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**THEORETICAL AND METHODOLOGICAL FOUNDATIONS  
FOR PROFESSIONAL DEVELOPMENT OF EXECUTIVE LEADERS  
UNDER CURRENT SOCIAL TRANSFORMATIONS**

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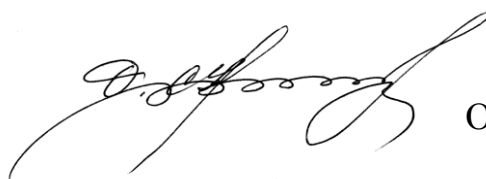
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The dissertation is available for reading at the library of SHEI «University of Educational Management» NAPS of Ukraine, the address: 04053, Kyiv, 52-D Artema str.

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## GENERAL CHARACTERISTICS OF THE THESIS

**Topic's Relevance.** Modern society is characterized by the constant changes increase and transformations, which are often named «a social turbulence». The role of the social administration as a professional activity type has grown under such conditions rapidly. In the light of obvious social development tendencies for globalization, democratization, informatization / technologization and boosting role of a personality – the social administration has obtained a new context. The research in the social administration field of the latest XX – early XXI centuries proves formation of the new administration paradigm – leadership, which appears via new organizational structures, modes of behaviour, procedures, principles and values as foundations for the administration activity. As an outcome for the actualization of a leadership is a social demand growth for the executive leaders, which results into task for modernization of parameters of current professional development for executives.

Due to the fact that the quality of executives (as a result of the professional development realization) influences the quality of the social administration, where the latest influences the social development quality and life-activity, the conclusion of the direct influence of the professional education for executives on the statute of the society needs to be realized and stated. Dominated nowadays educational paradigm for managers' development does not provide effective society growth, which is proved by the researches and real life of society activities. As a matter, of fact the demand for the executives development renovation in the leadership context has starting from the rethinking of the mission, content and methodology of education to master leadership competencies.

The importance of new administration paradigm has been recognized by the leading countries world-wide, which have been creating the national model for leader's development. In Ukraine relevance of professional development for executive leaders is stated in: State Personnel Policy Strategy 2011–2020 (draft); Regulation on President Personnel Reserve («New Elite of the Nation»); Conception for State Targeted Programme of Public Service and Public Servants Reform for 2011–2015 (draft); Targeted Complex Programme for Reform of the System of Training for Public Service Personnel, In-Service Training for Public Servants and Formation of the Cadre Reserve (draft); Concept of Formation and Development for Higher Corps of Public Service (draft); National Doctrine for Education Development (Presidential Order № 347 date on April 17, 2002).

As a matter of fact, the relevance of research of the professional development for executive leaders has caused by the necessity to combat the *contradictions between*:

- evolution of the science and practice of administration into leadership and current educational paradigm of managers professional development;
- demand of the society in executive leaders and absence of their targeted professional development;
- requirements of the society for the professional competence of executives and evident professional level of executives;

- need of the executives in the development of their leadership capacity and lack for theoretically justified methodology of professional development for executive leaders, as a consequence unpreparedness of institutions for its implementation.

The performed analysis of scientific works in pedagogy, psychology, philosophy, business administration, public administration, education administration etc. has confirmed the problem relevance for improvement of professional development for executives and has been proved that the national scientists (V. Bereka, L. Vaschenko, D. Galitsyna, L. Danylenko, G. Dmytrenko, O. El'brekht, G. Yel'nikova, L. Kalinina, L. Karamushka, N. Klokar, L. Kravchenko, V. Kremen, S. Krysyuk, V. Luhovyi, V. Mayboroda, V. Maslov, O. Mel'nykov, P. Nadolishniy, N. Nyzhnyk, V. Oliynyk, V. Oluyko, S. Pazynich, A. Pakharyev, M. Piren, O. Ponomaryov, D. Prasol, N. Protasova, V. Rebkalo, O. Romanovskyi, M. Pudakevych, T. Sorochan, L. Tovazhnyanskyi etc.) have researched the wide range of executives cadre professional development issues. At the same time, *the problem of theoretical and methodological foundations for professional development of executive leaders under current social transformations in Ukraine stays unsolved.*

The necessity to cope with the above mentioned contradictions the objective need of the society in leadership formation, development of leadership competencies of executives and lack of theoretically justified methodology for realization of educational programmes in such direction have caused the choice of the dissertation topic **«Theoretical and Methodological Foundations of Professional Development for Executive Leaders under Current Social Transformations».**

#### **The liaison of thesis with scientific programmes, plans, topics.**

The dissertation is done according to:

- the plan of research activity at the National Academy of Public Administration, the President of Ukraine on the topic «Training and In-Service Training for Public Servants in Distance Learning: Development of Scientific, Education And Methodological Provision» (state registration № 0101U002900), the author was a co-executer;

- the plan of research activity of the Institute for Leadership and Social Sciences on the topic «Organizational and Legal Fundamentals for the Complex System of the Training and In-service Training for Pedagogical Personnel of the Capital as a Research and Methodological Complex» as a constitutive part of the Borys Grinchenko Kyiv University topic «Theory and Practice for Professional Training of a Teacher in the System of Continuous Pedagogical Education» (state registration № 01060U12171), the author was a co-executer;

- the plan of research activity of the Borys Grinchenko Kyiv University on the topic «Philosophic, Educational and Methodological Foundations for Competence Personal and Professional Multi-disciplinary University Education» (state registration № 0110u006274), the author was a co-executer.

The dissertation's topic is approved by the Academic Board of the Borys Grinchenko Kyiv University (Minutes № 3 dated on April 1, 2010) and agreed at the Joint Council in Coordination of Research in Pedagogical and Physiological Sciences in Ukraine (minutes № 3 dated on April 27, 2010).

**The goal and tasks of research.** *The goal* of the thesis is a scientific-theoretical justification and implementation of methodology of professional development for executive leaders into the national practice.

In accordance with the goal the following *tasks* have been set up:

1. On the basis of the scientific literature, to analyze the status of the professional development for executives and specify the research directions.
2. To define the essence of the leadership and justify its relevance under current social transformations.
3. To identify the peculiarities of the professional development of business-leaders.
4. To describe the experience of professional development for leaders in public administration.
5. To specify the peculiarities of professional development for leaders on education administration.
6. To justify theoretically the methodology of professional development for executive leaders.
7. To implement the methodology of professional development for executive leaders in the training programmes for heads of educational institutions.

*Object of research* – the professional development of executives.

*Subject of research* – the methodology of professional development for executive leaders under current social transformations.

**Methodology of research.** To achieve the set up goals and tasks the performance of the range of theoretical and empirical methods have been used, especially:

- analysis (historical, comparative, contextual) and synthesis – to identify the context field of professional development for executive leaders;
- analysis (theoretical, terminological) – to specify the basics of professional development for executive leaders;
- analysis (comparative, contextual), abstract and concretization – to define the consequences and principles of professional development for executive leaders on the basis of the learned best practices;
- structuralization and modeling – to create the profile (competence frameworks) of an executive leader, structure of professional development for executive leaders and strategy of leadership potential development;
- extrapolation and forecasting – to disseminate the theoretical conclusions as a methodology of professional development for executive leaders in practice;
- observation, interview, questionnaire, self-assessment, rating, «360°» method, qualitative and qualitative analysis of indicators for educational programmes' efficiency – for results evaluation of practical implementation of theoretically justified methodology of professional development for executive leaders in the training programme of educational institutions heads;
- methods of interpretation, summarizing – for representation of research results.

Retrospective analysis of eleven years personal administration track record and experience for professional development programmes implementation have served as a system field for the integration of all mentioned above methods.

*The resources base of research is represented by:* legislative and normative

documents of Ukraine and leading foreign countries in the issues of the development of cadre potential and human resource management; dissertations and monographies, scientific articles on administration issues and professional development for executives; national and international educational institutions curricula devoted to professional development of executive leaders; materials of 15 internships results of the author of research at schools and institutes of public administration (Canada, 2004; Lithuania, 2005; Great Britain, 2005; Ireland, 2007); Queens University and Dalhousie Universities (Canada 2004, 2005); University of Nottingham, Oxford Leadership Academy and National College for Educational Leadership (Great Britain 2005, 2007), Vaxjo University and Linnaeus University (Sweden, 2009, 2010) under programmes «School Administration» (Switzerland, 2009), «Self-management Leadership» (Great Britain, 2007), «Global Leadership» (the Netherlands, 2007), «European Administration» (Belgium, 2008), «Governance in Education» (Belgium, the Netherlands, 2009).

