promises is the main indicator of the effectiveness and validity of his power over people, his moral right to influence them and lead them. Unfortunately, life practice convincingly indicates that among the contenders for leadership roles there are many irresponsible people. The level of their professional competence and especially moral qualities do not give them the right to be considered and be leaders. However, the desire to gain power over people and the developed skills of social demagogy and manipulative influence help them to achieve their goals even when they themselves understand their limitations.

Another specific quality that distinguishes a real leader from other people is that he constantly models the future in his imagination, sometimes without even realizing it. Therefore, the leader usually knows in advance what he will do and for what. In other words, it can be claimed that the leader does not plan his future, does not look into it, but lives directly in it. That is why the leader succeeds because he always goes a few steps ahead of other people.

At the same time, this ability of a leader requires from him both adequately developed moral and volitional qualities, and even ambition. A.

Meneghetti clearly states this. The scientist specifically emphasizes that in order to “become a winner, the leader, in addition to the natural potential and rational technology, needs ambition. Leaders must have the courage to pay a special price for their exclusivity. Without ambition, the mind is useless. Will is needed just like the mind; moreover, the one who has a stronger will rises higher, and not the one who is more intelligent. Often an intelligent person is not endowed with will and ambition” [13, p. 78].

Such a paradoxical, at first glance, statement is supported by numerous examples from real life practice. For example, quite often there is a situation when a person who is characterized by distinct leadership qualities, but lacks ambition, consciously refuses the leadership role in the group, although he properly performs the necessary social functions and tasks. Moreover, his professional competence actually makes him a kind of leader. After all, usually many members of the group turn to him for advice or consultations. People treat him with due respect, and consider him an authoritative person. His authority is usually recognized by the group leaders too.

The socio-psychological characteristics of the leadership phenomenon leave their imprint on the nature of the leader’s activities and on the style of his influence on people. So, in order to successfully attract people, the leader must possess good attraction techniques, which is in the person’s ability to arouse in other people an emotionally positive attitude towards himself. For this purpose, the leader needs to know the personal characteristics of his people, their weaknesses. Everyone should be addressed with emphasized respect and definitely by name. One should demonstrate goodwill and a friendly smile in every way. It is extremely important for a leader to be able to listen to people.

As important feature of the leader is the possession of the ability to empathy, to consciously empathize with the emotional state of another person and to express willingness to support him. After all, even a simple expression of sympathy provokes a positive emotional response in return.

The psychological burden on the leader, especially on the manager, can lead to an unacceptable loss of his sense of strategic vision of the goals and objectives of the organization. In such cases, he may develop procrastination, a phenomenon consisting in the tendency to constantly delay the performance of certain tasks, often even quite important and urgent. As a result, the leader himself and the organization may experience unpleasant problems and situations that disrupt its normal functioning and cause unpleasant psychological states in people. To avoid this, the leader should clearly plan activities and use delegation of authority.

3.2. LEADERSHIP IN THE CONTEXT OF SOCIAL NEEDS

The psychological nature of leadership as a very complex individual social phenomenon has been fully studied today. This is due to the extremely important role that it plays in the processes of organizing normal functioning and development of society as a whole, and social groups of various sizes and purposes, in the processes of interaction between people and their interpersonal communication. That is why the attention of scientists is attracted by the problems of identifying potential leaders and the subsequent purposeful development of their specific leadership traits and qualities in accordance with social expectations. At the same time, the problem of leadership and the nature of its correspondence to the exact historical needs of society, with all its complexity and importance, remains, in our opinion, extremely insufficiently studied. Firstly, it is complicated, by the identification and determination of these needs in an extremely complex space of diverse and conflicting needs and goals, desires and interests, aspirations of real and imaginary, inherent in a huge number of individuals. The problem of determining the needs, their place and role in the general structure of leadership activity we considered in the work [17], the key statements of which are the basis of this section.

Secondly, a wide variety of expectations and preferences makes different, often diametrically opposed, demands on the personality of a leader and his professionalism, on the nature of his influence on supporters and the rest of society. Thirdly, one of the key qualities of a leader should be a developed ability to consolidate a social group and society as a whole, generalizing and integrating a wide variety of people's aspirations and needs. This skill is necessary in order to transform them into specific goals and determine the objective necessity and directions of the expedient development of society. It is quite obvious that this task is not only extremely important, but also an extremely complex systemic problem.

Even only the above circumstances convincingly testify to the necessity, importance and relevance of a deep analysis of the leadership phenomenon precisely in the context of social needs. This analysis has several interesting aspects that relate to the needs of society in leaders of a certain type and character, and the leader's proper understanding of pressing needs, and his ability to work not only with his supporters, but also with those who do not share his views and even with frank opponents.

An analysis of the studies and publications related to the posed problem confirms its relevance, extreme importance and significance for ensuring the

processes of normal functioning and strategic development of the relevant social groups as well as the society as a whole. As an example, we can refer to the works of V. N. Babaev, Yu. T. Bazarov, A. M. Bandurka et al., V. Bennis and B. Nanus [4], I. V. Golovneva, V. A. Rozanova, A. G. Romanovsky [19], D. Henna, E. Shein, V. P. Sheinov and others. Well-known experts on emotional leadership D. Goleman, G. Boyacis and E. Mackey emphasize that when leaders deliberately arouse emotions in people with their targeted influence, they reveal their best qualities in them [7].

There are interesting results in the works devoted to the problems of political leadership, which were done by V. Karasev, I. Shablinsky, J. Blondel [6] and others. The works of W. Shackleton on the psychology of business leadership, and J. Kotler, who reveals the secrets of leadership of the outstanding Japanese manager and successful businessman K. Matsushita are very interesting. J. Maxwell systematized the laws of leadership [12].

Numerous not only scientific, but also journalistic and artistic literary sources about prominent political and state figures, commanders, thinkers, etc., should be considered important for understanding leadership as a social phenomenon and the role that a bright person can play in the fate of an entire nation and country. A rich and diverse memoir literature is also a valuable source.

From the standpoint of modern approaches to understanding the essence of the leadership phenomenon, it can be defined as a specific kind of dominance – submission and / or influence – imitation relations in the general complex system of interpersonal relationships. Since the nature of these relations can be different and depend on certain objective and subjective factors, various theories of leadership have appeared and spread. The so-called theory of leadership roles put forward by R. Bales is worth of our attention. According to her, there are two main roles: a professional leader who is focused on solving business problems, and a socio-emotional leader who is focused on solving problems arising in interpersonal relationships. The so-called situational theory of leadership (F. Fiedler), who considers leadership as a product of an emerging situation in a group of people or in society as a whole, has become widespread.

We will try to find out the mechanisms of interconnection and interaction between the needs of society and the emergence of leaders in it, on the one hand, and between the aspirations and practical actions of leaders and their understanding of social needs, on the other hand. The specifics of the problem of society's need for leaders and their choice of leaders from among alternative candidates for leadership roles of particular interest is. It is quite clear that the

certain complexity of this problem is due to a wide variety of opinions, views and preferences, goals and aspirations of members of the corresponding social group and, especially, of the whole society. Such their diversity affects the requirements for leaders and the benefits that group members give to one or another applicant, and the reasoning that they are guided by. The larger the group is, the more difficult is the ability to rationally choose a leader. This is confirmed by political practice, when the winner is separated by some 1-5% from the next candidate. A significant degree of uncertainty of social needs, aspirations and interests of people is fully shown here. This complicates even their simple generalization, not to mention an adequate reaction to them.

Social needs, primarily of a social nature, are determined by the contradictory nature and complex nature of a person himself. Its immediate consequence is the possibility of the very existence and normal life support of a person only if he participates in joint activities with other people. However, its organization and implementation, with all the necessary requirements, require its management, separation of functions between performers, their motivation and coordination of actions.

Consequently, management becomes a determining prerequisite for the quality of this activity and the successful achievement of its goals. At the same time, the activity itself as well as its management to some extent complicates the so-called personality factor. Its manifestations are not only significant differences in the goals, aspirations and needs of the participants of the activity, of their abilities and capabilities, not only a different attitude to the activity itself, but also the attitude to its other participants.

These manifestations can generate disagreements and lead to conflicts and crises that disorient the participants and can bring destructive moments in their activities. Conflict prevention and resolution, normalization of relationships between people, active search for mutually acceptable solutions, etc. far from always considered by the leader as one of his functional responsibilities. Even in the case when they are considered, the vast majority are solved by him using administrative methods. The complexity of a person himself and his psyche requires more subtle tools to influence him and his actions, behaviour and attitude towards other employees. These tools are based on the use of an individual approach and socio-psychological factors. In most cases, they are used by real leaders.

That is why today those managers, who are at the same time leaders in the teams they manage, become successful. So, *the first social need* of any organized group is an organic combination of high managerial professionalism and pronounced leadership qualities in the manager. After all, leadership

according to A. V. Romashov and L. A. Romashova, “is a natural socio-psychological process in a group, built on the influence of a person’s individual authority on group behaviour”. Not by chance these authors introduce the concept of a management leader, the meaning of which is that the corresponding “person is able to put forward productive development goals, find optimal ways to achieve them and unite people in social organizations to solve common problems, make the most of the creative possibilities of his personality as well as the surrounding people, including talented, gifted, extraordinary ones” [20, p. 441].

The second social need of people is the need for personalities among them, capable of not only exerting a strong influence on them, but also taking responsibility for their actions, decisions and statements. This influence and this ability become a powerful managerial factor. Exactly under his activity the members of the group recognize the corresponding person as their leader and delegate to him the right to make responsible decisions, especially in complex and significant situations for the group. The leader, as we have already written, is an “authoritative person who plays an important, often even central, role in organizing a group’s joint activities, in regulating relations in a group, in shaping a corporate culture, the nature of communication and relationships between group members, norms of behaviour, as well as ensuring their continued compliance.” At the same time, it has been specially emphasized, that “the psychological influence of a leader on his environment practically does not depend on his official status: he may be a formal leader, or may not be him” [17, p.16].

So, *the third social need* for leadership is the high personal authority of the leader among most (ideally among all) members of the corresponding group. This need is also quite difficult to satisfy in large groups, especially across the whole society. It is interesting that it has a non-linear character and is noticeably complicated in the case of an insufficiently developed educational and cultural level of group members, and in the case of a sufficiently high level too. In the first case, people’s beliefs are almost inflexible and are based on faith, the sources of which can be various factors. In the second case, the convictions of the group members are based on their understanding of the situation, the personality of a leader and his proposals and methods of influencing people. To convince them, the leader must have a high intellectual level and developed skill of argumentation.

The fourth social need, manifested in the requirements for the leader, is the strategic nature of his thinking and decisiveness in his actions and decisions. This need is due to the fact that most people are usually not inclined

to strategic planning and even more so to risks. That is why they readily give the initiative to the leader along with the delegation of authority to him to make decisions and responsibility for the possible, including negative results and consequences of their implementation.

Finally, *the fifth social problem* should be considered the need for the leader to understand the goals and desires, aspirations and interests of people and be able to generalize and integrate them, highlighting the essential ones. And even better, his aspirations and interests coincide or, at least, do not contradict the defining aspirations and interests of his supporters, group and society as a whole. That is why usually extremely attractive become leaders who are considered to be “our guys” or “one of us”, even if these leaders only skilfully impersonate such.

In general, the problem of leadership in the context of social needs, especially those of a social nature, should be considered in the following three aspects. The first of them is the objective nature of the need for the corresponding group, social community or society as a whole and each of us in leaders who would solve complex life problems or overcome difficult situations for us. The second aspect concerns not just the need for leaders, but the existence of a certain set of requirements for them, coming from public expectations from the leaders, from their actions and responsible decisions. The third extremely important aspect of the problem is the leader's deep understanding of these expectations and his ability to act effectively in accordance with them.

By analysing and summarizing these aspects, it is possible to draw a fair conclusion regarding the existence of a really complex, at the same time objective and subjective nature of the relationship between social needs in leaders and leadership and the emergence of real leaders that fully correspond to the goals and expectations of people. Such leaders usually appear in crisis times in the history of society or a country. They find effective ways and means to successfully overcome the crisis, build and implement the development strategies of the country and society, which lead them to the main trajectory that the civilized world follows. The history of humankind gives numerous examples, convincingly confirming our thesis.

Thus, the United States of America succeeded in overcoming the extreme severe Great Depression to a large extent thanks to the strategy that Franklin Roosevelt proposed and contributed to its successful implementation. The restoration of Germany completely destroyed and demoralized by the defeat in the Second World War, and turning it into the technically, economically and socially leading European country, took place thanks to the implementation of

its reconstruction strategy, which was developed and successfully implemented by Konrad Adenauer and Ludwig Erhard. France managed not only to restore its power, but also to become one of the great countries because of the efforts of the true national leader, which turned out to be General Charles de Gaulle.

Singaporean Prime Minister Lee Kuan Yew, his strategic vision for the effective development of his country, has contributed to the successful transformation of these global outskirts into a modern leading state with a high-tech economy and high living standards. The world's impressive pace of long-term economic development of the Chinese economy, which ranked first in the world in terms of GDP, was achieved thanks to the successful implementation of a truly effective strategy, which was once developed by Deng Xiaoping, steadily and consistently implemented by the leadership of this country.

Even our former partners in the so-called socialist camp like Poland, the Czech Republic, Slovakia and other countries, including the Baltic republics of Lithuania, Latvia and Estonia, promptly and successfully carried out the necessary market reforms, achieved high living standards and were accepted into the European Union. As the example there is the practice of implementation of the socio-economic transformation strategy in Kazakhstan under the leadership of national leader Nursultan Nazarbayev. Similar examples can be continued; however, the purpose of our article is not to describe successful experience, but to identify the mechanisms by which this experience is carried out. Moreover, today there is the urgent need for the national leaders who could propose and effectively implement an effective strategy to combat the COVID-19 coronavirus. After all, its spread has turned into a complex, dangerous and truly global problem.

A thoughtful analysis of successes and defeats of various leaders in the process of trying to ensure strategic planning and practical implementation of their chosen strategies suggests that the success is based on a systematic analysis of situations that must be overcome and the reasons for their occurrence. Another component of their activity is the openness of this analysis, reporting and wide discussion of its results with people. At the same time, it is also necessary to show quite frankly the whole set of alternative options for overcoming this situation and the possible positive and negative results of each of them. This information should be brought up for public discussion too. These actions themselves lay the foundation of people's trust in the leader. The wider the circle of participants in the discussion is and the greater the number of proposals taken into account are, the higher is the level of this trust.

One of the most important elements of the mechanism to ensure the appropriateness of the leader's strategy to the actual social needs is to identify

these needs, expedient ways and means to satisfy them. To determine them, it is imperative to attract reputable experts on each complex issue. For example, in Poland, the success of market transformations was largely ensured by the involvement of the well-known economist Leszek Balcerowicz in their definition and practical implementation. He came into the government with a team of like-minded, competent and strong-willed young people. This was necessary in order to break the stereotypes of officials' thinking and the desire of politicians to come to power through populism.

It should also be taken into account such an important point as informing the public about the situation, about the goals and expected results of the actions and decisions consistently. This is necessary for the formation of a deep understanding in the public mind of the urgent need and lack of alternative transformational processes, as well as for strengthening people's confidence in the leader, which was mentioned above. And, of course, an important component of a leader's success should be his readiness for certain compromises. One of them, in particular, is the desire to prevent a significant deterioration in the well-being of the general population, to use compensatory mechanisms when carrying out reforms related to the possibility of its deterioration.

It is also imperative to involve such trusted public institutions like the media, the church, scientists and educators, culture and the arts, etc. to inform society. And for this, the leader and his team must find time and opportunity to meet with the public and bring to the attention of people the essence of the chosen strategy, its necessity and implementation features. These meetings should not be of any ritual character, but a clear, targeted focus on ensuring that their participants support the actions of the leader and his team, clarify and promote them in the relevant social groups. They would help to expand the circle of supporters and followers of this leader.

Another feature of the mechanism of the leader's successful activity in the space of social needs should be considered his deep understanding of the transience of time, the variability of living conditions, activities of people and the functioning of society. Therefore, he needs the ability to reject timely what has already become obsolete and does not work, to monitor the main trends in scientific, technical and social development constantly and to choose an action strategy that is adequate to the new conditions. But for this, along with a high level of professional competence, leaders must also have developed intuition, which, in addition, leaders must trust.

The systematic use of several mechanisms described here for successful leader activity in accordance with actual social needs requires a high level of

professional competence. It assumes that he has developed analytical skills, strategic thinking and an understanding of the socio-psychological factors of both support and rejection of his proposals, actions and decisions. At the same time, the necessary condition must be his honesty, decency and a real desire to ensure the achievement of the ultimate goal of transformation is a truly significant increase in the well-being and quality of life of people, their wide involvement in the development of civil society and the rule of law. And this requires the organization of a system for identifying potential leaders and their targeted training. Only in the educational system they will receive the appropriate professional and psychological knowledge, learn to systematically analyse complex situations and choose appropriate ways to overcome them from a variety of alternatives. This training should not be widespread, since a leader is a unique phenomenon. Therefore, it can be successful only in special centres of leadership at well-known higher educational institutions, where there has been necessary experience accumulated, highly qualified scientific and pedagogical staff and the corresponding material and technical base is. The sociocultural space of such a university would form a leader.

3.3. VALUE ASPECTS OF LEADERSHIP

The phenomenon of leadership in itself is an essential social value, acting as an effective mechanism for regulating interpersonal and intergroup relationships and ensuring the normal functioning of society as a whole and each individual social group in particular. At the same time, leadership is an important factor in the formation of a system of life goals and values, a common and corporate culture. Leadership also plays an important role in solving various contradictions and conflicts, including those caused by human nature itself. Moreover, it takes place in almost all spheres of public life.

One of the manifestations and at the same time one of the results of the complex and contradictory nature of a person as a biological, social and thinking creature is the eternal conflict between his individual and social being, between goals, aspirations and desires, on the one hand, and responsibilities, on the other hand. As we previously showed in our work [18], to overcome it, which is necessary to ensure normal coexistence and cooperation with other people and society as a whole, humankind has developed mechanisms for reconciling individual and public interests. The most widespread among them have become the system of legal norms and rules, customs and traditions, and the totality of moral norms and requirements.

However, the complex system of relationships between an individual and society is not limited to just coexistence and cooperation. An extremely important role belongs to such a peculiar component of this system as the spiritual and cultural sphere. It includes the system of ideals and social values. Firstly it is intended to ensure the humanity of the nature of relationships and interpersonal communication, and secondly, to maintain a certain level of heredity as a condition for the fruitful development of society.

This raises an extremely interesting and highly relevant problem of determining the environment and space of the formation and development of social values and ideals, as well as their sources, initiators and carriers. It seems quite natural that universally recognized leaders should be the carriers of social values. With their authority, they could really ensure the perception of real life values by the corresponding society and their abidance by each member of this society. However, in life, leaders do not always fulfil this role properly. Therefore, today an extremely important and urgent problem is the determination of the essence of the leadership phenomenon precisely in the context of social values and the search for effective ways and means of strengthening the axiological role of leadership.

The given problem simultaneously concerns two important phenomena, one of which is leadership, and the second is social values. The study of the problems associated with the leadership phenomenon, today has gained wide scope. As an example, we can name the works done by V.N. Babaev, B.M. Bass, R. Boyatzis, D. Goleman, R.L. Daft, V.N. Knyazev, V.G. Kremen, A. V. Lipentsev, A.G. Romanovsky, S.G. Filonovich, E.H. Shane and others. Their researches cover a wide range of leadership issues. So, V. M. Babaev, A. G. Romanovsky and A. S. Ponomarev consider the problems of forming a leader's personality in details. E.H. Shane analyses the relationship between leadership and organizational culture. Philosophical aspects of creative leadership have been explored by P. Casse and P. G. Claudel [28]. A significant contribution to the study of leadership problems in the general context of modern management belongs to O.S. Vikhansky and A.I. Naumov. Problems of transformational leadership are considered by B. M. Bass and R. E. Riggio [27]. Issues related to the so-called resonant leadership, aimed at self-improvement and building fruitful relationships with people based on active consciousness, optimism and empathy, are being explored by R. Boyatzis and E. Mackey [7].

Today the problem of life goals and values, which attracts significant attention of many authoritative philosophers and psychologists, teachers and sociologists, political scientists and cultural scientists, specialists in the management of social systems is as important for society. Such interest to

these problems is due to the extremely important role that the system of life values plays in the individual and social life of people, in the organization of their joint activities and relationships in general. Among the authors of publications on the problems of values, we can name such authors as V. Andrushchenko, A. Vishnevsky, M. Kisel, V. Kremen, T. Krivko, V. Molodichenko, V. Ognevyuk, S. Pazynich, A. Polishchuk, A. Pen, P. Shcherban and others. A significant part of the researches is related to the values of education. We stop on this because the spiritual, cultural, life-value and personal development of future leaders takes place precisely in the educational system.

Moreover, education itself is one of the most important social values and at the same time it plays the role of a source and environment for the functioning of these values. Indeed, education, according to S. A. Sysoyeva, “transforms and directs the life of society, preserving everything that is valuable in it for a person; determines the strategy and realistic conditions for the development of society, transforming it from “society today” to “society tomorrow”, forms a new thinking, a new vision of the meaning of life” [22, p. 8]. And we are convinced that this new thinking and new vision is first of all necessary for leaders who are able to mobilize people for the implementation of " society tomorrow." Exactly in the educational system the values that a leader must profess are instilled, with the help of which he influences people and which he seeks to form in them.

Analysing publications related to leadership problems in the general context of social values, it can be stated that in the best case they mainly come down to what kind of values a leader should profess. The same problems are actively discussed at various forums and are the subject of numerous trainings organized for potential leaders. As the example there are the lectures of the American professor Marshall Christensen, the Ukrainian Myroslav Marinovich, as well as the activities of V. Kotusenko and M. Minakov in the field of business philosophy. At the same time, the problem of leadership and values requires consideration in a much broader aspect. Only in this case, theoretical studies can contribute to the development of logical and methodological approaches to identifying and developing potential leaders, as well as the development of practical recommendations for their education.

With considerable attention to the problems of values from many researchers, nevertheless, in our opinion, such extremely important aspects as leadership in the context of social values, the influence of a leader on the formation and abundance of these values, and the influence of the system of social values on the development of the leader’s personality and on the nature

of the manifestation of his leadership qualities. It may also be quite legitimate to pose in a broader philosophical sense the question of whether the phenomenon of leadership itself is one of social values. If this is so, then under what conditions leadership becomes a value, and if not, why this phenomenon plays an important role in public life and seriously affects people's understanding of the nature and content of the concept of material and spiritual values.

We are going to define the essence of the social values concept, and on its basis, we'll consider the system of their interconnections with such a complex and multidimensional social phenomenon as leadership. In our opinion, social values should be understood as those socially significant material and spiritual things, phenomena and ideas, those objective and subjective ideas that are positively perceived by the overwhelming majority of people of a certain society and most fully reflect their attitude to other people and society as a whole. These values are an indispensable component of a person's professional and social competence and form the moral basis of his activity, behaviour, joint activities with others and the nature of interpersonal communication with them.

In their content, social values are quite stable, they are able to change although in form and their manifestations in accordance with the evolution of society itself, its material base, production and other relations. But, as historical experience testifies, changes in social values do not always occur in the direction of their conformity with the system of universal, eternal values and the logic of social progress. Especially the uncertainty of the nature of their changes is manifested at bifurcation points, where social development undergoes a loss of continuity of the trajectory and many alternative options arise for switching to other virtual trajectories, including such transitions like jumps. In such situations, society urgently needs leaders who determine the appropriate paths for further social development and values that help to guide people towards the successful implementation of the chosen strategy.

In its essence and purpose, social values form a kind of moral, spiritual, cultural and life-value space, in the coordinate system of which individual and social life of a person flows. Considering the role that leaders play in this being, it can be claimed with good reason that the leadership phenomenon itself arises as one of the most important social values. This is connected not only with its function of effective organization of joint activities and fruitful interaction of people in the system of social production. The powerful influence that leadership exerts (or at least should have) on the formation of the spirituality of society, on the definition, formation and observance of the

system of spiritual and cultural values, moral guidelines and ideals in this society is also important.

In our deep conviction, a society in which there are no bright leaders is doomed to degradation. Unfortunately, in modern Ukraine there is a lack of leaders who are able and willing to fulfil these extremely important and responsible functions. Real moral authorities do not particularly strive to go to power, and those who willingly go to power, as a rule, are not moral authorities. Although they groundlessly appropriate the status of elite or leaders, in reality, they do not express the interests of people, and often do not know them. Therefore, they cannot be considered as carriers of social values.

The real carriers of these values remain in the shadow, and their impact on public life is extremely limited. As a result of these processes, a noticeable spiritual and cultural degradation of public life goes on gradually, but steadily, and social values, especially among young people, are being eroded. Indeed, even a surge of patriotism, due to resistance to separatism and Russian aggression, by and large, is local in nature and is accompanied by corruption and other negative phenomena. Unfortunately, it did not cause the expected substantial strengthening of national identity and did not find new bright leaders who would help people to recognize this identity as another important social value.

Not by chance V. G. Kremen states that “the question of national identity, national interests of Ukraine, the further existence of the Ukrainian people as a subject of history is becoming almost a defining indicator of the criterion for the maturity of the Ukrainian ruling class, as well as a guide to the significance of those paramount tasks that should be put on the agenda in the nearest future” [11, p. 13]. In our opinion, it is indicative that the scientist categorically, but quite fairly, puts forward such a demand for the “Ukrainian ruling class”, without calling its representatives neither leaders nor the elite. Spiritual and cultural values noticeably give way to material values, the desire for personal enrichment. Hence the corruption at all levels of government and authority, in most areas of public life, and the unacceptable deformation of the system of life goals and values.

