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TIMELESS LEADERSHIP AND UNIVERSITY PERFORMANCE

KEYWORDS: Leadership; school management; management; leadership.

ABSTRACT. There is great interest in educational leadership in the 21st century because of the widespread belief that the quality of leadership makes a significant difference to universities and student outcomes. There is also increasing recognition that schools require effective leader if they are to provide the best possible education for their learners. While the need for effective leaders is widely acknowledged, there is much less certainty about leadership behaviors that are most likely to produce favourable outcomes. We examine the underpinnings for the field of educational leadership and discuss the evidence of their relative effectiveness in developing successful universities especially during the periods of change. Based on the experience of Ural State Pedagogical University (USPU), Yekaterinburg, Russia, uncovering the risks and opportunities, and taking into consideration the complexity of global society, the authors make an attempt to show the ways the university team chooses to accomplish the desired goals to become the leading pedagogical university in the region. There is always a need to realign the infrastructure of education with the needs of the people it serves. The article emphasizes the importance of university social responsibility culture alongside commitment to learning, research and student experience. It is the authors' strong believe that universities stimulate social vitality, which itself has an economic impact, drives innovation and productivity growth in global economy. This paper shows how educational leaders at all levels can help to build learning communities through collaborating and negotiating with their colleagues and students, as well as with external agencies and local communities, to sustain and develop the successful learning. Different practices are used for leader education. The article describes the experience of USPU in its development of educational leaders over the past years.

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ОСОБЕННОСТИ РУКОВОДСТВА И ДЕЯТЕЛЬНОСТЬ УНИВЕРСИТЕТА

КЛЮЧЕВЫЕ СЛОВА: университеты; руководство образовательным учреждением; управленческая деятельность; лидерство.

АННОТАЦИЯ. В XXI в. особое внимание уделяется лидерству в сфере образования, так как существует мнение, что качество управления влияет на деятельность университета и достижения студентов. Получает признание тот факт, что образовательное учреждение нуждается в эффективном руководителе, для того чтобы оно могло обеспечить обучающихся качественным образованием. Несмотря на то что необходимость в эффективном руководителе признается многими исследователями, нет четкого описания вариантов поведения, которые бы способствовали достижению высоких результатов. В статье раскрываются основы управления образовательным учреждением и приводится подтверждение тому, что управление играет важную роль в развитии университета, особенно в период изменений в системе образования. На примере Уральского государственного педагогического университета (УрГПУ) в городе Екатеринбурге (Россия), принимая во внимание возможные риски и существующий потенциал, а также с учетом сложной структуры мирового сообщества, авторы предпринимая попытку описать пути, которые выбирает руководство университета для достижения поставленных задач, необходимых для того чтобы университет стал ведущим педагогическим вузом региона. Необходимо перестраивать инфраструктуру образовательного учреждения, чтобы оно отвечало запросам современного общества. Авторы статьи уделяют особое внимание социальной ответственности университета, которая должна присутствовать наряду с образовательной, исследовательской и воспитательной деятельностью. Авторы убеждены, что вузы стимулируют социальную жизнестойкость, что имеет важную роль для экономики государства, побуждает к инновациям и ведет к росту производительности глобальной экономики. Данная статья показывает, как руководители университета на разных уровнях могут стимулировать развитие образовательных сообществ на основе взаимодействия и сотрудничества с педагогическим коллективом и студентами, а также с внешними организациями и группами, что ведет к развитию и улучшению образовательного процесса. Существует множество способов обучения руководителей. В статье приводится опыт УрГПУ в этой сфере, наработанный за прошедшие годы.

Introduction

There is great interest in educational leadership in the early part of the 21st century.

Many countries and university systems are focusing on leadership and leadership development.

This is because of the widespread belief that the quality of leadership makes a significant difference to school and student outcomes. In many parts of the world, including Russian Federation, there is recognition that universities and schools require effective leaders and managers if they are to provide the best possible education for their learners.

There are many definitions of leadership. However, most definitions of leadership imply that intentional influence is exerted by one person or a group, over other people or groups, to structure the activities and relationships in a group or organization. Understood as a social influencing process, leadership concepts differ in terms of who exerts influence, the nature of that influence, the purpose for the exercise of influence and its outcomes.