**Scientific novelty of achieved results lies in the following:**

*for the first time:*

- on the analysis basis of evolution for theory of administration and education for executives, their paradigm foundations the leadership essence have stated as a highest evolution and qualitative level of governance comparing to the levels of administration and management;

- the dependence between levels of governance (administration, management, leadership) and competencies levels (knowledge, skills, behaviour) have been defined respectively;

- the technologies implementation for competence-based approach of professional development for executive leaders via prism of functional analysis (functional-competence analysis) have been concretized;

- the structure of professional development for executive leaders (in social values, mission, principles, content, methods, tools and outcomes of professional training) have been justified;

- the profile (competence frameworks) of executive leader (via identification of roles, functions, basic knowledge, skills and behaviour competencies) have been developed;

- the strategy of leadership potential development for executives (as a mechanism of balanced individual and organizational needs with general profile of executive leader for individual and organizational development) have been specified;

- the principles of professional development for executive leaders have been open;

- the conditions for effectiveness increase of professional development for executive leaders have been identified;

*improved:*

- the definition «professionalization of administration» (via identification of its constituent parts – executives development, building of administration infrastructure, philosophy of administration formation and justification of their interconnection);

- the content of professional development for executive leaders (via key content

blocks);

- the definition of «educational leadership» (via its constituents – educational leadership, leadership for education and leadership of education – justification of their interconnections);

*further development continued for:*

- methodologies, methods and technologies, which ensure the development and assessment of competencies (behaviour) in the programmes of professional development for executive leaders (via their systematization);

- effectiveness assessment of professional development for executive leaders (via description);

- organizational-methodological conditions of professional development for executive leaders for educational institutions administration (via their identification).

**Practical value of achieved results of research** lies in the programmes creation of professional development for executive leaders on the basis of theoretical and methodological foundation at the following educational institutions:

- National Academy of Public Administration, the President of Ukraine (in development and implementation of master programme for senior public servants on speciality «Social Development Management») – Certificate dated on April 19, 2006, № 17U;

- Borys Grinchenko Kyiv University (in development and implementation at the Institute for Leadership and Social Sciences the master programme on speciality «Administration of Educational Institution» and in-service training programme for heads of educational institutions in Kyiv) – Certificate dated on December 28, 2010 № 2016;

- Institute for Leadership, Innovations and Development (in development and implementation of the programme for public servants of Tajik Republic within the World Bank Project «Strengthening the Organizational Capacity for Professional Development of Public Servants»), in development and implementation of the programme for managers of enterprises within MATRA KAP project «Implementation of Social Dialogue in the Modern Enterprises in Ukraine») – Certificate dated on March 24, 2011 № 194;

- Institute of Higher Education NAPS of Ukraine (in development and implementation the programme for scientific-pedagogical staff of postdiploma pedagogical education of Ukraine within the project «Equal Level of Quality Education») – Certificate dated on March 28, 2011 № 87;

- department of education of Gadyach Regional Administration (in training programmes on «Educational Leadership» and «Organizational Leadership» for the school heads council of Gadyach Region Poltava Oblast) – Certificate dated on April 18, 2011 №01-13/595;

- Donetsk Institute of Post Diploma Pedagogical Education (in training programmes on «Educational Leadership», «Organizational Leadership» and «Innovative Leadership» for educational institutions heads within the project «Leaders of Education Initiatives») Certificate dated on April 5, 2011 № 181/02.

As a result of the research the educational and methodological materials of professional development for executive leaders have been created and implemented, such as: 6 *text books* («Adult Education: Tendencies, Peculiarities, Methods, Approaches»),

«Training Preparation and Delivery: Technology and Methodology», «Adult Education on the Competence-Based Approach», «Training Preparation and Delivery on the Competence-Based Approach», «Project Management Basics for the Head of Educational Institution», «Educational Projects Planning and Implementation») and 7 *educational and work programmes* on disciplines (modules) («Leadership in Education», «Self-Management Leadership», «Organizational Leadership», «Innovative Leadership», «Management of Education in Foreign Countries», «Business Ukrainian Language in Public Administration», «European Integration»).

**Personal contribution of the researcher.** All scientific results presented in the dissertation is received by the author personally. In the works, written as a co-author, author's contribution is specified in the list of publications.

**Dissertation Results Approbation.** Achieved research results have been disseminated during presentations, speeches and announcements at:

- *the international forums:* World Forum of Education Leaders (Warsaw, 2010); Baltic Forum in Public Administration (Vilnius, 2006); Global Development Learning Network of the World Bank World Forum (Washington 2006);

- *international and all-Ukrainian conferences and congresses:* International Conference on Commercialization of Higher Education of European Association of Education Law and Policy (Antwerp, 2009); 14<sup>th</sup> Annual Conference of Network of Institutes and Schools of Public Administration of Eastern Europe «Public Administration and Public Policy in Emerging Europe & Eurasia: For Professionalism, Impartiality and Transparency» (Ljubljana, 2006); Annual Conference of International Association of Schools and Institutes of Administration «Searching for the Better: Interaction, Development and Stability» (Warsaw, 2006); International Congress of Public Servants Training «Democratic Development: Higher Public Servants and Politic-Administrative Relations» (Kyiv, 2005); World Conference in E-Learning in Business Sector, Government, Healthcare and Higher Education (Washington, 2005); International Conference in Transformation in Usage of Informational Technologies (Resymno, 2004);

- *international and all-Ukrainian seminars:* Seminar «Collegial Coaching» (Kyiv, 2010); Regional Seminar within Tempus «University Governance» (Kyiv, 2010); International Seminar on Coaching (Bratislava, 2010); Seminar of International Training Center «E-Learning for Lifelong Learning: Innovative Decisions» (Turin, 2008); World Bank Institute Workshop «Educational Policy Reform: Regional Responses to Global Challenges» (Kyiv, 2008); Seminars of Directors of European Schools and Institutes of Public Administration (Stockholm, 2009; Brussels, 2008; Lisbon, 2007; Helsinki, 2006); Workshops of the Global Development Learning Network of the World Bank (Moscow, 2006; Istanbul, 2005; Kyiv, 2003).

Results of the research have been discussed and received the positive evaluation at the Chair Meetings, Academic Councils seminars and workshops: at the National Academy of Public Administration, the President of Ukraine (2000–2006) and Borys Grinchenko Kyiv University (2007–2011).

**Publications.** The main outlines of dissertation have been published in 43 works including: 1 monography, 10 study and methodological textbooks (7 personal),



27 articles – in national professional scientific editions and international scientific editions (22 – personal), 5 articles in scientific-practical collections and international conference papers.

**Structure and volume of dissertation.** Dissertation consists of the introduction, seven parts, conclusions for each part, general summary, annexes, resources' list (527 items, 114 out of the in English language). General volume of the dissertation amounts to 478 pages (410 – main content). The thesis includes 43 tables, 53 figures and 10 annexes.

## MAIN CONTENT OF THESIS

**In the Introduction** the relevance of the chosen topic has been justified; the goal, tasks, object, subject, research methods have been identified; the scientific novelty and practical importance of research and personal contribution of the researcher have been presented; the information about the connection of the thesis topic and scientific topics, implementation and results approbation, their dissemination in publications have been described; the data of the structure and volume of the dissertation have been defined.

**In the First Chapter** – «*Professional Development for Executives – as an Object of Research*» – the status of research of professional development for executives by the national researchers is analyzed; the peculiarities of modern approach to education of executives of international scientists have been specified; the essence of professional development for executive leaders as a constitutive part of professionalization have been described; the key research directions aimed at theoretical justification of methodology of professional development for executive leaders under current social transformations have been identified.

The analysis of modern national research papers devoted to executive leaders professional development confirms their relevance to four contextual sectors, in particularly, it has been studied the professional development for business-administrators, public servants, heads of educational institutions and development of leadership potential for executives. It is described in this chapter that *the issues of business education are researched* by: L. Bondareva (learning training), V. Gladkova and O. Goncharova (career projecting), O. El'brekht (development of managers in HEIs), L. Karamushka and M. Tkalych (managers self-actualization), A. Orlov (formation of professional responsibility), O. Romanovskiy (entrepreneurship education), G. Cherednycheno (creativity formation) etc. *The problem of professional development of public servants have been studied* by: T. Koshova (self-trainings implementation into professional development), O. Melnykov (theory and methodology of professional training), L. Nesterenko (psychological culture formation), I. Nynnyuk (formation of professionalism), V. Oluyko (human resources processes), M. Rudakevych (professional ethics formation) etc. *Peculiarities of professional development of educational institutions heads and educational managers are opened* by: V. Bereka (theoretical and methodological fundamentals of professional training), L. Vasylenko (administration culture formation), L. Danylenko (innovative activities administration), D. Prasol (forecasting activity), A. Svyetlorusova (training on reflexive approach), T. Sorochan (development of

professionalism for administration activity) and etc. *Leadership potential development is studied by:* L. Borsch (economic fundamentals for leadership potential development), V. Kremen, S. Pazynich and O. Ponomaryov (philosophy of administration), A. Paharev (political leadership), O. Romanovskyi (success achievement philosophy). It has been identified that the national researches have theoretical and applied direction, their common characteristic feature is the status analysis and actualization of demand for modernization of the professional development for executive leaders in Ukraine; choice of contextual and methodological aspect, creation and implementation of mechanisms (tools, models) of improvement; assessment and analysis of local experiments results. During research of economic, political, philosophical and educational aspects of Ukrainian society the need in leadership potential of executive leaders have been confirmed. At the same time the systematic analysis targeted at theoretical and methodological foundations study of professional development for executive leaders is absent in the national scientific sources.