However, not everything is so hopeless. Synergetic properties of self-organization and self-regulation are inherent in society as a complex open system. Therefore, it is able to form leaders, putting them forward from its midst. But the quality of leadership and its effectiveness significantly depend on the state of society, on the activity and level of the general, professional and political culture of its citizens. One of the manifestations of the property of self-regulation of society is the mutual influence of leadership and the value

system. It should be emphasized that the education system plays an extremely important role in the identification and personal development of leaders and the formation of a leadership culture, fulfilling the social order of society.

We believe that it is appropriate to give here quite fair assertion of N. A. Berdyaev that “the goals of society are realized not in politics and economy, but in culture” [5, p. 162]. Culture, as yet another determining social value, is becoming a necessary moral condition for the preparation and adoption of both political and economic decisions necessary for the country and people. And at this moment the intersection of the phenomena of leadership and social values takes place again, since the real common, professional and political culture, primarily the responsibility of leaders, directly affects the nature of their actions and decisions and their compliance with the interests and expectations of people.

As the historical experience of the leading economically developed countries of the world shows, their achievement of high living standards was not simply due to increased labour productivity, but because of the development and targeted implementation of an attractive national idea in the public mind. Thanks to the targeted influence of authoritative leaders, it has subsequently transformed into one of the important social values, helping to strengthen this influence and the general authority of leaders. As a result, a peculiar synergistic effect happened, which was embodied in an increase in labour productivity and the efficiency of social production, in the intensification of the creativity and enterprise of workers. Therefore, it seems that for Ukraine it should be appropriate to persistently identify potential leaders and their subsequent targeted training with the simultaneous formation of their systemic thinking and its innovative focus.

In general, in a complex system of interconnections, interrelations, and mutual influences of social values and leadership, it is far from easy to reveal their character, certain dominants, or even intensity. This is due to the ambiguity of relations and their dynamism, significant dependence on such objective factors as the state of society, people's moods and their aspirations and expectations. The nature of relations, of course, is significantly affected by the subjective characteristics of the leaders, their goals and interests, their aspirations, values and ideals. Since the leader arises precisely in the social environment, then of course, at least his values and ideals bear a certain imprint of those social values and ideals in the atmosphere of which he grew up, in which his knowledge of the outside world, his personal development and socialization, formation of his professional and social competence and citizenship took place.

Only subsequently, gradually, in the process of self-awareness and self-identification, as a result and through reflection a potential leader starts to see not only the value, attractiveness and advantages of his views and beliefs, but also their certain shortcomings, contradictions, and even shortcomings. First, he doubts their resilience, which determine the search for the meaning of life and his place in the world, goals and values. In our opinion, exactly at this point he becomes aware of himself as an individual and as a leader. Depending on the general culture and education, on the existing system of social values, the leader chooses the ways and means of his influence on people and objects, on which he directs their activity.

At one time, D. A. Leontiev, while exploring social values, identified three of their main forms, which, in his opinion, can flow into each other. These forms are social ideals, their substantive embodiment and motivational structures accordingly. The leader's awareness of these forms is usually complicated by the fact that social values and ideals do not always coincide with his own goals and aspirations, values and ideals. In this case, he should deeply analyse both of them, not in order to discard any of them, but in order to make sure which of them meet the needs of people and society as a whole the best. Using his influence and authority, the leader can form a psychological orientation among his supporters and followers for a gradual change in the system of life goals and values, for the formation of new ideals and direct joint activities towards their successful achievement.

Social consensus is of an important social value. Its role is above the level of material values. Not by chance the annual polls conducted under the auspices of the United Nations to find out where people consider themselves to be the happiest, constantly show that these are mainly island states with a democratic system, a favourable climate and a clean environment. Countries with high GDP per capita are not among the leaders in the survey. And happiness, like life and health, has always been and is considered one of the main life values. That is why leadership should be considered effective with its general humanistic orientation, its orientation towards ensuring the happiness and health of people, harmony and peace in society.

The given indicative fact allows us to assert confidently that the leadership phenomenon should be considered not only from psychological and technological positions, but also from axiological ones. In the space of social values, the true orientation, effectiveness, dedication and responsibility of the leader become most pronounced. It is in the coordinate system of humanity and ambitiousness, determination and perseverance that the sources and nature of his impact on people, his true attitude to them is revealed.

However, one should not absolutize the role of a leader and his influence. Indeed, there always exists, maybe a less noticeable, but no less strong reverse influence on the leader by his supporters and followers. Not by chance there is an expression that every nation has the government that it deserves. The same applies to the phenomenon of leadership. Each group, each society choose their own leader independently. It is well known that no matter how anyone strives to become a leader, he will never become one if the corresponding group does not recognize him as a leader and does not perceive him as a leader. So, not only should he have leadership features and qualities, but at the same time he should know and share the common values of the group. In the case when his values vary from the values of the group, he should be able to convince people reasonably of the fallacy and counter productiveness of their goals and values and instil true values in them. It is also true that the group itself can make certain adjustments to the leader's value system, to the nature of his activities and behaviour, his relationships with the group and its members.

It is characteristic of the leadership phenomenon that, in general, the process of becoming a person as a leader is closely related to his personal development, which includes both awareness and crystallization of his life values, his conscious choice of his life position, behaviour style and communication with people. The meaning of such a choice is determined, on the one hand, by the values and ideals inherent in society and this particular social group, and on the other hand, by their perception by the leader and correspondence to his own views, life goals and values. The choice itself will largely determine the degree of professional, personal and social self-realization of a leader, his life success and authority among supporters.

Such essential value of the value space for the development of the leadership phenomenon in general as well as for the personal development of every single leader in particular is due to the following factors. Firstly, the fact that the essence of values is a certain socially-individual significance of objects, phenomena, ideas, etc. for the majority of people. Secondly, that the values themselves are capable of playing the function of one of the incentives of their life activity. Thus, an essential characteristic of the value space of any society is the level of development and the nature of the implementation of the axiological function of the leadership phenomenon in this society. Thanks to these factors, it becomes possible to build a clear hierarchical system of values and norms of interaction and communication, corporate culture and other mechanisms by which an individual can evaluate events, phenomena and facts, his behaviour and the behaviour of other people, including decisions and actions of leaders.

It should be emphasized that such assessments are the result of a meaningful approach from the standpoint of the meaning of life in general as well as the position of the moral and ethical paradigm adopted in this particular social system. So, in the space of social values, the leadership phenomenon plays many roles, including such as organizing, consolidating, orienting, spiritual and cultural. At the same time, leadership is able to determine the direction of the strategic development of the country and society and mobilize people for the successful implementation of these strategies.

Another interesting value aspect of leadership is that the manager-leader as a person always strives not only to act in accordance with a clear innovative development strategy of his organization, but also to make the organization itself a kind of leader of change. And according to Peter F. Drucker, one of the prominent theoreticians and practitioners of innovation management, “in order to succeed as a leader of change, an organization must develop *a systematic policy of innovative activity*. And the main reason here is probably not that the leader of change needs continuous updating (although this is the fact). The main reason is that a systematic innovation creates an attitude towards the organization as a leader of change, in other words, forms the image of a leader of change. This policy makes every member of the organization *see new opportunities in changes*.” [30].

We are convinced that the above statement of the classic of management is fully true for leaders of a national scale. It is they who, choosing an effective innovative development strategy, contribute to the transformation of their country into a true leader of change. This is convincingly evidenced by the activities of C. de Gaulle, who restored authority to the French Republic, K. Adenauer and L. Erhard, who ensured the restoration of post-war Germany, Deng Xiaoping, outlined the development strategy of China, Lee Kuan Yew, who turned Singapore from the world hole into a successful modern country.

In accordance with the laws of synergetic, each country in crisis conditions can put forward an effective leader who is able to propose and implement successfully a strategy to overcome them and enter the main road of development. Unfortunately, not everyone uses this opportunity.

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Section 4

LEADERSHIP POTENTIAL: ESSENCE, DIAGNOSIS AND DEVELOPMENT IN THE CONDITIONS OF TECHNICAL UNIVERSITY IN UKRAINE

4.1. The concept of "leadership potential" and "leadership qualities": content and use

4.2. Criteria of entrepreneur- leader personality

4.3. Ways and methods of diagnosis and disclosure of leadership potential in students

4.4. "Leadership psychology in business" is a discipline that promotes the formation of future successful leaders-entrepreneurs

4.5. Development of leadership potential in the leadership center of national technical university "kharkiv polytechnical institute"

4.1. THE CONCEPT OF "LEADERSHIP POTENTIAL" AND "LEADERSHIP QUALITIES": CONTENT AND USE

In conditions of fierce market competition, society needs active competent managers-leaders, able to make effective decisions, ready to take responsibility for their implementation, who know how to set goals and construct ways to achieve them, analyze their actions and results, build. Different types of personality potential are considered by researchers, as a rule, in the categories of possible and real, as a dynamic feature of a person, which is revealed through a set of key characteristics through which his assessment, productive relationships with other people is carried out. This requires future managers to have leadership potential and its development in the process of studying at the university.

The word "potential" is derived from the Latin potentia (potency), which is interpreted in the explanatory dictionary of the Russian language S.I.

Ozhegov and N. Shvedova as "possibility, it is something that exists in a hidden form and can manifest itself in appropriate conditions." [36, p. 571]. In different words, potential is a possibility, a force that includes an opportunity, a force that includes sources and methods that can be used to solve any problem, to achieve a certain goal. Many scientists have traditionally seen human potential as an opportunity, a reserve of the body, as an internal focus on achieving the goal.

V.N. Markov and Y.V. Sinyagin define human potential as a system of his resources, which are being renewed and manifested in activities aimed at obtaining socially significant results. They highlight the following points: "firstly, the human potential is a resource indicator and therefore must have some kind of numerical indicator; secondly, this resource is not given forever, but is being constantly updated throughout life; thirdly, it is implemented in a relationship with the environment; fourthly, systemic quality is inherent in human potential" [31, P.255]. D.A. Leontiev believes that human potential is "a universal characteristic of the systemic organization of a personality, including psychological health, maturity and success of the subject's activity" [29, P.68]. Thus, the analysis of psychological and pedagogical literature suggests that the potential of a person should be considered as a system of naturally-determined and renewable resources, the implementation of which during life leads to certain, significant personal achievements from the point of view of a person and society [45, P.89].

The concept of "leadership potential" is a kind of more general category of "personality potential" and is a dialectical unity of its explicit and implicit resources. This is a systemic characteristic of the individual, in this regard, its psychological and pedagogical essence is the subject of study by various scholars. Thus, according to the definition of I.V. Drygina, "leadership potential is a qualitative characteristic of an individual that reflects the set of internal needs, opportunities, values, means to achieve such a level of competence integration, responsibility, activity and communication, which provides its leading influence on group members in solving problems in different spheres of life and sets a positive direction of the process of its professional development" [13, p. 8]. The author concludes that the potential of a person denotes a person's real capabilities, his willingness to act, as well as unrealizable properties, reserves and is characterized by processes of actualization, implementation, development (deployment), disclosure, accumulation. Thus, she singled out real, that is, shown opportunities, as well as undeveloped reserves, which require not only diagnosis, but also development, self-development, and self-realization.

O.V. Yevtikhov considers leadership potential as "a set of individual characteristics that ensure the successful formation of personality, which become an effective means of activating it only in the presence of appropriate values, motivation, desire to achieve a result and faith in their ability to achieve it. This requires not only the acquisition of certain knowledge and skills, but also the modification of the motivational system, the semantic structures of the individual, aimed at activating leadership potential" [14, p. 23]. The author stipulates the necessary prerequisites for the manifestation and realization of leadership potential, but also their modification through activation or change in the process of training and education.

O.G. Romanovsky, V.E. Mykhailychenko characterize the potential of a leader through a set of features united into groups that reflect the specifics of organizational leadership and reflect its structure. These are: *personal-reflexive component*: self-knowledge, reflection of one's leadership abilities and qualities, self-esteem, self-efficacy, ability to self-improvement; *cognitive-professional component*: cognitive, professional, socio-psychological competence, including knowledge of the requirements for a modern leader; *value-motivational component*: awareness of his values, motives, beliefs, knowledge of group values and focus on them; *behavioral or organizational-managerial component* that reflects the purposeful behavior of a leader, related to the specifics of the group and aimed at its successful implementation, including goal setting, knowledge of strategies and tactics for achieving them, interpersonal and role interaction; *emotional component*: emotional-volitional sphere, emotional maturity, empathy and tolerance in communication, stress resistance; *communicative component*: skills of interpersonal communication, interaction, the influence of a leader on his followers and the influence of the followers on the leader" [33, P. 90 - 91]. Characteristics of the role of these components in the formation of an effective leader are given on the basis of the results of numerous studies by different authors on this issue. According to O.G. Romanovsky, V.E. Mykhailychenko, "leadership potential - is a set of all components of personality (*personal-reflexive, cognitive-professional, value-motivational, organizational-managerial, emotional, communicative*), which provide it with effective influence on group members in solving problems in different situations. Leadership potential includes qualities, abilities, skills and other personality characteristics.

Domestic and Russian researchers (Z.G. Gaponiuk, B.R. Goloveshko, T.V. Hura, V.S. Lokshin, T.V. Makhina, S.A. Novikova, O.G. Romanovsky, V.Yu. Salyakhov, S.M. Tarasova, O.M. Yatsenko and others), pay attention to the need of leadership qualities for effective leadership and pay great

attention to their study. An analysis of the scientific literature and modern dissertation research on this problem confirms that in the structure of professionally important qualities and skills of a future specialist, his ability to show leadership qualities in various aspects of social and professional activity comes to the front today. At the same time, there is no single approach to systematizing the qualities that a future leader should possess. There are different approaches to their assessment, which make it possible to use individual indicators depending on the situation and external factors.

To become a successful leader, one needs special knowledge, qualities, skills that are formed in the learning process and practical activities; only certain abilities are laid by nature. Throughout life, a person can not always show all his abilities, without having the conditions conducive to this process. One can only create appropriate situations for their manifestation and development. A.L. Umansky noted that, having certain inclinations from birth, a person does not necessarily become a leader. To do this, one must be able to realize the opportunities given to him. J. Adair concludes that leadership can be developed through training, that one becomes a leader. The leader's personality can be formed in the appropriate educational and professional environment, under the circumstances of creating favorable conditions for this.

It should be said that the attitude of various researchers towards the possibility of purposeful development of leadership qualities is ambiguous. According to some authors, these possibilities are significantly limited. For example, the supporters of a personalistic approach adhere to the idea of a person's individual predisposition to leadership and that the range of development of individual qualities of a person is genetically predetermined.

The representatives of the situational approach emphasize the relativity of leadership traits and claim that qualitatively different situations may require different personality traits to be promoted to leaders. In other words, the formation of a leader in a group is determined by the extent to which the set of his personal and business qualities is relevant and in demand in this group. In this regard, the development of leadership qualities outside the context of a real group and the specifics of activity is not effective. Situations and tasks are as important, while the group is the environment and element of the formation and recognition of the leader. Exactly here his organizational inclinations are revealed to the fullest, the qualities, abilities and skills necessary for the effective management of other people are formed and developed.

The study of the socio-psychological characteristics of leadership manifestations in student groups had been carried out by N. V. Beliakova.

When considering the interaction “leader - group”, the author focused on the second term - “group”, emphasizing that it was the goals and motives of the group that determined the circumstances of leadership. Moreover, the leaders accepted by the group, due to their central position, play an important role in the formation and change of group goals, worldview, as well as in the organization of the structure and joint activities of group members [3].

Human qualities are the set of stable mental formations of a person, with the help of which he exerts influence on society, leads his activity, interacts with other people. They express the characteristics of mental processes, states and properties of the individual, his character traits, especially temperament, abilities, which he displays through actions and actions. We can say that with the help of qualities, a person shows his potential. But the latter includes not only qualities, but also abilities, skills and other characteristics of a person. Therefore, the concept of “leadership potential” is broader than the concept of “leadership qualities”. Leadership potential includes manifested and undeveloped opportunities that require disclosure and development. Throughout life, a person can not always show all his abilities, without having the conditions conducive to this process. One can only create appropriate situations for their manifestation and development, and this should be done in the process of training and education. Personal qualities are manifested only in the presence of a predisposition of the human body to their manifestation, as the ability to manifest itself in activity in the presence of character inclinations.

Based on this, it can be assumed that the selection of candidates for the role of leaders among students should be carried out, relying not so much on actual, that are, developed qualities, but on potential abilities and a tendency to leadership. This indicates the need not only to diagnose leadership potential, but also to mobilize resource opportunities for students in the manifestation of leadership abilities, that means, to find ways and means of their activation during studying at the university.

In his dissertation research B.R. Goloveshko, did a balanced analysis of the state of the problem of formation of leadership qualities in the works of domestic and foreign scientists and gave the following characteristics of leadership qualities of the future specialist in administrative management: it is "a set of individual administrative management, which ensure its ability to integrate and target the staff of the organization to achieve the organizational goals successfully" [5, p.61]. It is a manifestation of leadership potential through leadership qualities and their formation. Forming the leadership qualities of the future specialist, we contribute to the realization of what should correspond to the specifics of professional activity, as well as take into

account modern challenges to the leadership process. The definition and formation of leadership qualities should be carried out in such a way that their use is carried out directly for their intended purpose and as a basis for further development.

Z.G. Gaponiuk identifies potential qualities of a leader. These are:

1. *General professional qualities.* These include deep theoretical knowledge, practical experience, systematic professionalism, the ability to adapt easily to the situation, the ability to forecast, proper performance of professional duties, the ability to manage the team, to allocate primary and secondary, to manage properly their time and distribute responsibilities in the team.

2. *Creative qualities,* that is a broad worldview on general issues, creative approach to work, pedagogical and methodological training, a high level of creative skill.

3. *Socio-psychological qualities,* namely: the ability to establish interpersonal contacts, creation of a positive atmosphere in the team, individual approach to each member of the group, strictness to subordinates, the ability to understand people and influence them, set an example, inspire confidence and commitment, set the pace of work, convince in his own rightness, as well as balance, predisposition for analysis and introspection, humanity. Wouldn't it be more correct to call them components of leadership potential? [4, P.6]

4. *Socio-communicative qualities.* These include the ability to communicate and establish professional contacts, defend their own interests and the interests of the whole team, ensure proper control over the work process, encourage the team to work, the ability to make friends and friends, friendliness, tact, honesty and integrity, responsibility, adequate emotional state and psychological excitability, correct articulation, good voice, etc. There are not only qualities, but skills, abilities and other characteristics necessary for the successful activity of a leader given here.

V. Yu. Salyakhov understands the leadership qualities of students as “a dynamic professional and personal education that is formed in the process of studying at HEI and includes:

1) *individual-leadership* competence (biological, physiological, psychological inclinations of a leader, ability to self-presentation, mobilization of one's individual potential);

2) *managerial and leadership competence* (the ability to influence other people, manage, lead ", capturing others with interesting, positive, creative activities, the ability to set goals and identify ways to achieve them, adjust goals and appropriate means of influence in the field of intragroup, emotional relations; manage through elements of informal leadership);

3) *communicative and prognostic competence* (ability to communicate, active civil position, desire to build productive relationships with students and teachers (business and emotional), ability to predict personal and professional development, life prospects, realization of their own leadership potential and the potential of others), providing future specialists' professional mobility and competitiveness" [47, P. 7]. The fact is that leadership qualities include competencies, the content of which characterizes various aspects of leadership potential. There is the substitution of concepts: "leadership qualities", or by definition of the author "dynamic professional and personal education of a person", and "competences" which are components of such concept as "competence" of a person.

It is known that the concepts of "competence" and "competency" are, close in meaning, although not identical. V. Kraevsky and A. Khutorsky note the differences between them: "competence is a specific, predetermined social norm for the educational preparation of a student, necessary for his effective and productive activity in the chosen field. And competency is a combination of personal qualities (value-oriented orientations, knowledge, capabilities, skills, abilities) caused by experience in social and personally significant sphere" [26, p. 135]. At the same time, the authors in the aggregate of personal qualities include the entire arsenal of the leader potential of the individual.

V. Slastenin defines "professional competence as an integral characteristic of the business and personal qualities of a specialist, which reflects not only the level of knowledge, skills, experience sufficient to achieve the goals of professional activity, but also the social and moral position of the individual" [49, p. 34-35]. Again, we are talking about leadership potential, complemented by the social and moral position of the individual. At the same time, we proceed from the fact that as competency is a set of separate competences, the framework and the concept of "leadership potential" is a combination of various components, including leadership qualities.

The contemporary national model of training specialists involves the use of competency-building experience acquired by the European education system, which is caused by the trend of integration, globalization of the world economy, standardization of European education on the basis of the Bologna agreement.

I. A. Zimnyaya notes, it is the significant fact that "the universalization of transformations in the field of the education system, the provision of student and teacher mobility, the international recognition of levels, the introduction of educational loans - all this also assumes complete terminological unification. This also applies to the concept of "competence" [16, p. 9].

After signing the Bologna Declaration there was a need to develop a general concept of the content of qualifications by levels in terms of competencies, which

h is the content of competence, as well as full terminological unification of such concepts as "leadership potential", which we consider as a set of all components (cognitive-professional, value-motivational, organizational-managerial, emotional, communicative), which ensure its effective impact on group members in the joint solution of problems in different situations." Leadership potential includes qualities, abilities, skills and other personality characteristics. We understand "leadership qualities" as one of the manifestations of leadership potential in the form of stable mental formations of the individual. "It is a set of individual-personal and socio-psychological characteristics of the future specialist in administrative management, which ensure its effective impact on team members in the joint solution of problems in different situations."

4.2. CRITERIA OF ENTREPRENEUR- LEADER PERSONALITY

Leadership as a social phenomenon is omnipresent, there is an objective need for leadership in society, and it must be realized. Leadership is one of the mechanisms of group activity, when an individual or part of a social group plays the role of a leader, including organizing, directing the actions of the whole group, which waits, accepts and supports the leader [39, pp. 19-20].

Content analysis of publications in line with the identified problem gives grounds to recognize the fact that in modern conditions without a conscious understanding of the importance of comprehensive improvement of the psychological and special qualities of the entrepreneur-leader, Ukrainian business can not productively provide socio-psychological and profitable strategy any more. The success of further improvement of business is closely related to the definition of psychological and special qualities in the personality structure of the entrepreneur-leader, and the implementation of these qualities in the development of the personality of employees of business structures.

Thus, one of the most important concepts for solving a certain problem is the analysis of psychologically special qualities of the personality of an entrepreneur-leader, which he must have for the success of his activity and necessarily, purposefully improve them in business.

It is this important pattern that draws the attention of foreign and Ukrainian researchers with the following points: the first is a set of interconnected and relatively improved, basic psychological and special qualities of the personality of an entrepreneur-leader that allow him to take more active and productive

participation in the reproduction of group business activities; the second is innovation as a qualitative renewal of leadership methods. Perhaps the most important thing in innovation is the implementation of a "revolution" in his own consciousness and the introduction of fundamental, renewed changes in the organization and implementation of improved leadership, taking into account the conditions of modern business [9; 12; 16; 39].

Thus, taking into account the aspects of innovation, taking into account the scientific and conceptual views of researchers, it is important to state the following: despite the fact that the development of a set of psychological and special qualities of personalities of entrepreneurs-leaders and businessmen has significantly improved in recent years, it is necessary to promote comprehensively the innovation-system approach for their further improvement. It is especially important to adhere to the conceptual-systemic approach, which, first of all, contributes to the innovative purposeful development of psychological - special qualities of the entrepreneur-leader. At the present stage of business psychology development, the following basic levels of the analysis of business have been allocated: personal, social and psychological, sociological. At **the personal level**, the personality of the businessman and the psychological structure of his professional activity are being studied. Since the range of professions related to business is not clearly defined, activities aimed at making a profit, which is the essence of business are being investigated psychologically. At this level, the attention of researchers is focuses on the personal characteristics of people prone to doing business, the processes of self-determination and self-identification of businessmen, factors of satisfaction with activities, etc. Particular attention is paid to intrapersonal conflicts, psychological crises in the business process. Researchers are also interested in business decision-making processes (37). Thus, the psychology of business proves the clear truth that for the further development of entrepreneurship on the basis of innovation of the entrepreneur-leader, it is especially necessary to improve purposefully the psycho-special qualities of the personality of a businessman or entrepreneur.

The connection of the problem with the most important scientific and practical tasks stems from the concept of forming the humanitarian and technical elite, developed by the National Technical University "Kharkiv Polytechnic Institute" [10], which states that training students at the Technical University is impossible without modern requirements for its future professional activity of an engineer-manager, engineer-leader, engineer-entrepreneur. Therefore, it is important to train multi-oriented engineers-leaders who would have a basic education, broad outlook, developed creative skills, developed economic and humanitarian training, which contributes to success in their future business.

Research and substantiation of scientific and conceptual aspects of development and improvement of psychological and professional qualities of leaders of different specialties proved the works of such scientists as: Deep S., Sesman L. (struggle for success in leadership), O. Kreger and J.M. Tucson (optimal types of personalities - the key to success of business), Antonenko I.V. (motivation to achieve as an activity), Frankl W. (BPE- willingness to enter the case), E.M. Yemelyanov, S.E. Povarnytska (complex of essential qualities), A. Maslow (need-motivational theory of personality), Yu.V. Shcherbatykh (complex of special qualities), etc. In the main branches of psychological science, attention is focused on the further purposeful development of the most important qualities, which is the key to successful activity of an engineer-entrepreneur-leader.

On the basis of purposeful content analysis of important aspects of publications on understanding this issue and approaches to it by experienced psychologists and educators, conceptual and scientific statements had been obtained, aimed at identifying and improving psychological and special qualities necessary for effective reproduction of entrepreneurial issue with the participation of leading entrepreneurs.

