PEDAGOGICAL STRATEGIES FOR TEACHING LEADERSHIP IN FOREIGN RESOURCES

Abstract. Strong leaders are increasingly needed everywhere nowadays. Because of Russia's war against Ukraine, strong leadership in the country is more important than ever. As a result, educators explore the best pedagogical approaches to educate the next generation effective leadership qualities. Foreign researchers' experience can be valuable and significant. Finding ways to increase future leaders' abilities to use their knowledge and skills in a range of tough settings is a continual and important focus of leadership training programs. Thus, it is essential for faculty to get the most out of their course investments by putting theory into practice and for future leaders to demonstrate their competence. However, many programs still rely on texts and classroom discussions, despite the emergence of a variety of approaches including problem-based, team-based, art-based or service learning. The widely used read-discuss-apply methodology has long been criticized for not only offering insufficient procedural, contextual, and experiential knowledge acquisition, but also for lacking the necessary scaffolding to put that information into practice. Knowledge acquisition necessitates active context creation. However, active learning methodology should not only be active but also provide students the motivation they need to create, test, and develop their mental models of the material they are learning. A constructivist learning paradigm, which stresses students' active participation to produce understanding, serves as the foundation for general debates about active learning pedagogy in higher education. Learning about leadership involves students making sense of their experiences, identifying their own leadership potential, and working together in communities to put leadership into practice. The activities that the foreign scholars emphasize include debate, case studies, reflection, team-based learning, service learning, role-playing, simulation, games, and art-based learning.

Keywords: problem-based learning, team-based learning, art-based learning, service learning, case study, role-play, simulation, gaming.
Батрин Наталія Володимирівна кандидат філологічних наук, доцент кафедри міжнародних економічних відносин, Західноукраїнський національний університет, вул. Львівська 11, Тернопіль, 46000, тел.: (097) 224-11-77, https://orcid.org/0000-0001-5449-6302

ПЕДАГОГІЧНІ СТРАТЕГІЇ ВИКЛАДАННЯ ЛІДЕРСТВА В ІНОЗЕМНІЙ ЛІТЕРАТУРІ

Анотація. Сьогодні сильні лідери потрібні в усьому світі. Через агресивну війну Росії проти України ефективне лідерство в країні є важливим, як ніколи раніше. Тому викладачі вищої школи шукають найкращі педагогічні підходи до виховання у наступного покоління ефективних лідерських якостей. Цінним і значущим може бути досвід іноземних дослідників. Пошук шляхів покращення спроможності майбутніх лідерів використовувати свої знання та навички в різноманітніх складних умовах є постійним і важливим напрямком програм підготовки лідерів.

Таким чином, для викладачів важливо отримати максимальну віддачу від своїх інвестицій у курси шляхом застосування теорії на практиці, а для майбутніх лідерів – продемонструвати свою компетентність. Однак попри попри появу цілої низки підходів, серед яких проблемно орієнтоване навчання, навчання в команді, навчання з використанням засобів мистецтва, більшість програм все ще покладаються на тексти та обговорення в аудиторії. Широко використовувану методологію «читай-обговорюй-застосовуй» піддається критиці як така, що не тільки не забезпечує набуття процедурних, контекстуальних та емпіричних знань, але й не має необхідної основи для застосування цієї інформації на практиці.

Здобуття знань вимагає активного створення контекстів. Однак методологія активного навчання має бути не тільки активною, але й забезпечувати студентів мотивацією, необхідною для створення, перевірки та розвитку їхніх ментальних моделей навчання. Конструктивістська парадигма навчання, яка наголошує на активній участі студентів у досягненні розуміння, є основою загальної дискусії про педагогіку активного навчання у вищій освіті. В навчанні студенти осмислюють власний досвід, визначають свій лідерський потенціал і працюють разом у громадах щоб реалізувати свої лідерські здібності на практиці. Педагогічні стратегії, які виділяють іноземні науковці, включають аналіз конкретних ситуацій, рефлексію, командне навчання, сервісне навчання, рольові ігри, симуляції, ігри та навчання через мистецтва.