Due to the fact that the national model of leadership development has just started its formation it is strongly relevant to research the international experience. The study of modern sources, outstanding worldly-recognized professionals in education for executives, heads of leading business-schools and administration schools (Y. Bayhem, G. Gold, P. Lorange, A. Mamford, G. Minzberg, M. Pizi, O. Smith, O. Filonovych and etc.) show the existence of the wide range of contextual, methodological and technologic innovations, which are presented via filter of long-term and significant approbation. It has been highlighted that the common characteristics of modern national and international scientific studies in education for executives is the recognition of new educational paradigm formation of professional development for executive leaders as a response to the social challenges and transformations. Identification of the contextual field of this paradigm has taken place in accordance with the evolution of administration development in leadership via usage of competence-based approach.

Basic theoretical foundations of education for executives have formed regulations: theory, philosophy and psychology of administration; education philosophy and theory of education administration; andragogics, professional education and competence-based approach; theory of organizational development and leadership. Research thesaurus of the problem of professional development for executives has described the definitions: administration, professionalism, professionalization of administration, professional training/education, professional development, professional competence, profession, qualification and etc.

*Professional development for executives is seen as a constituent part of the process of professionalization for administration targeted at development for executives, improvement of their competence.* Above mentioned development is linked with other professionalization of administration constituents, characterized by continuity and realized counting the principles for adult education and needs modernization pursuant to the challenges of the social development for progressive growth of the latest. It is verified that **professionalization of administration** means the process targeted at improvement of education that achieved via professional development for executive leaders; creation, implementation and modernization of tools for administration (administration

*infrastructure); formation of weltanschauung (philosophy of administration) for identification of indicators for realization of administration.*

In the conclusions to this Part the directions for further study have been developed: the essence of leadership and identification of methods for research of professional development for executive leaders; peculiarities of professional education of business-leaders; characteristics of professional training for leaders in education for administration. Indicators for analysis and comparison of programmes of professional development for executive leaders the following parameters have been specified: mission, goal, tasks and programme content; methods, technologies and learning outcomes.

**The Second Chapter** – «*The Leadership Essence and Research Methods of Professional Development for Executive Leaders*» – the evolution levels of governance are identified and comparative analysis of parameters is done; the leadership essence, types and categories have been defined and described; the technology of usage of functional-competence analysis of administration activity is described and the research methods of professional development for executive leaders have been identified.

The history overview of theoretical aspects on administration via spectrum of main scientific conceptions and studies confirms that the research results, performed at the end of XIX – beginning of XX centuries created the background for administration activity as a professional one. At that period of time the leading view on the administration was like on the process of administration and management. Dominated administrative-managerial nature of administration of the period has specified the content of tools, principles of human relations and philosophy of administration. The main (together with management) accent of research at the latest XX century devoted to administration is its realization in the form of leadership. The latest is researched via wide range of approaches which give a strong scientific-practical fundament for leadership development. All three aspects of administration were in the spectrum of researchers' attention of that period such as human relations, tools and weltanschauung principles which are nowadays rethought at new evolution level. The theory of leadership is in the center of current research (beginning of XXI century) as well as specific implementation of its fundamentals into practice of administration activity.

The evolutional development of governance in the sphere of professional activity is characterized by the following levels: administration, management and leadership. Specific of each level is seen through identification of basic parameters (subject, object, goal and character of impact) of administration process. The comparative analysis of the levels confirms their transformations according to the influence of external factors and needs of society development. Leadership is proved to be the highest evolutional and qualitative level of governance comparing to administration and management.

It has been determined that leadership is at the same time the statement (static aspect) and the process of impact (dynamic / process aspect) the leadership qualities of personality are at the basis. The static aspect delivers process aspect. According to the main types activities (individual and group) two leadership categories are defined – individual and organizational. ***Individual leadership*** – *the personality is the subject of*

*leadership. The realization can be done towards yourself (personality self-development) and other personalities. Institutional (organizational) leadership – organization is a subject of leadership. The realization can be done towards yourself (organization self-development) and other organization.* Individual leadership is primary in connection to organizational one. According to the key types of social activity and social administration, the following types of leadership are defined: political, public, entrepreneurial (business), civic, educational etc.

Actualization of leadership as a new paradigm of administration is determined by existing social tendencies, crises of ruling administrative-managerial model of governance, transformation of values and organizational structures. Implementation of leadership into the system of education for executives is a requirement of today to insure progressive development of the society. The recognition of above-mentioned difference between levels of governance is important for professionalization of administration under current social development due to the fact that in realization of programmes of professional development of executive leaders it is critical to know which level is chosen (administrative, managerial or leadership) as a flagship and what are the consequences of such choice.

To modernize the professional development for executive leaders the technology of competence-base approach is used. According to the professional competence identification of executives (as their ability for effective administration activity) require definition of core professional competencies necessary to obtain in the process of professional development. Usage of functional-competence analysis of administration activity to create programme of professional development for executive leaders has foreseen the following steps: 1) creation of model of core professional competencies. Outcome – position profile; 2) complex evaluation of competences. Outcome – profile #1 of the definite executive leader (before professional development); 3) specification of difference between necessary and existing competencies. Outcome – learning needs of the executive leader; 4) creation of the curricula for the definite administrator and its implementation; 5) evaluation of learning outcomes. Outcome – obtained competencies and profile # 2 (after professional development).

Identification of context and directions of research, thesaurus and specific of professional development for executive leaders have determined the whole complex of research methods utilized (theoretical and empirical) as well as structural-logical scheme of research presented in this Part. It has been specified that the methodological bases of research includes: research paradigms (humanistic and human-centrism); scientific approaches (systematic, functional, personal-oriented, competence-based). Theoretical foundation of research is formed by the following: theory of administration (E. Dyeming, G. Yelnikova etc.), public administration (V. Averyanov, N. Nyzhnyk etc.), business-administration (A. Kredisov, O. Rimanovskyi, S. Filonovych etc.) and education administration (V. Luhovyi, V. Mayboroda etc.); philosophy of education and philosophy of administration (V. Kremen, V. Ognevyuk, S. Pazinich etc.); psychology of administration (D. Adair, L. Karamyshka, N. Kolomiyskyi, V. Rybalka etc.); andragogics, professional education and competence-based approach (V. Andruschenko, V. Baydenko, V. Luhovyi, S. Sysoyeva, O. Ovcharuch, N. Protasova, V. Yagupov etc.);

theory of organizational development (P. Senge, G. Collins, A. Kochetkova, G. Mintsberg etc.); theory of leadership (M. Bauer, K. Blanshar, R. Boyacis), D. Goulman, R. Daft, B. Kellerman, S. Covi etc.).

Conceptual foundation of research is formed by the systematic, historical, humanist, functional and competence scientific and methodological approaches. Key conceptual idea of research is presented in *the general hypothesis: professional development for executive leaders under current social transformations is an effective under conditions of its implementation based on leadership. It requires the definition and justification of relevant regularities, principles, content, methods and technologies, procedures of evaluation and conditions of effectiveness, which form the professional development methodology for executive leaders.*

**In the Third Chapter** – «*Professional Development for Business Leaders*» – the historical development of professional development of programme for executive leaders in foreign countries is analyzed; the leading experience of international programmes for business leaders realization has been analyzed; the peculiarities of leadership competencies in professional development programmes for executives implemented by leading business-schools and training companies in Ukraine have been specified; the comparative analysis of national and international best practice of professional development programmes for business-leaders have been performed.

Analysis of historical evolution of professional development programmes for executives in foreign countries (Great Britain, Canada, Germany, USA etc.) gives possibility to identify the peculiarities of transformation process of dominated paradigms of business education, and specify the existing crises phenomenon appropriate to the current business executives. It has been identified that modern tendencies and transformations, changes in business-environment deliver new requirement to executives and to the system of their professional development. One of the core ways to overcome crisis phenomenon in business-education is a transit of professional development paradigm from management to leadership. The number of steps need to done in order to form the leadership potential of business-executives such as model creation of professional competencies of a business-leader and realization via procedure of selection, evaluation and professional development of enterprises executives.

Analysis of 12 programmes experience of business-leaders development in foreign countries (Great Britain, India, Canada, USA, France, Japan etc.) on the basis of the leading educational institutions (Oxford Leadership Academy, Oxford University, Harvard Kennedy School etc.) make possible to identify the factors and peculiarities to ensure the success of educational programmes: institutional diversity (programmes implemented by classic business schools, universities, corporate centers for development, training companies etc.); content orientation to the individual, organizational, innovative, strategic and global leadership, their integration / complementarily; usage of methods targeted at leadership qualities development (coaching, organizational projects, tutorials, experiment-challenges, creative studies, field work, retreats, simulations, «360°» etc.); organizational flexibility and adaptability to target audience needs (forms, terms, format of study, types of educational activities etc.); innovativeness, existence of relevant methodology and applied character of study.

