

**ЕКОНОМІКА ТА УПРАВЛІННЯ НАЦІОНАЛЬНИМ ГОСПОДАРСТВОМ**

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**TRANSFORMATIVE LEADERSHIP OF UNIVERSITIES IN THE GLOBAL ECONOMIC ENVIRONMENT**

**ТРАНСФОРМАЦІЙНЕ ЛІДЕРСТВО УНІВЕРСИТЕТІВ У ГЛОБАЛЬНОМУ ЕКОНОМІЧНОМУ СЕРЕДОВИЩІ**

**Urgency of the research.** In modern highly competitive, conditions, an important task for countries of the world is achieving leadership positions, which are themselves instruments of competition.

**Target setting.** For Ukrainian education system, the actual tasks are not only achieving leadership positions by domestic universities on domestic and foreign markets educational services, but also creating universities that are able to do transformative impact on the internal and external environment.

**Actual scientific researches and issues analysis.** General issues of leadership were studied in works of F. Bailey, J. Blondel, N. Gazzard, R. Daft, R. Ireland, D. Kats, V. Kremen, F. Selznik, R. Stohdil, Ke De Vrie, H. Owen, V. Hodgson and others. Issues of transformative leadership in universities were studied in the work of J. Downton, J. Burns, K. Roshe, J. Nel, M. Frost, A. Navid, B. Bass.

**Uninvestigated parts of general matters defining.** Transformative leadership of universities is not studied enough in economic science.

**The research objective.** The subject of the study is providing transformative leadership processes of universities in the global economic environment.

**The aim of the article** is to study the nature and forms of transformative leadership of Ukrainian universities in the global economy.

**The statement of basic materials.** Universities are subjects of transformative impact in nature as they are focused on the creation and dissemination of new knowledge. Modern universities operate and interact in a global competition and the challenges of the knowledge economy, which updates the task of achieving the leadership position in the global market for knowledge services.

Leadership is part of a management process and more and more shifts to the sphere of economic analysis at different levels. Leadership of universities is not only a goal but a tool of competition and competitive advantage.

Leadership itself is a phenomenon that can have a powerful transforming, transformative impact of leaders on the external and internal environment of the university.

Transformative leadership refers to a form of leadership under which the leader of the company changes the internal forces to achieve the goal. Transformative impact is experienced by both leading universities and all university environment for which new vectors and new goals are set, and achieving them is possible only on the basis of new approaches to management.

**Conclusions.** The subject of further development should deeper study of directions and forms of transformative impact of modern universities in internal and external environment.

**Актуальність теми дослідження.** В сучасних високо конкурентних умовах важливим завданням для країн світу стає досягнення лідерських позицій, які самі по собі вже виступають інструментом конкурентної боротьби.

**Постановка проблеми.** Для вітчизняної системи освіти набуває особливої актуальності не тільки досягнення лідерських позицій вітчизняними університетами на внутрішньому та зовнішньому ринку освітніх послуг, а й створення університетів, здатних чинити трансформаційний вплив на внутрішнє та зовнішнє середовище.

**Аналіз останніх досліджень та публікацій.** Загальні питання лідерства розглядалися в роботах Ф. Бейлі, Дж. Блонделя, Н. Газзарда, Р. Дафта, Р. Іреланда, Д. Каца, В. Кременя, Ф. Селзніка, Р. Стогділа, Ке Де Врі, Х. Оуена, В. Ходжсона та інших. Питання трансформаційного лідерства університетів досліджувалися в роботах Дж. В. Даунтона, Дж. Бернса, К. Роше, Х. Нел, М. Фроста, А. Навіда, Б. Басса.

**Виділення недосліджених частин загальної проблеми.** Трансформаційне лідерство університетів є малодослідженою проблемою в економічній науці.

**Постановка завдання.** Предметом дослідження виступають процеси забезпечення трансформаційного лідерства університетів в глобальному економічному середовищі.

**Метою статті** є дослідження сутності та форм прояву трансформаційного лідерства українських університетів в умовах глобальної економіки.

**Викладення основного матеріалу.** Університети є суб'єктами перетворюючого впливу вже за своєю природою, оскільки орієнтовані на створення і поширення нових знань. Сучасні університети функціонують і взаємодіють в умовах глобальної конкуренції та викликів економіки знань, що актуалізує завдання досягнення лідерських позицій на світовому ринку інтелектуальних послуг.

Лідерство стає елементом процесу управління та все більше переходить у площину економічного аналізу на різних рівнях. Лідерство університетів стає не тільки метою, а й інструментом конкуренції та конкурентною перевагою.

Лідерство саме по собі є феноменом, що може справляти потужний перетворюючий, трансформаційний вплив лідерів на зовнішнє та внутрішнє середовище університетської діяльності.