Ключові слова: проблемне навчання, командне навчання, арт-орієнтоване навчання, сервісне навчання, учебові ситуації, рольові ігри, симуляції.

Problem statement. During the wartime, Ukrainian educator face more challenges in developing the best leadership programs for students. Less research
has been done on the application of effective pedagogical methods to teach leadership and help students hone their leadership skills. To effectively use innovative pedagogical strategies in the educational process, leadership educators should be knowledgeable of the most recent foreign research on these approaches as well as be aware of their benefits and drawbacks.

**Literature review.** For a long time academics could not agree on operational definitions of leadership, the distinctions between management and leadership, or whether leadership is learnable. But recently a consensus on a number of important issues has formed in the leadership literature. Currently, the majority of academics agree that there is no dominant pedagogy for teaching leadership. When creating learning activities, leadership educators can pick from a variety of pedagogical strategies to engage students in the active learning process. Some researchers investigate the application of case studies, role-playing, simulation, and gaming. Others focus on technology-based, team-based or art-based learning.

Case study method is still employed efficiently at the majority of business schools abroad. Bonney stated that case studies are more effective than classroom discussions and textbook reading at promoting learning of key concepts, development of written and oral communication skills [1, p. 846]. Herreid noted that “having struggled with that very topic for many years early in the game, I believe it is important to get to the heart of the matter right from the start. It took me some time to reach my present broad definition, which is: “A case study is a story with an educational message” [2, p. 27].

The use of collaborative role-play design in the development of negotiation abilities was discussed by Germain-Thomas et al. [3]. According to Vizeshfar et al. (2019), "the advantages of roleplay, including the development of communication skills and active listening, resulted in the learners' enthusiasm and motivation" [4, p. 175]. Blanchard and Buchs (2015) evaluated the efficacy of a role-playing exercise in exploring the notion of sustainable development [5]. The use of role-playing in classroom disputes was also examined by Guillaume and Apodaca (2020), [6].

Chauldry (2023), Grobler and Flotman (2021), Brittain et al (2021), Alizadeh et al (2017) investigated team based learning [7, 8, 9, 10]. The authors explored the benefits and drawbacks of the method. Additionally, many researchers explored the advantages of service learning [11, 12]. According to Morgan, "Service is a powerful tool for students to develop their leadership skills." [13, p. 926]. Enhanced leadership skills are associated with volunteering, tutoring other students, and participating in group projects with other students.

Also, scholars have begun to look at how and why art-based methods work as their use in organizational development and change has increased. There are four distinct processes through which art-based methods support the growth of individual organization managers and leaders: the transference of artistic skills, projective techniques, the evocation of "essence," and the creation of artifacts like masks, collages, or sculpture, a process we call "making." [14, p. 55].
Additionally, games offer a virtual environment for teaching-learning in a wide range of subject areas (such as arithmetic, logic, and physics) and have captured the interest of stakeholders in higher education. Gamification and serious gaming use game mechanics and aesthetics to energize users and foster learning. Researchers noted games and education have a number of characteristics since they both foster abilities including creativity, motivation, problem-solving, and teamwork (for example, when played in teams) [15].

Purpose of the article. The purpose of the article is to assess international literature on successful pedagogical approaches to teaching leadership in higher education. Ukraine needs strong, capable leaders now more than ever. However, because of Russia's war against Ukraine, both educators and students confront numerous difficulties. Therefore, international research studies can aid in the development of improved leadership programs, the incorporation of successful pedagogical practices, and the advancement of students' leadership qualities.

Presenting main material. Strong leaders are increasingly needed everywhere nowadays. The consequences of leadership crisis around the world are significant. For example, poor leadership is estimated to cost American firms $550 billion annually by Gallup in 2018. Additional implications of bad leadership include employee disengagement, low morale, and burnout; however, data suggests that effective leadership can mitigate these effects [16, p. 286]. Because of Russia's aggression against Ukraine, strong leadership in the country is more important than ever. As a result, educators look for the best pedagogical approaches to educate the next generation leadership qualities. Analysis of foreign researcher studies is valuable and significant.