The leadership competencies important for professional development programmes include: analyticity, collectivism, innovativeness, reflective thinking, result-orientation; self-improvement; communicativeness, emotional intellect, integrity, strategic thinking.

National experience analysis has confirmed that the environment of leading business schools and training companies has formed the education environment for leadership potential development for business-executives. There are long-term and short-term postdiploma programmes, face-to-face and blended (combination of face-to-face and distance learning). The majority of programmes (7 programmes have been analyzed in general) foresee the evaluation of leadership qualities via «360°» method to develop leadership competencies in executives the following methods are used as meetings with leaders, coaching, individual development planning, project method and other interactive methods of education. The national educational programmes have targeted at the development of the leadership competencies as integrity, self-improvement, spirituality, innovativeness, systematic thinking, emotional intellect, positivism, result-orientation, strategic thinking. Comparative analysis of leading national and international experience of realization of mentioned programmes confirm common (content and methodology directed to behaviour competencies development) and different characteristics which reflect the specific of local conditions and needs for professional development of business-leaders.

**In the Fourth Chapter** – «*Professional Development of Leaders for Public Administration*» – the peculiarities and indicators for improvement of public servants professional development system under transformation model of public administration has been identified; the experience of European countries on professional development of leaders in public administration have been analyzed; the comparative analysis and characteristic was done for professional development programmes of public servants implementing by leading countries worldwide; the conditions for professional development of leaders at public service of Ukraine have been analyzed.

The tendency towards formation of «responsive governance» model in public administration becomes important under current social transformations. Implementation and development of this model have foreseen building environment of public service on the principles of organizational learning targeted at leadership as a new administration paradigm. Concept of organizational learning is the consequence of evolution theory of organizational development, such as reflection of the theory self-development organization. Relevance of leadership competencies development for public servants is confirmed at global level (World Public Sector Report 2005 «Unlocking the Human Potential for Public Sector Performance») and at the European (research in 2008 «Top Public Managers in Europe») as well as national levels (state programmes and concepts for public service development). The leadership potential development envisages the creation of «public leader profile». The competence frameworks of a public leader, recognized at international and national levels, have determined the list of core competencies necessary for the modern high level public servants to perform their professional functions and serve the basics and indicator for creation and implementation of professional development programmes for public leaders.

The experience of leading countries (Australia, Great Britain, Denmark, Ireland,

Canada, the Netherlands, Germany, USA and others) has helped to analyze in details 30 programmes of professional development for leaders in public administration. The analysis confirms the diversity of the latest, determined specific of local conditions and traditions. The principles to ensure effectiveness of the programmes including needs-orientation, definite goals; client-orientation and involvement of customers into curricula development in order to meet the local needs, context and culture; development of behaviour competencies orientation; participation of private and non-governmental organizations have been defined. The key condition to implement the successful programme in this field is its identification as an integrative element of state cadre policy in leadership potential development in public service.

The result of professional development programme for executive leaders in public sector is the development of competencies of nationally recognized profile, dominated role is played by behaviour competencies. The leadership competencies included into current public leader profile together with knowledge and skills are presented by: open thinking, innovativeness, decency, integrity, ethics, self-improvement. The accent on development within behaviour competencies determines the range of relevant content and methodological characteristics that reflect the specifics of the mentioned programmes ensuring their effectiveness.

Analysis of the national state programmes and legislation-normative documents has certified the tendency to form the conditions of professional development for leaders at public service of Ukraine, it has confirmed the professionalization actualization of public administration, development of public servants professionalism including their leadership competencies. The practical step to fulfill the mentioned tasks is the establishment of School of High Corps of Public Service at Main Department of Public Service of Ukraine in 2010. Analysis of school's materials shows the contradictions: conceptual orientation to professionalization of public administration targeted at leadership but dominance orientation of the School's educational programmes is to the managerial competencies development. This contradiction has underlined the relevance of the methodology preparation of professional development for executive leaders and its implementation in public administration in particular.

**In the Fifth Chapter** – *«Professional Development of Leaders for Education Administration in Foreign Countries»* – the essence, constituents and relevance of educational leadership has been presented; the ways for educational leadership promotion at the state level on the experience of leading countries world-wide are specified; the comparative analysis of professional development programmes for executive leaders in education sphere which are implemented by the leading countries around the world have been done.

The key paradigm foundations of modern education includes: proactive character of education, its development as «a creator of the future»; elitism of education in society; human-creation as an education mission; human -centrism as an ideological fundamentals of education. It is specified that the *educational leadership* – *is a new administration paradigm which is a guide and mechanism for reform in education sphere under current social transformations*. Education leadership should be seen in 3 interconnected aspects: leadership in education (heads activities, teachers, students / pupils, and as a result –

educational institutions-leaders); leadership for education (parents' activity and other stakeholders for education development); leadership of education (activity of the state to provide priority development of educational sphere).

It is identified that the activity of the state for education leadership development anticipates the realization of the relative activities concerning: professional training and professional development of educational institutions heads; licensing and procedures of appointment; monitoring and evaluation of educational institutions activity's' results; support to educational leaders during the whole career; improvement of conditions for current activity of educational leaders. The foundation for the mentioned activities lies in the standard for educational leadership that is being developed at the national and regional levels of education administration. Standard on educational leadership is a reflection of the educational institution head profile that realizes his activities on the leadership fundamentals.

The performed analysis of the 16 programmes of professional development for educational sphere implemented in foreign countries (Great Britain, USA, Sweden), certifies the possibility of their effective realization at classic universities (e.g. Harvard University, Oxford University, Stanford University, Clemson University and others), as well as via specialized educational institutions (like National College for School Leadership of Great Britain) and consortiums of educational institutions with national authorities (e.g. Swedish National Educational Agency). The leadership competencies of educational institution head in programmes of professional development include the following qualities: adaptability, accountability, honesty, strategic thinking, morality, emotional intellect, proactiveness and others. The core difference of leaders professional development for education administration (comparing to business administration and public administration) plays a dominant role of master and doctorate programmes. The key functions of executive leader at educational institution are identification of development direction of education establishment, human resources development, support of educational institution growth. Abovementioned list is correlated with basic functions / roles of a leader pursuant to the model of P. Senge and K. Blanshar – an architect, a teacher, a servant and confirms by the mentioned researchers the universality of model suggested and opportunity its further utilization in identification of methodology of professional development for executive leaders.

**In the Sixth Chapter** – «*Methodology of Professional Development for Executive Leaders*» – the regulations, principles and content of professional development of executive leaders have been identified and justified; pedagogic technology of professional development for executive leaders is described; particularity of evaluation has been analyzed and the conditions for effectiveness improvement of professional development for executive leaders.

The regulations of professional development for executive leaders includes four of them: 1) dependence between constituents of professional development process for executive leaders (structure); 2) interdependence of roles, functions and competencies of executive leader (profile); 3) consequences of steps to provide balance for individual and organizational needs with general profile for executive leader (strategy for executives leadership potential development); 4) dependence between the levels of governance and



levels of competencies.

*Structure of Professional Development for Executive Leaders* (Figure 1) is a usage result of regulations for leadership essence, principles of human-centrism as a modern education paradigm and foundations of competence-based approach to the process of professional development for executives.

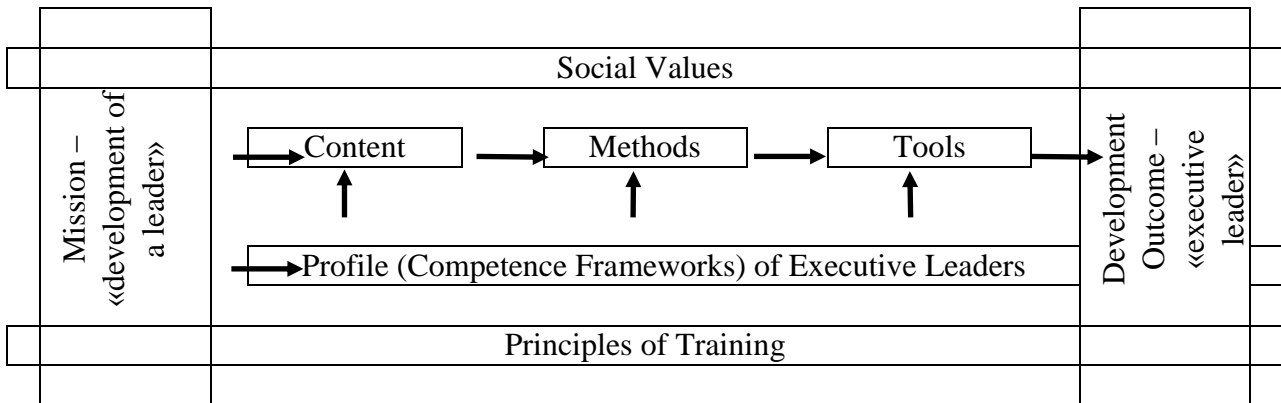


Figure 1. Structure of Professional Development for Executive Leaders

The structure certifies: the significant role of social values in creation and implementation of professional development programmes for executive leaders; existence of basic principles of such development; the development system achievement of mission (social rationale) – «development of leaders»; «leader's profile» as «a starting point» and «final destination» of development process; mutual constituency of two main components of educational process (goal, content, methodology, tools, outcomes); process orientation to the leader's personality as a result of professional development for executives.

