

ТЕОРІЯ І МЕТОДОЛОГІЯ НЕПЕРЕРВНОЇ ПРОФЕСІЙНОЇ ОСВІТИ

THEORY AND METHODOLOGY OF CONTINUING PROFESSIONAL EDUCATION

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Marshall K. Christensen
ORCID iD 0000-0002-9647-3632

PhD (History), Professor,
International Organization Co-Serve International,
97055 Sandy, Oregon, USA,
marshallkchristensen@gmail.com

PREPARING STUDENTS FOR LEADERSHIP: THE ROLE OF UNIVERSITIES

The article is devoted to the role of universities in preparing students for leadership. The article states that universities provide opportunities that cultivate the leadership potential of their students, but rarely offer specific guidance for future leaders. The article highlights the experience of Co-Serve International, a non-governmental organization based in the USA, has realized over the past fifteen years in preparing future leaders. The methodology and the principles of Co-Serve International have been taken by partners to the USA, Kazakhstan, Ukraine, Thailand, Afghanistan, the Philippines and Nigeria. Co-Serve has learned that developing leaders is best achieved by non-traditional teaching methods, such as «action and reflection». Ten Ways Professors Can Model Leadership have been substantiated in the article: an example of leaders in their field of study; cultivation of students self-awareness; respect for personality; a model of teachers' behaviour as a leadership-service for students; active listening as an act of service; helping students to find their purpose and achieve it; building community as an act of leadership; conflict resolution and development of the skills of forgiveness; creating an atmosphere of trust in the learning community; encouraging students who have achieved certain results.

Key words: teachers; leadership-service; students; university.

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Universities appeal to prospective students by making a wide range of promises about preparing them for life. Universities provide opportunities that cultivate the leadership potential of their students, but rarely offer specific guidance for their students as future leaders. Despite the fact that people prefer to be led rather than managed (Ferguson & Duin, 2012), contemporary universities offer a plethora of management degree program, seldom a leadership program. We believe the tables need to be turned. It is time for universities to assume their responsibility of preparing future leaders. Specifically, professors must model the way of effective leadership.

There is, of course, a certain irony in the fact that universities are, by-and-large, taking a passive role in preparing their students for leadership in society. The prevailing assumption is that earning academic degrees is the path to leadership in virtually any profession. After all, most of society's leaders have earned degrees,

proudly claiming those degrees as credentials for leadership. The underlying, widely assumed premise is that leaders are born, not trained for leadership. History and reason belie this premise. Leadership training is essential.

A related illogical, often detrimental, premise is that expertise is the best criterion for selecting leaders. A skilled engineer is not necessarily a good department head; a successful business entrepreneur may not be able to unite a team of managers; a gifted teacher may not have administrative abilities; a military genius may not be an effective politician. Nevertheless, all-too-often professional skill is the primary basis for selecting leaders in an organization. Leadership, may be considered a «soft skill» but it is essentially a learned skill.

Our argument is that leadership skills are learned and there is much that universities can and must do in order to turn the tide of bad leadership that afflicts incalculable oppression upon people in every culture and society around the globe.

The aim of this article is to encourage universities to

be proactive in modeling leadership develop for students in every field of study.

Past Silence. During the twentieth century American scholars and analysts seemingly examined higher education and its role in society from every conceivable perspective. In 1987, for example, The Carnegie Foundation for the Advancement of Teaching, published «College: The Undergraduate Experience in America», written by its president, E. L. Boyer (1987). While noting that the American «system of higher education, with its openness, diversity, and scholarly achievement, is the envy of the world», the study also observed confusion over goals, a lost sense of mission, and conflict between «careerism and the liberal arts». The Carnegie report fails to make any reference to the role of universities in preparing leaders for society.

A parallel study, «General Education and the Plight of Modern Man», written by E. J. McGrath (1976), former Secretary of Education during the Truman and Eisenhower administrations, was published by the Lilly Endowment of Indianapolis, Indiana. Dr. McGrath looked back on the model of ancient Greece as the ideal for modern America. The Athenian education plan promoted «harmonious development of mind, body, and spirit» he noted. McGrath concluded that «only a broader, more relevant higher education including the arts of all types can adequately prepare our people to deal effectively with the conditions of society today which vulgarly dehumanize our personal lives, bleed our national vitality, and undermine our earlier pre-eminent posture in the commonwealth of nations» (p. 115). Despite the passion of his argument, McGrath gave no consideration to the role of higher education in preparing leaders for the nation.