Educational leadership is usually associated with formal organizational position in universities. The concept of leadership can also be extended to include developing student leadership as a goal of the educational process. This is recognised as an important life skill.

The field of educational leadership is pluralist, with many competing perspectives and an inevitable lack of agreement on the exact nature of the discipline. While education can learn from other settings, educational leadership has to be concerned with the purpose or aim of education. Not only is there a diversity of theory about leadership, it also varies according to context.

Leadership issues in education, different leadership styles and philosophic foundations of educational leadership have been discussed for many years, still leadership continues to spark debate over the past several decades. In the past several years we have had a unique opportunity to listen to a variety of speakers and panelists and to participate in workshops and discussions. We have had the opportunity to consider a plethora of viewpoints regarding women's leadership and leadership in general (The Sixth and the Seventh World Women Universities Presidents Forums, The Ural Russian-Chinese Sub-Forum, etc.).

The study of leadership phenomenon has been gleaned from the philosophical and sociological viewpoints, as well as psychopedagogical investigating the relationship between and within various groups, the major traits and means of forming leaders. Other studies describe the qualities that are traditionally associated with leadership and can be linked to

strong performance. Research also demonstrates, and it's important, that these qualities can be developed, if the right approach is taken. Currently we are in a time of change, great stress, and concern. There is no doubt that situations in education need the leader's interference. Leaders will need to develop new skills to envision the future and to generate change. Educational leadership is the process of managing an educational institution. Strong leadership is a necessary condition for university development.

Background of the study

The intent of this paper is to advance on the following propositions. First, when we analyze the choices and responsibilities of universities in times of social transition, we should bear in mind that the universities often times are the centers of governmental agenda. However, regardless of social and political conditions imposed on universities, they are invariably a source of new knowledge and innovative thinking. Secondly, universities are vital for global economic environment and economic transition. Due to the progressive nature of education, universities and similar institutions regularly become the driving force of social transition. Thirdly, global economic environment does impact and motivate social change. Fourth, academic leadership, such as presidents and rectors are or should be the visionaries, who shape the present and the future of their organization with support and exchange of ideas between them, academic faculty and students. Given the complexity of our global society, there is a need to realign the infrastructure of education with the needs of the people it serves. With these principles in mind, Ural State Pedagogical University (USPU), Yekaterinburg, Russia, has launched a new Strategy for 21st century education initiative that has been dedicated to the achievement of academic excellence and improving access to education [1]. Our believe was and is that education is valuable to social change [2]. We are living in the age of major transitional period in the public educational system. The changes the students may experience during a transition are numerous, from school facilities to academic expectations, to increased independence, etc. Social transition may refer to sociocultural evolution, to a paradigmatic change in the structure of education. Social change may be driven by cultural, religious, economic, scientific or technological forces. Change comes from two sources. One source is random; another source is systematic [3]. Dao De Jing uses the metaphor of water as the ideal agent of change. Water, although soft and yielding, will eventually wear away stone. Change is to be natural, harmonious and steady, albeit imperceptible. [4] In our further discussion, we'll consider social

transition as systematic change to drive result and impact, the outcome of which is educational, sociocultural and economic progress. Any change is associated with responsibility, the state of being responsible, answerable, or accountable for something within one's power, control or management; able to answer for one's conduct and obligations, to choose for oneself between right and wrong. [5] Michael E. Porter in Harvard Business Review writes, "Corporate social responsibility can be much more than a cost, a constraint, or a charitable deed – it can be a source of opportunity, innovation, and competitive advantage." [6] It is well known, any change or transition is not easy. It cannot be reasonably expected that there will be any sudden all-encompassing transformations in the model of education that operates within the university.

The future from the past

The 21st century is a new age; it is the dual scientific and humanistic world. This century is remarkably different from the previous ones; it is in some ways remarkably similar. In just several centuries our ability to control life and alter the environment has increased. Science has altered the character and quality of our life; we enjoy health, freedom. The speed of changes and scientific discoveries in our lives is tremendous. But the benefits of science have also created the compelling dilemmas that we face and the decisions we are going to make in our productive lifetimes. Thirty years ago we believed that small groups of highly-trained mathematicians would be capable of running a computer. Our students use desktop and laptop tools in doing their work better and smarter. Our experience with computer science in the last few decades is a good example of the dispersment of information and power. More changes are coming over. The question is "What knowledge should an educated person possess in order to contribute, to lead, and to have a productive life?" Our economic and educational goals need not be contradictory. A university defines what it believes is an educated person by the curriculum it offers. As we consider what knowledge an educated person must know, we must ask whether or not we are really considering new knowledge or are we rearranging that which we already know. Today's challenges call for a fundamental transformation of leadership style and culture to improve education and university performances in all its fields.