In determining this scientific and conceptual direction of the problem, we took into account the work of scientists: V. Klymchuk, M. Korolchuk, V. Krainyuk, S. Deep and L. Sesman, O. Kreger, J. M. Tucson, E. Emilyanov, Y. Pachkovsky, S. Povarnitsyna, V. Frankl, Y. Shcherbatykh and others. Their ideas about the initial statement of the essence of important personality traits are certainly relevant in the direction of further improvement of leadership. Perhaps the personality of the entrepreneur remains the most attractive object of psychological research today. This is due to the key position of the entrepreneur in the whole system of economic relations: from starting your own business to the realization of the final product of entrepreneurial activity [37, P.168-169].

According to Harvard Business School Professor J. Timmons, there are four components to the success of a business organization (firm): 1) the quality of the management team led by the entrepreneur; 2) productive innovative idea; 3) favorable market opportunities; 4) availability of necessary, including financial resources (especially at the beginning of the organization) [11]. Thus, the personal traits of the entrepreneur and the quality of the team created by him determine the viability and success of business organizations.

In order to succeed, an entrepreneur must play the role of a leader in his field of activity. The psychological qualities of successful leaders, discovered during the research of the senior executives of Fortuna 100, conducted by American scientists J. P. Kengemi and K. J. Kowalski, deserve attention in the raised problem. They grouped psychological qualities into four groups: features

of thinking, ability to cope with aggression; emotion management, personal ideal. So, to group "Features of thinking" businessmen of the company put: ability to extrapolation (prediction); ability to work out several problems simultaneously; stability in a situation of uncertainty, developed intuition. Respondents defined the group of qualities "The ability to cope with aggression" with the following psychological qualities: the ability to take the lead; persistence; ability to cooperate; initiative; energy. The qualities of an entrepreneur related to emotion management are as follows: the ability to create conditions for the growth of others; sensitivity; the ability to put the interests of the case above their own; interest in the success of the organization, not in your own career; identification with the case; independence. Group of qualities that define the personal ideal is: flexibility; resistance to stress; presence of purpose, awareness of social significance; sense of humor; high self-esteem [20, P.129-134]

Particular attention has been drawn to the opinion of Ukrainian psychologists M. Korolchuk and V. Krainyuk on the relationship between psychological and special, which is determined by its unity in the implementation of actions, operations by a certain person in a particular case [25].

From the content analysis of scientific works of scientists, it becomes clear that the concept of "psychological" is unique, it defines the unique individual psychological characteristics of the individual and socio-psychological phenomena in certain associations. The person thus shows himself actively and creatively in a certain business. This is a scientific and conceptual notion, fully suited to the characteristics of the personality of the entrepreneur-leader. The concept of "special" in the "Dictionary of foreign words" is defined as a concentrated activity in any occupation of the specialty, and this concept is characterized by a number of the following criteria: the presence of knowledge, skills and qualities; performing certain actions and operations; adaptation of personality traits to the performance of a certain type of work, a person who knows his business, a special determination to achieve the goal, a good understanding of his work, his own working experience [17]. Thus, in our opinion, the concept of "psychological-special" quality is fully consistent with the essence of the problem.

Regarding the essence of the concept of "entrepreneur as a person", we define it taking into account a number of basic, special psychological criteria, namely:

1. Acquisition of a social - social role by the entrepreneur;
2. Successful implementation of production business by the entrepreneur-individual;

3. The presence of the first degree of conscious entry into the structures of marketing and business;

4. A person who possesses confidently a complex of socio-psychological and special-production qualities;

5. A key, experienced figure who takes initial, confident steps to improve his self-awareness for profit and business;

6. Effective mastery of a set of psychological values equivalent to the "spirit of entrepreneurship".

The essence of the concept of "entrepreneur-personality" must be interpreted taking into account the criteria of a particular industrial and entrepreneurial business. From the content analysis it is known that the entrepreneur-individual, as a rule, always has an active motivational intention, increases his potential in the profitable sale of products on the market. Thus, an entrepreneur is a person whose focus on business is determined by the following criteria:

1. To achieve success and take an active part in the formation of the initial capital of a commercial enterprise.

2. To take personal part in the implementation of his profitable business.

3. To bear moral, ethical and production responsibility for the results of his work.

4. To have a set of criteria for the whole set of psychological and special qualities.

5. To have the right to make a productive decision on the choice of directions for the development of a particular case to get a fruitful result.

Thus, from the set of the given, optimum criteria of social-psychological and psychological-entrepreneurial directions, concerning definition of essence of the businessman as the person it becomes obvious that:

1) the entrepreneur as a person has a psychologically special focus on active entrepreneurship in order to improve certain results and achieve success;

2) the entrepreneur as a person performs productively his business on the basis of innovative and meaningful improved set of important psychological and special qualities according to a set of certain criteria, contributing to a fruitful and profitable business.

Thus, an entrepreneur as a person is a comprehensively developed and purposefully enterprising specialist in organizing his own business, able to demonstrate wittily individual psychological characteristics, special opportunities for the implementation of a set of psychologically special qualities important for making a profit in business. From our psychological and production point of view, it should be emphasized that the defined essence

of the entrepreneur-personality is necessarily determined by the acquired experience, accumulated knowledge and skills, well-profitable specialty, motivation and healthy intention to achieve the desired, successful result.

In accordance with the defined characteristics of the entrepreneur-individual, on the basis of innovative-system approach, we conducted a scientific-conceptual analysis in order to characterize a personality of the entrepreneur-leader more meaningfully. First of all, we take into account those criteria that fully meet the actual characteristics of business, and secondly, we take into account the socio-psychological circumstances in business.

In order to succeed, an entrepreneur must play the role of a leader in his field of activity. In psychology, the analysis of the leadership phenomenon follows primarily from the personality traits of man, his involvement in the processes between personal (group) interaction and the influence of situational factors on the behavior of the individual (group) [37, P.143-145]. Only in such an innovation-system context it will be easier to understand why the figure of the entrepreneur is closely combined with the phenomenon of the leader.

So, first of all, the following characteristics are taken to the special-conceptual criteria of the personality of the entrepreneur-leader:

- leadership roles that the entrepreneur must learn vigorously and confidently;

- a leader is a person who has recognition not only within his organization, but also in the whole business;

- the role of a leader is higher than any well-known personal positions in business;

- a leader in the field of business becomes a pioneer who has some experience;

- leader in business is a psychological "arrangement" with the breakthrough of innovations and the solution of current organizational issues;

- the leader's activity takes place in the conditions of the greatest risk, but the expected return is to the maximum;

- the current leader implements the Napoleonic principle: "The best defense is an attack";

- a modern leader has the qualities of a business leader (Gene N.): business enterprise, charisma, self-confidence, purposefulness, impatience, zeal, persuasiveness, risk-taking, desire to succeed, etc.;

- a set of qualities necessary for a leader to be able to see the future, in order to turn ideas and energy into profit.

According to the psychology of business and entrepreneurship on the activities of the leader in specific associations, we took a set of socio-psychological and cognitive-action criteria, which are most characteristic of the psychology of the leader's personality in the context of actions in entrepreneurial groups (entrepreneur-leader) [9; 16]. Therefore, on the basis of a certain, innovative-system approach to a set of important criteria in this regard, we have identified the following ones:

- the ability to set the form of a business conversation and direct it in the right direction of entrepreneurial affairs or business;
- the presence of skills and abilities of entrepreneurial work with a group of entrepreneurs in terms of communication skills;
- ability to maintain their leadership and role position accurately and timely and get support in it;
- treat your business partners and yourself with responsibility and seriousness;
- willingness to show reasonable initiative and take responsibility for what employees expect;
- development of optimal, organizational forms for success in entrepreneurial affairs and business;
- be able to influence group dynamics psychologically as the basis of group interaction and the situation assessment;
- knowledge of the psychological characteristics of people who are able to work comfortably and productively;
- assistance to the business manager in the distribution of functional and job roles to increase the level of stable profits;
- patience to find a compromise in the relationship is the main social function of the leader in the business process;
- to have a charismatic feature of his leadership role as a particularly developed ability;
- to attract people with his creative energy, with inspiration, to achieve the set goal together.

Thus, the conceptual-entrepreneurial and socio-psychological orientation of the entrepreneur-leader is expediently characterized by a multifaceted and meaningful set of criteria. Content analysis of the given set of criteria contents, undoubtedly indicates the need to improve their innovation and system content, based on:

- a) to take into account the updated essence of the "personality of the entrepreneur-leader" concept more fully and specifically;

b) to implement purposefully in theory and practice a set of criteria for determining the content of a set of psychological and special qualities of the entrepreneur-leader personality;

c) successful and profitable role of the entrepreneur-leader in certain groups, business;

d) to be psychologically connected with a group of employees who are well aware of the importance of leadership innovation in the organization and conduct of business.

Thus, the substantive essence of the entrepreneur-leader personality is defined as a particularly significant, socio-psychological and conceptual-innovative formation, formed on the way to enter the business, necessarily acquires a set of stable psychological and special qualities according to certain criteria, which are due to psychological features and specifics of entrepreneurial business. The most important thing to take into account is the fact that entrepreneurial business, which by its nature, is reproduced in certain groups on the basis of business leadership and relationships, is essential for the leader and his fellow entrepreneurs to get satisfaction from doing it.

Thus, based on the scientific developments of scientists in personality psychology, business psychology and entrepreneurship, leadership psychology, we have proved that the semantic essence of the personality of an entrepreneur-leader is necessarily determined by a set of developed and further improved criteria of psychological special qualities. This aspect of the conceptual-system approach really helps entrepreneur-leader to be more confident in his success in the group, to improve his business structure move actively, and to take confident steps forward, which will help to achieve profitable business results at the right time.

The study allows us to draw the following conclusions:

1. Entrepreneur as a person is a comprehensively developed and purposefully enterprising specialist in organizing his own business, able to demonstrate individual psychological characteristics wittily, special opportunities for the implementation of a set of psychological and special qualities that are extremely important for profit in business.

2. The essence of an entrepreneur-personality is necessarily determined by the gained experience, accumulated knowledge and skills, a well-profitable specialty, motivation and a healthy intention to achieve the desired, successful result.

3. Entrepreneur-leader is defined as a particularly significant, socio-psychological and conceptual-innovative formation, which is formed by entering the business, his personality consists of stable psychological and

special qualities according to certain criteria, which are due to psychological features and business specifics.

4. The set of criteria of the entrepreneur-leader personality has been revealed and needs purposeful studying and constant improvement.

4.3. WAYS AND METHODS OF DIAGNOSIS AND DISCLOSURE OF LEADERSHIP POTENTIAL IN STUDENTS

Currently, leadership and management require leaders who are socially active, have organizational skills, ready for effective leadership of other people, aimed at achieving their goals. A modern higher technical school should provide training for such specialists. For this, it is necessary to create effective pedagogical conditions for the formation of an active and initiative leader as part of the educational process. Precisely during the student years, the organizational inclinations, leadership qualities necessary for the effective management of other people are being manifested most fully, and the leadership skills and abilities are being formed and developed. For this, a focused system for organizing the diagnosis process, disclosure, activation and development of the leadership potential of students should be developed. The solution of this problem involves the search and selection of effective pedagogical technologies.

The analysis of the recent studies results and publications suggests that the potential of the individual should be considered as a system of naturally-determined and renewable resources, the implementation of which during life leads to certain, from the point of view of the individual and society, significant personal achievements [6, p. 89]. The “leadership potential” concept is a variation of the more general “personality potential” category and represents a dialectical unity of explicit and unmanifest resources. Leadership potential in a generalized form is considered as an opportunity and readiness of an individual for effective leadership behavior [7]. This is a systematic characteristic of a personality; its psychological and pedagogical essence is the subject of study by various scientists because of that.

The works of N. V. Belyakova B.R. Goloveshko, A.V. Zorina, I.V. Drygina, O.V. Evtikhova, S.A. Kalashnikova, A.N. Knysh, I.V. Kostyrya, A.G. Romanovsky and others are devoted to the study of leadership potential. A. G. Romanovsky, V. E. Mikhaylichenko give the following definition of leadership

potential based on the results of numerous studies of various authors on the problem of leadership: *This is the unity of all components of the personality structure (personality-reflective, cognitive-professional, value-motivational, organizational and managerial, emotional, communicative), which ensure its effective influence on group members when solving problems together in various situations* [33, P.90-91]. Many researchers adhere to the position that since leadership cannot be reduced to a set of personal qualities or abilities given to a person by nature, but is a special type of intersubjective relations, respectively, the leader's potential can be developed to a certain extent, and leadership can be trained. J. Adair concludes that leadership can be developed through training, that one can become a leader. The leader's personality can be formed in the appropriate educational and professional environment, if favorable conditions are created for this [1, P.6].

Since the nomination of a leader is carried out in the course of activity, through specially organized work in groups it is possible to provide situations aimed at creating favorable opportunities for students with leadership potential to become leaders. A study of the socio-psychological characteristics of leadership manifestations in student groups was carried out by N. V. Belyakova. When considering the interaction "leader - group", the author focused on the second term - "group", emphasizing that it is the goals and motives of the group that determine the circumstances of leadership. At the same time, the leaders accepted by the group, due to their central position, play an important role in the formation and change of group goals and worldview.

The selection of candidates for the role of leaders among students must be carried out, relying not so much on relevant, that is, developed qualities, but on potential abilities and a tendency to leadership. This indicates the need not only to diagnose leadership potential, but also to mobilize resource opportunities for students in the manifestation of leadership abilities, that is, to find ways and means of their disclosure and activation during training at the university.

For this, students need to understand the essence of leadership potential, know the qualities that make up its foundation, and realize their importance in the process of human life. This contributes to discuss with students the problem of personality formation, familiarity with the concept of "leadership potential" as an integrative personality characteristic, its significance in the process of human life. Consistent value understanding of leadership potential provides for the formation of students' self-awareness, which contributes to their understanding of their leadership needs and opportunities, which is a prerequisite and the initial stage of work to reveal and activate it. This can be done by organizing the educational module "Leadership" in the course

“Introduction to the specialty”, by organizing meetings with leaders who have achieved significant results in their activities, which involves students participating in problematic dialogs, discussions, and conversations.

From the point of view of pedagogical support, the formation of self-consciousness of students involves the implementation of appropriate methods, techniques and means of familiarization, recommendation character. The subject of discussion is the personal meanings of the students' attitude to life, to themselves, their area of manifestation in the process of life. Students become more aware of the importance of leadership by increasing information on leadership, discussing various points of view on how a leader behaves, leadership styles, and other aspects of his activities.

The identification of students with leadership qualities should start from the first year of study, be carried out mainly at the level of academic groups and be done, first of all, by curators who have the opportunity to get to know students closely and evaluate their potential, before all others. In this case, the experience of students' participation in public work, obtained at school, as well as the results of their own observation of their activity should be taken into account. And although not all students who are actively involved in public work subsequently become effective leaders, though they have more chances to realize themselves in this area. The problem is that many primary students do not yet feel their leadership potential or do not see the ways and methods of its implementation in student life. But among them there are socially active students, who are interested in the environment, a desire to influence the ongoing processes, and a desire for leading positions.

The identification of students with leadership qualities in the early stages of their studies at the university is facilitated by a series of competitive creative works. According to N.Yu. Kiryushina, E.L. Tikhonova it is a student's amateur show, wall newspaper contests on various topics, literary contests, sports and athletics competitions and others. Participation in their preparation and implementation allows students to go through the process of adaptation to the university environment efficiently, to participate in the system of interpersonal interaction actively, and for student-leaders to show their organizational skills. At the same time, first-year students can be provided the necessary methodological assistance from senior students who play the role of mentors and conductors of events that contribute to inclusion in joint activities [19, P.30].

Purposeful formation of the student group asset contributes to the promotion to the leadership, which is the primary task of the curators. It is useful to observe the actions of the alleged leader, his procedural and

structural changes. The essence of this approach is the creation of situations of real interaction between students in the sphere of life activity that is significant for the group. Observation of the group and the processes occurring in it can be carried out in a real situation, as well as in a simulated situation, a game. To carry out such activities, curators need to provide a didactic base, which should include, first of all, methodological recommendations for the implementation of educational and extracurricular work with junior students, developed in accordance with the basic regulatory documents, completed by the teacher's own creative approach.

The behavior of teachers and curators of student groups, which to a greater or lesser extent carry out organizational activities in groups, largely becomes an example to follow. The leaders in the group largely copy the teacher's behavior, namely how he communicates with students, what methods and means he uses get their favour and to achieve the fulfilment of the task assigned to them. Therefore, it is very important for teachers to take the position of partner, adviser, friend, due to which the team establishes an emotionally positive atmosphere favorable for the further development of students' initiative and activity in organizational activities.

One of the main factors that interfere with the formation of leadership potential is a lack of knowledge and understanding of oneself, one's qualities, abilities, and interests. Without this, neither professional development nor the manifestation of oneself as a leader is possible. The purpose of training is to help the future specialist to know his inner world, his mission and self-worth, to stimulate the desire for self-improvement. Many experienced leaders claim that leadership begins "inside a person," everyone has leadership skills, but they are used to varying degrees.

For this purpose, it is necessary to diagnose leadership potential using special techniques to study the psychological characteristics of leadership. An important role in the process of identifying leaders should be assigned to testing. The most often used are the following tests: diagnosis of leadership abilities, proposed by E. Zharikov, E. Krushelnitsky, determination of the level of leadership potential, diagnosis of functional leadership in small groups, self-assessment of leadership, etc. To assess the leadership potential of students, it is proposed to use questions in tests that affect the main aspects of the student group life - educational, professional, scientific, social, emotional and personal.

Tests used to identify leaders should be comprehensive, focused on disclosing the motivation and orientation of students, their inclinations and interests, communicative, organizational abilities. For this, one should have

an idea of the essential characteristics of the qualities necessary for the formation of a student as a leader. Psychologists and sociologists should take part in the development of tests and in the processing of their results. The effectiveness of test methods is confirmed by their widespread use in universities. They are also often used in private and public companies to identify people capable of effective management.

A good addition to the test polls is the use of training for diagnostic purposes. In psychological training, the features of relationships between team members, as well as the ability of students to act in a certain way in simulated situations, are clearly manifested. At the same time, the training participants should be warned about its diagnostic goals and the degree of confidentiality of the diagnostic results. Otherwise, important ethical principles of psychological training, necessary for building trusting relationships in a group and creating an atmosphere conducive to self-disclosure of participants will be violated.

One of the methods of the diagnostic approach is the method of referentometry, which is used to identify groups and individuals who have value significance for other people whose opinions students listen to, although they do not always focus on it in their behavior. This is facilitated by the involvement of students in the activities of a leader in specially organized cognitive and professional situations.

The educational strategy of familiarization should be aimed at mastering the known methods of performing joint activities by students, as well as the development of their own and appropriate methods and means of interaction. At the same time, they should be focused on gaining authority and dominance in the group so that students feel their potential leadership capabilities and, having tried to realize them, gain some organizational and managerial experience. To create situations in which a person can learn to practice a leader's behavior, role-playing and business games, trainings, case studies and other interactive teaching technologies are used.

Identification of the development level of the leadership potential of students is also carried out in the course of performing professionally oriented psycho-gymnastic exercises. In this case, the accuracy of modeling the professional situation and the sophistication of the procedure for recording the results of activities is necessary. Practical activities in simulated situations are called training, which results in the acquisition of experience, that becomes important and necessary for the formation of skills of an effective leader. As S.I. Makshanov notes, it is the ability to work directly with experience that allows to use psychological training as an important element of professional

training. According to him, “in traditional forms of professional training, a student first receives information, and only after an indefinite time he has the ability to use it. Only then the subject really assesses the possibility of applying the acquired knowledge and its partial consolidation. In training, on the contrary, there is the opportunity to correlate the received information and current activities immediately. Training helps to overcome the limitations imposed on professional activities by traditional teaching methods, and helps to acquire effective practical work skills” [32, P. 204–206].

The leadership manifestations of students should be actively supported by the teacher in the process of joint activities and communication with them in the process of preparing and conducting group, faculty and university events, student scientific and practical conferences and other events related to public self-presentation. This helps the potential leader to learn how to communicate effectively with other people, the ability to speak convincingly and reasonably, the ability to listen and answer questions, and self-presentation. In the process of work, the level of students' self-esteem increases, appears self-confidence, and increases their self-effectiveness.

While creating situations of cooperation and partnership with students, the teacher does not teach how to become leaders, but stimulates students' activity, their desire for independent creative search, personal growth, disclosure and activation of leadership potential. Favorable opportunities are created for this if the teacher accepts the personality of each student as a unique individuality, having its own interests, needs, views, personal values and striving for self-development and self-realization. Creating a relationship of trust and understanding between teachers and students contributes to the experience of joy, success and activates the learning process.

The task of the teacher is to create conditions, enrich the experience of a student himself and to learn to evaluate the experience of others. The student needs to develop their own means, methods of gaining leadership experience, with provide him with successful professional activities. At the same time, to live through situations of success in which students receive satisfaction and emotional reinforcement is very useful. Such cooperation contributes to the personal growth of students, and also makes it possible to realize one of the main tasks of the educational process, that is to realize their capabilities and believe in themselves.

For confident behavior try-out, role-playing games are used that simulate situations that at one time created or can create certain difficulties for participants. At the same time, the teacher acts as a coach, and the game is built on the basis of the interaction of one of the group members with other

participants who represent significant people for him. The teacher usually starts with such banal situations that can create difficulties for most insecure people, such as the need to ask and refuse. An example is the training of various communication skills, including attention to the interlocutor, the ability to self-disclose in a conversation, the ability to make and accept compliments, change the topic of conversation, start and end a conversation, and to keep pauses.

Practice skills development in training groups is based on the following principles. First, the teacher or some of its participants can *model* the “correct” behavior in situations played out in the classroom. Modeling is a special technique of a behavioral reaction, the use of which is very effective in cases where group members need to master new or strengthen underdeveloped forms of behavior. Secondly, the members of the group master a new way of behavior for them, observing how other participants or the teacher model it, as well as their reactions to the modeled behavior. Some groups use audio and video recordings of exemplary behavior models. Modeling is especially useful when participants have a very poor understanding of how to act in a given situation for their behavior to be confident. Groups of more experienced members can immediately move on to the try-out phase of behavior. By playing various roles, group members are involved in the group process and acquire new useful behavioral skills.

Another component of the behavior development process is *support*. Support is an encouragement or any positive reaction from the teacher or group members. It is very important for every, even the smallest achievement be supported as the reaction being worked out gradually approaches the optimal one. Support is usually used to shape the behavior of individual participants in the direction of the goals that they set for themselves. The result of a personality-oriented interaction established between students and teachers is the formation of students' initiative, interest in the results of joint activities, coordination of actions, the emergence of trust, mutual support, mutual understanding.

The experience of training leaders in the "Leadership Center" of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun at the National Technical University "Kharkov Polytechnic Institute" is of special interest with the participation of its faculty under the guidance of Professor A.G. Romanovsky [44, pp. 98–100]. Since 2015, the department has been participating in the international ELITE Project, that is “Education for Leadership, Intelligence and Talent Development” as part of the TEMPUS program. Having received the right to

join the implementation of the ELITE project among the most recognized scientific schools of Ukraine, the faculty not only took an active part in the implementation of the program tasks of the corresponding project, but also laid the foundations for the formation of the Kharkov leadership school.

An important direction in the activity of the Leadership Center in the first year of its existence was the introduction into the educational process of a system of training development of the leadership potential of the group leaders of the department of pedagogy and psychology of social systems management. An interesting and effective form in this direction is also the curatorial (leader) activity of senior students in relation to younger students. Along with practical functioning as leaders, which is important for senior students, this type of activity solves the important task of adapting first-year students to the conditions of the university environment.

The leadership training system should not only cover preparation for direct practical activities in the field of management, but it is also necessary to cultivate the ability to self-organize, self-discipline, introspection, self-assessment of one's own activity, focus on personal self-improvement. This is facilitated by the training of future leaders through the organization of various extracurricular forms of training as part of student activities in various fields of student life. Such extracurricular activities involve training leaders through a harmonious combination of educational work and student self-organization. Extracurricular work allows the greatest variability of such a process in which students can actively engage and gain leadership experience. It is necessary to make analysis and identification of the used innovative technologies.

A major role in this process is played by student self-government as a form of self-organization of students, a mechanism for representing and upholding their rights and interests, the possibility of self-realization, which, in turn, is a necessary tool for developing leadership potential in a modern university. At the same time, student self-government can be considered as a manifestation of the democratic organization and autonomy of the university, as a process and the result of the student community choosing their positions, goals and ways to achieve them [51, P. 149].

Today in Ukraine, student self-government is recognized as an integral part of civil self-government in higher education institutions. The activities of student self-government bodies are regulated by legislation, the status of the university and the regulation on student self-government. Depending on its own specifics, each institution has the right to determinethe optimal forms and levels of student self-government, within which students have the right to

decide on education and leisure issues, protect their own rights and interests, and also participate in the management of the university through elected self-government bodies.

According to the results of the study conducted by the author, the following trends in the development of student self-government are identified, and they can be seen in Ukrainian institutions of higher education:

1. A significant part of Ukrainian students do not have information on what student self-government is, what kind of its bodies operate in their institutions, what documents regulate its activities at the HEI, and what basic tasks it solves.

2. In parallel, there are traditional trade union student organizations and student self-government bodies that are considered by most students as equivalent, which indicates a vague idea of students about their role and tasks in protecting their rights and interests.

3. There is quite a low activity of students' participation in the activities of student government bodies. At the same time, 50% of students believe that because of student self-government they can develop their personal potential as a leader, and 54% believe that these bodies exercise the civil rights of students and create their sense of responsibility [51, P.154].