«Habits of the Heart», a widely read and highly acclaimed analysis of the tensions inherent in the forces of individualism and cohesion in American society, was published in 1985. Authors R. N. Bellah et. al. (1985) drew attention to the American dilemma. «For several centuries, we have embarked on a great effort to increase our freedom, wealth, and power. For over a hundred years, a large part of the American people, the middle class, has imagined that the virtual meaning of life lies in the acquisition of ever-increasing status, income, and authority, from which genuine freedom is supposed to come» (p. 284). As the authors interviewed a cross-section of Americans, they often concluded by asking: «What would you want me to tell my students about how to fulfill their responsibilities as citizens?» The most common response harkened back to the observation of Alexis de Tocqueville, who, one hundred and fifty years earlier observed that Americans are joiners. «Tell them to get involved!» they heard people say (p. 167). Nevertheless, no formula for preparing leaders rings with any appeal in their brilliant study.

Interestingly, in the midst of one of the hardest periods ever endured by the Ukrainian people, education reformer A. S. Makarenko (1888–1939) created an enduring model for training young leaders. As a boy his family nurtured in him the values of honesty, self-respect, and sense of duty. Poor and humble, his father

told Anton that local «schools were not made for the likes of us, but you just show them! Nothing but full marks, mind!» (2001, p. 9). Growing up during the era of the revolutions of 1905–1907, 1917, and the civil war that followed, Makarenko never wavered from his focus on education. In 1914 he enrolled in the Poltava Pedagogical Institute, eventually qualifying as a teacher. In 1920 the Department of Public Education appointed him the head of a colony for homeless children. From that modest beginning he modeled the path of leadership, based upon core values, discipline with a caring heart, hard work and education. His example was applauded by Maxim Gorky. Eventually, in 1927, his work was replicated at the Dzerzhinsky Labor Commune with 600 students. His model of work in community and classroom instruction was admired throughout the Soviet Union (pp. 10–13). Makarenko established a model of leadership preparation.

Leadership: Traditional Assumptions and Contemporary Implications. What historical models have framed basic, western notions about the meaning of leadership? Civilizations born around the Mediterranean Sea spawned several models that set basic leadership patterns over the past 5,000 years. In ancient Egypt, for example, the pharaohs cast an image of absolute power and luxurious glory during their reigns and into their afterlife. The Greeks offered two models, that of Alexander the conqueror and the Platonic, intellectually and culturally enriched Athenian democratic rule by the educated, privileged minority. The Romans, after successfully embracing and implementing rule by the people in a Republic, let that model slip away, evolving into an empire whose leaders, the Caesars, enjoyed absolute power and control. With the coming of Christ, a new model of leadership, based upon caring for and serving the needs of individuals and people groups was introduced. After three centuries that model was overpowered by the Church. Power and control was restored and Church overwhelmed the State from the fall of Rome until the Reformation of the sixteenth century.

The power model of leadership was never abandoned. Thinkers such as Machiavelli, Hegel, Fichte, Engels and Marx, just to name a few, raised fundamental questions about power and leadership. Their views were widely studied in universities. Their notions of leadership came to be personified by authoritarian leaders from Napoleon to Bismarck, Pope Pius IX, as well as the totalitarian leaders of the twentieth century. The climax of the power model culminated in the deaths of 60 million people, 3 percent of the world's population, during World War II. The same power and control model of leadership permeated business and industry, even charitable and health care organizations, and every aspect of politics. These leadership practices have resulted in catastrophic human suffering. Daily existence for countless millions is virtually unbearable.

In his classic novel, *Crime and Punishment*, F. Dostoevsky captures the terrible impact of power and control in the dream of his main character, Raskolnikov. In his dream Raskolnikov was about seven years old, walking with his father outside of the little town where

they lived. A young man with a cart and an old horse offers to take people who are out on their walk home in his cart. People were dubious that the old nag could pull a cart full of people, but the owner proudly promises to make the little mare gallop, whipping the overburdened creature with a cruel and fatal beating. The scene is a metaphor for the way people are treated by inhuman leaders. The cart owner is more intent in demonstrating his power than achieving the desired goal. All-too-often, the same is true for contemporary leaders.

Dostoevsky makes a statement about the depravity of humanity, our «fallenness». R. A. Swenson, confirms and updates Dostoevsky's conclusion in «Hurling Toward Oblivion: A Logical Argument for the End of the Age» (1999): «The entire chronicle of the human race has been marked by selfishness, treachery, and bloodshed. There has never been an era where this has not been true. But the twentieth century has witnessed more spectacular selfishness, treachery, and bloodshed than any other time in history, leaving many moderns disillusioned and cynical» (p. 78).