Leadership effectiveness: why is it relevant to USPU?

It is important to state that leadership is sensitive to context and that leadership development activities reflect local circumstances. Effective leadership is one key element in the success of a group and virtually anyone can learn to be an effective leader. Effective leaders

have a strong feeling of cooperation and teamwork alongside personal responsibility; they are honest, foster pride in the organization, keep promises, help others to be successful, create a trusting climate, their actions are consistent with their words and with the wishes of the people they lead. Spotting talent is one of the essential elements of great leadership. To be an effective leader is more art than science.

Not only professionals or administrators can be leaders, but educational institutions as well. USPU is the leading pedagogical university of the Ural region, a center of science, education and culture. In spite of being teacher training oriented, within the last several years university has gained the status of a classic multiple-discipline higher educational establishment. Nowadays, the proportion of non-major programs at USPU constitutes up to 46,5% of its pedagogic programs. The USPU strategic goal is to apply the maximum of its scientific and research potential in the educational process, to develop prior fundamental research projects and satisfy interests of all consumers of educational services by means of applied research. This goal is achieved via support of existing academic school, development of new prospective science and research student assignments and new topics for research, development of the university's intellectual property security system, an increase in science and research funding from secondary sources, improvement of the competitive ability and a raise in demand for USPU faculty science and research results in the region, the Russian Federation, and international academic society.

Traditionally, the practice of an assessment of results and quality of performance of educational institutions in our country and of the realized educational programs was carried out within three main procedures: licensing, accreditation, state supervision and control. The entry of Russia into Bologna Process initiated the introduction of innovative projects to education practice, including new approaches to the system of an assessment of results and quality of activities of educational institutions. New approaches to an education system under the conditions of modernization actualized the problem of management of education quality, the solution of which is conceptualized on the basis of such all-European approaches as education quality management. The international quality management system includes the standard worked out by the European Association for Quality Assurance in Higher Education. This document contains standards and recommendations regarding their application for providing quality assurances of education in higher education institutions. Along with it, in our country there is the federal standard specification # P 52614.2-2006 "Quality Man-

agement System. Guidelines on the Application of GOST P ISO 9001:2001 in Education", which is the translation of the international ISO/IWA2 standard in edition of 2003. However, the standardized approach does not provide a solution of the problem of quality management of education taking into account all aspects and components of this complicated multidimensional process. It is necessary to recognize the fact that on a scientific basis it can be solved, only if education is considered as service, i.e. it makes market sense. In this case, the main consumers of the results of this activity of educational organizations are trainees, and not the state or employees of educational institutions. Therefore, if the consumer's inquiry to an educational system is not created, or created not completely, then it is impossible to speak about quality of education in full sense of this concept. In practice, quality of education is considered from the positions of achievement of the standard (federal, regional, that is the external parameter of education of those trained; it characterizes the degree of satisfaction of inquiry of the State to the educational organizations and doesn't take into consideration the peculiar features of the students. The analysis of modern practices shows that the governing bodies of education are most significantly focused on the development of quantitative characteristics of education, even if it concerns quality. In the Berlin declaration, adopted on September 19, 2003, by the Ministers of Education of member countries of Bologna Process, the exclusive role of quality in the creation of the all-European space of higher education is noted. In the document it was declared that by 2005 national systems of a quality assurance of education have to provide responsibility of the organizations and institutes participating in educational process; an assessment of programs of higher education institutions, including an internal assessment, external responses, an assessment from students and the published data on this question; system of accreditation, certification and similar procedures; evidence of the international participation in an assessment and international cooperation [7]. An important condition of recognition of our system of education by the international community is the existence of the quality management system confirmed (certified) by the international organizations. The role of the independent assessment of quality of educational programs, which is carried out by means of the system of accreditation of educational programs and higher education institutions has in general increased.