Student self-government should be considered not only as an initiative of the students themselves, aimed at solving important issues in various areas of student life, but, above all, as a way to gain leadership experience. The relevance of the student self-government development is confirmed by attention from not only the university public, but also public authorities. This allows us to conclude that student self-government can be considered not only as a practical activity of students and a form of educational work in an educational institution, but also as one of the forms of youth policy aimed at the fullest use of the leadership potential of students in the country's socio-economic life.

Thus, long-known forms of organizing student life are being adapted to modern conditions, new ways and methods are being developed, the needs of students and incentives for the development of their social activity are being identified. However, there is still much to be done so that the indicated trends implemented in the educational space of the university, the forms and mechanisms of working with students, the interaction of educational and extracurricular processes in total lead to the solution of a significant social problem, that is the preparation of initiative, independent, responsible leaders capable of effective management in qualitatively different conditions of social development.

It is necessary to improve the qualifications of curators and teachers, for which a cycle of scientific and methodological seminars should be organized on various problems of training leaders, including problems associated with the diagnosis of leadership potential, its organization and formation. The purpose of pedagogical seminars is to equip teachers and curators with the knowledge necessary to work with leading students, as well as the methods and means of its activation, as well as the realization of the need to build relationships with students on the principles of personality-oriented interaction.

4.4. "LEADERSHIP PSYCHOLOGY IN BUSINESS" IS A DISCIPLINE THAT PROMOTES THE FORMATION OF FUTURE SUCCESSFUL LEADERS- ENTREPRENEURS

Acceleration of technological change, accelerated international competition, weakening market regulation, overcapacity of capital-intensive industries, political instability in countries, hostile takeovers financed by the issuance of jump bonds, changing demographics of labor and all these factors, as well as many others, predicted major changes in the business climate. As a result, if one acts today with yesterday's methods or even a little better, it will not lead to success. More often, business companies face the task of withstanding the pressure of major changes and be able to maintain their competitiveness in these new conditions. And the more serious the change is, the greater is the need for effective leadership. [28, p.51].

Essential social significance of leadership as a psychological phenomenon is of clearly collective nature and the growing competition in the context of accelerating scientific and technological progress gives rise to a certain aggravation of interpersonal relations. To overcome this, it is important to understand the psychological characteristics of leadership in business. The considered circumstances affect the nature of the engineer's personal development, the formation of his professional and social competence and his attitude to the profession, to colleagues and other people and society as a whole. [9, P.52-54] Therefore, the study of the psychology of leadership in business is an important and urgent problem, the solution of which should improve the quality of business significantly, and thus the functional and technical, economic and environmental, ergonomic and aesthetic level of devices and technologies used to provide efficiency of activity of this sphere in market

economy conditions. Analysis of recent research and publications confirms its importance, relevance and significant theoretical and applied significance. This can be easily ascertained by reading the works of philosophers, psychologists and educators. Thus, P. Koestenbaum, K. Hodgkinson, E. Kudryashova paid attention to the value aspects of leadership, the works of E. Voronov, N. Goncharenko, V. Yermakov, O. Kovalev, O. Semenov, O. Svetsitsky, U. Bennis, E. Bogardus, S. Vasytsov, O. Kryshstanovskaya, R. Mills, X. Ortega y Gasset, V. Pareto are devoted to the consideration of personal aspects of leadership in various fields. Considerable attention of researchers is paid to psychological and pedagogical problems of engineering education. As an example, we can cite the works of E. Alexandrov, S. Artyukh, A. Grabchenko, O. Yevdokimova, O. Ignatiuk, O. Kovalenko, O. Ponomarev, O. Romanovsky, L. Tovazhnyansky and others. The need for innovative orientation of the professional activity of a leading engineer in today's conditions is significantly increased in connection with the requirements of the concept of sustainable development. Peculiarities of leadership from the standpoint of sustainable development are analyzed by V. Lei [53]. Among the many purely psychological features of engineering activities, such specific problems as the meaning of engineering ethics, satisfaction of performers with their activities, business interpersonal communication and the possibility of conflict situations occupy a prominent place. In this regard, it is advisable to refer to the work of H. Khan, who is developing a "new conceptual basis of scientific and engineering ethics, based on the integrity of ethics and positive psychology," which the author proposes to introduce into the educational process [52, p.441]. In turn, Mark Robinson analyzes the full range of tasks and activities of engineers, how their working hours are distributed among them, and how these issues affect their satisfaction with their work. According to his research, the implementation of design work is associated with a significant share of technical tasks (62.92% of the time) and social work (40.37% of the time) [54, p. 391]. A fundamental study of the psychological features of design activity as one of the most common areas of engineering work at the time was done by V.O. Moliako [34].

The previously unresolved link between the problem and the theory and practice of identifying engineering leadership in business, and the subsequent purposeful development of leadership skills among future professionals of the Technical University to ensure their competitiveness in business is of particular importance.

The problem of personal leadership has always been one of the most actual. After all, throughout life a person lives and acts in different groups and

is influenced by formal and informal leaders. Wherever a group of more than two people comes together, it can lead to a division of people into those who leads and those who is led, into leaders and followers. The rank hierarchy inevitably develops as the group grows quantitatively. At some point in its existence, some members of the group begin to play a more active role in the organization of joint life and take leading roles. Their words are listened to with more attention than the words of other members, they are given more respect and preference. The professional activity of a modern specialist of a technical university is quite complex and responsible. The number of spheres of public life, the functioning and development of which require specialists with engineering education, is constantly increasing. At the same time, their compliance with the leadership abilities of future engineers, characteristic for each specific field as well as for the goals, content and nature of the activity and those functions and tasks that the engineer has to perform, is becoming increasingly important [6,10].

Leadership means the ability to influence individuals and social groups, labor collectives, to direct their efforts to achieve the goals of the organization, firm, enterprise. Leadership as an appropriate social relation includes four main variables:

- a) characteristics of the leader;
- b) the position, needs and other characteristics of his followers;
- c) characteristics of the organization - its purpose, structure, nature of tasks to be performed; d) social, economic and political environment.

Leadership is a complex combination of all these variables.

The influence of leaders in business from the point of view of management is manifested in the change of moods, the formation of desires and ideas about business development by the staff of the organization. In order to make his leadership and influence effective, the leader must develop and exercise power. Any human activity is somehow connected with the manifestation of power relations. However, in economic theory they talk more often not about power, but about the relationship, rights, powers, influence or the strength of the subject's influence on the objects of his activity: on people or things. In communication and publications, we often mention the power of influence, whatever it may be - coercion, customs and traditions, art, authority, law, faith, beliefs or habits. Despite the obvious differences between these concepts, each of them intuitively grasps a single internal meaning, that is, everywhere there is a forceful, coercive restriction of freedom of choice. This makes it possible to consider power in a generalized form as a system of restrictions on individual freedom. Business gives you the

opportunity to manage people, their ideas, to achieve goals. The one who is willing and able to lead others and can show himself as a leader, will achieve success and respect. The figure of a businessman is not the figure that is full of sternness and ostentatious solidity, it is not the person who can speak well from the podium. This is a person who has organizational talent and is endowed with real human qualities, including charismatic features. An authoritative businessman seeks to see qualified, knowledgeable colleagues around him, and a non-authoritative one wants to see even more dependent on him subordinates. And, as a rule, the first businessman leads the system to success, and the second with his staff drives it into a dead end at the end. A skilled charismatic businessman understands his role clearly, prevents failures and finds the best solution in each situation. Business differs from all other activities in that the main, but not the only goal, is to make a profit. However, those who are trying to make big money must think about the fact that they can be a source not only of meeting needs, but also a cause of great trouble. Those who are psychologically and morally unprepared to dispose of the received funds will have serious losses. In general, a business person who wants to do his business as best as possible, is characterized by strong positive emotions about the evaluation of his activities. Only such a businessman who is willing and able to lead others in conditions of competition and confrontation and can show himself as a charismatic leader, will sooner or later gain fame and respect [43, pp. 47-50].

Considering the above, during the training of undergraduates in the 2018-2019 academic year teachers of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun of the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI") offered the following disciplines: "Fundamentals of Professional Psychology", "Psychology of Success Achievement" and "Leadership Psychology in Business". Students were offered annotations to each of the disciplines. The largest number of students of the technical university chose the discipline "Leadership psychology in business."

Let's reveal the structure and content of this discipline in more detail. The purpose of teaching the discipline "Leadership psychology in business" is to make students understand the main problems of leadership psychology as a branch of psychology, as well as prepare students to solve socio-psychological problems in modern business organizations.

The task of studying the discipline "Leadership psychology in business" is to conduct a lecture course, seminars and organize independent work with students. The envisaged types of classes include a consistent presentation of

the material that provides the formation of knowledge, skills, abilities, which are the basis of professional competence of the future specialist and the consolidation of this knowledge in accordance with the plan of disciplines.

According to the new requirements of the Law "On Higher Education", the future specialist must develop certain competencies and have certain learning outcomes.

As part of the study of our proposed work curriculum in the discipline "Leadership Psychology in Business" the following professional competencies were identified: to analyze and evaluate the characteristics of behavioral strategies of business leaders in different situations; have the ability to develop programs for the selection and adaptation of personnel of the organization taking into account the psychological characteristics of the staff; have the ability to organize and carry out PR activities; have the ability to create a PR product based on the statements of social psychology.

As part of the study of our proposed working curriculum in the discipline "Leadership Psychology in Business" the following learning outcomes were identified: to take responsibility for solving professional problems; to implement measures for individual and group psychological counseling of business leaders aimed at solving problems of personal and professional life.

The program "Leadership Psychology in Business" provides meaningful modules "Conceptual Foundations of Leadership" and "Individual and psychological characteristics of a business leader."

Let's consider the essence of the most important topics of training modules in more detail. Thus, students while studying the topic "Leadership in business: the essence and relevance of today" get acquainted with the tasks of the leadership psychology in business; define the concept of "leadership", its structure. They start to understand the importance of business psychology as a scientific and practical discipline that involves such operations as: analysis, verification, typology of planning, empirical research and their psychological interpretation, modeling and forecasting the behavior of people or organizations in a market economy, it focuses on life and business experience with knowledge in the economic sphere, uses methods like numerous and varied tips and tricks [2, p. 60.]

The types of leadership according to Robert Dilts are interesting for the student: goal leadership, microleadership and macroleadership.

The study of leadership in the following three concepts is unique: as a state, as a process, as a team. Each person is the owner of a unique set of personal qualities, skills, abilities, competencies. It is the combination of these elements that creates a unique leadership style for each person. But,

unfortunately, it often happens that some personality traits necessary for leadership are well developed in a person, while others are very poorly developed and need to be improved. Many years of research carried out at the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun of the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI"), as well as the analysis of existing developments in Western science, led us to understand that the training of leaders should be carried out in the following main areas:

1. Leadership as a state (a set of all moral and volitional qualities of an individual), which involves the development of internal resources of an individual. Therefore, the development of internal resources of the individual (leadership as a state) is based on the development of cognitive processes: memory, thinking, especially on the positive thinking of a leader, intelligence, especially its emotional component, adaptive management skills, creativity;

2. Leadership as a process (realization of all qualities of a leader to achieve a certain goal), which includes the development of human interaction skills with others involves the development of human interaction skills with others (leadership as a process), namely, communicative competence, conflict and rhetorical culture, business ethics, moral leadership;

3. Leadership as a team (a team of like-minded people who are united by a leader to achieve a goal), which determines the activation of like-minded people in the dynamics of the leader's actions. The development of activation of like-minded people in the dynamics of the leader's actions (leadership as a team) determines the principles and methods of forming a charismatic leader, principles of team building, place and role of leadership qualities in the work potential of the individual [44, P. 96-100].

Interesting developments in leadership research are program topics related to the history of leadership from ancient times to the present. Students learn about the role of leaders in Egypt, ancient Mesopotamia and Assyria, the importance of leadership in Iran and the Ancient world, in the Renaissance. Students analyze the features of the leadership concepts of T. Carlaine, C. Lombroso, F. Galton, F. Nietzsche. The use of the leadership theories of G. Lebon, G. Tarde, S. Siegel, M. Mikhailovsky, and M. Weber in business psychology deserves special attention. For the first time in this period, theories that explain the leadership process by the manifestation of certain character traits of the individual emerge. They are the theories of features of G. Allport, G. Eisenko, R. Kettel; F. Taylor's and O. Tid's theory of organizational leadership; the theory of features of K. Byrd and R. Stogdil; J. Adair's theory of functional leadership; leadership theories based on the

paradigm of values of K. Hodgkinson and M. Weber; S. Covey's theory of value leadership; R. and G. Blackby's theory of spiritual leadership. Interesting for students is the study of leadership-service, which is still used in modern concepts of leadership in the United States and Europe. The theories of leadership-service of R. Greenleaf; R. Russell, A. Gregory Stone and L. Spears; Joseph and Jimmy Boyet; J. Favors; J. Pepper belong to such best practices. During seminars on defined topics, students get acquainted not only with psychological methods of determining the characteristics of leadership in business in detail, but also apply scientific concepts of leadership in practice, solving situational problems.

Many people who had a high level of intelligence (IQ) of the individual could not realize their potential. Despite the fact that the level of intelligence of individuals determined academic activities and certain personal and professional achievements, they, for unknown reasons, did not succeed precisely because of their inherent way of thinking, communication and behaviour. D. Goleman believes that a high level of intelligence, which is measured by IQ does not guarantee success in the business career of a leader. The effectiveness of the leader by 80% depends on the presence of emotional intelligence (EQ). A number of scientific studies conducted at Harvard and Western Case University, show convincingly a direct reliable relationship between the level of emotional intelligence of the leader and the success of his organization and the level of employee satisfaction [4, p.31]. Therefore, the topic of the role of emotional leadership and the importance of emotional intelligence is very important for the success of a business leader. Students get acquainted with the components of emotional intelligence, the role of emotions in providing a socio-psychological climate in a business organization, the style of emotional leadership in business. During seminars, students learn to build an individual program for the development of emotional leadership in a business organization, determine their level of emotional intelligence and self-esteem.

Students are interested in a topic related to the charisma of a business leader. According to Cats de Vries Manfred: "Charismatic leadership traits knock people off their feet; they form the basis of the influence of true leaders [21, pp. 253-254.]. Charisma is the art of enchanting other people, and charismatic leadership is the ability to "make ordinary people act extraordinarily in an extreme situation." During classes, students study theories of charismatic leadership: the "clinical paradigm" of becoming a charismatic leader of M. Cats de Vries; House's theory of charismatic leadership, the theory of attribution of F. Konger and R. Kanungo. Students'

attention is attracted by the charismatic qualities of a business leader. During the seminar, students determine their level of charisma and receive recommendations for the formation of charisma in a business leader.

When studying the topic "Transformational and transactional leadership", teachers draw students' attention to the fact that the term "transaction" means the active role of followers in the relationship of exchange with the leader while maintaining bilateral influence. This model assumes that the leader is essentially an information "processor", ie he looks for an information signal about "why" something happened, and then tries to explain its reasons, to determine how to respond to them. Thus, W. Churchill and F. Roosevelt came to power during the crisis, but led their followers to triumph in a brutal war. Both political leaders have called on people to make unprecedented sacrifices, while giving them an attractive picture of a bright future that would be the result of their efforts. J. Burns called them both transformational leaders who changed people or environment around them [27, p.50]. Students are introduced to the transformational leadership of J. Bass and Yukl; characteristics of the transaction leader. At the seminars, they compose psychological portraits of transformational and transactional business leaders by themselves.

In classes on "Labor potential in the structure of leadership qualities of the personality of a business leader" topic the teacher focuses students' attention on the features of mutual positioning of the main categories that determine the role of a person in business production. At the seminar, students learn to conduct a survey to assess the leadership qualities of a business leader in relation to the workforce.

The topic "Cognitive features of the leader in the organization and the development of cognitive qualities of the leader" is interesting for students because they get acquainted with the role of cognitive processes: memory, attention, creativity in achieving success as a business leader in the organization. At the seminars, students learn the techniques of mnemonics to develop memory processes in a business leader.

Classes on the topic: "Cross-cultural communication in the activities of a business leader" and "Conflicts in business" help students master not only the basic concepts of intercultural communication, learn about the psychological causes of communication disorders in business organizations, but also learn methods and skills of implementation of effective cross-cultural communications in the activities of a business leader and to master psychological methods of conflict management.

The topic of gender psychology is also relevant in the business sphere. Therefore, students learn about the gender characteristics of business leadership,

they are introduced to the personality of a man-business leader and a woman-business leader, explain the problem of the "Glass Ceiling", the peculiarities of Ukrainian entrepreneurship in Ukrainian society, which is limited by factors or stereotypes such as : unformed positive image of "Business Woman"; there is no model of "Successful Woman", which would not be leveled by the paradigm of "Successful Marriage"; there is no tradition of an egalitarian family, which provides for the right to personal, professional (financial, political) independence for women, high appreciation of female significance, regardless of her marital status and the realization of reproductive functions.

The authority and image of a business leader is important, so it is important to know what factors contribute to the formation of the authority and image of a business leader. In seminars, students conduct research to diagnose their own authority and receive recommendations for the development of the image of a business leader.

When studying the topic "Psychological climate in the organizational context", students focus on the indicators of the psychological climate in the business organization, and during the seminars they learn to measure the psychological climate in the group.

According to J. Immelt - General Director (CEO) of General Elektrik "The essence of management is to create an atmosphere in which people would feel comfortable to work or to achieve better results as easy as possible" [38, p. 77.], so the topic "Business leadership and management, Time Management "is of strategic importance for a business leader. Students are introduced to the management models of T. Peters and R. Waterman, methods of time management, the peculiarities of the application of delegation of authority methods. At the seminars, students learn to apply the techniques of time management in business.

Thus, the proposed topics of lectures and seminars on the subject "Leadership Psychology in Business" promotes the development of the future business leader and is extremely relevant, which is why it deserves its introduction into the educational process of training a modern competitive technical university.

The presented research results and our reasoning give grounds for the following conclusions.

1. A businessman is a person who also acts as the head of a business enterprise, so for the success of the enterprise he must have the qualities of a leader;

2. A true business leader is successful and respected only when he considers the interests of his team members, shows humanity, empathy and

thus inspires the trust of subordinates, which contributes to the formation of a comfortable psychological climate which is a necessary component of a modern business enterprise;

3. The developed topics of lectures and seminars on the subject "Leadership Psychology in Business" for students of technical universities promotes the development of competencies of the business leader and deserves further introduction into the educational process of higher technical education for students of technical, technological and economic profile.

A self-made leader is much stronger than a leader by nature!

(Romanovskiy O.G.)

4.5. DEVELOPMENT OF LEADERSHIP POTENTIAL IN THE LEADERSHIP CENTER OF NATIONAL TECHNICAL UNIVERSITY "KHARKIV POLYTECHNICAL INSTITUTE"

In the light of existing trends in social development like globalization, democratization, informatization, technology and the elevation of the role of the individual the leadership acquires a new context. Scientific research of the late XX - early XXI century in the field of management shows the formation of a new management paradigm, namely leadership, which is manifested through the establishment of new organizational structures, patterns of behavior, procedures, principles and values as the basis of management. The result of the actualization of leadership is the growth of public demand for leaders, which creates the task of modernizing the parameters of modern professional training of leaders [18]. Therefore, the development of leadership potential should include the implementation of the university's development strategy in order to promote, on the one hand, a significant increase in the international prestige of the university, its prestige, and on the other hand, the development of leadership potential of future technical students.

To study the development of leadership potential, we chose the practice of training future leaders in the training center for leaders of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun of the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI").

The analysis of scientific works devoted to the problem convincingly testifies to its undoubted relevance and important social significance. We can

refer to the researches of G. Avtsinova, V. Babayev, O. Bandurka, R. Boyatsys, I. Golovneva, D. Goulman, S. Zavetny, S. Kalashnikova, V. Kremen, J. M. Kuzes, I. Kuznetsov, M. Lansky, A. Pelton, O. Ponomarev, MP Chepiga and many others.

The analysis of the problems of leadership qualities formation in students of higher technical educational institutions, as well as philosophical, psychological, pedagogical literature on leadership allows us to identify various aspects of the study of this problem by domestic scientists. Thus, V. Berek, L. Vashchenko, D. Halytsyn, L. Danylenko, G. Dmytrenko, O. Elbrecht, G. Yelnikov, V. Luhovoy, V. Maiboroda, V. Oliynyk, M. were interested in improving the professional training of leading managers. Piren, M. Rudakevich, T. Sorochan, L. Tovazhnyansky and others. [42, P.54-58]

In the general system of the leadership phenomenon research the search for effective ways and means of identification of potential leaders and development of necessary features and qualities by means of wide introduction in educational process of technology of purposeful training plays a significant role. Thus, on the initiative and thanks to the energy and organizational talent of the university staff, and especially the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun NTU "KhPI" the Leadership Center was opened; it operates within the joint international project "ELITE" - "Education for leadership, intellectual and creative development" within the TEMPUS program [11, p. 95].

The experience of developed foreign countries shows that the formation of youth leadership qualities and the processes of their acquisition and development should be based on a number of scientific approaches, namely behavioral, situational, systemic, process and integrative, which allow to form an idea of diversity, continuity, integrity and depth of knowledge in the areas of future activities and take into account the many links in the integration process in the formation of leadership qualities. The problem of training leaders can be considered in several dimensions:

- identification of features and specifics of areas of activity where professional leadership qualities can be implemented;
- identification of features of leadership potential for relevant industries with a description of quantitative and qualitative characteristics of a leader;
- scientific and substantive, methodological, organizational activities, education of leaders and their mastery of leadership qualities [40, pp. 18-19].

The main theoretical principles of training leaders in the scientific school of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun NTU "KhPI" are:

- synergetic acmeology in teaching, scientific research, increasing creativity, merging all scientific areas;
- participation simultaneously in various scientific and creative projects;
 - systematic and continuous planning;
 - development to higher levels of personal moral and volitional qualities of both students and teachers time throughout life;
 - development of a constant urge to achieve success in life;
 - The main personality traits of a leader are responsibility, decency and tolerance.

Let's consider the practice of leadership development in the Leadership Center of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun of NTU "KhPI" in more detail. The Leadership Center of NTU "KhPI" was established in January 2015 by order of the Rector on the basis of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun and the methodical department of the university within the joint International project "ELITE", that is "Education for leadership, intellectual and creative development" within the TEMPUS program. At the end of October 2015, the grand opening of the Center took place. The main tasks of the Center are: theory and practice of formation and development of leadership potential; identification of talented people who are endowed with leadership qualities, in order to further develop their managerial competence and strategic thinking; conducting consultations to increase the managerial potential of the individual and its implementation in modern real conditions; conducting lectures, trainings, seminars, round tables, conferences to form an effective charismatic personality of the leader.

The first step towards leadership was defined by the Center's experts as a comprehensive psychological diagnosis using the 15FQ + method and the PPA Thomas System method. This diagnosis allows to determine an individual profile of a person, to explore the characteristics of the interaction of a person in the group, to make an individual program for the development of leadership potential of a person. Individual consultations of experts and coaching sessions, which have undergone special training while studying at

European universities and at the Kiev University by B. Hrynchenko are mandatory after psychodiagnostics.

Each person is the owner of a unique set of personal qualities, skills, abilities, competencies. It is the combination of these elements that creates a unique leadership style for each person. But, unfortunately, it often happens that some personality traits necessary for leadership are well developed in a person, while others are very poorly developed and need to be improved. Many years of research carried out at the department, as well as the analysis of existing developments in Western science, led us to understanding that the training of leaders should be carried out in the following main areas:

1. Leadership as a state (a set of all moral and volitional qualities of the individual), which involves the development of internal resources of a person;
2. Leadership as a process (realization of all the qualities of a leader to achieve a certain goal), which includes the development of skills of human interaction with others;
3. Leadership as a team (a team of like-minded people who are united by a leader to achieve a goal), which determines the activation of like-minded people in the dynamics of the leader's actions.

The development of internal resources of the individual (leadership as a state) is based on the development of cognitive processes: memory, thinking, especially on the positive thinking of the leader, intelligence, especially his emotional component, adaptive management skills, creativity.

The development of human interaction skills with others (leadership as a process) involves the development of communicative competence, conflict and rhetorical culture, business ethics, moral leadership.

The development of activation of like-minded people in the dynamics of the leader's actions (leadership as a team) determines the principles and methods of forming a charismatic leader, the principles of team building, the place and role of leadership qualities in the work potential of the individual.

Based on the experience of training leaders, 3 courses of leadership development have been developed:

- short course of leadership development - 12 classes, 1 month;
- extended course of leadership development -24 classes, 2 months;
- full course of leadership development - 36 classes, 3 months.

A special role in the implementation of the program of leadership development belongs to the unification trainings, which were developed and tested in the Leadership Center of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziaziun NTU

"KhPI" during two short courses of leadership development in 2016-2017. Table 4.1 shows the topics of training.

Table 4.1.

Implementation of the leadership development program at the Leadership Center

Name of the training topic
1. Leadership in the modern world. Principles and methods of forming a charismatic leader. Paradoxical leadership
2. The establishment of primary communicative contacts in the group. The place and role of leadership qualities in the labor potential of the individual
3. Rhetoric for leaders
4. Principles of building an effective team
5. Formation of communicative competence of a leader
6. Positive thinking training
7. Development of memory, thinking, intelligence to succeed as a leader
8. Emotional intelligence and its role in the realization of leadership potential
9. Formation of readiness for adaptive management of leaders
10. Conflict interaction in the organization
11. Diagnosis of the moral leadership type
12. Development of the leader's creativity

The team of experts also developed textbooks within the boundaries of the International Project "ELITE" - "Education for Leadership, Intellectual and Creative Development" within the TEMPUS program. Table 4.2 shows the topics and purposes of the training modules.