Traditional sources of moral restoration, including religion, political persuasion, business, the fine arts and science have lost much of their ability to restore the norms of cultural values for humanity. In «The Road to Character», D. Brooks (2015) observes that humanity lives by two sets of logic, Adam I and Adam II. To put it simply, Adam I «pursues self-interest. Maximize your utility. Impress the world. Adam II lives by an inverse logic. It's a moral logic, not an economic one. You have to give to receive. You have to surrender to something outside yourself to gain strength within yourself. You have to conquer your desire to get what you crave. Success leads to the greatest failure, which is pride. Failure leads to the greatest success, which is humility and learning. In order to fulfill yourself, you have to forget yourself. In order to find yourself, you have to lose yourself» (p. xii).

In a world that seems to be hurtling toward oblivion and where traditional agents of social and moral restoration have been losing their influence, the role of the university in preparing future leaders assumes far greater importance than hitherto assumed.

University Leadership Training: Adapting the Co-Serve International Model to the Classroom. Leadership principles are passed down from generation to generation, to future leaders by teachers who model the way. That is one of the important conclusions Co-Serve International, a non-governmental organization based in the USA, has realized over the past fifteen years in preparing future leaders. Co-Serve has learned that developing leaders is best achieved by non-traditional teaching methods, such as «action and reflection». Students who passively listen to lectures or contemplate the implications of research studies on leadership rarely learn how to become effective leaders. Therefore, leaders must learn how to practice principles in the context of their communities. Developing lasting relationships is the key to effective leadership development. Leadership is a matter of training the heart as well as the mind.

Effective leaders must learn to control their own human nature, not control people with their power. So much of leadership development is counter-intuitive, especially in learning the art and the skill of serving people as the first priority of a leader. Managers strive for tangible results; leaders invest in people and relationships. The process of leadership development begins with self-evaluation, including the nurture of personal and community core values.

The market is full of leadership resources. Experts inform us about ways to develop the courage and confidence of a leader, offer advice on ways leaders can dominate the market, improve their performance, assume positions of power, make decisions, lead change, ensure financial return, and produce effective strategic plans (See Handbook of Leadership Theory and Practice, Harvard Business Press, 2010 and many other sources).

Co-Serve International has adopted a different model, one that can be adapted to virtually any academic field of study, and especially in the context of a classroom. This model is based upon the premise that traditional leadership training programs seldom produce effective leaders, but modeling leadership can. In reality the world faces a leadership crisis. Therefore, universities must assume responsibility for leadership training, using a servant leadership paradigm that can be applied to leaders in any discipline.

The methodology and the principles of Co-Serve International have been taken by partners to the USA, Kazakhstan, Ukraine, Thailand, Afghanistan, the Philippines and Nigeria. What we have learned may be replicated in universities. Teachers can model key principles and practices. The following topics can be integrated with and modeled by faculty in every academic discipline.

We recommend that professors call their students' attention to the need for effective leadership and for authentic community as they study in any given field of study. The process begins by creating a safe community of learning in the classroom. Students need to be assured that each person is important. The process might begin by inviting students to share their personal stories with the class. This can take place over time, short presentations should include basic references to childhood, adolescence and their present stage of life as young adults. Taking time to share life stories can actually enhance group learning regardless of the specific field of study.

Building upon the sharing of personal stories, professors can encourage students to apply universally accepted values in their personal and professional lives. What does it mean, for example, when we affirm that people are more important than the production, marketing and use of things or the bottom line profit? This question raises a wide range of thought-provoking topics. How do leaders demonstrate how they value people? How do leaders cultivate relationships within a team? What are the likely consequences when leaders value goals more than people? Who are the people who have been most important in guiding you? How and why?

Ten Ways Professors Can Model Leadership.

Professors often talk about leaders in their field of study. Talking about who they are and their contribution to the field is important. It may surprise students, or at least help them, to learn that the giants in the field have achieved status by virtue of their **influence**. Rarely, if ever, did they work alone. Their ideas and innovations gained favor as they encouraged others to join them in research, building the base of knowledge, and solving important problems. In most cases these leaders used their influence to help others work «enthusiastically toward goals identified as being for the common good» (Hunter, 1998). True leaders gain lasting authority by valuing people, not commanding and controlling others.

Professors who model the way of leading by serving can help their students cultivate **self-awareness**. This quality is quite different from the in-born self confidence of many high-achieving students. Self-awareness is the discovery of personal core values and how they apply in life. Inquiry in academic disciplines correlates with the inner process of asking what is in my heart? Who am I? Ancient scholars understood that real learning begins with self-discovery. Jesus of Nazareth said «Where your treasure is, there will your heart be also» (Matthew 6:21). Identifying this treasure of the heart can be profound in learning to be an effective leader.