Orientation for professional development programmes for executives realization under current social transformations and challenges is *a profile (competence frameworks) of an executive leader* as integral and balanced set of knowledge, skills and behaviour competencies necessary for qualitative leadership functions performance. Basic functions of a leader pursuant to the leadership essence are presented by the functions which are targeted at performance of the roles of an architect, teacher and servant. Cross-cutting competencies of profile are integrity, accountability and spirituality of the executive leader. Besides the profile is added with specific roles / functions / competencies according to the field of activities. General profile of an executive leader is presented in Table 1.

*A strategy of leadership potential development for the executives* is a mechanism for balancing the individual and organizational needs with the general executive leader profile in order to ensure the individual and organizational development. Strategy scheme is presented at Figure 2.

Table 1

## Executive Leader Profile (competence frameworks)

<b>Role</b>	<b>Function</b>	<b>Knowledge competencies</b>	<b>Skills</b>	<b>Behaviour competencies</b>	
Architect	Forecast, project and form the mission, vision and values of organization.	Knowledge, which is a foundation for organization's mission, vision and values formation.	Skills to forecast, project and form mission, vision and values of organization by certain methods.	Purposefulness. Predictability. Analyticity. Adaptability. Strategic thinking.	Integrity, accountability, spirituality
Teacher	Develop people (including yourself).	Knowledge of peoples' needs for development (including yourself).	Skills to use the methods for peoples' development (including yourself).	Targeting at development (self-development). Emotional intellect. Innovativeness.	
Servant	Implement mission, vision and values via building opportunities (serving) for people. Value people.	Knowledge of strategies (ways) and resources to implement mission, vision and values.	Skills to implement strategies, use resources.	Humanism. Compassion. Proactivity. Positivism.	
Specific Competencies Pursuant to the Field of Activity					

Taking into consideration the specifics of evolution of administration development as well as correlation of the its levels with competencies levels presented one more regularity – *dependence between the evolutional levels of governance and competencies levels*. For visibility of the fourth regularity we should use the scheme (Figure 3). The stated regularity confirms the leadership influence via behaviour competencies of leader's personality in comparison to the managerial influence (which is based on professional skills) and administrative influence (based on professional knowledge, administration information). As a conclusion we confirm that the professional development for executives to master their leadership potential the key accent must be put on the behaviour competencies improvement.

*The principles of professional development for executive leaders* is presented in this chapter, which are the result of modern paradigm principles – human-centrism, adult education and regularities of professional development for executive leaders. It has been specified that the programmes' effectiveness of leadership potential development depends on principles of professional development of executive leaders.

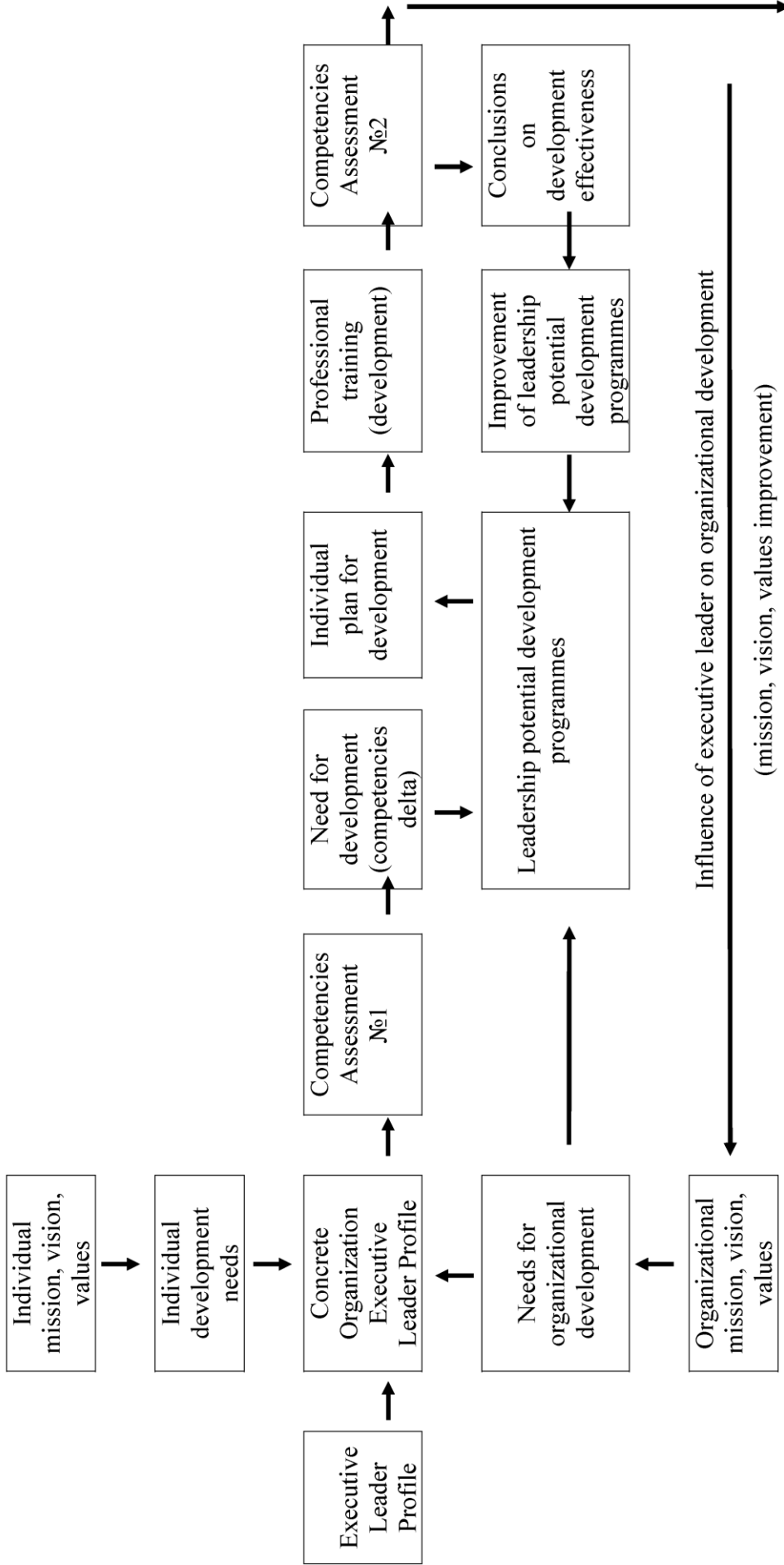


Figure 2. Strategy of Leadership Potential Development for Executive Leaders

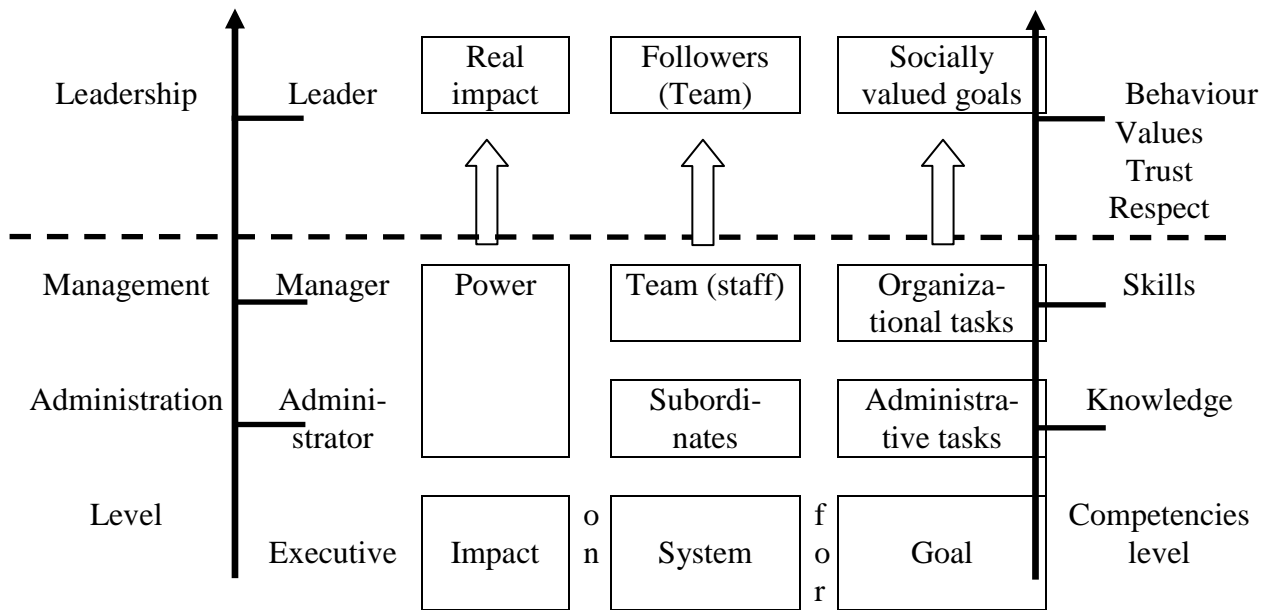


Figure 3. Dependence between Evolution Levels of Governance and Competencies

The implementation of executive leader profile foresees reflection of the relevant content blocks in the professional development programmes for executive leaders. Domination of behaviour competencies in the profile for executive leader demands usage of relevant methodologies, methods and technologies in the programmes for their leadership potential development (such as Spenser's methodology, storytelling, learning by doing, model of self-path learning by R. Boyacis, consulting, guiding, supervision, coaching etc.).