The manuals contain interesting mini-lectures, examples on certain topics, psychological tests, exercises, games, tasks for independent work, final control of knowledge. These methodological materials are used by all students during leadership training.

Let's consider the objectives of each training in more detail (table 4.1).

The first important step is that the Center's students should know the principles and **methods of charismatic leader formation**, the structure of his personality, the formation of the leader's personality in the modern world, practical recommendations for charismatic leader formation, as well as the features of paradoxical leadership different from the behavior of an ordinary person. The presented material is the result of our observations on the activities, actions and behavior of various leaders, generalization and classification of the results of these observations, and analysis of literature sources, a small part of which is given below

Table 4.2.

Topics and tasks of educational modules

№	Module name	Module purposes
1.	Business leadership and cognitive qualities	Development of students' abilities to analyze and synthesize, to learn and plan changes in order to improve the business of private entrepreneurs based on the use of mental cognitive processes: memory, thinking, intelligence [41, P. 3]
2.	Development of cognitive qualities in business leaders	Development of the ability to apply the received knowledge on development in practice, the ability to generate new ideas at business leaders on the basis of perfection of cognitive qualities - memory, thinking and creative abilities [8, P. 3]
3.	Labor potential of a business leader	Development of analytical and prognostic abilities of modern managers of business organizations to assess the place and role of leadership qualities of the individual in the system of qualitative characteristics of its workforce, as well as determining the level of leadership skills in the work capacity of business leaders [35, p. 3]
4.	Emotional intelligence of a business leader	Development of managerial competence of business leaders based on the acquisition of emotional intelligence skills [22, P. 3]
5.	Diagnosis of the moral leadership type in business	Development of managerial competence of business leaders through deep understanding of their own moral principles and values [23, P. 3]
6.	Fundamentals of rhetoric for business leaders: effective public speaking	Development of communicative competence of business leaders through the use of rhetoric in the preparation and conduct of effective public speaking [48, P. 3]
7.	Cross-cultural communications for business leaders	Development of communicative, intercultural and managerial competencies of business leaders by revealing the essence of cross-cultural communications and analysis of tools for their implementation [30, P. 3]

. Preliminary results of the study of the paradoxical leadership problem allow us to draw the following conclusions. First, the significant complication of individual and social life forces a person to abandon what has become ineffective, namely, linear thinking and the idea of absolute causality. Under these conditions, the most prepared for an adequate response are leaders with an inherent tendency to the paradoxical nature of thinking and acting. Secondly, individuals have special individual psychological characteristics, features of the development of intellectual and emotional spheres and worldview, which define them as leaders. These characteristics and features provide such a person the opportunity to see and understand things and

phenomena, inaccessible to most people. Therefore, his decisions and actions, which are based on such a vision, seem paradoxical to other people, while for him they are quite natural, clear and natural. Thirdly, precisely paradoxical leadership and its manifestations create a kind of feedback, influencing the leader as the bearer of these qualities. This influence affects his way of life, his attitude to his own activity and to people with whom he performs this activity and who he influences. However, this feedback is non-linear and is constantly modified during a person's mastery of certain knowledge and leadership skills, as he gains relevant experience and develop intuition. Fourthly, one of the main paradoxes of leadership, which is most characteristic of leaders who are also formal leaders, is that the less they are engaged in the direct performance of their managerial functions, the higher is the effectiveness of their management activities. This is extremely important for mature teams, where all performers are competent professionals. Here the duty of the leader is to organize effective control, to diagnose the state of the organization, to form and maintain a corporate culture and a favorable psychological climate in the team. Fifthly, the authors believe that further focused study of the paradoxical leadership problems will allow scientists and practicing managers to find completely new ways and means to achieve the highest possible heights in the professional activities of all kinds in any social system of modern society. Prospects for further research are associated with the analysis of paradoxical manifestations in specific types of leadership, and with the study of the impact of paradoxes on the evolution of life goals and values of certain leaders and the style of their relationships and interactions with people. A separate interesting aspect of the paradoxical leadership problem, which requires the attention of researchers, is the formation, development and manifestation of paradoxes in the culture of leadership.

As stated above, the development of internal resources of the individual is based ***on the formation of cognitive processes: memory, thinking, human intelligence***. It is the ability to think critically, work constantly on the development of one's intelligence and memory provides the formation of the cognitive basis of successful leadership. During the training, students learn the conditions that affect memory, techniques of mnemonics for memory development; components of the portrait of a successful leader related to intelligence; factors that affect the development of intelligence and receive recommendations for the memory, operations and thinking processes development.

The next step is to ***develop the emotional intelligence of the leader***. Emotional intelligence is a unique combination of human abilities to

adequately perceive one's emotions, use one's emotions to achieve desired goals, understand other people's emotions and manage other people's emotions. A high level of emotional intelligence allows a leader to control his followers not through commands and instructions, but through inspiration and psychological encouragement, which significantly improves the performance of any team. This is the realization of the role of emotions in a leader's life, the development of abilities to understand their own emotions, learning to "read" the emotions of others, gaining skills to use their own emotions, developing skills to manage other people's emotions.

The next stage in the development of leadership potential is ***the development of the leader's creativity***. Creativity acts as a willingness to accept and create fundamentally new ideas that deviate from traditional or accepted patterns of thinking, as well as the ability to solve non-standard problems. It is creativity that provides the leader with the ability to adapt to the most unpredictable conditions quickly. During the training, students receive and practice recommendations for the development of personal creativity.

The next step is ***to develop positive thinking***. Training of positive thinking is focused on the formation of leaders' responsibility for the formation of his life, creative and professional position. The training allows to understand in detail how certain life positions affect the formation of the circle of communication, the decisions made, the problematic situations that a person faces in his life. On his own each participant of the training has the opportunity with the help of leaders to determine the psychological qualities that inhibit the formation of his positive thinking.

The development of internal resources of the individual ***is based on the formation of the ability to adaptive management of the leader***. The training will allow to learn and master the techniques of adaptive management in crisis situations and situations of organizational change, with the introduction of innovations in management.

An important feature of leadership is that it is not so much a personal as a social phenomenon. A leader is a person who leads others. A leader is impossible without a group of followers. A person can have a very strong personality, but if he does not know how to influence others, interact with others, then his leadership energy will remain potential and will not find its way out in real life. That is why we have identified the development of abilities for interpersonal interaction as an important direction. In this block, the first step is ***the development of communicative competence***. Training allows to find out what barriers exist in communication between people; types

of dramatic communication and how they can be overcome with the help of communication skills. Participants will be able to master the techniques of asking open, closed and alternative questions; small talk techniques; the ability to regulate their emotional stress.

The development of activation of like-minded people in the dynamics of the leader's actions (leadership as a team) determines ***the team building training***. The training allows for students to learn: about the basic principles of team building, techniques of team building in professional activities, the impact of motivation and corporate culture on the effectiveness of teamwork.

An important step in the development of leadership potential is ***the formation of a conflict culture***. Conflicts are the necessary part of any human interaction. The ability to "read" conflicts, understand their essence and resolve them effectively, is a must for any leader. During the training on the development of conflict culture, students will be able to gain knowledge: about conflict agents in the process of business communication; conflict interaction strategies; destructive behaviors; provoking conflict situations; learn to build a map of the conflict; determine the techniques of effective communication in conflict, the rules of emotions control, ways to resolve conflicts. A particularly important component of a leader's conflict culture is a leadership culture, the ability to prevent mobbing (psychological violence) in particular, which interferes with the normal productive work of the team.

The next step is to develop ***the rhetorical culture of the leader***. Speaking to other people is an integral part of a leader's work. Not only leader's success, but also the success of his entire team depends on the ability to convey to the followers his main ideas. Training on the development of rhetorical culture allows participants to gain knowledge about the psychological foundations of personal image building in the professional sphere, methods of self-presentation in professional communication.

The development of activation of like-minded people in the dynamics of the leader's actions (leadership as a team) also determines ***the place and role of leadership qualities in the labor potential of the individual***. During the training, students are aware of the sources and features of the manifestation of their own leadership qualities, form an individual system of leadership development, learn to establish primary communicative contacts in the group.

The development of human interaction skills with others (leadership as a process) also involves the development of moral leadership. During the training on ***diagnostics of moral leadership***, students learn about the role of morality and ethics in professional activities, will be able to understand their own ethical guidelines, learn about the ability to analyze ethically

controversial business situations, master the skills of willingness to work to improve their own moral and ethical principles.

Based on our research, we can draw the following conclusions:

1. The development of leadership potential should contribute not only to a significant increase in the international prestige of the university, but also to the development of leadership potential of future professionals studying at the technical university.

2. The main personality traits of a modern leader, according to scientists of technical universities, are responsibility, decency and tolerance.

3. The authors believe that further focused study of the paradoxical leadership problems will allow scientists and practicing managers to find completely new ways and means to achieve the maximum possible heights in the professional activities of all kinds in any social system of modern society.

4. Implementation of leadership development involves psychodiagnostics, psychological counseling and a training program for leadership development. Training of leaders should be carried out in the main areas, namely: leadership as a state; leadership as a process; leadership as a team.

5. The program of trainings on development of leadership potential in the Leadership Center of NTU "KhPI" provides: 1) development of internal resources of a person; 2) the development of human interaction skills with others; 3) the development of the activation of like-minded people in the dynamics of the leader's actions.

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Section 5

DISTRIBUTED MANAGEMENT OF EDUCATION AND SCIENCE: TEACHER LEADERSHIP OF MODERN HIGHER EDUCATION TEACHERS

5.1 Teacher leadership in modern conditions of social transformations

5.2 The need for teacher leadership to intensify students' learning activities

5.3 Management of the student's independent work as an important function of a teacher-leader of the XXI century

5.4 Leadership style of high school teachers

5.5 The results of scientific activity of a high school teacher as an indicator of teacher leadership in the context of reforming the educational and scientific field

5.1 TEACHER LEADERSHIP IN MODERN CONDITIONS OF SOCIAL TRANSFORMATIONS

Modern conditions of informatization and globalization significantly change human life, affect the economy, human relations and education. Computers already know how to win a chess game, recognize speech, translate text into other languages, drive a car and much more, that is, to do work that previously belonged exclusively to a person. Increasing automation and robotics can reduce production costs, but aggravates the problem of unemployment. Globalization and mobility contribute to the need for skilled workers to compete with each other in a wider, that is global, international market. All these factors significantly change the labour market, the content of professional activities, the requirements for a specialist. Further predictions are based on which professions will disappear, which new ones will appear, how the professional world of a person will change in the future.

In such conditions, the requirements for the teacher, for him to master the teacher leadership are being escalated. The values, content of activities, efforts of such a teacher-leader should be aimed at preparing a person for a successful life in a changing society. E. Brinolfson, & E. Makafi analyzed technological changes and focused on recommendations about what a person should do in the computer age. They note: "Until now, we have never seen truly creative computers, business computers, computer inventors ... All these activities require something more, namely ideation, i.e. the ability to generate new notions, ideas or concepts and operate them ... Computers ... are still machines for creating answers, but not asking new interesting questions ... Ideation, creative imagination and ingenuity are often combined with the expression "unconventional thinking"; and this characteristic determines another significant and fairly stable advantage of human labour over digital" [9, p. 137].

Teacher leadership involves the ability to long-term goals of professional education, strategic thinking, change in the process of preparing students. Teacher leadership means the desire and ability to develop students' abilities for critical thinking, analysis of various sources of information, thorough argumentation of their point of view, creation of new ideas, hypotheses, creativity, as well as self-organization, self-learning, effective communication and more.

All these general competencies are necessary for a modern specialist. At the same time, their development requires a broad general training - fundamental and humanitarian for any profession, regardless the direction. It is also important not just to declare that they need to be formed in students, but to elaborate practically specific ways of development for each general competence.

From this point of view, the experience of American Academies of Functional Tasks, where teachers of higher education institutions are taught to compose tasks that help to develop and test students' critical, analytical and writing skills is interesting. As a rule, tasks require from students to analyse several documents (articles, diagrams, tables, statistics, etc.), to consider a particular problem or point of view and written essays outlining their own opinion and its arguments. Teacher training is possible both in two-day and four-week classes, it is also possible to teach the creation of programs of disciplines focused on students' critical thinking and discussion [55]. We believe that the introduction of such practical tasks for students in disciplines of various orientations in the Ukrainian HEI, would contribute to both their motivation and their better education [41].

It should be noted that in modern conditions, the teacher is required to carry out specific activities, respectively, the transformation of traditional

professional roles goes on. Teacher leadership involves the teacher's ability to be a role model, to inspire self-improvement, to manage the learning process and personal development of students effectively. Teacher leadership can be developed only through the ability to perform effectively and apply appropriately a set of different professional roles, in particular:

Study expert - in the context of informatization and globalization, it is especially important to be able to search for information, comprehend it, find new facts, research results, self-study, which allows a professional to "keep up with the times." Accordingly, a teacher prepares a student for effective learning "throughout life", for the successful application of self-organization strategies, time planning, focusing techniques, effective memorization, practice of practical skills, etc.

Manager / organizer of the process of acquiring competencies is a professional role associated with the performance of the teacher's managerial functions of goal-setting, planning, organization, motivation, control. The teacher performs these functions not only during classroom lessons, consultations, practice with students, but also influences extracurricular learning, can organize their scientific, civic, volunteer, creative and other activities. The role of the manager can also be related to the work with colleagues in the teaching team: as a leader of a research topic, project team, research centre, organizer of a certain area of a team's work (for example, professional seminars for experience exchange or exhibitions organizer), etc.

Facilitator is a role that involves helping a student to understand his strength, difficulties and areas of further personal development. The teacher directs individual and group work so that the final reflection contributes to self-improvement, setting their own goals and finding ways to achieve them.

Tutor is a consultant about how to build an individual trajectory of the student. The task of the tutor is to help to identify abilities and inclinations, to make the right choice from the set of possible alternatives, to self-determine in professional development [40].

Existing developments in leadership theories also allow us to analyze and better understand the essence of the leadership phenomenon in accordance with the specifics of teaching. The theory of leadership qualities involves the definition and development of qualities that a teacher must have to carry out their pedagogical activities on the basis of leadership. According to the behavioural theory of leadership, the influence of the authoritarian, democratic and liberal style of the teacher on the efficiency of the educational process needs to be studied. Situational theory of leadership determines that there cannot be the only one, the most acceptable style of teacher behaviour.

The effectiveness of the teacher's leadership style will depend on the specifics of the situation, the individual characteristics of students, the characteristics of the student group.

Modern leadership theories, such as transactional and transformational, focus more on the specifics of the leader's interaction with his followers [2; 18; 31]. The teacher's transactional leadership involves the management of educational activities in accordance with the actions of students. A supportive positive reward is used to encourage desired student behaviour. Active management of deviations means control of students' activities and the use of negative reinforcements if they make mistakes. Passive deviation management means teacher's intervention only in case of serious mistakes of students [2]. Transactional style is widely used by teachers in the educational process of higher educational institutions.

From our point of view, transformational leadership to the greatest extent, meets modern societal requirements for the teacher and the organization of the educational process in universities. This style includes four components: inspirational motivation, intellectual stimulation, individual approach and idealized influence [2]. As we can see, each of these factors is important for involving students in effective interaction and corresponds to the principles of student-centered learning. The teacher must be able to inspire to set goals and achieve them, stimulate knowledge, hard work and creativity, understand the individual needs and qualities of students and be flexible depending on the audience he communicates with. Finally, the teacher must be a bright example to follow. Such traits of a teacher as purposefulness, desire for success, ability to constant self-learning and self-improvement, persistence, creativity, responsibility, honesty, perseverance, love for one's own work can influence students and promote their success and self-development.

Thus, due to the fact that in modern conditions of social transformations the teacher's ability to leadership, especially transformational leadership and the ability to perform a variety of professional roles, is of particular importance, special attention should be paid to future teachers (in Ukraine - future masters of education, pedagogical sciences in particular) to the formation of teacher leadership [42].

The tasks of such formation begin with educational work, because the vast majority of teachers of pedagogical education in Ukraine do not understand and do not perceive the teaching profession as such, for which readiness for leadership is important. There is a widespread perception of the relationship and success in management, military, law enforcement professions, etc., i.e. in professions characterized by a hierarchy of power and

a relationship of subordination. Such relations, under the best conditions, become the relations of the leader and his followers. The profession of a teacher is completely different in its essence. And, therefore, the question arises as to whether the development of future masters of educational, pedagogical sciences of teacher leadership is really necessary and what the features of this type of leadership are.

The profession of a teacher is the profession of an assistant who "guides" a person on the path of education, upbringing and development from childhood to professional development. The teacher, of course, influences students through his own example, through the use of motivational tools, and, largely, because he has expert power, which is special subject and pedagogical knowledge and skills, the first he passes on to students, the second help him educate and teach the most effectively.

Especially important are the current trends of requirements for higher education teachers, which are determined by the principles of student-centered approach, the need to ensure the implementation of the pedagogy of cooperation and partnership with students. We believe that to meet these requirements, the implementation of such can have special potential: transformational leadership, leadership as service, emotional leadership, moral leadership.

Peculiarities of teacher leadership are a multifaceted, complex concept, but the most attention should be paid to the development of its two most important indicators: 1) scientific activity; 2) pedagogical activity [15; 23; 28]. For example, Y. Liu et al. offer a mechanism for assessing the bibliometric indicator of teacher leadership [23].

A. Hofmeyer, B.H. Sheingold, H.C. Klopper, & J. Warland identified the following possible areas of personal leadership in teaching and learning: curriculum leadership, innovation, coordination of large courses, leadership in groups of teachers (including professional unions, associations, etc.), mentoring among teachers (young teachers, associations for joint leadership training, etc.), student mentoring (assistance in solving problems, promoting maximum realization of opportunities), etc. [15].

The direction of future masters of educational, pedagogical sciences to the formation of teacher leadership involves ensuring awareness of the importance of teacher leadership for future professional activities, understanding the nature and features of teacher leadership, mastering the necessary knowledge, skills, abilities and qualities to play the role of a leader in one's professional activities [44].

Thus, in today's conditions of informatization and globalization, it is especially important for teachers to master teacher leadership. In the

educational process of higher educational institutions, special attention should be paid to the direction of future masters of educational and pedagogical sciences to the formation of this education, as it will contribute to their successful professional activity in the future.

5.2. THE NEED FOR TEACHER LEADERSHIP TO INTENSIFY STUDENTS' LEARNING ACTIVITIES

An important problem of pedagogical theory and practice is to determine the requirements for a teacher of higher education in today's conditions of informatization and globalization. The activity of the teacher directly affects the efficiency of professional training of future specialists in the HEI, and therefore belongs to the sphere of public interests. Issues of quality of national education, educational reforms, ratings of educational institutions, professionalism of teachers find a wide resonance in public opinion and interest the population. In order to meet public demands, constant attention needs to be adjusted to the requirements for the teacher and the organization of activities to improve his professionalism.

The professionalism of the teacher, the requirements for his activity and competence are studied by a significant number of teachers: V. Hrynova; N.V. Huzii; V.H. Kremenia; A.I. Kuzminskyi; O.H. Romanovskiy, O.S. Ponomarov, S.M. Reznik, & Zh.B. Bohdan; S.O. Sysoieva; O.O. Vlasenko; I.A. Ziaziun et al. [16; 17; 21; 22; 45; 53; 57; 62]. Requirements for a high school teacher can include a wide range of personal and professional values, knowledge, skills, qualities (organizational, didactic, communicative, gnostic, moral and ethical, etc.) that need constant development and improvement. At the same time, changes in teacher requirements in the information society remain controversial. The definition of the specifics of teacher leadership and its importance for the intensification of students' learning distance has been studied insufficiently yet.

The problem of leadership in various spheres of public life is becoming increasingly important, at the same time, teacher leadership has not yet found sufficient theoretical and methodological justification in terms of the essence of the phenomenon as well as in terms of its impact on the educational process. At the same time, today's challenges related to the processes of informatization and internationalization may require the development of teacher leadership from modern high school teachers.

Modern conditions of the information society lead to changes in the values, features of educational, professional, leisure activities of students. The study of A. Grafton's analytical review prompted us to conduct a survey on the division of students' time into different activities [14], so the analysis of time spent on the subjective assessment of modern students allows us to analyse their dominant interests and needs, which can be important for an effective system professional training.

A questionnaire was proposed for the survey, in which students had to write how much time per week they spend on:

- studies at the university (classes, consultations);
- on the computer for entertainment, communication, etc. (excluding studying): social networks, forums, computer games, etc. ;
- extracurricular learning (learning tasks, reading notes, using a computer for learning, etc.);
- entertainment (movies, clubs, parties, walks, etc.);
- book reading;
- communication with friends;
- watching TV;
- physical activity, sport;
- hobby;
- work.

In the survey, students put the number of hours (open-ended question) they considered necessary in front of the relevant activity. In this article, we will analyse the results of a survey of 122 students of both humanities and engineering specialties: in 2017/2018 students of 3-6 courses of the social and humanitarian technologies, technical engineering, physical and technical faculties of the National Technical University "Kharkiv Polytechnic Institute" took part in the survey.

Середнє The arithmetic mean of the distribution of weekly time of the surveyed students is shown in table 5.1.

Visually, the percentage distribution of weekly time is shown in Figure 5.1.

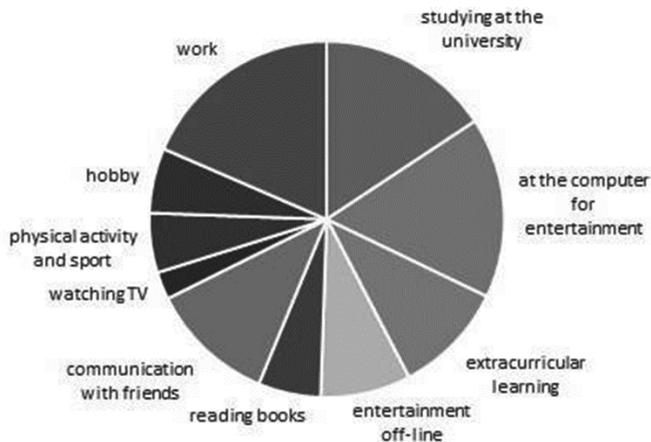
As can be seen from the table and picture, the largest amount of weekly time for students is work (average 19.1 hours), on the computer for entertainment and communication, students spend an average of 17 hours, and 16.3 hours are spent on classroom training. Students spend less time communicating with friends - 11.8 hours and extracurricular training - 10.6 hours per week. R. Arum and J. Roksa in their study about the weekly amount

of time of American students received the following results: 15 hours a week average students attend classes and laboratories and spend 12 hours in extracurricular activities [1, p. 118], i.e. almost as much as according to the results of our study (the total amount of time spent for training according to their results, and ours is approximately 17).

Table 5.1

Distribution of students' weekly time according to the results of the survey

№	Activity	The arithmetic mean of time spent per week, hours.
1	Classroom training	16,3
2	At the computer for entertainment	17
3	Extracurricular learning	10,6
4	Entertainment offline	8,5
5	Reading books	5,9
6	Communicate with friends	11,8
7	Watching TV	2,6
8	Physical activity, sports	5,6
9	Hobby	6,1
10	Work	19,1

**Figure 5.1.** Distribution of students' weekly time, %.

Regarding the impact of work on student learning outcomes, they note that "on-campus employment is associated with more positive student outcomes than off-campus work", which is explained by the fact that actions

that keep students connected with their coevals are more useful" [1, p. 121]. At the same time, "student productivity increases with employment on campus until students reach approximately ten hours. If students devote more than ten hours to work on campus, the extra hours do not lead to improved CLA scores any more [CLA is a test of university assessment that determines the development of critical thinking and writing skills. – Author's comment]. However, the amount of time that students spend off-campus has a negative impact on learning: the more hour students spend off-campus, even at a small level, the lower their success in CLA is"[1, p. 124]. What might be called "campus work" is uncommon for Ukrainian students, and additional research is needed to study the impact of work on academic performance.

At the same time, it is noteworthy that, according to students, they devote a significant amount of time to work. According to the results of our survey, 61% of full-time students work, while 94.4% of those who work spend more time at work than in classroom training, and 72.2% of those who work spend more time at work than for classroom and extracurricular education together (this is 37% and 28.3% of the total number of full-time students surveyed, respectively).

The results were probably influenced by the fact that the survey involved older students, freshmen usually work less. On the other hand, the sample of students included a fairly wide range of students - bachelors and masters of the 3-6 courses. The high percentage of employees is, of course, due to economic reasons, in addition, the students themselves want to have practical experience, feel independent, partially or completely financially self-sufficient. Such behaviour has become the social norm today. It should be noted that the work of students has its advantages, especially if it is according to the specialty (which is not often the case). But, even work outside the specialty brings the opportunity to gain practical experience of teamwork, to adapt, to develop important general knowledge, skills, qualities (communicative, organizational, ethical, etc.). At the same time, the education of students, who for a significant part of their time not only study but also work, requires special research and requires taking this fact into account in the organization of the vocational education process.

But what is more worrying is not even the work of students, but the fact that they prefer entertainment even more than study or work. We summarized the total amount of time students spent studying (university and extracurricular), as well as all the answers related to entertainment and communication: at the computer, offline entertainment, communication with friends, watching TV, hobbies. The obtained results in percentage are presented in Figure 5.2.

As can be seen from Picture 5.2, according to students, they spend almost 2 times (to be exact - 1.7) more time for entertainment than for training. Overall, 80.3% of students said that on average they had more fun per week

than they studied (compared to 28.3% of students who work more than they study), and 52.5% had more fun than studying and working together.