Professors model the leadership skill of **respect** for others in the ways they relate to students. Valuing people is revealed in the behavioral interaction between teachers and their students. Students quickly read the signals sent by teachers: She greets me with a welcoming smile; she expresses appreciation for my work and my contributions to the class; she listens carefully to what I say and never dismisses my questions; she is honest with me about my progress; sometimes, when necessary, she tells me she is sorry when her comments may be hurtful; and she always demonstrates in words and actions that she believes in my potential. The lessons of respect will last a lifetime, long after basic cognitive concepts have passed.

The teaching profession is a form of **service** to students. Highly effective professors sacrifice their time, talents and energies for the sake of their students. They see potential in each student and they are personally and professionally committed to unleashing the qualities they see. They create learning environments that nurture individual and group growth. They put into practice the test of servant leadership, as advocated by R. Greenleaf: «The best test, and difficult to administer, is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants» (Greenleaf, 2008, p. 15). Long after examinations are finished, degrees have been awarded, and careers have started, students will remember teachers who expressed extraordinary service in the form of their empathy, encouragement, and love. That kind of service is the real take-away of meaningful academic achievement. Students emulate the model of service set by their teachers.

Listening is an act of service and professors who

model leadership must help their students to become skilled listeners. Active listening is rare. Sometimes our culture trains students to be superficial listeners. For example, we pretend to listen but we are actually just waiting our turn to talk. Competitive listening serves as a basis for telling a more compelling story, including provocative details. Problem solving listening is sometimes used a way to tell others what to do. Professors who help their students practice authentic listening demonstrate a high capacity for emotional intelligence. That is listening with empathy, seeking to clarify what is said, and withholding judgment. Students themselves appreciate professors who are active listeners.

Students come to universities to find their **purpose**. They may study fields as wide ranging as languages and the sciences, mathematics and fine arts, business and history, philosophy and artificial intelligence, but each student has an underlying desire to know who they are and their purpose in life. This desire is directly linked with their future as leaders. Professors who know their students and have invested in positive relationships are often their ideal mentors. They help students sort out the difference between a profession, a career or even a calling in life. Sensitivity to the needs of students often turns into golden opportunities for professors as they prepare future leaders.

One of the reasons for the world's leadership crisis is failure to resolve broken relationships. Effective leaders must be skilled in conflict resolution, and classrooms often provide the ideal site for learning the skills of **forgiveness**. Professors can exhibit the value of «giving for» the sake of healthy relationships when conflict happens in the classroom. Forgiveness requires a change of heart, replacing pride, hurt feelings and severed relationship with humility, empathy and forgiveness. The wisdom and maturity of the professor in modeling the way to restore relationships will be replicated by future leaders.

Effective leadership is inherently an act of **building community**. Teaching, therefore, is leading by helping every student find their common purpose in a learning community. Striving to be the best can and often does negate the value of community in classrooms. Professors who model community building must have a special gift – encouraging each student to contribute to the common goal of helping everyone learn. Finding the balance may, ultimately, require a new way of measuring success in the classroom. What if, communal learning became the standard rather than individual performance? Would students be more likely to excel in group projects? Would working as a team help students become authentic leaders in their professional and personal lives? We think the answer is yes because people and relationships are the essential core of effective leadership.

Professors who model leadership create an atmosphere of **trust** in the learning community. S. Covey calls trust the «glue of life. It is the glue that hold organizations, cultures and relationships together» (Covey, 2006). Trust can be a fragile quality or it can be the cord that holds a community together. P. Lencioni notes that leaders must demonstrate their own vulnerability; they

must demonstrate personal restraint when people engage in conflict; they must call for group consensus; they must serve as the ultimate arbiter of team accountability; and they must focus on results, rewarding those who make real contributions to the achievement of group goals (Lencinoni, 2004). Professors who balance the forces that weigh for and against a community of trust provide a valuable, life-model to future leaders.

At a time in life when most students are working on their resumes, they need and they long for **encouragement**. At a time when professors are leaving their legacy, their greatest contribution to future leaders may be to give the gift of encouragement. The word means to «give courage». Teachers who model leadership give generously, especially as they recognize the earned achievement of teams. They celebrate success. However, before the goal is reached teachers watch carefully as each member strives to contribute to the group. A quiet, private word of encouragement often precedes the cheers of victory when goals are reached. Professors help students survive disappointments and overcome problems. They help define reality and empower their teams. They serve their students with skillful motivation, timely counsel, and careful awareness of what the group needs in order to reach goals.