Під трансформаційним лідерством розуміється така форма керівництва, при якій лідер змінює внутрішні сили компанії задля досягнення поставленої мети. Трансформаційного впливу зазнають як самі університети-лідери, так і все університетське середовище, для якого зада-

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**Keywords:** *transformative leadership; universities; university leadership; university rankings.*

ються нові вектори і нові цілі, досягнути яких можливо лише на основі нових підходів до управління.

**Висновки.** Предметом подальших розробок мають стати більш глибокі дослідження напрямів та форм прояву перетворюючого впливу сучасних університетів на внутрішнє та зовнішнє середовище.

**Ключові слова:** трансформаційне лідерство; університети; лідерство університетів; рейтинги університетів.

**Urgency of the research.** Transformation of general economic conditions under the influence of globalization and the establishment of knowledge economy is accompanied by increased competition at all levels, rapid changes in competitive positions, a significant stratification of the competitive environment, changes in the rules and methods of competition. In today's highly competitive environment, an important task for countries of the world is not only achieving economic development, but also achieving leadership positions, which are themselves an instrument of competition. Identifying leadership is important for both individuals (in politics, business and other spheres) and for economic entities, universities and national economies.

Leadership of universities becomes important for many reasons: first, the presence of universities-leaders allows improving the positions of national economies of the world (weak countries do not have leading universities); second, the concept of transformative leadership of universities involves not only their internal capacity for change, but also powerful presence and impact of universities on the environment. This transformative impact is in improving the quality of human resources, characteristics of the intellectual environment, increasing intellectual and technological level of the economy, increasing of presence in the global market. Achieving leadership of universities is possible only on the basis of strengthening their economic and innovation capacity, which requires a detailed study of international experience of effective mechanisms of public funding and development of universities' business functions.

**Target setting.** For the national education system, it is important to justify the strategy of leadership of Ukrainian universities as subjects of educational, scientific and business activities in modern globalization conditions, increased competition in the global education market and expanding the functions of modern universities (including economic ones). The urgent need is the adoption of the state strategy of development of higher education in the global economic environment, and an important component of it should be not only in achieving leadership positions by domestic universities in domestic and foreign educational markets, but also creation of universities that can make a transformative impact on the internal and external environment.

**Actual scientific researches and issues analysis.** In modern realities, transformative leadership of economics remains a poorly studied issue and is considered only as part of overall leadership. The issues of leadership are the hot topic of research of a large number of scientists of various fields of science and practice. Thus, general leadership issues are studied in works of Bailey, J. Blondel, N. Gazzard, R. Daft, R. Ireland, D. Kats, V. Kremen, F. Selznik, R. Stohdil, Ke De Vrie, H. Owen, V. Hodgesson and others. Some aspects of the manifestation of leadership were analyzed in works of L. Edinher, V. Le Vin, I. Hladunyak, L. Honyukova, P. Senhe, S. Filonovych, M. Pirea, O. Lukasheva and others. The issues of transformative leadership and its possible implementation by universities were investigated in the works of foreign researchers B.M. Bass, J. Burns, K. Roshe, J. Downton, A. Navid, H. Nel, M. Frost.

**Uninvestigated parts of general matters defining.** In-depth study is required not only for the phenomenon of leadership itself, but also for leadership in the context of the impact on conversion and transformation in the internal and external environments. It is important to consider the importance of research of the problems of universities' transformative leadership in the global economic environment. In the scholar literature, there are no common approaches to the understanding of transformative leadership and its impact on the economic environment today. It is necessary to rethink of the role of universities in modern conditions of increased competition in a complex and interconnected globalized world.

**The research objective.** The subject of research includes the processes of providing transformative leadership for Ukrainian universities in the global economic environment.

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**The article's aim** is to study the nature and forms of transformative leadership of Ukrainian universities in the global economy. For achieving the goal, following problems will be resolved:

- to systemize the idea of the nature, manifestations and mechanisms for achieving transformative leadership of universities;
- to evaluate the competitive educational environment at national, regional, international and global levels;
- to study the features of strategies and mechanisms to achieve leadership of universities in the global economic environment;
- to make recommendations for building transformative leadership strategies for Ukrainian universities.

**The statement of basic materials.** Universities are subject of transformative impact by nature because they focused on the creation and dissemination of new knowledge. However, the current educational environment during development of a knowledge economy is characterized by new challenges and increased competition at all levels that will inevitably change its main subjects - universities. Modern universities are the subjects of education, research and business, they operate and interact in a global competition and increased challenges of knowledge economy, such as unprecedented spread of ICT, acceleration of all transactions, increase of interdependence and interaction between all participators of the world market, changes in requirements for human resources, etc.

All these factors actualize the task of achieving leadership positions in the global market of educational, scientific and other intellectual services. Moreover, in the present context, understanding leadership changes significantly, it is much broader than perceived psychological phenomenon, leadership becomes a part of a team management process and transfers more and more into the sphere of economic analysis at different levels of social organization. Leadership of universities begins to serve not only the purpose, but also competitive advantage, competitive tool that can bring even greater achievements in the world market.

The proof of this thesis is that all advanced countries accepted development strategies and internationalization of universities on the basis of achieving the leadership position in the global educational environment. Building an effective strategy for the development of domestic universities in conditions of the knowledge economy should be based on a study of best international practices, such as goals, factors and mechanisms to achieve leadership positions by universities around the world. Through a comparative analysis on the basis of objective, historical consistency and internal logic, it is necessary to analyze the most successful strategies in the countries of the world and their success factors.

The problem of university leadership in the economic context is important not only in terms of factors and mechanisms to achieve leadership positions. Leadership itself is a phenomenon that can have a powerful transforming and transformative impact of leaders on the external and internal environment of the university activity.

Transformative leadership means a form of leadership in which the leader creates a common vision of the company's development and changes the internal forces in a way that they were intended to achieve that by increasing motivation, morale and understanding the collective goal. In this case, the company becomes a role model for followers and can even change their activities by taking into account their strengths and weaknesses, mitigating threats and maximizing opportunities, allowing an increase in total efficiency. Transformative leader can generate interest and raise attention to individual projects, bring them to the market and shape the supply, while taking a proactive position.

For the first time, the concept of "transformative leadership" was introduced and widely studied in the works of James W. Downton. Later, this concept was developed in the works of James McGregor Burns, who defined it as a process in which "leaders and his followers raise one another to higher levels of morality and motivation" [4]. Transformative leaders can via their vision and the power change expectations, perceptions and motivation to achieve common goals or changes in the structure and direction of the market development.

This idea was continued in the works of Bernard M. Bass (1985) [3], and he states that transformative leaders are trusted and admired by their followers. However, in his works, Bass focused on the psychological aspects of individual leadership and mechanisms of its implementation in collectives, explaining how it affects the productivity of individual employees. For example, he states that the followers of the leader are admired by him, and they show trust and willingness to work harder than expected or planned. This is re-

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lated to the fact that the leader offers team something more than just work for the common goal; team has a mission, understands it and is motivated for achieving it. Such leader transforms his team via the power of individuality influence, intellectual stimulation and individual approach.

In this study, several components of transformative leadership are considered, including the impact of ideals (idealized influence), inspired motivation, individual approach and intellectual stimulation. Intellectual stimulation means the leader will constantly challenge his followers to be innovative and creative, thereby raising them to a higher level of performance and efficiency.

The first study of the problems of transformative leadership in works mentioned above considered mainly psychological aspects of this phenomenon. Then, transformative leadership and leadership as a whole, are increasingly becoming the subject of economic analysis because its manifestations are significant in economic processes and relationships. Thus, transformative leadership manifestations can be observed when companies-innovators change the key trends of the market and create a constellation of companies followers (imitators) while setting new trends.

Thus, transformative leadership is understood as a directing influence of a leader who causes transformation of the system, the structural distribution of power and resources. The transformation is understood not at the individual level, but rather as a form of manifestation of collective effort. According to K. Roche, ongoing national and global management mechanisms simply do not meet their intended purpose, and only constant pressure on the authorities, coalitions and NGOs can effectively avoid structural obstacles to progressive social change [5].

According to K. Roshe, it happens in several ways:

- building a theoretical basis and justification of the role of social agents in the changes taking place, learning processes and multi-level models of the relationship between them;
- monitoring and analysis of research on the social and economic changes, documenting processes and developing the basis to support leadership within companies and collective action;
- the institutional structure of universities that helps to create opportunities for professional development for practitioners that allows to create a new generation of student leaders;
- a combination of theory and practice through the involvement of practitioners to theoretical discussions of permanent social change. This helps to develop an interdisciplinary approach to solving problems in the social and economic changes.

The exclusive role of universities for the development of the national economy is based on the idea that only universities provide the skills that are necessary for a modern society and equip students with skills that are needed both at national and international market [7]. Universities, as agents of transformative leadership, are taking a very active part in the processes of pressure on the society, as they combine in their activity both scientists and practitioners, make policy together with the authorities and so on. The theoretical justification of occurring processes, the formation of new terminology, studying international experience and the development of more efficient models - all those are related to the tasks of universities as leaders of intellectual development.

With it, transformative leadership is needed by universities themselves in the process of change. The universities in turn become the basis for training new leaders and leadership networks [5], which ultimately involves the formation of a society capable of critical thinking.

Universities of the world in their work are guided by developments of "breakthrough" innovation, thus realizing the idea of transformative leadership and changing their role in shaping the global marketplace. With it, they are often guided by demand from organizations that provide their financing, regulatory institutions, government agencies and NGOs. This in turn leads to increased social responsibility of universities.

The role of universities as transformative leaders (caused by the primary mission of their existence) undergoes particular evolution. The production of new knowledge, the tendency to continuous learning and self-improvement, change stimulation and critical thinking - all these are underlying transformative leadership and are the main task of universities. However, this task can be performed only if shift from the traditional paradigm and the formation of new innovation paradigm. "Transformative leaders are able to cope with difficulties and flourish under the adaptive problems that require research, training and new behaviors," such requirements are formed at this stage for the transformative leader. [6]

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Achieving transformative leadership by universities should consider such basic task vectors: first, the internal system of the university should change according tasks formed in the national strategy; second, universities must change their positions in the economic system both within the national economy and globally. The role of universities globally is partially evaluated with ratings and indices. Thus, the main ratings of universities' positions on the world map is the Academic Ranking of World Universities (Institute of Higher Education of Shanghai Jiao Tong University), Webometrics Ranking of World Universities, QS World University Rankings, Rating of the best universities in the world (Times Higher Education) (Tab. 1).

Table 1

**Top 10 universities according to different ratings, 2016**

	The world university rankings [9]	QS World University Rankings [8]	Academic Ranking of World Universities (Institute of Higher Education of Shanghai Jiao Tong University) [1]
1	University of Oxford (United Kingdom)	Massachusetts Institute of Technology (MIT) (USA)	Harvard University (USA)
2	California Institute of Technology (USA)	Stanford University (USA)	Stanford University (USA)
3	Stanford University (USA)	Harvard University (USA)	University of California, Berkeley (USA)
4	University of Cambridge (United Kingdom)	University of Cambridge (United Kingdom)	University of Cambridge (United Kingdom)
5	Massachusetts Institute of Technology (USA)	California Institute of Technology (Caltech) (USA)	Massachusetts Institute of Technology (MIT) (USA)
6	Harvard University (USA)	University of Oxford (United Kingdom)	Princeton University (USA)
7	Princeton University (USA)	UCL (University College London) (United Kingdom)	University of Oxford (United Kingdom)
8	Imperial College London (United Kingdom)	ETH Zurich - Swiss Federal Institute of Technology (Switzerland)	California Institute of Technology (USA)
9	ETH Zurich – Swiss Federal Institute of Technology Zurich (Switzerland)	Imperial College London (United Kingdom)	Columbia University (USA)
10	University of California, Berkeley (USA)	University of Chicago (USA)	University of Chicago (USA)
10	University of Chicago (USA)		

Data provided in the table confirms that major leading universities of the world are concentrated in the United States and United Kingdom. Their leadership is assessed via such main criteria of participation in global processes as the number of foreign students, the number of lecturers with international experience, the number of exchange students, the number of citations of academic works in international journals and others.

If we talk about transformative leadership, the main issue is not only what positions are reached by particular universities. The main thing is the impact on the structure and mechanisms of university management performed to achieve leadership. This transformative impact is experienced by both leading universities and all university environment. For all universities, new vectors and new goals to achieve are set. Achieving these new targets is possible only on the basis of new approaches to the management of university activities.

Thus, university connects education and leadership in a broader social context. The role of universities in this sphere can be significant during the crisis, because universities in close cooperation with the business can offer methods and tools to overcome the crisis, minimize the negative effects and adapt to new conditions. Moreover, universities develop the vision of development strategy for both national and global economy. Universities via their activities contribute to the welfare of the population, but under certain conditions they can adversely increase social inequality manifestations. These trends can be seen in less developed countries where the level of primary and secondary education is low, and only a limited part of popu-

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lation has access to higher education [2]. Studies of the issues of transformative leadership of universities requires studying of experience of developed countries and developing countries with the use of such forms of leadership and their implementation exclusively for universities.

**Conclusions.** The problem of leadership in today's economic environment is extremely relevant and multi-level. The phenomenon of leadership is the subject of research in the context of achieving competitive advantages, the development of methods and tools of competition. However, understanding of leadership as a means to influence the internal and external environment of economic actors is developing.

The issue of leadership in the global educational environment is actualized, and it is proved with the emergence of numerous university rankings and increasing competition for achieving leadership positions among them. The subject of further development should be deeper studies of directions and forms of transformative impact of modern universities on internal and external environment. The role of universities in the implementation of transformative leadership is in managing constant internal changes for the goals that allow reaching leadership positions in the external environment.

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