Instructors in higher education use a range of pedagogical strategies to include students in the process of active learning. Case studies, for example, have proven to be a useful tool in many disciplines. Because the case study approach was developed by Harvard Business School in the 1920s, it cannot be considered an innovative teaching method. However, despite its long history, the case study approach is still widely used in teaching leadership. Furthermore, modern case studies incorporate innovative and creative components, such as simulation, role-play, and game that can be effectively used to build leadership qualities.

The goal of using case studies is to introduce the concept of problem posing to educational leadership students and to highlight the proclivity for problem solving before fully appreciating the underlying difficulties. The strategy for posing challenges requires connections to two learning concepts: discourse and critical reflectivity. The problem-posing strategies allow students to develop critical perspective-taking skills so that they can use leadership theories and other prior knowledge to find and thoroughly explain the problem before engaging in problem solving [17, p. 58].

Obviously, higher education case studies must promote critical thinking, allow for the application of concepts beyond a particular application experience, and
encourage open and uncomplicated communication among students [1]. Also, students can develop their skills in teamwork, engagement, analytics, emotional intelligence, and effective communication by using case studies. Contrary to psychological theories that focus on characteristics and actions perceived to demonstrate leadership, it is important to stress the ways in which communication is a component of leadership. A question arises regarding how to teach leadership in a way that not only communicates the theory of leadership but also leaves students employing communication as leadership. Despite the importance of language, leadership courses often lack communicative practice. While students learn about the significance of communication, they do little to practice leadership communication. Moving the pedagogical focus from communication to leadership practice necessitates educators being critical of how, why, and for what purpose each course is taught [18, p.287]. It is critical to emphasize the value of dialogue as a method for assessing and supporting knowledge assertions, to encourage students to be self-aware and ready to dissect their own views in order to find biases and assumptions that are present in both common or popular conceptualizations of problems as well as their own, and to emphasize that by engaging in critical reflection, leadership students can not only examine how issues are commonly framed, but also dissent from them.

Furthermore, it is vital to encourage students to investigate the issues in order to completely appreciate the nature of the problem beyond what is initially obvious. By repeating the procedure with relation to the various issues raised in the case, students can practice prioritizing concerns and learn that eliminating systemic issues may also resolve other issues [17, p.68]. Thus, case studies have been shown to be useful; however, case studies combined with role playing can be more effective.

Traditional lecture-based learning environments are not always designed to support students in demonstrating mastery of these essential abilities. Often, reluctant students decide not to participate in a learning environment, possibly as a result of negative experiences in the past. As a result, teachers might experiment with unconventional methods of instruction to encourage student participation. Role-playing is one unconventional method, in which students take on the role of an important stakeholder as part of a wider class engagement. Role-playing exercises connect academic material with intricate situations that are relevant to students' everyday lives. Students take on the roles of important stakeholders as they travel independently through a semi-structured activity-based learning experience. The instructor must be flexible in accepting and managing the exercise's conclusion as well as have a limited participation in the role-play [19, p. 42].

Guillaume and Apodaca (2020) investigated the use of role-playing in the classroom. Students were given a topic-related position to perform (e.g., employer, employee, coworker, CEO, etc.). Students had to prepare for the argument by studying information to support the point of view of their assigned character and then debate as that person. So, in role playing, students took an active rather than
passive role, and the emphasis was shifted from individual activities to communication and collaboration, allowing for greater flexibility in material delivery in terms of the number of participants, timing, and spatial location of the teaching and learning process, as well as how participants were taught new skills [6].

Online role plays, according to Dracup (2012), are an increasingly popular teaching and learning technique used in higher education around the world because they involve students taking on the role of another person in a specific scenario and interacting with other role-playing students to explore an issue from the insider's perspective [20, p.13]. As a result, several areas of training are regarded as critical in the development of leadership qualities. University graduates must possess the abilities of collaboration and critical thinking in order to excel in contemporary work situations.