A Pledge for Modeling Leadership. Although these ten leadership modeling practices serve as a point of

reference for university professors, the list represents a mere sample of behaviors that will help prepare students in becoming effective leaders. The following leadership pledge may help guide teachers as they model leadership principles in the classroom.

I will:

- Learn the personal story of each of my students;
- Create a positive community of learning in each classroom;
- Demonstrate in all relationships the essential qualities of the leader who serves others;
- Value people and relationships as a core leadership principle;
- Nurture influence as the basis of a leader's authority;
- Help students develop their self-awareness, especially in the way they act on the basis of universal values;
- Show extraordinary respect for others;
- Encourage students to develop awareness of the needs of others.

As universities integrate leadership training as part of their culture and mission, we believe the paradigm for leadership standards and practices will improve. The concepts and practices of leadership based on service offers our best hope for restoring human values and the dignity of all people, thus steering civilization away from needless suffering and potential catastrophe.

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ПІДГОТОВКА СТУДЕНТІВ ДО ЛІДЕРСТВА: РОЛЬ УНІВЕРСИТЕТІВ

Крістенсен Маршал К., PhD (історія), професор,
 почесний президент Фондації Co-Serve International company,
 97055 Санді, Орегон, США, marshallkchristensen@gmail.com

Стаття присвячена ролі університетів у підготовці майбутніх лідерів. Зроблений ретроспективний аналіз історичних моделей управління і лідерства дозволив зробити висновок, що протягом багатьох

століть у світі панувала модель персоніфікованого авторитарного лідерства. Наголошено, що в сучасному світі великого значення в підготовці майбутніх лідерів набувають заклади вищої освіти, які надають можливості для розвитку лідерського потенціалу своїх студентів, але рідко пропонують конкретні рекомендації для майбутніх лідерів. У статті висвітлений досвід Co-Serve International, громадської організації (США), яка протягом останніх п'ятнадцяти років здійснює підготовку майбутніх лідерів на засадах лідерства-служіння. Методологія та принципи Co-Serve International були прийняті партнерами у США, Казахстані, Україні, Таїланді, Афганістані, Філіппінах та Нігерії. Досвід цієї організації свідчить, що принципи лідерства передаються від покоління до покоління, від викладачів університету, які моделюють шлях розвитку лідерства, до студентів, майбутніх лідерів. У статті доведено, що розвиток лідерів найкраще досягається за допомогою нетрадиційних методів навчання, таких як «дія і рефлексія». У статті обгрунтовуються десять принципів, на яких базується моделювання лідерства студентів викладачами університету: приклад лідерів у своїй галузі дослідження; розвиток самосвідомості студентів; повага до особистості; модель поведінки викладачів як лідерства-служіння студентам; активне слухання як акт служіння; допомога студентам знайти свою мету і досягти її; побудова дружньої спільноти в навчальному співтоваристві; запобігання конфліктів і розвиток умінь прощати; створення атмосфери довіри в навчальній спільноті; заохочення тих студентів, що досягають мети.

Ключові слова: викладачі; лідерство-служіння; студенти; університет.

ПОДГОТОВКА СТУДЕНТОВ К ЛІДЕРСТВУ: РОЛЬ УНІВЕРСИТЕТОВ

Кристенсен Маршалл К., PhD (история), профессор,
почетный президент Фонда Co-Serve International company,
97055 Санди, Орегон, США, marshallkchristensen@gmail.com

В статье отмечается, что университеты предоставляют возможности, которые развивают лидерский потенциал своих учеников, но редко предлагают конкретные рекомендации для своих студентов как будущих лидеров. В статье освещен опыт Co-Serve International, общественной организации (США), которая в течение последних пятнадцати лет осуществляла подготовку будущих лидеров. Опыт этой организации свидетельствует, что принципы лидерства передаются от поколения к поколению, от преподавателей университета, которые моделируют путь развития лидерства, к студентам, будущим лидерам. В статье доказано, что развитие лидеров эффективнее всего достигается с помощью нетрадиционных методов обучения, таких как «действие и рефлексия». В статье обосновываются десять принципов, на которых базируется моделирование лидерства студентов преподавателями университета: пример лидеров в своей области исследования; развитие самосознания студентов; уважение к личности; модель поведения преподавателей как лидерства-служения студентам; активное слушание как акт служения; помощь студентам найти свою цель; построение содружества в учебном сообществе; предотвращение конфликтов и развитие умений прощать; создание атмосферы доверия в учебном сообществе; поощрение студентов, достигающих цели.

Ключевые слова: лидерство-служение; преподаватели; студенты; университет.

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