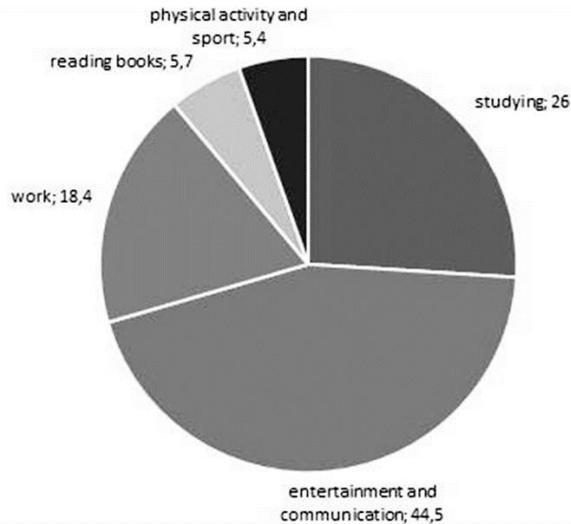


Figure 5.2. The total percentage of educational and entertainment activities of students per week, %

Not surprisingly, in the information age, the computer is the number one entertainment for students. 22% of students spend more time on the computer for entertainment and communication than on studying, and 10.7% of students spend more time studying and working together.

The obtained results are not unique a similar picture can be observed in the results of other studies. R. Arum and J. Roksa cite the results of a survey of California University students: “While students spent thirteen hours a week studying, they also spent twelve hours talking to friends, eleven hours using computers for entertainment, six hours, watching TV, six hours on hobbies, and three hours on other entertainment. Thus, students spent an average of 43 hours a week outside the classroom for these classes, i.e. more than three times larger amount of time they spent studying [1, p. 119].

If we consider the structure of students’ free time we interviewed, then learning does not occupy a leading place in it among other activities (Figure 5.3).

For the overall picture, it can be noted that: 11.5% do not read books at all, 2.5% have no friends, 11.5% have no offline entertainment, 55.7% do not watch TV, 17.2% have no physical activity, 16.4% are not engaged in hobbies. But only one student surveyed does not use a computer for entertainment and communication.

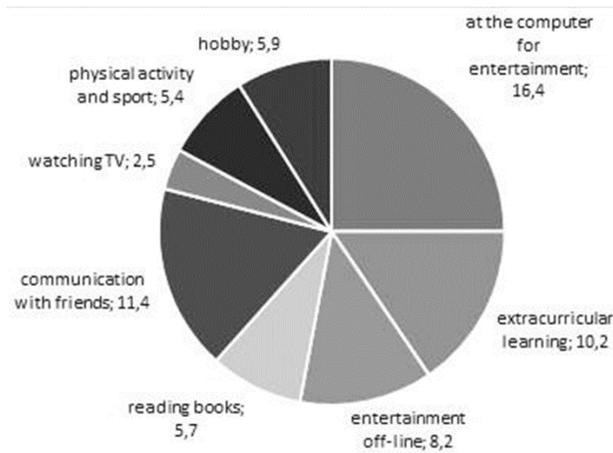


Figure 5.3. The structure of students' free time per week, hours.

We also decided to determine the ratio of the number of students who are mainly studying or having fun. For calculations it was decided to use 1 hour a day, i.e. 7 hours a week. According to the results: 45.9% of students spend less than 7 hours of their free time per week on extracurricular activities, and vice versa spend more than 7 hours: 68.9% of students at the computer for entertainment, 57.4% of students to communicate with friends, 50% of students for entertainment offline. That is, a little less than half of the students surveyed study less than one hour a day in their free time, but two-thirds of students spend more than an hour at the computer and a little more than half and a half spend more than an hour with friends and offline. Unfortunately, the education of today's students is not their life priority, it is not surprising that the quality of education of Ukrainian students needs to be significantly improved.

In our opinion, the results of a survey of students about what and how many hours they spend per week indirectly indicate their leading interests and motives. Thus, it can be stated that the motivation of students is developed not enough, entertainment is more interesting for them. At the same time, it cannot be denied that the results of professional training directly depend on how diligently and persistently students are ready to study.

Under such circumstances, the importance of teacher leadership as a special pedagogical role increases, which affects the intensification of student learning. Teachers-leaders are characterized by a strong sense of purpose, enthusiasm for their discipline and the ability to inspire students to strive and solve complex problems, to achieve high results of their own training. Of course, we do not rule out the fact that these results will depend on the

individual characteristics of the students themselves, the current principle of subject-subjective interaction involves active participation and equal responsibility from both participants in the learning process. But the teacher's leadership is especially important in terms of influencing the motivation of students, their greater independence, a more conscious attitude to the organization of their time and learning process.

In our opinion, transformational leadership of the teacher will be of particular importance. According to the works of B. Bass and B. Avolio, transformational leadership is characterized by: ideological influence (leaders demonstrate purposefulness and ability to achieve the goal and their behaviour is a model that causes a desire to follow them); intellectual stimulation (leaders focus on creativity and innovation); inspiring motivation (leaders "charge" with confidence, optimism and enthusiasm to achieve the desired results); individual approach (leaders understand the needs of their followers and show an individual approach to them) [2]. As we can see, all these features would be useful and important for a high school teacher, who by his example and ability to inspire, direct to enhanced intellectual work could direct students to more persistent educational work.

The results of the questionnaire showed a lack of motivation of students to study: the distribution of weekly time shows that students are willing to spend more time on entertainment than on training. In particular, slightly less than half of the students surveyed study less than one hour a day in their free time, but two-thirds of students spend more than one hour having fun and talking on the computer. In such conditions, the transformational leadership of a teacher becomes especially important, because leadership means influencing the motivation of students and their more conscious attitude to the organization of their time and learning process. [39].

5.3. MANAGEMENT OF THE STUDENT'S INDEPENDENT WORK AS AN IMPORTANT FUNCTION OF A TEACHER-LEADER OF THE XXI CENTURY

Formation and development of teacher leadership of higher school teachers is an important problem of modern theory and methods of vocational education. Teacher leadership can be seen, on the one hand, as the ability to perform the administrative functions of teachers, including community service, and, on the other hand, as the ability to teach the most effectively. The latter corresponds to modern trends in society and provides special skills

of the teacher to organize the educational process, use of innovative approaches, cooperation with students, the teacher's individual approach, variable teaching methods, various means of stimulation and motivation and more. A separate important area of work of a teacher-leader is the management of students' independent work, which is especially relevant in today's information world.

Today independent work of students plays an important role in mastering the content of professional training (N.P. Pasmor; S.V. Sharov) [32; 48], which is reflected in the curricula and programs. At the same time, we consider it necessary to study the features of independent work of modern students to understand ways to improve it.

In order to conduct a survey of students, a questionnaire in which they needed to note how often they engage in various activities in the process of independent extracurricular activities was developed. For each type of work (see Table 5.2), students chose one of six answer options: "every day", "several times a week", "several times a month", "several times a semester", "I do not do", "Difficult to answer".

In this article, we offer the results of a survey of 124 students in both humanities and engineering: in 2017/2018 the students of the 3-6 courses of the social and humanitarian technologies, technical engineering, physical and technical faculties of the National Technical University "Kharkiv Polytechnic Institute" took part in it. To determine what types of independent work students perform most often, a significance factor was calculated. This ratio allows to characterize the weight of a particular indicator compared to others. Significance is characterized by a certain fraction within a unit, ie the sum of significance coefficients is always equal to one. To calculate the students' answers were transformed into points: "every day" - 5 points, "several times a week" - 4 points, "several times a month" - 3 points, "several times a semester" - 2 points, the answers are "I do not do" and "difficult to answer" for 1 point. The coefficient of significance was defined as the division of the sum of points assigned by N students on the i-th indicator by the sum of points assigned by N students on n indicators [11].

The results of calculating the significance factor are shown in the table 5.2.

As can be seen from Table 5.2, most often students search for information on the Internet by discipline, do written homework, study additional information outside the curriculum and read lecture notes. Such specific types of work as course design and calculation works are seldom performed.

Table 5.2

Significance factor of different types of independent work

№	Types of independent work (in descending order of significance)	Significance factor
1	Search for information on the Internet by disciplines	0,141
2	Written home tasks	0,128
3	Study of additional information not on training programs (for self-development)	0,123
4	Study of the synopsis	0,117
5	Reading educational literature	0,110
6	Execution of abstracts	0,104
7	Reading scientific literature	0,103
8	Execution of course projects	0,096
9	Calculation tasks	0,078

27% of surveyed students search for information on the Internet in the disciplines studied every day, 35% several times a week, only 21% several times a month, and only 21% per semester, respectively, no student stated that they do not use the Internet. Such results in the information age are not surprising, the Internet is the most common channel of information today. But, on the other hand, it imposes additional requirements on today's teacher. The results show that the Internet is much more often used to search for information than educational and scientific literature, indirectly showing that students do not particularly look for textbooks and scientific articles online on the Internet, and therefore the quality of information consumed by students and their critical thinking development is an urgent problem. It is known that the Internet contains sources with erroneous, unverified, inaccurate, incomplete information, the ability to critically evaluate these sources is not only an important general skill for modern students, but also a guarantee of their quality extracurricular learning. From this point of view, it would be desirable for students to prefer reliable sources, such as available online scientific and educational literature.

Another problem is the development of academic integrity in students. Unfortunately, when performing a number of works, students can copy text from open access to the Internet. The problem of plagiarism today is very acute. The prevalence of information, instead of developing analytical and critical skills, is sometimes used to "facilitate life" that does not meet the requirements of vocational education. That is why we consider a rather

outdated form of work by students to perform essays, because sometimes this work is no longer an analytical review of various literary sources, but the use of "ready-made" works from the relevant numerous sites. However, according to our survey, the implementation of abstracts is a fairly common work: 34% and 33% of students said that they do it several times a month and several times a semester, respectively.

The second type of independent work in terms of frequency is written homework: 16% of students work on them every day, 42% several times a week, 16% - several times a month and per semester, only 5% do not do such work, 4 % did not answer (indicated "difficult to say"). It can be noted that written works force a significant number of students to work the most honestly. Such tasks can be quite productive, especially if they require independent thinking, comprehensive analysis, own generalizations, solving practical problems, and so on. Interestingly, students perform calculation tasks less often, and this is typical not only for humanities students, but also for students of technical specialties (the latter often noted the answer "several times a semester" for computational work - 48%, "several times a month" - 28% of respondents). Probably the reason is their considerable complexity. For the whole respondents: 34% of students perform such work several times a semester, 19% - several times a month, 19% - do not perform, 15% - did not answer, and only 12% work on calculation tasks several times a week.

Students are relatively active in working with lecture notes, actually read them more often than educational and scientific literature. It can be assumed that students find it convenient and useful to use their own lecture notes, as it summarizes and structures the most important material, in addition, the syllabus allows to remember the lecture itself, and the availability of its presentation by the teacher is the key to studying the material quite effectively. But as important should be the reading of various, including additional educational and scientific sources. According to our survey: 37% of students read the syllabus several times a week, 27% - several times a month, 23% - several times a semester. Educational literature is read by 30% of students several times a week, 35% - several times a month, 21% - several times a semester.

But the biggest concern is the students' lack of studying of the scientific literature. It was directly stated that 14% of respondents do not read it, another 6% - it was difficult to answer, i.e. 20% of students do not turn to this type of information, which should be unacceptable for a person who wants to get a higher education. For comparison: in terms of reading abstracts, such students stated 4% and 3%, in terms of educational literature - 7% and 5%,

respectively. At the same time, the study of scientific literature is the key to the diversity of education, the development of scientific thinking, intellectual abilities, the ability to understand the methodology of the discipline and more. Therefore, high school teachers need to do special work to encourage students to in-depth analysis of modern scientific literature.

According to the subject of our survey, most of the questions of the questionnaire concerned the independent work of students aimed at deep mastering the content of academic disciplines. The question regarding the study of additional information on non-university programs was added to the questionnaire, as we consider the wide erudition and diverse self-development of students to be important. As expected, students mostly pay considerable attention to such self-development. Today's information environment stimulates curiosity and provides ample opportunities to meet it, and if students take advantage of such opportunities, it is to be welcomed. According to the results, 27% of students study information for self-development every day, 21% - several times a week, 23% - several times a month. However, negative factors were also revealed: 8% of students indicated that they were not engaged in this type of activity, 10% - it was difficult to answer. Thus, 18% of surveyed students pay little attention to additional self-development and need special work to realize the importance of diverse education and general cultural knowledge.

In our opinion, special attention should be paid to the extent the students are ready to study every day and during the week, because it is diligent, constant, continuous learning that brings the best results. According to the results of our survey, 83% of students are engaged in one or more types of independent work at least several times a week. But, as already mentioned, such activities as searching for information on the Internet and doing written homework predominate. Every day or several times a week, 61% of students study the syllabus and / or read educational literature and / or read scientific literature, which, on the one hand, is a good indicator, but on the other hand, it means that 39% of respondents study not enough. As for diligent training every day, the figures are much lower. Only 40% of students are engaged in some kind of independent work every day, with only 10.5% reading either a synopsis or educational or scientific literature every day.

In general, the independent work of students requires significant intensification and special guidance, which is an important function of a modern teacher-leader. When supervising independent work, special attention should be paid to written tasks, as students work on them especially fruitfully, as well as intensifying their reading of educational and especially scientific

literature, development of students' critical thinking, academic integrity, broad erudition, their focus on more intense, enhanced, active independent extracurricular work every day.

Thus, according to the results of the questionnaire, students most often search for information on the Internet, do written homework and read lecture notes. But only 40% of surveyed students are engaged in some kind of independent work every day. Based on the results of the survey, it is substantiated that in the modern conditions of the information society the importance of managing the student's independent work as an important function of a modern teacher-leader increases. [37].

5.4. LEADERSHIP STYLE OF HIGH SCHOOL TEACHERS

An important problem of modern theory and methods of vocational education is the development of teacher leadership. For a high school teacher, according to the theory of distributed leadership, this means the performance of administrative functions, which includes, for example, proactive responsibility for a particular area of work, holding meetings, various organizational activities. Another area of teacher leadership development is directly related to teaching. Thus, the model developed by R. Cheung, T. Reinhardt, E. Stone, & J.W. Little, provides four activities for teacher leadership: cooperation (mentoring, assistance, training for other teachers, promoting cooperation between teachers and the development of the teaching community); provision of resources (development, adaptation and dissemination of teaching aids, scientific materials, modern technologies, innovative pedagogical ideas), advocacy (informing about modern research and opportunities for integration of science and curricula, participation in academic discussions, improving scientific training of students); modelling (practical improvement of the educational process, analysis and discussion of high-quality teaching experience, introduction of effective teaching methods) [12]. The development of teacher leadership is a promising area of research, the practical significance of which is related to ensuring high efficiency of teaching and learning in higher educational institutions.

Problems of essence, features of teacher leadership, their influence on educational process, features which are inherent in teachers-leaders are considered in works of R. Cheung, T. Reinhardt, E. Stone, & J. W. Little; O. Palamarchuk; E. Szeto, & A. Y.-N. Cheng; K.S. Von Esch; H. Zacher, & E.

Johnson et al. [12; 30; 54; 58; 59 et al.]. The problem of teacher leadership development is actively developed by the modern pedagogical community. At the same time, the problem of determining the characteristics of leadership styles of high school teachers in Ukrainian higher educational institutions has been studied insufficiently.

Awareness of the prevalence of leadership styles among high school teachers is important for improving their pedagogical skills in particular and the learning process in higher educational institution in general. Thus, in researches of O.A. Bota & C. Tulbure; M.A. Dahar, F.A. Faize, A. Niwaz, M.A. Hussain, & A. Zaman [8; 13] it was determined that the leadership style of teachers affects the academic success of students: the best performance is associated with the democratic style of the teacher, the worst results are in the liberal one; authoritarian style gives worse results than democratic, but better than liberal one [8; 13]. In a study by Yu.M. Terletska it was determined that these three styles significantly affect the efficiency of the professional activity of a high school teacher [56].

According to pedagogical research, the most desirable is the democratic style of a teacher (O.M. Bieliaieva; O.A. Bota, & C. Tulbure; M.A. Dahar, F.A. Faize, A. Niwaz, M.A. Hussain, & A. Zaman; O.S. Kozlova; O.V. Savchuk; I.A. Ziaziun, L.V. Kramushchenko, I.F. Kryvonos, O.H. Sameshchenko, V.A. Semychenko, & N.M. Tarasevych; et al.) [6; 8; 13; 20; 47; 63]. The worst is the liberal style (O.A. Bota, & C. Tulbure; M.A. Dahar, F.A. Faize, A. Niwaz, M.A. Hussain, & A. Zaman; O.S. Kozlova; I.A. Ziaziun et al.) [8; 13; 20; 63].

Regarding the authoritarian teaching style, the opinions of scholars and research results are contradictory. It is often noted that although this style can lead to positive learning outcomes, it is generally less desirable and favourable than democratic one. In particular, I.A. Ziaziun et al. notes, "if we choose an authoritarian style in our interaction, we can count on the objective result, but the psychological climate in the process will not be favourable: the work goes on only under control, there is no responsibility, the formation of collectivist qualities is slowed down, anxiety develops", as for the democratic style - "in this case we cannot count on the immediate high objective result. However, as a sense of responsibility is formed, creative tone increases, the ability to work consciously, independently and creatively gradually develops, we ensure a stable result in work and lay a solid foundation for personal development." [63, c. 217].

Some researchers consider authoritarian, democratic, liberal styles through the prism of pedagogical communication (O.M. Bieliaieva; O. Zhdanova-Nedilko) [6; 60], but most consider it due to the peculiarities of

managerial activity of teachers (O.S. Kozlova; O.V. Savchuk; Yu.M. Terletska; I.A. Ziaziun et al.) [20; 47; 56; 63].

In particular, I.A. Ziaziun et al. characterizes these three styles as following: “an authoritarian teacher, arbitrarily determining the direction of the group, indicates who should work with whom and how to do. This inhibits student initiative. The main forms of interaction: order, designation, instruction, reprimand... The teacher who has chosen a democratic style, based on the opinion of the team, seeks to bring the purpose of the activity to the attention of each student and involve everyone in active participation in the discussion of work. The main ways of interaction: encouragement, advice, information, coordination, which develops students' self-confidence, initiative... A liberal teacher tries not to interfere with the life of the team, easily succumbing to often contradictory influences. Forms of his work outwardly resemble democratic, but due to the lack of personal activity and interest, unclear program and lack of responsibility of the manager the work goes by itself, the educational process is uncontrollable. The results of work are much lower " [63, p. 217].

O.S. Kozlova notes that “if we consider the interaction of the teacher with the audience from the standpoint of the classification proposed by K. Levin, we can say that the authoritarian teacher assumes that students do not like to study and avoid learning activities, they have no ambition and they want to be ruled. Compulsion, control, and the threat of punishment are needed to force students to learn. An authoritarian teacher clearly structures the work of students and gives them almost no freedom in decision-making, in order to ensure the implementation of educational work, resorts to prohibitions without concessions, can exert psychological pressure, usually in the form of threats... A democratic teacher assumes that if students share learning goals, they will use self-management and self-control, capable of creative problem solving. Such a teacher chooses mechanisms of influence that appeal to higher-level needs: the need for belonging, high purpose, autonomy, and self-expression, and avoids imposing one's will or vision on students. Students use a wide freedom in performing tasks. Having defined general goals, the teacher provides instructions in the form of suggestions, allows students to formulate their own goals in accordance with those he formulated. Instead of exercising tight control over students in the process of their independent work, the democratic teacher waits for the work to be completed to evaluate it. Approvals and punishments are provided with advice, orders and prohibitions - with discussions. A democratic teacher tries to make learning tasks more attractive for students, creates a situation in which they themselves will motivate themselves to some extent, because the work itself, by its nature, is

a reward... A liberal teacher gives students almost complete freedom in setting their own goals and in controlling their work, performs a minimum of work as a leader. [20, p. 196-198].

O.M. Bieliaieva, characterizing these styles, places great emphasis on the peculiarities of communication between teacher and students: "signs of authoritarian style: total control over the performance of any task; psychological pressure and discomfort in communication; subjective evaluation of the achieved results. The main forms of interaction in an authoritarian style are orders, instructions, reprimands. A teacher, who is characterized by an authoritarian style, is usually taciturn (although sometimes the opposite), he is dominated by a "guiding" or "directive" tone and the inadmissibility of denial... Democratic style is based on the opinion of both the individual student and the entire student team. The "teacher-democrat" tries to bring the purpose of activity to the consciousness of everyone; to form a personally and socially significant motive for activity; to develop the student's self-confidence; to stimulate independence; take into account individual predispositions and inclinations; encourage initiative. The main forms of interaction in a democratic style are wishes, requests, advice... Liberal style, in Kurt Levin's terminology is "indulgent". In general, it is characterized by the lack of a system of organization of students' educational activities and control over the implementation of certain tasks, formality, attempts to avoid responsibility for what happens in the classroom. The main form of interaction is persuasion. The biggest disadvantage of the liberal style is the lack of purposeful activity on the part of the teacher " [6, p. 18-19].

Summarizing pedagogical research, we have identified the criteria and characteristics of leadership styles of a teacher in accordance with them (table.5.3).

To determine the prevalence of leadership styles of teachers, a questioning of students was conducted. The study was conducted at the National Technical University "Kharkiv Polytechnic Institute". The survey involved future computer engineers, mechanical engineers, electrical engineers, physics engineers, future managers, psychologists and teachers. This allowed us to summarize the diverse assessments of students who had experience communicating with teachers of both technical and humanities. Among engineering students, those who chose from the disciplines for free choice of students - courses of pedagogical orientation (according to the curriculum it could be "Pedagogy of higher education", "Methods of teaching in higher education") were invited to participate in the study. 410 students, including 254 humanities students and 156 technical students.

Table 5.3

Characteristics of leadership styles of high school teachers

Criteria	Leadership styles of a teacher		
	Authoritarian style	Democratic style	Liberal style
Setting goals and objectives in the learning process	The teacher decides "what", "how" and "when" students should do	Students take part in choosing ways to solve educational problems, in planning "individual path of development and learning"	Unclear goals, the teacher does not interfere with solving educational problems by students, is eliminated from the leadership of the educational process
Organization of the educational process	Significant and constant attention to achieving goals, regardless of the characteristics of students	Significant and constant attention to achieving goals, taking into account the characteristics of students	Everything goes by itself, there is the lack of "feedback" for students
Control	Hard, consistent	Strong, consistent	Weak, inconsistent, low level of requirements
Attitude towards students	Indifferent, the point of view, interests and wishes of students are not taken into account	Interest, attention to students, taking into account their individual needs and wishes	Indifferent, contradictory
Communication	Formal, limited opportunity to express their own views, critical views. Monologism prevails	Friendly, critical judgments, discussions, activity is encouraged. Dialogicity prevails	Formal, the teacher avoids organizing interaction with students
Discipline	Strictly controlled	Controlled	Unmanaged
Motivation of students	More negative	More positive	Unmanaged
Forms of interaction	Subject-object. Order, designation, instruction, reprimand	Student-centered. Subject-subject. Encouragement, advice, information, coordination	Persuasion, informing. Non-interference with the work of students prevails
Personal traits of students who are encouraged	Subordination, dependence, obedience, passivity	Initiative, independence, self-confidence, creativity, responsibility	Independence, insecurity
Defining qualities of a teacher	Authoritativeness, dominance, self-confidence, dogmatism, demanding, responsibility, organization	Friendliness, tact, demanding, flexibility, creativity, responsibility, organization	Uncertainty, incompetence, passivity

Future psychologists and teachers also studied pedagogical disciplines as required by the curriculum. A special conversation was held with future managers. That is, before the survey, students were taught about the essence of teaching styles, the features of each style were discussed with them, and examples of teachers' behaviour for each style were given. Because of this work, students understood the questionnaire well. In addition, the instructions of the questionnaire provided explanations about the leadership styles of teachers, which students were asked to evaluate, and if additional questions arose, students had the opportunity to ask for explanations. The total sample size was

The questionnaire involved the student's assessment of the percentage from 0 to 100 of each leadership style (authoritarian, democratic, liberal) according to their perception of which styles were used by teachers to a greater or lesser extent during their studies in the HEI. It was emphasized that the total number of students' answers in all styles can be more than 100, as the same teacher can combine several communication styles and behave differently in different situations.

Interpretation of the results was performed after calculating the arithmetic mean of all students' answers, which showed which styles are more typical for high school teachers. In order to obtain additional data, in addition to the calculations on the percentages set by students of the prevalence of leadership styles, we also transformed these estimates into rankings. That is, if a certain style the student gave the highest percentage, then this answer was assigned a rank of 3, with the lowest percentage - rank 1, with equal values was assigned a middle rank. Calculation of results by rank allowed to determine additionally how many students consider this or that style to be predominant.

Participation of students of different specialties in the survey allowed to compare the perception of leadership styles of teachers by students of technical and humanitarian profile. *Student's* criterion was used for statistical analysis of the survey results. The critical value was equal to $p \leq 0.01$ $t_{kp} = 2,58$ to $p \leq 0.05$ $t_{kp} = 1,96$.

Fisher's criterion was used for statistical analysis of students' responses to rank. The critical value was equal to $p \leq 0.01$ $\varphi_{kp} = 2,31$, to $p \leq 0.05$ $\varphi_{kp} = 1,64$.

In this case, Fisher's test was used because it compared the number of students who ranked each of the teacher leadership styles, i.e. two indicators that characterize the frequency of a trait that has two values (for example, the number of respondents who ranked 3 in a certain style and the number respondents who did not do that). The use of another criterion, the Student's t

test, to analyse the results of the percentage responses is to check the equality of the mean values in the two independent groups.