At the initial stage, there were no legislative restrictions, concrete requirements to use of various systems of assessment. Higher education establishments independently and voluntarily, depending on the level, conditions, development

strategy, made the decision on the choice of a way of an assessment of the results and quality of their activity. The situation changed in 2013 in connection with the adoption of the new Law "On Education in the Russian Federation". Today, the fundamental document in the formation of the national system of an assessment of quality is the Resolution of the Government of the Russian Federation of March 30, 2013, No. 286 "About the formation of independent system of an assessment of quality of work of the organizations rendering social services".

The fulfillment of the above positions of performance allows a higher educational establishment:

- to get acquainted with the best practices, to learn to prove the choice and to complexly use different models in the field of the assessment of the results and quality of activity of the organization;
- to create readiness to estimate any administrative actions from the point of view of their usefulness for consumers, interested parties and society in general;
- to master the mechanisms of the management process and continuous improvement;
- to master the mechanisms of carrying out internal audits;
- to create readiness and to create conditions for the active inclusion of the personnel, managers of all levels into the process of use of methods of quantitative and qualitative standards of productivity and efficiency of the processes, performance and activity in general.

The main document defining the activities of the University for the Improvement of the quality of providing educational services is "The Policy in the area of Quality of the Higher Professional Education in Ural State Pedagogical University". The basic principle of the policy of the university in the field of quality is the principle of steady trust from society and the state which we achieve due to assistance in preservation, restoration and development of the human and cultural capacity of Russia, thanks to our priorities of the development of the unity of the Russian society, positive links between generations, informative and creative and spiritual and moral values. The strategic objectives in the field of quality of higher education are:

- implementation of requirements of all groups of consumers of educational services of the university;
- realization of competence-based approach in the training of the experts;
- creation of conditions for the formation of the sociocultural educational environment, self-expression and self-development of students;
- implementation of vocational training, retraining and professional development of the expert which quality has to be confirmed by a demand and competitiveness in the sphere of their activity;

- increase of the rating and prestige of the university within the region and the country, influence on the demand of pedagogical education within the Russian Federation and the European educational community.

The achievement of a new quality of level of training of specialists is based on opening of the new, demanded in a modern social production directions and specialties; continuous improvement of fundamental education and fine arts; realization of the principles of the humanistic personified education paradigm in teaching and educational process; the continued support of creative initiatives of talented teachers and graduate students in the introduction of new technologies in educational process; the continuous accounting of the changing requirements of the society revealed by means of market system and sociological research; the continuous improvement of educational process, of the processes of the management administrative activity, providing the resources and measurements; implementation of the complete concept of educational work of a higher education institution.

The university management develops, pursues and improves its policy in the quality of education and training of specialists taking into account the last achievements of psychology and pedagogic, technologies of education and modern management. The management guarantees educational services to the consumer, conditions for all-round development, personal formation and vocational training of the corresponding quality which is based on the VPO STATE standards – on the one hand, and the revealed requirements and expectations – on the other which are specified in the relevant contract.

To achieve the quality of education demanded by the consumers and the modern standards in pedagogical higher educational establishments a steady management based on actual approaches and methods is necessary. The higher educational institutions have to show not only the competitiveness in providing educational services, but to be an interesting and perspective partner capable to vigorous activity with the guaranteed results. Without exaggeration it is possible to state that it is the human factor that is a decisive component of success – the qualified performers and the competent managers capable to work in coordination in the difficult modern conditions for the benefit of their university.

How can university support educational leadership? There is a need to prepare, train and develop leaders. Develop leadership teams. Mentoring and coaching can benefit newly appointed leaders. Consider student leadership programme to widen student participation in the running of the university school. USPU

provides and implements professional development qualifications on educational leadership for those who are currently in, or about to start, a leadership role. Therefore, as well as developing teachers and teaching, developing leadership is critical for USPU institutes and departments.

USPU Institute of Personnel Administration prepares leading managers for various pedagogic intuitions in a number of bachelor's and master's programs. Some other institutions and faculties enacted leadership-promoting programs for prospective educational workers.

Effective educational leadership is the most powerful way for university leaders to make a difference to students' outcomes. Therefore, to ensure that USPU leadership development activities yield the maximum impact, university offers authentic programs to develop leaders.

USPU enforces focused staff policy, in compliance with relevant technical regulations and provisions of law, which preserves leadership potential of its employees and implements a leadership development program for the regional system of education. The essence of modern USPU strategy is active participation in realization of federal educational and academic programs, a ready response to current requirements, training of sought after, mobile and innovative specialists. Therefore, we can state that USPU has laid stable framework for the implementation and development of leadership academic programs in 2018-2020. The University highlighted key points, goals, and challenges, on which we'll continue working during the new school year to meet the changing requirements of both the state and society to education, and of education to the state and society.

Building the new leader

What makes up the leadership potential to address significant learning strategies? How to recognize a potential leader and how to prepare a highly skilled executive? The issue could be referred to FAQ, i.e. a question, though asked frequently, is not asked enough, and it is not answered in a realistic way by academia. Universities are unique kinds of global institutions; they embrace cultural and socioeconomic setting. There are three essential ingredients in university activities: education, research, university and community. It is our firm belief that a focus on leadership culture is important for their preparation. Taking into account a certain gender disproportion in the staff and students of the university, we make a greater focus on balance and equality between male and female leadership strategies, preparedness for administrative leadership, etc., than on their differences in absence or presence of leadership qualities. The culture of leadership is based on gender cul-

ture as a certain set of norms and values building cooperation on principles of equality, solidarity, partnership. It is manifested through a sum of cultural universals, represented by common core values in various spheres of life. It is essential for leadership in education that this sum should include not only common social, humanitarian and scientific research culture, but culture of ethics, aesthetics, law, politics, ecology, linguistics, information technologies, and, the most important in modern society, cross-cultural communication. New challenges in education call for new trends. One should have expertise and experience, be empathetic. Regardless of gender, a leader should have resilience, and strength of character. Very important is the power of persuasion, the ability to listen. In leadership preparation courses a lot of emphasis should be put on listening. Listening means asking good questions and taking in what people have to say. Listening also means hearing what people are not saying. In teaching a course for future leaders we'd also warn against greed, that is, have a sense that your work matters, that your efforts contribute to something bigger than your salary. Future leaders should clearly understand that one day they will be judged by later generations. The 21st century educational leader must act as a manager, an innovator, a builder, a connector, a dreamer. The new leader must be detailed, resourceful, focused and inventive. He or she is process-oriented and can visualize materials coming together to create a finished product and to release human possibilities. All of these skills and qualities must be developed in today's leader. Leadership is also about how leaders combine and blend different dimensions. With the development of leadership and their organization leaders balance the blend to achieve better outcomes: they establish goals and expectations, they ensure supportive environment, they make strategic planning. It is very important to know where these qualities are represented on your team. Knowing how your co-workers think is paramount to effective teamwork. Leadership is a complex activity, a process of influencing people and followers to achieve the goals and rein-

force the change of university culture. Leadership entails changing an organization strategy. It requires us to make an active choice among plausible alternatives and it depends on bringing along, on mobilizing them to get the job done. Effective leadership is at its best when the vision is strategic, the voice persuasive and the results tangible.

Conclusion

Leadership is seen as a prime factor in improving university effectiveness. Leadership can be understood as a process of influence based on clear values and beliefs and leading to a vision for the university. The vision is articulated by leaders who seek to gain the commitment of staff and students to a better future for the university.

Leadership makes a difference. Leadership is strongly associated with university performance. Good leadership is not only important in itself; it is also a powerful way to improve teaching. Effective leadership improves universities.

Based upon our experience over the past years, we offer our observations to facilitate discussion about the ways of developing the new leader and responsibility of universities in their preparation. A leader must envision the future, inspire the followers to bring about the necessary change. Personal qualities that include values, character, motives, habits, traits, behaviors, and skills constitute effective leadership.

Social and economic transition cannot be achieved without universities. Universities stimulate social vitality, which itself has an economic impact. University corporate social responsibility culture is one of the core strategic goals alongside commitment to excellent learning, research and student experience.

Education is the essential role of the university. Teaching and research go together. Research is essential to the university only if it is associated with the teaching process. Increase of international activities of the Russian Federation and the subsequent change in legislation lead to social transformations, to changing demands on universities. That in turn leads to how universities are assessed and gauged in their performance.

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