Evaluation of professional development programme's effectiveness is an important instrument (tool) to ensure their quality. Such evaluation foresees feedbacks and satisfaction level as well as learning outcomes assessment in the form of professional competencies and their impact on practical activities (behaviour changes, motivated by education). Typical tools for feedback are the questionnaire (with closed and opened questions) and interview. The participants are used the methods of competencies assessment to evaluate the learning outcomes. The most popular behaviour competencies evaluation methods are simulation of work situations, «360°», psychological tests, interview. The most complex evaluation technology for executives behaviour competencies is «Assessment-center». Regularities and principles consideration of professional development for executive leaders allows specifying the structure of the evaluation process of such programme effectiveness. The conditions of effectiveness have become the guide for quality improvement of professional development for executive leaders and correlated with stated regularities, principles, content.

**In the Seventh Chapter** – «*Professional Development for Executives of Educational Institutions Administration in Ukraine*» – the modern statute of professional development for educational institution heads in Ukraine have been analyzed; organizational and pedagogical conditions for executives professional development are specified; the practical methodology implementation of professional development for

executive leaders in the training programmes for educational institutions heads is done and the outcomes are presented.

Professional development for educational institutions heads in Ukraine works via programmes of higher education, in-service training and inter-course period as well as at the so-called «schools of reserve». The outcome of such education is a development of professional competence for educational institutions heads.

Analysis of the national normative documentation for professional development programmes realization has proved that acting Standard of Higher Education of Ukraine «Masters training on speciality specific categories 8.00009 «Administration of Educational Institution» needs further improvement to guide it on the executive leader's profile (competence frameworks) and orient it to implement the administration paradigm – leadership. The one is specified in the direction of:

- strengthening the ideological and philosophical aspects of development;
- inclusion of content modules on leadership (leadership basics, individual leadership, organizational leadership, strategic leadership, innovative leadership, global leadership);
- decrease of accent of administrative and control functions of administration;
- amendments to the Standard via description of necessary behaviour competencies;
- reflection of the proactive content targeted at modern tendencies of education sphere development, leading pedagogical and administrative experience, educational policy and reforms.

The main weakness of the acting Standards is its «overloading» by detalization of education content however the conceptual guide as a profile for the educational institution head is absent. Such situation leads to formalization of professional development for the educational institutions heads in Ukraine and their incompliance with contemporary educational policy.

According to the specified professional development methodology for executive leaders, the organizational and pedagogical conditions to implement the professional development of educational institutions leaders have been identified in this chapter. Abovementioned conditions are described by means of formulation of main tasks and their performance. Such approach allows providing systematic correlation between regularities and principles of professional development for executive leaders, performing their concretization and ensuring their applied character.

In the framework of research the practical implementation of professional development methodology for executive leaders of educational institution in the training programmes at the Borys Grinchenko Kyiv University have been done. 1162 participants were involved into the process of implementation, 170 out of them in the framework of the master programme «Educational Institution Administration» and 992 – under in-service training programme for educational institutions heads in Kyiv. The implementation results evaluation have been done by indicators of several levels by G. Phillips and R. Stone model, such as:

- Level 1. Feedback and satisfaction of participants.
- Level 2. Process and learning outcomes.
- Level 3. Impact on practical activity.

- 6<sup>th</sup> type of indicators – indirect benefits from study – changes in organizational culture.

Main evaluation results are as follows:

- 75 % participants confirms high level of programmes;
- 64 % high level of satisfaction of study;
- 90 % professional development expectations are met;
- 94 % confirms complete consideration of personal learning needs;
- 77 % marked the high impact on professional competencies development'
- 9 % and 89 % respectively high and mid level of programme practical orientation.

The «360°» method was used to evaluate the development of behaviour competencies according to the developed profile of executive leader, the results are presented at Figure 4.

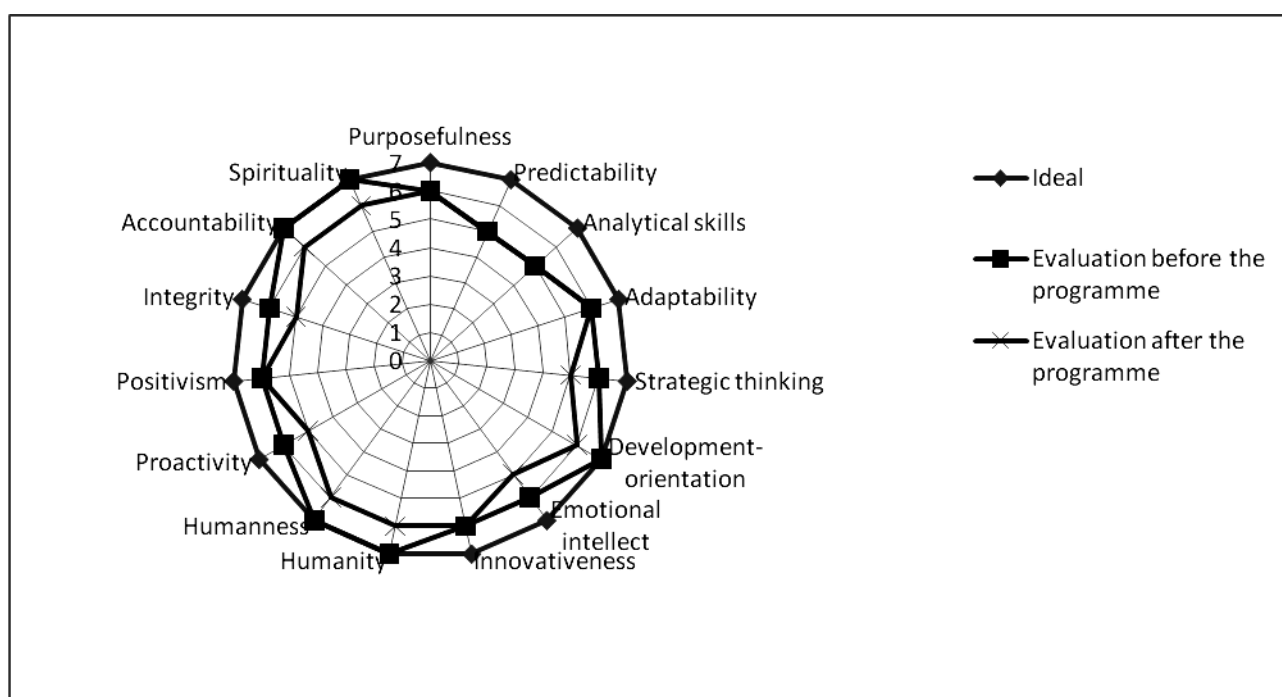


Figure 4. Results of Executive Leaders Behavior Competencies Assessment, participants of training programme for executives of educational institutions

The behaviour competencies mostly grown as a result of professional development methodology implementation for executive leaders of educational institutions includes: predictability, adaptability, emotional intellect, proactivity, positivism, integrity. The competencies which have the highest level after programme: purposefulness, development-orientation, innovativeness, proactiveness, accountability.

It was interesting to make comparison of evaluation indicators of programme effectiveness for the several academic years (identical questionnaire was suggested to the graduates of 2008–2009, 2009–2010 and 2010–2011 academic years). The following parameters have been chosen:

- 1) level of satisfaction;
- 2) quality of educational process;
- 3) level of personal learning outcomes on the programme;

- 4) level of practice-orientation of the programme;
- 5) level of impact of learning outcomes on the practical activities;
- 6) level of programme impact on organizational culture of institution;
- 7) level of influence of learning outcomes on professional career.

Achieved results have stated that:

- level of satisfaction has the tendency towards decrease;
- quality level evaluation is the highest in participants who have been studied at the moment;
- level of personal outcomes is correlated with official data of success;
- level of the programme practice-orientation has the tendency towards decrease due to the time;
- level of influence of the personal practical activities has the same dynamic as the above indicator;
- level of programme impact on organizational culture is lowest comparing to period of training;
- level of programme impact on personal development stays relatively high with tendency of growth;
- level of programme impact on career has the same tendency as the above one.

Aforementioned confirms the hypothesis that the implementation of methodology of professional development for executive leaders into the training programmes for executives (heads of educational institutions in particular) ensures their effectiveness growth and relevance to modern social transformations and challenges.

## **CONCLUSIONS**

The new approach to the professional development of executives as leaders has been suggested in the thesis under the analysis basis of the national and international experience. Using the functional and competence-based analysis, it has been specified and justified the methodology of professional development for executive leaders and the practical implementation into the national practice is done (on the example of educational institutions heads training). Received results of research have confirmed initial hypothesis, certifies the goal's achievement, tasks performance and become the foundation for the following conclusions and recommendations:

1. It has been specified that the existing system of professional development for executive leaders requires modernization of its basic parameters in accordance with modern social transformations, educational paradigm, human-centrism and in the light of new administration paradigm – leadership. Description and modernization of parameters of professional development of executives must be done via: analysis of evolution of governance and tendencies of its development; specification of requirements of the society to modern administration and executives development; creation and implementation of innovative models of professional development for executives; systematization and dissemination of implementation results. Usage of international best practice for creation the national models requires convergence with the national, regional and local parameters. Adaptation should be considered in content, methodological, organizational

and technological aspects.

Besides, the national research papers analysis of professional development for executives have certified the lack of research in context of professional development for executive leaders and helped to identify directions for further research in order to justify the methodology of professional development for executive leaders under current social transformations.

2. It has been determined that leadership is at the same time the statement (static aspect) and the process of impact (dynamic / process aspect) the leadership qualities of personality are at the basis. The static aspect delivers process aspect of leadership. Integration of leadership into the competence-based approach gives a possibility to consider leadership as a leading regulation of a personality or social groups that are ensured by the relevant qualities (leadership competencies) which caused the qualitative and effective activities (including administration), and as a process of impact of a personality or social group on activities on the basis of personal qualities (leadership competencies).

Leadership is higher comparing to administration and management, evolutionary and qualitative level of governance. Considering the static and process aspects of leadership, evolutionary levels of governance allow defining leadership as administration which is realized via influence on the followers (their behaviour) based on personal qualities (leadership competencies) to achieve socially important goals.

It has been justified that leadership is a new administration paradigm with the nature that meets current realities. Social transformations and tendencies require leadership. Lack of leadership capacity in executives prevents the social progress. Implementation of leadership paradigm into system of social administration should be done via building the industry of leadership potential development for executives. It makes necessity to modernize the parameters of existing system of professional development for executives (mission, goals, tasks, content, methods, technologies, results) in the context of leadership.

3. It has been identified that the leading international and national business schools, as well as training companies specifying the importance and critical necessity of professional development for business leaders put their efforts towards the task performance via creation and implementation of the short-term, mid-term and long-term programmes on leadership. Content range of abovementioned programmes traditionally includes: individual, organizational and strategic leadership, leadership of changes (innovative leadership). In foreign practice the global leadership is under development. The peculiarity of the national programmes existence of cultural and world-outlook blocks.

It has been found that in foreign and national practice the different formats are used to realize educational programmes and achievements of educational goals such as full time and blended. Purely distance learning mode exists including coaching implementation in the international practice. The traditional methods of leadership qualities development for executives utilized by the national and international practice include: meetings with experts, organizational projects, plans for individual development, coaching, role plays. Foreign programmes uses widely the methods of psychological and



creative directions. Programmes of professional development for business leaders are oriented at the development of behaviour competencies which are traditionally assessed by «360°» method.

4. It has been recognized that the new model of public administration «responsive governance» forecast formation of new corporate culture with leadership development and organizational education at the basis building capacities in public service. Leading international experience of professional development for leaders in public administration proves existence of: strict personnel policies for leadership potential development for senior public servants; normative-legislative grounds to ensure political support and integration of professional development for executive leaders into the system of public administration; wide range of professional development programmes for public leaders which are integrated into the national policies in capacity building of human resources; high level of organizational and methodological provision of programmes for professional training, comprehension of their importance to the social development; definite results of professional development programmes realization for executive leaders in the form of nationally identified leadership competencies (profiles of public leaders).

The content range of programmes is determined by key functions of modern public servant which include: development and realization of public service reform strategy, involvement and development of personnel, effective communication with stakeholders, change management, self-improvement. The methods used to develop such leadership competencies are comprised by: learning by doing, coaching, project activities, team-building exercises, meetings with experts, reflection etc.

The majority of professional development programmes for public leaders are implemented in full time and blended (face-to-face and distance learning) modes.

5. It has been identified that the foreign professional development programmes for executive leaders of educational institutions correlates strictly with constituents and legitimized executive leader's profile with the standards of educational leadership. Such correlation is a key factor for effectiveness of the mentioned programmes.

It has been specified that the professional development programmes for executive leaders for education sphere: are focused on the development of individual and organizational leadership with accent on peculiarities of educational activities and leadership competencies development; differentiated by terms (long-term, mid-term, short-term), status (diploma, certificate), educational level (master, doctoral); characterized by a wide range of content in certain education sector (secondary, high education etc.); methodological tools have been used to develop behaviour competencies of executive leaders (practical exercises, situation analysis, meetings with experts, learning by doing, coaching, internships, project activities etc.). Besides it has been set up tendency to implement at the national level the specially developed programmes as integral parts in the system of public personnel policy and professionalization of education. Successful programme graduation is obligatory in order to become the educational institution administration (appointment to the executive positions at the educational institutions).

6. It has been justified the methodology of professional development for executive leaders which include: regularities, principles, content, pedagogical technology,

evaluation and conditions of effective professional development for executive leaders. The following regularities for professional development of executive leaders:

- 1) dependence between the constituents of process of professional development for executive leaders (structure);
- 2) interdependence of roles, functions and competencies of executive leader (profile);
- 3) consequence of steps to balance individual and organizational needs with general profile of executive leader (strategy for leadership potential development);
- 4) dependence between the levels of governance and levels of competencies.

On the basis of regularities and considering the principles of modern education paradigm of human-centrism as well as adult education principles, twelve principles of professional development of executive leaders have been formulated, such as:

- 1) the principle of profile orientation;
- 2) the principle of dominance of behaviour competencies;
- 3) the principle of leaders' upbringing;
- 4) the principle of importance of values, spirituality and morality;
- 5) the principle of potential development;
- 6) the principle of reflection for self-knowledge;
- 7) the principle of choice, freedom and creativity;
- 8) the principle of distributed responsibility and positive motivation;
- 9) the principle of partnership and dialogue;
- 10) the principle of content relevance;
- 11) the principle of methods relevance;
- 12) the principle of leadership.

It has been identified that the content of professional development for executive leaders determined on the basis of executive leader's profile includes seven context blocks as:

1. Leadership: essence and definition.
2. Individual leadership.
3. Organizational leadership.
4. Strategic leadership.
5. Innovative leadership.
6. Sectoral leadership (depending on the sphere of activities, e.g. public leadership, educational leadership, business leadership etc.).
7. Global leadership (focused on intersectoral and international collaboration).

Pedagogic technology of professional development of executive leaders is formed by means of methodologies, methods and technologies implementation focused on leadership competencies development.

7. It has been determined that the specific of professional development programmes evaluation of executive leaders requires: the necessity to implement it at all levels (G. Phillips and R. Stone model); measurement of the relevant indicators at all levels; utilization of method «360°», interview, simulations of work situations, psychological tests, technology «Assessment-center» and others.

The conditions to improve effectiveness of professional development for executive leaders are identified and correlated with regularities, principles and content. The

effectiveness of professional development for executive leaders will grow under conditions of:

1) increase of the legitimacy level of executive leader competence profile and its usage during recruiting process for executive position, evaluation of administrative activity, assessment of needs and results of professional development for executives;

2) on-time update for the executive leader competence profile according to requirements and challenges of professional activity;

3) stakeholders active participation in planning, development and realization of educational programmes;

4) implementation of educational programmes as integral part of personnel policy and complex system of activities in leadership potential development;

5) recognition and implementation of leadership paradigm at all levels of organizational vertical;

6) functioning of educational institution which realizes educational programmes on the organizational leadership principles;

7) its openness to innovations and changes with adaptability and local parameters to excellence.

8. Theoretically justified methodology of professional development for executive leaders is implemented into the programme of professional development for the heads of educational institutions. Practical steps of the developed methodology implementation include:

- the modernization of professional development for educational institutions heads considering the regularities of professional development for executive leaders;

- implementation the principles of professional development for executive leaders into the education process;

- integration of leadership modules into educational content;

- usage of methods, methodologies and technologies focused on leadership competencies for educational institutions heads;

- evaluation of implementation results pursuant to the identified levels and indicators, and evaluation of behaviour competencies of programme participants according to the executive leader profile via method of «360°».

Analysis of results certifies that the methodology implementation of professional development programmes for executive leaders provides strengthening the effectiveness and efficiency of educational institutions heads ensuring their relevance to the current social transformations and challenges and serves for professionalization of education administration.

The implementation results have become the background to formulate practical recommendations as algorithm of development and implementation to improve the professional development programmes for educational institutions heads in accordance with the conditions of effective professional development for executive leaders.

The research has not opened all aspects of the chosen topic. The prospective aspects for further study are presented by:

- creation of executive leaders profiles for different spheres of activities and their utilization in the system of human resources management as a tool for recruitment for executive position, evaluation of professional activity and professional competencies development;

- description of behaviour competencies for executive leaders, identification of their behaviour indicators;

- implementation into educational practice of professional development for executive leaders the methods, methodologies and technologies for behaviour competencies assessment.