According to the results of the survey, students believe a democratic style to be the most characteristic of teachers. The arithmetic mean of all students' answers is 57.4%. Liberal style is the least common for teachers (arithmetic mean - 21.9%).

It should be noted that although from the point of view of students in the of teachers' behaviour democratic style is predominant, but in a significant number of situations, teachers used authoritarian style (arithmetic mean 38.7% of all answers). Moreover, if we show the manifestation of authoritarian and liberal styles of teachers, it turns out that according to students, the number of situations in which they encountered undesirable styles of teaching behaviour is almost equal (even slightly higher) to the manifestation of democratic teaching style (60.6% and 57, 4% respectively).

Visually, the prevalence of leadership styles of teachers as a result of a survey of students is shown in figure 5.4.

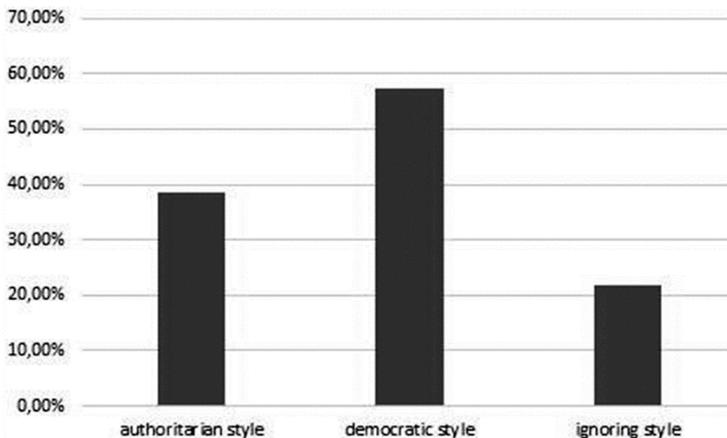


Figure 5.4. The level of leadership styles manifestation of high school teachers according to students, %.

Translating students' percentages into rank allowed to determine that 22.7% of students believe that authoritarian style prevails among the other two, while 26.6% of respondents said that authoritarian prevails democratic, 68.3% - that authoritarian prevails liberal. 57.3% of students believed that the democratic style prevailed among the other two, with 60.9% of respondents indicated that the democratic prevailed authoritarian, 84.6% - that the democratic prevailed liberal.

Only 7.6% of students say that the liberal style prevails among the other two, with 17.1% - that the liberal prevails authoritarian, 11.9% - that the liberal prevails democratic.

A comparison of which style students gave higher grades by transforming grades into rank shows that the vast majority of students (almost 60%) put democratic style first as a style that is more evident in teachers. And just over 20% of students gave the highest marks to the authoritarian style of teachers.

At the same time, 12.4% of respondents believe that the authoritarian and democratic style of teachers is equally manifested, 14.6% - that authoritarian and democratic are equal, and only 3.4% of students gave the same marks to the democratic and liberal teaching style. That is, although only about 20% of students believe that the authoritarian style is dominant, almost half of the students (47%) indicate that the authoritarian style is either inherent in teachers more than others, or equally with the other two. Although such assessments are much higher for the democratic style (73.1% of students), we believe that students' assessment of the authoritarian style of teachers is quite high and special work should be done to make the teaching style more favourable for students.

Visually, the comparison of rank assessments of the manifestation of leadership styles of teachers is shown in Figure 5.5.

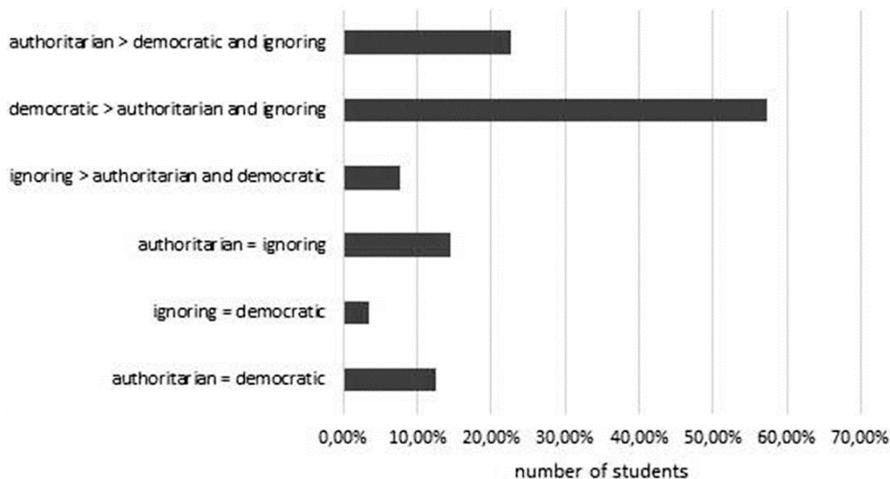


Figure 5.5. The number of students who evaluate the manifestation of a certain leadership style is greater than other styles, %.

Comparison of the answers of students of humanities and technical profile allowed to determine that the level of manifestation of authoritarian and

liberal styles in these two groups is assessed by respondents almost equally. Students believe that the authoritarian style is typical for 38.7% and 38.8% of teachers, respectively, liberal - for 21.3% and 22.9% of teachers, respectively.

Both groups believe that the democratic style is the most common in the activity of teachers. At the same time, humanities students rate the level of democratic style higher (59.9%) than technical students (53.4%). Comparison of estimates of the two groups is shown in Figure 5.6.

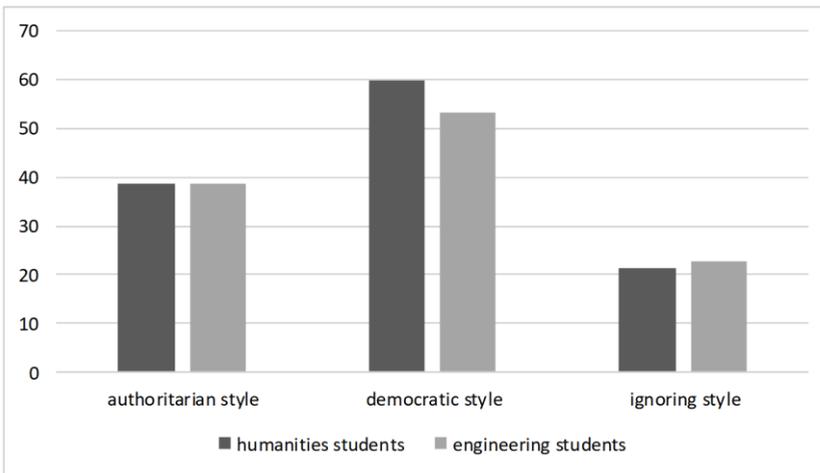


Figure 5.6. The level of leadership styles manifestation of teachers according to students of humanities and technical profiles, %.

Statistical analysis according to Student's criterion, allowed to determine that the difference in the assessment of democratic style by students of humanities and technical profile is significant (Table 5.4).

Thus, we can assume that teachers of humanities are mostly evaluated by students to be much more democratic (for $p \leq 0.01$) than technical teachers. A comparison of the rankings of humanities and technical students allows us to determine that in both groups approximately the same number of respondents indicated the authoritarian style as more characteristic of teachers than the other two styles. Among humanities students there were 22.4%, among technical students - 23.1%. At the same time, 25.9% of humanities students believe that the authoritarian style prevails democratic, and 67.3% - that the authoritarian style prevails liberal, among engineering students there were 27.6% and 69.9%, respectively.

Table 5.4

Significance of levels of leadership styles manifestation of teachers according to students of humanities and technical profiles

Leadership style of teachers	Student groups, %		Student's criterion
	Humanities students	Engineering students	
Authoritarian style	38,7	38,8	$t_{\text{EMH}} = 0$
Democratic style	59,9	53,4	$t_{\text{EMH}} = 3^*$
Liberal style	21,3	22,9	$t_{\text{EMH}} = 0.8$

* significant for $p \leq 0.01$.

A slightly larger number of humanities students (59.1%) believe that the democratic style prevails over the other two, compared to technical students (54.5%). At the same time, 62.2% of humanities students believe that the democratic style is dominated by the authoritarian, and 86.6% - that the democratic is dominated by the liberal, among engineering students there were 27.6% and 69.9%, respectively.

A slightly smaller number of humanities students (6.3%) believe that the liberal style of teachers prevails over the other two, compared to technical students (9.6%). At the same time, 16.5% of humanities students believe that the liberal style is predominantly authoritarian, and 11% - that the liberal style is dominated by the democratic, among engineering students there were 17.9% and 13.7%, respectively.

It is believed that the authoritarian and democratic style of teachers is manifested equally by 11.8% of humanities students and 13.5% of technical students. The number of humanities students is slightly higher than that of technical students, who believe that authoritarian and liberal style is equally prevalent among teachers (16.1% and 12.3%, respectively). Almost twice as many technical students as humanities students believe that the number of teachers with a democratic and liberal style is the same (5.1% and 2.4%, respectively).

Visually, the comparison of rank assessments by students of the humanities and technical profile of the leadership styles manifestation of teachers is shown in Figure 5.7.

The results of statistical analysis by Fisher's test are shown in table 5.5.

As can be seen from Table 5.5, there is no significant difference in the number of students who rate the manifestation of authoritarian, democratic and liberal style, respectively, in comparison with other styles.

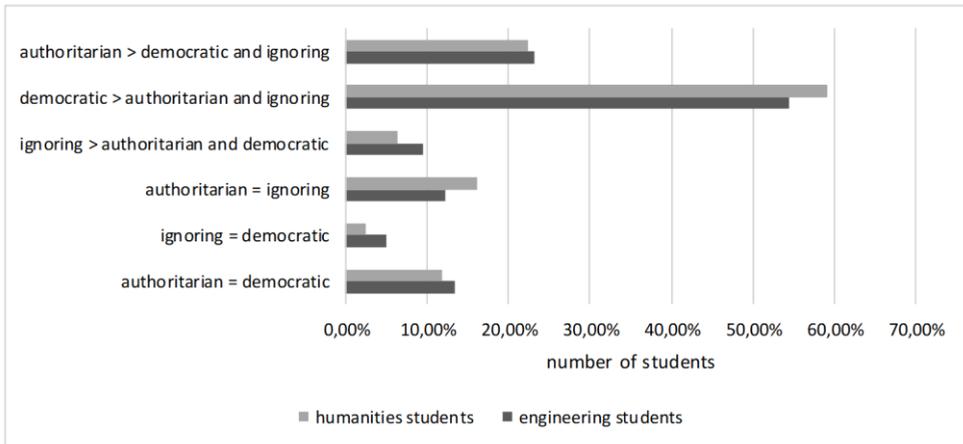


Figure 5.7. The number of students of humanities and technical profile who evaluate the manifestation of a certain leadership style to be higher than other styles, %.

Table 5.5

Significance of the difference in the number of students of humanities and technical profile who evaluate the manifestation of a certain leadership style greater than other styles

Leadership style of teachers	Amount of students, %		Fisher's criterion
	Humanities students	Engineering students	
Authoritarian style is more characteristic than the other two	22,4	23,1	$\varphi_{\text{emH}} = 0.167$
The democratic style is more characteristic than the other two	59,1	54,5	$\varphi_{\text{emH}} = 0.914$
The liberal style is more characteristic than the other two	6,3	9,6	$\varphi_{\text{emH}} = 1.209$

Thus, according to the results of the study, it was determined that the most characteristic of teachers (almost 60%) is a democratic style, while liberal style teachers show the least (about 22%). At the same time, a significant number of teachers (about 40%) use an authoritarian style. These data allow us to note that according to students, approximately the same number of teachers can use the most favourable leadership style (democratic) as well as undesirable one (authoritarian and liberal).

The vast majority of students (almost 60%) believe that the democratic style of higher education teachers is more pronounced than others. And just over 20%

of students gave the highest marks to the authoritarian style of teachers; for the liberal style such students gave only 7.6%. At the same time, almost half of the students indicate that the authoritarian style is either inherent in teachers to a greater extent than others, or equally with the other two.

Comparison of the answers of students of humanities and technical profile allowed to determine that the level of manifestation of authoritarian and liberal styles of teachers in these two groups is assessed by respondents almost equally. Humanities students rate the level of democratic style statistically significantly higher than technical students. There is no significant difference in the number of students in these two groups, who rate the manifestation of the authoritarian, democratic and liberal style of teachers, respectively, higher than in other styles.

The obtained results allow to note the need for purposeful training of higher education teachers to develop their ability to adjust their own style and use the most effective democratic style in teaching practice. Further pedagogical research can be aimed at solving this problem [38].

5.5. THE RESULTS OF SCIENTIFIC ACTIVITY OF A HIGH SCHOOL TEACHER AS AN INDICATOR OF TEACHER LEADERSHIP IN THE CONTEXT OF REFORMING THE EDUCATIONAL AND SCIENTIFIC FIELD

Improvement of the professional activity efficiency of a high school teacher is an important problem of pedagogical theory and practice, which is associated with the great social significance of this profession. The teacher does not only teach and lecture, he must provide value, motivational shifts, development of important moral, communicative, organizational, professionally important qualities, the ability to think critically, creativity, self-learning and self-improvement of students and more. The effectiveness of the teacher's work is one of the most important factors in the quality of training of higher education students, their ability to succeed in today's changing, post-industrial, global world.

The structure of professional activity of a high school teacher in the most general form includes educational, scientific, methodical and organizational work. Exactly in these areas of activity the Ukrainian teacher draws up an individual work plan for each school year and reports on its implementation at the end of the year. Each area of professional activity of teachers requires a separate study to determine the most rational and relevant ways to improve it; we now consider it necessary to focus on the problems of scientific activity.

The results of scientific activity of a high school teacher are one of the most important in the assessment of teacher leadership. Y. Liu et al. developed a mechanism for calculating the bibliometric indicator of teacher leadership, which allows to assess the effectiveness of research activities of the teacher as the ratio of the obtained results and used resources. In determining the results, these authors propose to take into account the impact factor of magazines in which the teacher publishes his works, the number of published articles, citation index, time spent on publications. Resources are evaluated through the number of co-authors and the received funding [23]. At the same time, a number of researchers believe (A. Hofmeyer, BHSheingold, HC Klopper, & J. Warland; R. Nunn, & A. Pillay) that in assessing teacher leadership, more attention is paid to the research activities of teachers, than success in teaching, which is not correct. Moreover, in the career advancement of teachers, scientific indicators become crucial, so it is important for university management to recognize the leadership of teachers in teaching and lecturing. [15; 28].

The interdependence of the effectiveness of scientific and teaching activities of the teacher remains debatable. So, R. Yu. Boldyireva, E.P. Mihaleva & A.L. Sabinina give conflicting data from various studies: according to some of them, the effectiveness of higher education teacher depends on almost 70% of his scientific competence, the effectiveness of educational content depends on it more than 30%, in particular, but according to other studies, the correlation between the quality of scientific research and teaching activities is quite low and tends to decline over time [7, p. 54-55]. R. Swihart, M. Sundaram, T.O. Höök, & J.A. DeWoody conducted a study in 33 research universities in the United States, which showed that teachers with more scientific results were more effective (number of publications and citation indexes), but this dependence was the lowest for teachers of social and managerial disciplines [52].

In general, teachers of research universities in the United States have less workload and spend more time doing science than teachers of other types of higher education institutions. According to T.A. Tartarashvili, "studies conducted in different years showed that the pedagogical workload of PPS (teaching staff - our comment) in research universities ranged from 4 to 6 hours per week, in universities of the lower category and colleges of liberal arts, it was 9-12 hours, and in 2-year colleges - 15 hours. That means that the lower the category of HEI is, the bigger is the load on the teacher [55, p. 318]. He also cites data that professors of research universities spend about 30-40% of their working time on research, while "as the category of HEI decreases, so does the time allocated to PPS for scientific work", teachers of local colleges almost do not have time for doing science [55, p. 318-319].

According to the National Center for Education Statistics in 2003, full-time faculty and staff in private, nonprofit, and public education institutions with a doctoral program spent about 30 percent on research, about 50 percent on teaching, and about 20 percent on teaching, administrative and other activities. Associate degree teachers in public colleges spend about 80% on teaching and only 3.5% on research [10, p. 29].

Research universities are the institutions that account for most of the research in the United States, whose graduates create new startups, new jobs, continue research, and develop the economy. Universities of this type consistently make up three quarters "in the list of the 40 best universities in the world according to different versions of world rankings" [55]. They are highly selective HEIs, with the highest quality of education, and, therefore, they are the examples of the importance of scientific work for effective teaching.

The inconsistency of some research results in this regard can be explained by many factors. It is important that the situation "a good scientist, a bad teacher" is not to be observed (either due to excessive immersion only in science, or due to insufficient pedagogical skills). However, the results of scientific activity of high school teachers are of great importance as one of the main indicators of teacher leadership and as an additional source of improving the educational process in the HEI.

Today, Ukrainian higher education is in the process of active and significant reform of the educational and scientific field. Over the past five years, Ukraine has adopted a number of legal documents that define these changes: the Law "On Higher Education" (2014), the Law "On Scientific and Scientific-Technical Activities" (2015), the Resolution of the Cabinet of Ministers of Ukraine "About the statement of License conditions of carrying out educational activity" (2015), Order of the Ministry of Education and Science of Ukraine "On approval of the Procedure for awarding academic titles to scientific and scientific-pedagogical workers" (2016), Resolution of the Cabinet of Ministers of Ukraine "On approval of the Procedure for training PhD and Doctor of Science at the HEI (scientific institutions)" (2016), order of the Ministry of Education and Science of Ukraine "On approval of the Procedure for forming the List of scientific professional publications of Ukraine" (2018), order of the Ministry of Education and Science of Ukraine "On publication of dissertations for doctoral and candidate degrees" (2019) and others.

Generalization of normative-legal documentation allows to define modern tendencies of reforming of scientific activity in educational institutions:

- strengthening the integration of Ukrainian science into the world scientific space;

- promotion of scientific, including publishing, activity of teachers;
- innovative changes in the preparation of applicants for higher education for the degree of Doctor of Science and, especially - Doctor of Philosophy;
- new mechanisms of institutional support and quality control of scientific activity;
- increasing attention to issues of academic integrity.

The licensing conditions for conducting educational activities set staff requirements, which include minimum requirements for indicators of scientific activity for teaching in the HEI. One of the indicators is the presence of a scientific publication in a publication that is included into scientometric databases of Scopus and Web of Science Core Collection. Such publications are mandatory for the degree of Doctor of Philosophy and Doctor of Science, and academic titles of associate professor and professor, as well as important for members of scientific publications as a condition for its inclusion in the list of scientific magazines of Ukraine. Such requirements do not intensify the publishing activity of teachers only, but also contribute to the integration of scientific achievements into the world scientific space. There are other requirements that strengthen cooperation with the international scientific community.

Much attention is paid to the established international cooperation and the creation of an atmosphere of academic integrity in HEI in the process of accreditation of educational programs for higher education by the National Agency for Quality Assurance in Higher Education, which started its work in 2019. Currently, Ukraine is working on the creation of the National Repository of Academic Texts, which will help to optimize opportunities for the exchange of scientific results between scientists, as well as the verification of texts to detect plagiarism. Institutional support for research also includes the establishment of the National Council for Science and Technology Development (2017) as an advisory body to the Cabinet of Ministers of Ukraine and the National Research Foundation (2018), which aims to support Ukrainian scientists through grants.

The Law of Ukraine “On Scientific and Scientific-Technical Activity” also defines the need to create economically favorable conditions for scientific activity, provides for an increase in funding for science to 3% of GDP by 2025 (from all sources) [33]. For comparison: according to the statistical collection of the State Statistics Service of Ukraine, the share of expenditures for research in 2017 was 0.45% of GDP [26]. Of course, economic support for research is an important condition for its effectiveness, but we consider it necessary to analyze some more figures regarding the financing of education in Ukraine.

In Ukraine, there are sometimes lively voices about how well-funded education is, based on% of GDP (for example, the publication of M. Repko, & Yu. Ruda "Education in Ukrainian: 129 billion is a waste or investment?" In the online edition "Ukrainian Pravda" [36]). Indeed, the total expenditure on education, for example, in 2012 amounted to more than 6% of GDP, which is more than in the US, Canada, Finland, France and a significant number of other EU and OECD countries [61, p. 4]. About 1.1-1.4% of GDP is spent on higher education. But is education funding really one of the best in Ukraine? If to analyse more carefully, the answer is no. In fact, for example, the salaries of tariff rates for teachers, associate professors (Associate Professor) and even professors (Full Professor) (associate professor about 7 thousand UAH, professor - about 7.6 thousand UAH per month) (\$257, 8 and \$ 279.9 per month, respectively, at the rate of 14.04.2020) [34] are lower than the average salary in Ukraine, even with allowances for seniority, academic title and degree, the salary is only approaching the average (in February 2020) it amounted to UAH 10,847 [24] (\$ 399.16 at the exchange rate on April 14, 2020)). The cost per student in higher education in Ukraine in 2011 was about 3 thousand US dollars, which is 3, 4, and sometimes 8 times less than in the most economically developed countries (in Norway - about 26 thousand, Finland - about 15 thousand, USA - about 10 thousand, Great Britain - about 12 thousand, Italy, Spain - about 9 thousand) [61, p. 19]. Upgrading the material and technical base of the HEI also requires much more funding.

The problems of financing education in Ukraine are not surprising in fact due to low GDP. According to the analytical report of the Ukrainian Institute of Scientific and Technical Expertise and Information, "Ukraine is characterized by a low level of GDP per capita - in 2017 \$ 6600, while the average value of this indicator in the EU is \$ 28600. The growth rate of GDP and the rate of the population growth in Ukraine is negative" [35, p. 13].

Thus, even a relatively large percentage of GDP does not actually mean significant funding for education, let alone science, the funding of which, even as a percentage, is extremely insufficient. The effectiveness of education and science directly depends on the financial well-being of the country. Therefore, one can only hope for better funding for Ukrainian education and science, but Ukraine's economic problems, which may be exacerbated by the effects of the COVID-19 coronavirus pandemic, have not given any cause for optimism yet. In particular, the amendments to the state budget for 2020 in connection with the pandemic, approved by the Government of Ukraine on April 13, provide for a reduction in funding for education and science [25].

At the same time, according to the State Statistics Service of Ukraine and the analytical report of the Ministry of Education and Science, a number of

indicators of scientific activity is gradually decreasing in Ukraine (Table 5.6). International comparisons, which are given in the relevant statistical collection, allow us to note that the number of researchers per 1,000 employed population, the percentage of GDP expenditures and other indicators in the EU (EU 28) are growing, on the contrary [26].

Table 5.6

Dynamics of scientific activity in Ukraine *

2010	2015	2016	2017	2018
<i>Number of graduate students, individuals</i>				
34653	28487	25963	24786	22829
<i>Number of doctoral students, individuals</i>				
1561	1821	1792	1646	1145
<i>Number of organizations that carried out research and developments, units</i>				
1303	978	972	963	950
<i>Number of researchers per 1,000 employed population (aged 15-70 years),%</i>				
7,0	5,5	3,9	-	-
<i>The share of expenditures on research and developments in GDP, %</i>				
0,75	0,55	0,48	0,45	-
<i>Dynamics of Ukraine's position on the Global Innovation Index</i>				
-	64	56	50	43
<i>Number of printed works based on the results of scientific (scientific and technical works), units</i>				
345338	175571	215482	219340	208680
<i>Articles in scientific professional magazines on the results of scientific (scientific and technical works), units</i>				
194378	144484	175649	176924	173824
<i>Number of publications in the WoS database, units</i>				
6080	10790	11513	12847	12128
<i>Number of cited publications (according to the Scopus database), units</i>				
4990	6360	6229	5621	2391
<i>Share of publications co-authored with foreign scientists (according to the Scopus database),%</i>				
37,42	37,18	37,88	37,01	36,31

* according to statistics [26; 27; 50; 51].

According to the results of scientific (scientific and technical works), the publishing activity is significantly reduced compared to 2010, but this can be explained by the decrease in the number of researchers. As can be seen from

Table 5.6, the number of researchers per 1,000 employed population in Ukraine decreased by 1.7 times from 2010 to 2016, and given that the population of Ukraine decreased by about 3 billion in the same period, we can assume that the number of researchers in absolute terms is declining even faster. At the same time, there is a positive increase in the number of publications and professional publications since 2015 (some reduction in this trend is typical for 2018).

In addition, according to an analytical report by the Ministry of Education and Science of Ukraine, the number of publications of Ukrainian scientists in publications indexed in Scopus and Web of Science Core Collection databases and the share of publications co-authored with foreign scientists has been growing in recent years., the share of publications in the global number and according to the Hirsh index, Ukraine lags far behind the developed countries [51].

Thus, some positive trends are observed, but Ukrainian science has a significant number of urgent problems, and trends in its reform are aimed at overcoming them. In these conditions, significant changes are expected in the scientific activities of higher education institutions, structural units of these institutions (faculties, institutes and departments) and, directly, in the activity of teachers.

Let's consider (as an example) the promotion of research activities of the teaching staff, organized at the National Technical University "Kharkiv Polytechnic Institute" (NTU "KhPI", Kharkiv, Ukraine).

During the attestation of teachers and re-approval of a fixed-term employment contract for the continuation of work in the position (which occurs once every five years), the scientific activity and compliance of the teacher with the staffing requirements approved by the license conditions of educational activities must be considered. Moreover, in the standard fixed-term employment contracts of teachers there is a clause on the obligation to comply with these licensing conditions.

According to the national subscription, NTU "KhPI" employees have open access to scientometric databases Web of Science and Scopus, as well as electronic resources: Springer Nature, Wiley Online Library, Chinese databases and others, including temporary international full-text.

Scientific and publishing activity is stimulated not only by annual reports, five-year certification, special awards of the rector, but also by an award for the publication of articles in the scientific metric databases Scopus and Web of Science. According to the report of the rector of NTU "KhPI" "in 2019" the award was received by 236 employees of the university" [49, p. 43].

Stimulating measures lead to the fact that "every year the number of publications of scientific, pedagogical and research staff of the university in the scientific metric databases Scopus and Web of science" increases [49, p. 43].

According to a number of indicators of scientific activity of NTU "KhPI" there is a positive trend over the past four years, the following has been increased: funding for research at the expense of the state budget (from ≈ 17 million UAH in 2016 to ≈ 24 million UAH in 2019 .), number and financing of research works commissioned by business entities, including international ones (102 works for ≈ 6.5 million UAH in 2016 to 178 works for ≈ 15 million UAH in 2019), funding from international funds (from 157 thousand UAH in 2016 to 346.7 thousand UAH in 2019), the number of scientific publications (from 3467 in 2016 to 6009 in 2019) [49, p. 58].

The rector's report also mentions the position of NTU "KhPI" in international rankings, the university of 2019, in particular. "For the first time included in the annual world ranking of research universities THE World University Rankings 2020 from the British agency Times Higher Education. Kharkiv Polytechnic became one of the two technical universities of Ukraine, which got to this prestigious world ranking, taking the position of 1001+ ", also" entered the top three Ukrainian universities of the world ranking QS World University Rankings 2020 "and ranks 5th in the TOP-200 Ukraine [49, p. 42].

According to the information-analytical system "Bibliometrics of Ukrainian Science" in the number of bibliometric portraits of scientists NTU "KhPI" ranks first according to Scopus (498) and Google Scholar (1506) [4; 5], in the ranking of universities and research institutes according to the Hirsch index in the Google Scholar system NTU "KhPI" ranks third (with h-index = 123), the first two places are occupied by scientific institutes of natural orientation (Institute of Nuclear Research with h-index = 139, B.I. Verkin Institute of Physics and Low Temperatures of the NAS of Ukraine with h-index = 127), i.e. among higher educational institutions NTU "KhPI" takes the first place (on 12/28/2019) [3]. At the same time, according to the ranking of universities according to the Hirsch index in the Scopus 2020 database, NTU "KhPI" ranks only 10th (with h-index = 45), which is almost twice less than the university, which ranks first (Kyiv National University) Taras Shevchenko with h-index = 93), at the same time NTU "KhPI" got into the top ten of 177 universities in Ukraine in the ranking [29].

Thus, NTU "KhPI" tries to promote the scientific activity of its employees and has relatively good performance in various rankings, compared to other HEI of Ukraine. However, NTU "KhPI" as well as other universities, and

science in Ukraine in general, need significant work to improve their performance, given the global scientific space and world rankings.

Special attention in this regard needs research in the socio-humanitarian sphere. Although is no relevant data in statistical collections, but our observations and exchange of experience with other scientific and pedagogical workers of social and humanitarian, psychological and pedagogical disciplines of Ukrainian higher education institutions in particular allow us to note that articles in this area are insufficiently represented in international databases; only a gradual increase in the number of such publications has started in recent years. The results of research of Ukrainian scientists in science and technology are traditionally more open to the international scientific community, which is explained by the greater cosmopolitanism of such research, and insufficient focus of research and teaching staff of social sciences and humanities on internalization. In 2016 we co-authored with O. Romanovskiy and considered the features, complexities and the need to improve the performance of modern teachers of psychological and pedagogical disciplines of higher educational institutions of Ukraine in more detail [45].

For example, it can be noted that there were almost no articles in publications included in the international databases Scopus and Web of Science (only in 2014 there was one such article), in 2018 there were 3, in 2019 - 5 articles in those bases written by the teachers of the Pedagogy and Psychology of Social Systems Management Department named after Acad. I.A. Ziazun until 2018. A. Kolomiets, N. Lazarenko, & Ye. Hromov note that among the "differences between the research activities of a modern pedagogical university and those universities of the late XX are... close cooperation with public authorities and local governments, internationalization of scientific activities and the formation of international research teams, internships in foreign research centers, publication of research results in leading foreign magazines" [19, p. 76].

At the same time, with some positive developments, it should be noted that significant further work is needed in the future to expand international cooperation and greater integration of teachers of social sciences and humanities in the international scientific community.

We believe that in the current conditions of reforms and significant changes, it is important and relevant to clarify the indicator of assessment of teacher leadership by the results of scientific activities of higher education teachers.

Generalization of normative-legal documents, scientific literature and own experience allowed to develop the corresponding model (tab. 5.7)

Table 5.7

A model for evaluating the results of scientific activity of a high school teacher as an indicator of teacher leadership

Ability to ...	Characteristics
Conducting research	Values, motivation, knowledge and skills (general research and subject special), ethical qualities as a guarantee of academic integrity, reflection and evaluation
Presentation of research results	Writing articles, reports, participation in conferences, seminars, etc., defense of the dissertation
Popularization	Dissemination of research results through teaching, lecturing and interaction, maximum presentation on the Internet (repositories, author profiles in ORCID, databases, specialized social networks)
Cooperation	Exchange of experience, professional communication and networking, participation in projects, grants, collective research, internships, international contacts, contacts with business and enterprises, public authorities and local governments
Self improvement	Constant acquaintance with the latest research, their use in pedagogical and scientific work, improvement of English as an international language of communication of the scientific community, improvement of scientific qualification
Mentoring and promoting research	Participation in the training of research and teaching staff, teaching disciplines on the organization and methods of research, assistance to young scientists, participation in specialized scientific councils for the defense of dissertations, mastering and reviewing, management of scientific work of students, guidance of graduate students, advising doctoral students
Organization and self-organization	Management of scientific school, scientific projects and topics, scientific professional unions and associations, organization of conferences, seminars, self-organization

The model can also be useful for reflection and self-assessment of their own activities by teachers and identify areas for further work and self-improvement for the development of teacher leadership. Of course, all components of the model are interconnected, at the same time, each of them provides a certain (different from the others) purpose and certain activities, specified in the characteristics of the corresponding ability. The model also reflects the teacher's growing scientific experience, development of his scientific competence and career advancement. The young scientist, first of all, focuses on research and self-improvement, and later - on the presentation of results, promotion and cooperation. Only experienced scientists, who can transfer experience and lead a group of scientists, demonstrate the ability to mentor, facilitate research and organization.

Forming the readiness of future masters of educational and pedagogical sciences for teacher leadership should include their understanding of the relevant model, awareness of the need to work on each component (according to experience) and paying special attention to the "zone of immediate development" (L.S. Vygotskiy), that is the ability to conduct research, present results, popularization, cooperation and self-improvement [43].

Thus, today in Ukraine there are significant reforms in the field of education and science, which include, first of all, promoting scientific and publishing activities of teachers, strengthening the integration of Ukrainian science into the world scientific space, institutional support and quality control of scientific activities, increasing attention to academic integrity. In the conditions of cardinal changes we consider the developed model of an estimation of results of scientific activity of a teacher of high school as an indicator of its teacher leadership to be especially actual.

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Section 6

MANAGEMENT OF HUMAN RESOURCES PRACTICES IN MULTINATIONAL COMPANIES

6.1. TRAINING AND SELECTION OF HUMAN RESOURCES FOR MULTINATIONAL COMPANIES

In this book addressing the issue of leadership and efficiency of education, science and business management it should be noted that in the field of managerial strategies on human resources and the activity of multinational companies, there have been many scientific concerns in both Ukraine and Romania. Among the Romanian specialists recognized in the field, including internationally, we mention, in alphabetical order: Băcanu, B., Bâgu, C., Bărbulescu, C., Bușe, F. Cârstea G., Deac V., Dinu E., Grigorescu, I., Hînescu A., Nicolescu, O., Oprean, C., Popa I., Russu C., Simionescu, A., Tanțău, A. In this chapter, we have capitalized on some ideas and points of view resulting from the experience and works of some of the Romanian specialists mentioned above, as we did in the paper [1].

The internationalization trend of the economy encourages a large number of companies to engage in international competition. People responsible for human resources activities should learn to effectively select, train and motivate an active multicultural population. Knowledge of several languages is required, as well as travel to become familiar with national cultures, to understand customs, teamwork and other national values, and thus to be able to manage conflicts.

Most often, multinational companies send their specialists to training courses in the host country, to allow them to discover people who could adapt to the needs of the company. Consequently, multinational companies must have a well-planned staff training and development policy to be sent to foreign countries. This policy should be flexible so that it can be adapted to different environments in different countries.

Staffing tasks may vary depending on the situation. Thus, for a new company or division, they will differ from those for a company that has already been created. Positions for top management have other employment criteria than those in middle management or at the operational level. Employment practices and needs also differ depending on the level of the company and the field of activity, as well as the function of many other situational factors.

The need for competent multinational staff has increased significantly as business has grown internationally, especially in developing countries. In an international operation, personnel problems are most often resolved locally. This is because people in a country where a company starts operating often have the necessary knowledge on how to grow their business in that region or territory. However, from time to time it is firm, managers in the company's home country are needed to train the managers of the host country; they are called "expatriates" (expatriates). The need for expats arises when certain qualities and experiences are needed in a certain location, when there is a significant need to integrate other divisions in the world into the multinational company and when the needs cannot be met locally.

The need for specialization may arise at management, intermediate management and operational level. There may be a need at some point, for a short period of time, or a continuing need to sustain a growing international presence. Moreover, situational requirements may change over time. Staff changes may be needed as the company grows internationally, increasing the need for managers in other countries; similarly, they are the result of a mixture of products, domestic resources and changing rivals in the foreign market.

In many multinational companies, recruitment begins before the immediate need arises and includes recruitment and continuous development in anticipation of the need that may arise for a particular position.

When staff working in other countries are selected, analyzed, trained and developed, companies such as Gillette, Coca-Cola and the like expect candidates to become familiar with the company's philosophy, people, processes and skills; have knowledge of the country or countries in which they may work; to be very well educated professionally; to be adaptable, mobile, inventive and entrepreneurial within the limits imposed by the company.

When the company is looking for staff, individual evaluation and its orientation towards success are very important. Personal characteristics, such as: adaptability, innovative spirit, entrepreneurial instincts and mobility are essential for it to be successful in international management.

The training and development of staff in multinational companies are closely related to the development of certain skills related to the requirements of the position held and the training of managers for new tasks and senior positions in the hierarchy. As far as employment, training and development also involve respecting needs, selecting methods and following this process to completion.

International human resource management studies pay even more attention to subsidiaries of multinational companies in developing countries. This can be explained by changing the location of foreign direct investment in the global economy. They are moving to new destinations, such as the countries of Central and Eastern Europe, which have joined the European Union, but also countries such as India or China, called "hotspots" for foreign investment.

In order to highlight some of the challenges faced by multinational companies in terms of human resources, the case of the countries of Central and Eastern Europe, of which Romania is a part, is considered as new investment markets for multinational companies. Many of the problems faced by multinational companies operating in Central and Eastern Europe arise due to contextual, cultural or institutional differences.

In Romania, as in most Central and Eastern European countries, human resource practices specific to multinational companies are significantly influenced by the cultural and institutional framework, as well as other environmental factors. Culture, but especially the institutional framework, causes many multinational companies to adhere to local rules in the field of human resources up to a certain point and to combine them with transferred practices, a hybrid that ultimately resulted in terms of human resources practices. Particular attention is paid to more objective selection and recruitment criteria. Similarly, in the Romanian subsidiaries of multinational companies, a performance-based payment system is applied. Employees pay more attention to the correct appreciation of their work and have become more and more individualists, which is a positive thing. Most often, the staff employed by the multinational company's subsidiaries is young, showing flexibility, a desire to innovate, to change and initiate or accept new managerial practices. The role of multinational companies and, in general, of foreign investments in Romania, is essential for economic development and for the creation of a real and sustainable management of human resources, with strategic results for the entire national economy.

6.2. HUMAN RESOURCE PRACTICES AT THE LEVEL OF MULTINATIONAL COMPANIES

In selecting human resource management practices, subsidiaries of multinational companies can opt for two options, usually: to accept local practices or to adopt the practices of the parent company. Taylor [5, pp. 959-985] identifies three general strategic orientations: adaptive, export, and integrative.

Adaptive guidance involves human resource management at the subsidiary level that fully reflects the realities and characteristics of the local environment. Multinational companies that adopt an export orientation, pursue the successful transfer of the parent company's practices in the field of human resources, to their own divisions, while the integrative approach involves the transfer of best practices of the entire organization, regardless of environment or geographical location. The approach of one of the three guidelines depends on the parent company and its strategy, the country of origin, the country of the subsidiary and the economic, political, cultural and conjectural factors.

Synthesizing the literature [2, pp. 661-662], a model of transfer of human resources practices to multinational companies can be developed (Fig. 6.1). This model answers the questions: What are the factors influencing the transfer of human resources practices at the level of multinational companies? What are the main transfer mechanisms? How well can we evaluate the effects of the transfer? How can we understand reversible transfer?

The national specificity has a special significance in the entire activity of a multinational company, especially in the process of transferring practices and knowledge of human resources. The literature highlights two complementary factors that characterize the national environment of a country: cultural distance and institutional distance.

Human and organizational behavior is influenced by national culture, leading to the development of specific human resource practices. Workplace performance, managerial control systems, the entire activity of employees and managers are related to the culture of a country. Naturally, for a small cultural difference, the transfer of knowledge is easier than with a large discrepancy and vice versa. For example, it is almost impossible to transfer managerial practices from a deeply individualistic country to one whose population is characterized by homogeneity and collectivism. The concept of institutional difference was developed by Kostova T. [3, pp. 308-324] and considers the similarities and discrepancies between cognitive and normative "institutions" in two countries. In fact, the social, economic and political factors of a country

represent its institutional structure and can offer advantages and disadvantages to a company in covering different types of activities. The performance of these companies is directly proportional to the institutional support. Also, in this case, the greater the institutional difference between the two countries, the more difficult the transfer.

Within multinational companies, we also encounter several factors that harmonize with the transferability of managerial knowledge. These can fall into two broad categories: organizational culture and resource dependence.

Frequently influenced by national culture, organizational culture exceeds this limit in multinational companies and contributes decisively to the transfer of practices in the field of human resources. Organizational culture, by definition, is a set of values shared by the vast majority of members of an organization, which could be grouped into seven dimensions: innovation, stability, respect for people, results orientation, emphasis on detail, teamwork, and non-aggression.

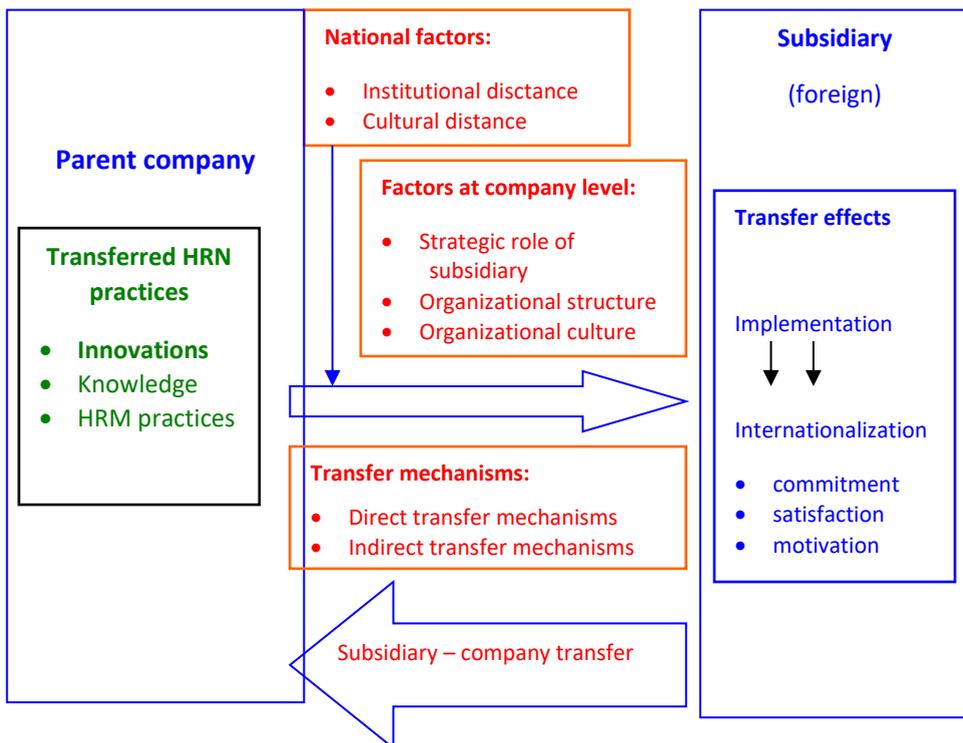


Figure 6.1. Model of transfer of human resources practices at company level [4, pp. 500-517].

In multinational companies, the transferability of human resource management obviously depends on the compatibility of the organizational cultures involved. Studies [6, pp. 467-491] have shown that many Japanese multinational companies have chosen to set up subsidiaries in rural areas of the United States because the American rural population is closer to the organizational-cultural values of Japanese culture, such as be: teamwork, job stability, hierarchy, etc., which positively influences the transfer of human resources practices to subsidiaries.

Resource dependence refers to the fact that no organization can provide all the resources necessary for survival, being dependent on other actors in the economic scene. In the case of multinational companies, we will take into account the degree of dependence of the subsidiaries, most frequently, these being supported by the resources provided by the parent company. The greater the dependence on resources, the more the parent company will exercise control over the subsidiaries. In the model presented, the influence of resource dependence on the transferability of human resources practices is analyzed from two perspectives: the strategic role of subsidiaries and the structure of the multinational company.

There is a typology of different strategic roles that a subsidiary can play in knowledge transfer. Outflows involve the transfer of resources from the subsidiary to the company (in which case the subsidiary has a special strategic role), while the "flow" flows represent transfers from the outside to the subsidiary, especially from the parent company. The strategic importance of a subsidiary will also be reflected in managerial practices, especially in terms of human resources. The subsidiaries involved in research and development have a special role in the evolution of the entire company, so the interest is to have well-developed human resource management practices that reflect the policy of the entire organization. These subsidiaries easily take over the human resources practices used at the level of the parent company. Less strategically significant subsidiaries, such as those that sell only products and serve a single market, will find it more difficult to assimilate certain human resources practices specific to the parent company.

The internationalization of a company's activities is influenced by the way it is organized, respectively: multinational, international, global and transnational. One of the most important factors affecting the transfer of human resources practices at the level of multinational companies is their organizational structure.

The multinational organization model is the result of the decentralization of the company's organizational capacity, as it allows its structural subunits

located in different regions to function differently, depending on the characteristics of the national market in which it operates. This autonomy and relative independence from the resources of the parent company proves that the ability, but also the need to transfer human resources practices in such subunits are limited.

Similar to the multinational structure, the international structure involves the intensification of coordination and control from the center to a professional management, characterized by the availability of delegation of responsibilities. Frequently, human resources practices, used at the level of the parent company, are found in its subsidiaries.

At the opposite end of the form of multinational organization is the global mode of organization, in which the company is represented by a central core, which concentrates assets, resources and responsibilities, while activities abroad have the role of launching products in foreign markets. If decisions are made in the parent company, it is relatively easy to impose the management system practiced at the center. The most complex form of organizing a multinational company is the traditional one, based on the concept that, in order to obtain a global competitive advantage, it is necessary not only to centralize certain activities, but also to take selective decisions, depending on the situation. In this sense, only certain resources, capabilities and managerial practices used in the parent company are taken over at the subsidiary level, in order to protect a certain direction of evolution, in order to protect certain core competencies, allowing central management to ensure a certain direction of evolution. . Management practices in the field of human resources are characterized by flexibility, innovation and efficiency.

The complexity of the transfer processes has led to a diversity of views on the mechanisms and methods by which this is done. The characteristics of the subdivisions, including age, size, role and function, affect the control mechanisms of multinational companies. O'Donnell identifies a variety of ways to facilitate this. The model presented classifies direct and indirect transfer mechanisms, which are complementary rather than replaceable. The direct transfer mechanisms involve the direct imposition by the parent company of the human resources policies of the subsidiaries. These mechanisms are based on the authority relations between the parent company and its subdivisions, their advantage being the rapid transfer of knowledge. Direct transfer is facilitated by the subsidiary's dependence on resources, exchange relations or cultural similarities. At the opposite pole of direct transfer, indirect transfer is made through organizational culture and expatriate staff.

Expatriate human resources managers are very informed about the managerial practices of the parent company, they are seconded to branches to contribute to the development of organizational culture and the transfer of salary practices, motivations, penalties, etc. Implementation of human resources practices specific to the parent company in subsidiaries, but also in the development of other new practices, effective at local or regional level.

The impact of the transfer of knowledge in the field of human resources to subsidiaries should be positive and should lead to an increase in the competitive capacity of a multinational company. However, the institutionalization of these practices involves several stages. In the first stage, that of pre-institutionalization, the subdivisions take over a set of structures or solutions for a series of problems that could arise at the level of employees and only make them formal in policies and procedures. In the second stage, the practices are disseminated at the level of the entire branch, but the stability of the knowledge circulated is reached only in the last stage, of the complete institutionalization. At this stage, employees are aware of the need and benefits of the existence and application of those practices. Of course, the stages from implementation to institutionalization differ

From one company to another, the process is more complex and influenced by the multitude of factors in the company and its external environment.

In conclusion, we can say without a doubt that the mechanism of transferring human resources practices at the subsidiary level practically emphasizes the efficiency and effectiveness of a multinational company and amplifies the international dimensions of human resources management. However, it is important to note that this transfer is not made only in the parent company - the subsidiary management, but between the subsidiaries of a company or within the subsidiary - the management of the parent company.

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CONCLUSION

The rapid development of human civilization is taking place in very complex and contradictory conditions, and the process of this development in itself is quite complex and contradictory. These difficulties and contradictions, together with the unpredictability of change, give rise to many people's fear about the future. Manifestations of passivity and the desire to "go with the flow", the desire to shift the responsibility for their failures to fate, to circumstances, to power and to other people are gaining ground today among the masses.

Along with this the deformation of life goals and values, the spiritual world and understanding of people's culture takes place. They often lose their life guidelines, reduce their aspirations to the purely material conditions of life. In such a situation, to the forefront comes the need for people to rely on, who can be entrusted with one's fate and the solution of one's problems. In other words, the need for leaders becomes the most important condition for the life support of the individual and social groups as well as society as in general. And this applies to almost any sphere of social production in its broadest sense.

In accordance with the synergistic laws of self-organization, self-development and self-management of complex systems, the corresponding social group nominates a leader from its own or, less commonly, from the external environment, to ensure normal functioning and development. Usually this is a person who, by the power of his influence and authority, is able to organize joint activities of people and direct them towards the successful achievement of the goals that the system faces. The successes of the system strengthen the influence of the leader and strengthen his authority.

The most important feature of the leadership phenomenon is the ability of a leader and his ability to provide the desired efficiency in managing people and their activities. Moreover, they usually get the impression that they perform specific functions defined by the leader for everyone according to their own will and desire. The same applies to the nature of their behaviour and attitude to each other, to their work and to the leader. In this work, we analysed the features of leadership in such three important areas of public life as science, education and business in the context of ensuring effective

management. The choice was not accidental. Firstly, science today is the main source of knowledge and a powerful factor in innovative development, education acts as the sphere of production of staffing in science, business, and all other spheres of public life, and business in the conditions of a market economy actually performs the function of providing life support to society.

Secondly, all the authors of this book have been working in the system of higher education for a long time. Therefore, education and science are the direct spheres of their professional activity, the results of which are indirectly used in business, in the management of production processes in the economy, science and culture. Moreover, in the scientific and research work of the authors, a significant place is occupied by the problems of identifying potential leaders among students, the development of their leadership potential and further targeted and targeted professional and specific leadership and managerial training.

Thus, here in this work, scientific-theoretical and psychological-pedagogical aspects of the very leadership phenomenon and its role in ensuring the effectiveness of managing the joint activities of people is intertwined. Particular attention is paid to the characteristic features of governance in a post-industrial society, which is largely based on the principles of innovative development. Therefore, a modern leader must be an innovatively thinking person, improve his managerial skills and methods of influencing staff.

The phenomenon of leadership in work is considered from a systemic point of view, that is, in the integrated unity of its philosophical, sociological, psychological and pedagogical aspects. This is due to the rather wide character of its potential reference audience. Indeed, we are convinced that the problems that have been raised in our work and which relate to management as the most important function of leadership will be of interest to representatives of the science about leadership as well as teachers involved in identifying, training, educating, and developing of leaders' personalities.

We are also convinced that the book will be of certain interest for the leaders themselves, and for students who are potential leaders. For students, it can be useful in a philosophical and methodological sense. After all, it is called upon to form a deep understanding, a clear inner need and a firm readiness for constant self-education, self-training and self-improvement throughout the active working life. This is due, at least, to such a combination of circumstances.

Firstly, the innovative nature of social development requires from almost every person, first of all from a leader, not only the ability to adapt to changes,

but also create those changes. Secondly, the acceleration of scientific, technical and social progress is accompanied by the rapid obsolescence and updating of knowledge and technologies based on them, and the leader must see the determining trends in the development of his field of activity in time. Thirdly, increased competition in the labour market and labour force, including through the development of artificial intelligence and robotics, requires from leaders to care about the professional and personal development of each employee. After all, he bears responsibility for their fate and employment.

Turning to our potential readers, we would like not only benefits for them from getting to know this work, but also a critical attitude to its content and to the nature of the material presentation. All their comments and suggestions will be gratefully received by the authors and taken into account in our future work on the study of leadership problems, on the development and implementation of effective innovative pedagogical technologies in the educational process. Precisely they can contribute to the improvement of the quality of professional training of leaders, their personal development and the maximum realization of leadership potential.