Additionally, in role-play simulations, participants act out simulated scenarios as part of an experimental learning strategy. In a safe, artificial, encouraging, and technological environment, role-playing is intended to examine an individual's or team's experience with real-life scenarios and to simulate the full context of the mid-level leader's role. It also triggers conscious or unconscious psychological aspects of a given role. The systematic acquisition of attitudes, knowledge, or abilities that can enhance performance includes learning that takes place through role-play simulations. Besides, it can improve difficult decision-making for team leaders and encourage high-level thinking and reflections. Moreover, in a simulation, participants can meet challenging circumstances, practice making decisions, perform actions, see the outcomes, and adjust their behavior without running the risk of getting hurt. The skills of mid-level leaders are strengthened by learning through role-play simulations as they deal with various ethical conundrums in their educational settings [23, p. 597].

Thus, it is possible to teach someone leadership. Management academics have also underlined team-based learning in helping students comprehend leadership on a deeper level. Team-based learning is distinguished by the following features: the creation of strategically diverse teams that engage in interdependent work for the duration of the course; the focus on student accountability and ownership for learning through preparation and individual readiness assessment; and the emphasis on interpersonal processes through team-based assessments and applications. The inquiry under consideration looks at team-based learning as a comprehensive strategy for comprehending and fostering student leadership abilities [7, p.10]. When considering adopting team-based learning or other pedagogies to foster collaborative situations, there are a few difficulties to keep in mind. One is the potential for student overwhelm if these collaborative tactics stir up strong feelings about issues of difference. Students accustomed to conventional classrooms may object. In highly individualistic nations like the US, team-based work does not naturally fit in. The type of group (age, gender, and nationality) to which students were assigned, as well as their position within the group, had a substantial impact on their experiences and
outcomes. Due to disparities in motivation, experience, and skill, not all students participate in pre-class activities, which breed student animosity against the teacher [7, p.15]. Therefore, in order to help students better appreciate the advantages of working in teams as they prepare for their future roles as leaders and members of teams, educators who use team-based learning should give guided exercises in reflection and feedback [10, p. 395].

Team learning is a process of knowledge generation (framing and reframing), and it is a process by which knowledge is created for its members, the system, and others. In order for team learning to take place, the team must regularly engage in certain activities to improve functioning by acquiring certain competencies. According to Bresó et al., the team-based learning has four components: a concept of continuous development; dialogue promotion and open communication; collaborative learning; and proactive, strategic leadership that fosters learning. The four dimensions typically include the following statements: "Mistakes are openly discussed in order to learn from them," "Different points of view are expressed openly and sincerely," "We learn from each other," and "Our boss continuously looks for learning opportunities for himself/herself or any team member," respectively [8, p. 5].

Another effective method involves service-based learning. It teaches positive values, leadership, citizenship and personal responsibility; empowers students as learners, teachers, achievers and leaders; invites students to become members of their own community. By combining service objectives and learning objectives, both the recipient and the provider of the service measurably evolve and change. Service learning can be a particularly effective tool in the context of leadership education, especially in the area of skill development [13, p. 924]. Several pedagogical justifications can be made for service-learning in the context of leadership education. According to Morgan, because it directly targets the "problems of greatest human concern" that are "messy and confusing and incapable of technical solution," some people believe it to be an active learning technique superior to simulations [13, p. 926].

With the traditional learning formula having reached its limits in our world with so many obstacles, art-based learning offers a lot of potential for the effort to redefine it. Initiatives that incorporate the arts into professional settings can benefit individuals by allowing them to develop new skills that are both applicable and uncommon in many organizations. For instance, art-based education can foster empathy and creativity; art-based initiatives in businesses can help employees improve their capacity for innovation. A key component of art-based learning is the use of creative expression, such as poetry, theater, dance, cinema, literature, music, and all forms of visual art, as a catalyst for enhancing business performance. A concert hall, a photography studio, or museums are a few examples of settings outside of a typical program or workshop where it might take place [22, 23].