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## АНОТАЦІЇ

**Калашнікова С. А. Теоретико-методологічні засади професійної підготовки управлінців-лідерів в умовах сучасних суспільних трансформацій. – Рукопис.**

Дисертація на здобуття наукового ступеня доктора педагогічних наук зі спеціальності 13.00.06 – теорія і методика управління освітою. – ДВНЗ «Університет менеджменту освіти» НАПН України. – Київ, 2011.

У дисертації визначено теоретико-методологічні засади професійної підготовки управлінців-лідерів у вигляді методології, яка включає: закономірності, принципи, зміст, педагогічну технологію, оцінювання та умови ефективності навчання. Розкрито сутність лідерства як вищого у порівнянні з адмініструванням і менеджментом еволюційного та якісного рівня управління, а також висвітлено його актуалізацію в умовах сучасних суспільних трансформацій. Доведено залежність між рівнями управління (адміністрування, менеджмент, лідерство) та рівнями компетенцій (знаннєвими, вміннєвими, поведінковими). На підставі аналізу провідного зарубіжного і вітчизняного досвіду професійної підготовки управлінців-



лідерів для сфер бізнес-управління, державного управління та управління освітою з'ясовано особливості та фактори, що забезпечують ефективність освітніх програм такого спрямування. Виявлено специфіку педагогічної технології та оцінювання зазначеної підготовки. Обґрунтована методологія професійної підготовки управлінців-лідерів реалізована у вітчизняній практиці професійної освіти керівників навчальних закладів. Сформульовано практичні рекомендації та перспективні напрями подальших наукових досліджень.

**Ключові слова:** професіоналізація управління, професійна підготовка управлінців, лідерство, профіль (рамки компетенцій), управлінці-лідери, державне лідерство, бізнес-лідерство, освітнє лідерство, оцінювання та розвиток лідерських компетенцій.

**Калашникова С. А. Теоретико-методологические основы профессиональной подготовки управленцев-лидеров в условиях современных общественных трансформаций. – Рукопись.**

Диссертация на соискание ученой степени доктора педагогических наук по специальности 13.00.06 – теория и методика управления образованием. – ГВУЗ «Университет менеджмента образования» НАПН Украины. – Киев, 2011.

В диссертационном исследовании предложен новый подход к профессиональной подготовке управленцев в условиях современных общественных трансформаций в соответствии с новой управленческой парадигмой – лидерством.

Установлено, что в эволюционное развитие управления в сфере профессиональной деятельности характеризуется несколькими уровнями. Лидерство рассматривается как более высокий по сравнению с администрированием и менеджментом эволюционный и качественный уровень управления. Специфика каждого из уровней проявляется через идентификацию базовых параметров (субъекта, объекта, характера и цели) управленческого влияния. Лидерство определено как управление, которое реализуется путем влияния на последователей (их поведение), осуществляемое на основе личных качеств (лидерских компетенций) для достижения общественно значимых целей. Актуализация лидерства в контексте действующих общественных тенденций развития (глобализация, демократизация, информатизация / технологизация, возвышение роли личности) и общественных трансформаций (ценностной, организационной) порождает необходимость модернизации профессиональной подготовки управленцев путем формирования образовательной индустрии развития их лидерского потенциала.

Цель диссертационного исследования – теоретическое обоснование и внедрение методологии профессиональной подготовки управленцев-лидеров в отечественную практику. Для ее достижения были проанализированы 65 программ профессиональной подготовки лидеров для сфер бизнес-управления, государственного управления и управления образованием, которые реализуются в Украине и зарубежных странах (Австрия, Великобритания, Германия, Дания, Ирландия, Канада, Нидерланды, США, Швеция и др.).

Разработанная методология включает: закономерности, принципы, содержание, педагогическую технологию, оценивание и условия эффективности профессиональной подготовки управленцев-лидеров. К закономерностям отнесены: 1) зависимость между составляющими процесса профессиональной подготовки управленцев-лидеров (в виде структуры); 2) взаимообусловленность ролей, функций и компетенций управленца-лидера (в виде профиля); 3) последовательность шагов для обеспечения сбалансирования индивидуальных и организационных потребностей с общим профилем управленца-лидера (в виде стратегии развития лидерского потенциала управленцев); 4) зависимость между уровнями управления (администрирование, менеджмент, лидерство) и уровнями компетенций (знания, умения, поведенческие компетенции).

В диссертации определены и обоснованы 12 принципов профессиональной подготовки управленцев-лидеров: 1) принцип ориентации на профиль; 2) принцип доминирования поведенческих компетенций; 3) принцип воспитания лидеров; 4) принцип опоры на ценности, духовности и моральности; 5) принцип развития потенциала; 6) принцип рефлексии для самопознания; 7) принцип выбора, свободы и творчества; 8) принцип распределенной ответственности и положительной мотивации; 9) принцип партнерства и диалогичности; 10) принцип актуальности содержания; 11) принцип релевантности методов; 12) принцип лидерства.

Определено, что содержание профессиональной подготовки управленцев-лидеров, детерминированное на основе разработанного профиля управленца-лидера, включает 7 содержательных блоков: 1. Лидерство: сущность и значение. 2. Индивидуальное лидерство. 3. Организационное лидерство. 4. Инновационное лидерство. 5. Стратегическое лидерство. 6. Отраслевое лидерство (в зависимости от сферы деятельности, например, бизнес-лидерство, государственное лидерство, образовательное лидерство и т. п.). 7. Глобальное лидерство (с ориентацией на межсекторальное и международное взаимодействие).

Педагогическая технология профессиональной подготовки управленцев-лидеров формируется путем использования методик, методов и технологий, направленных на развитие лидерских компетенций. К таким, в частности, отнесены: методика Спенсеров, метод рассказчика, обучение через действие, консультирование, инструктирование, наставничество, коучинг и др.

Обосновано, что специфика оценивания профессиональной подготовки управленцев-лидеров проявляется в необходимости его реализации на разных уровнях (согласно модели Дж. Филипса и Р. Стоуна); измерении соответствующих каждому из уровней показателей; использовании методов оценки компетенций (при доминировании поведенческих). В результате диссертационного исследования определено семь условий – ориентиров для повышения эффективности профессиональной подготовки управленцев-лидеров.

Полученные теоретические выводы в виде методологии профессиональной подготовки управленцев-лидеров были внедрены в программы подготовки руководителей учебных заведений. Анализ полученных результатов подтвердил высказанную гипотезу исследования о том, что профессиональная подготовка

управленцев в условиях современных общественных трансформаций является эффективной при условии ее реализации на основе лидерства. Это требует определения и обоснования соответствующих закономерностей, принципов, содержания, педагогической технологии, оценивания и критериев эффективности, которые формируют методологию профессиональной подготовки управленцев-лидеров.

**Ключевые слова:** профессионализация управления, профессиональная подготовка управленцев, лидерство, профиль (рамки компетенций), управленцы-лидеры, государственное лидерство, бизнес-лидерство, образовательное лидерство, оценивание и развитие лидерских компетенций.

**Kalashnikova S. A. Theoretical and Methodological Foundations for Professional Development of Executive Leaders under Current Social Transformations.** – Manuscript.

Dissertation for obtaining the academic degree of a Doctor in Pedagogical Sciences in specialty 13.00.06 – theory and methods of educational administration. – SHEI «Educational Management University» NAPS Ukraine. – Kyiv, 2011.

The theoretical and methodological foundations for professional development of executive leaders in form of methodology which include regularities, principles, content, pedagogical technology, evaluation and conditions of leaders' education effectiveness are defined in the dissertation. The leadership is presented as the highest – compared to administration and management – evolutional and qualitative level of governance, and its actualization in modern social transformations is verified. Dependency between governance levels (administration, management, leadership) and competencies levels (knowledge, skills, behavior competencies) is proved. The specificities and factors that provide for the effectiveness of leadership education programs are specified on basis of analysis of leading foreign and domestic experience in executive leaders' professional development for business, public and education administration. The specific character of pedagogical technology and evaluation of the aforementioned education is clarified. The grounded methodology of executive leaders' professional development was realized in the domestic practice of professional education for heads of educational institutions. Practical recommendations and perspective directions for further academic research are developed.

**Key words:** professionalization of administration, professional development of executive leaders, leadership, profile (competence frameworks), executive leaders, public leadership, business leadership, educational leadership, evaluation and development of leadership competencies.

Полученные теоретические выводы в виде методологии профессиональной подготовки управленцев-лидеров были внедрены в программы подготовки руководителей учебных заведений. Анализ полученных результатов подтвердил высказанную гипотезу исследования о том, что профессиональная подготовка управленцев в условиях современных общественных трансформаций является эффективной при условии ее реализации на основе лидерства. Это требует определения и обоснования соответствующих закономерностей, принципов, содержания, педагогической технологии, оценивания и критериев эффективности, которые формируют методологию профессиональной подготовки управленцев-лидеров.

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