In the context of leadership development, art-based learning is often applied in two ways: participants make art or interact directly with a work of art, and
comparisons are made between the creative process and leadership. The worst that can happen is that art-based approaches become the "flavor of the month," bringing something fresh and interesting to managerial development activities without anyone really knowing what it is [14]. At best, professional practitioners employ art-based techniques to aid in the accomplishment of well stated goals, but they rarely explain how and why these techniques differ from traditional ones. While providing a framework that identifies and groups the distinct ways that various art-based methods contribute to people's growth as managers and leaders, we aim to respect the diversity of viewpoints and methodologies that already exist.

Students in higher education from new generations study differently. Many millennials spent countless hours playing video games as children. There are signs that millennials are likely to enjoy the learning process and achieve learning outcomes when digital game elements like avatars, points, badges, leaderboards, etc. are used to realize specific learning goals and engage students at emotional, social, and cognitive. As a result, a lot of educators have incorporated game-like components into their pedagogies and virtual learning environments [25, p. 343]. According to the research, gamification is the introduction of game-like components in an entirely unrelated context with the goal of increasing user engagement since they might find gamified activities enjoyable [26].

Although the learning objectives of serious games and gamification are similar: serious games seek to present virtual settings, in which the player's choices are realized. The difficulty faced by serious games is to combine the entertaining elements of games with the capacity to advance learning. Games can be employed in a wide range of fields, such as education, advertising, and healthcare. This point of view contends that the purpose of serious games is to train and educate people by exposing them to realistic circumstances in a safe setting.

Games can be also used in the management industry to simulate a variety of job functions, including planning, organizing, leading, and controlling. Serious games are used in project management as a tool to promote team cohesion and test various approaches to tackling complicated challenges. Games are utilized for the development of leadership qualities [15]. Additionally, they are employed to encourage the growth of interpersonal and communication abilities, enabling their incorporation in academic and professional contexts. The development of scenarios for these serious games allows for the testing of players' response abilities, preparing them for integration into the workforce. The various leadership styles and their effects on the drive of work teams are among the topics studied in an undergraduate management courses. However, the approach to this issue based on expository lessons or case studies is inadequate and does not show the traits connected to each leadership style. In the world of business, it is evident that having leaders who can inspire and manage people in a way that is efficient, successful, and tailored to each setting and scenario is beneficial for all businesses. But not everyone experiences this vision in the same way [15, p. 1593].
Conclusions. Strong national leadership is more crucial than ever because of Russia's war against Ukraine. As a result, educators search for effective pedagogical strategies to teach the future generation leadership skills. Experience from foreign researchers can be useful and important. Leadership educators abroad explore the use of case studies, role-playing, simulation, and gaming, as well as technology-based, team-based, service-based or artistic learning.

Case studies and role-plays have been found to be effective teaching aids for leadership. Using case studies has the purpose of introducing leadership students to the idea of problem-posing and highlighting their propensity for problem-solving. Role plays involve students taking on the role of another person in a specific scenario and interacting with other role-playing students to explore an issue from the insider's perspective. Additionally, in role-play simulations, participants act out simulated scenarios as part of an experimental learning strategy. It can inspire high-level thinking and reflections and help leaders make challenging decisions. Besides, specialized games may be used to foster leadership traits. They are used to promote the development of interpersonal and communication skills, making it possible for them to be included in academic and professional settings.

Furthermore, team-based learning and art-based learning have been highlighted by foreign researchers as ways to assist students better understand leadership. The formation of strategically diverse teams that collaborate on projects throughout the course distinguishes team-based learning from other types of learning. Art-based learning is frequently used in two ways to support leadership development: participants create art or engage directly with a piece of art, and parallels between the creative process and leadership are drawn.

Service-based learning is an additional useful strategy. It promotes good morals, civic engagement, leadership, and personal accountability; it gives students the tools they need to be lifelong learners, instructors, achievers, and leaders; and it encourages them to get involved in their local communities.

References:


Література:


