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CRITICAL ANALYSIS OF LEADERSHIP THEORIES IN SCIENTIFIC DISCOURSE

This article provides a critical analysis of leadership theories within the realm of scientific discourse. It explores the concept of leadership, which involves setting objectives and mobilizing the collective energy of individuals. Besides, this endeavour inherently incorporates power dynamics and the inherent risk of corruption. However, effective leadership is the capacity to influence individuals in contributing to group objectives. Both traditional and contemporary leadership theories are discussed, classifying them into universal theories and contingency theories, while acknowledging the importance of cultural values and recognizing the limitations of theories formulated in North America. Furthermore, the article emphasizes a holistic framework known as Ethical and Effective Leadership (EEL) that encompasses six key dimensions: character, characteristics, people practices, organizational practices, contextual factors, and outcomes.

Key words: leader, leadership, leadership theories, six dimensions, character, characteristics, people practices, institutional practices, context, outcomes.

Introduction. Leadership is traditionally associated with management. However, this is not always the case. Thus, we are following the opinion by O. Marmaza and O. Kozlova that «the decision belongs to a manager; a leader creates the conditions for its collegial acceptance. The manager keeps defences against subordinates; the leader creates a team and corporate culture. The manager organizes the implementation of innovations and prevents resistance. Leaders are key players in innovative changes within the organization and democratization of relations» (Marmaza, & Kozlova, 2022). Thus, leadership is the capacity to exert influence, provide guidance, and inspire individuals or groups to work together in pursuit of shared objectives. It encompasses a dynamic process wherein an individual, referred to as a leader, assumes a position of influence and accountability to motivate and steer others towards a specific path.

Leadership theories are frameworks or models that aim to explain the nature, processes, and outcomes of leadership. These theories have undergone extensive development and refinement through extensive research, empirical investigation, and scholarly discourse, providing valuable insights into the phenomenon of leadership. Note that no single leadership

theory can fully explain the intricacies of leadership in all situations. Instead, a combination of theories, integrative approaches, and ongoing research contributes to a more comprehensive understanding of leadership and its applications in different contexts. Many leadership theories are extensively discussed in scientific discourse. Every theory presents a distinct viewpoint on leadership, providing valuable insights for comprehending, cultivating, and applying effective leadership in diverse settings.

For instance, in the 2000s, new concepts such as values-based leadership, coaching leadership, and mentoring leadership emerged. They are based on the approach to leadership as a science, which sets itself the goal of understanding and solving complex problems that arise in the process of leadership.

Analysis of relevant research. Many papers cover leadership theories. S. Benmira, S. Haslam, B. Kellerman, N. Keohane, E. Mango, S. Reicher, O. Uslu, G. Yukl and others highlight this issue in different positions.

Unfortunately, the references lack clarity on the issue of leadership theories. Due to the repetition demonstrated in different theories, dozens of existing theories violate the principle of parsimony. In light of the challenges associated with multiple theories in the field of leadership, scholars call for the consolidation of leadership theories. Thus, **the aim of the paper** is to provide a thorough and critical examination of various leadership theories within the realm of scientific discourse.

Research methods. We have used several methods to investigate the research problem. These methods encompassed analysis, synthesis, generalization, and systematization, which were to examine scientific and pedagogical references relevant to the topic. Furthermore, a structural and logical analysis method was to identify and explore the distinctive characteristics of leadership theories according to various scholars' positions.

Results. These are various approaches to leadership that have been proposed and studied by researchers. It's important to note that leadership is a complex and multifaceted phenomenon, and no single approach can fully capture its complexity. Different approaches may be more suitable or applicable in different contexts or situations. We have decided to refer to ideas on this issue by N. Keohane, S. Haslam, S. Reicher, O. Uslu, and E. Mango.

According to N. Keohane (2016), who covers the issue from the point of view of politics, the notions of leadership are frequently linked to management or voluntary endeavours rather than political authority.

However, regardless of the setting, the fundamental elements of leadership involve setting objectives and galvanizing energy, thus, emphasizing their significance.

Moreover, the researcher states that when a leader possesses the ability to harness the collective energies of others towards a common objective, they inherently possess a form of power. As a result, every leader, regardless of the extent or benevolence of their power, faces the temptation that may ultimately lead to corruption. The act of influencing the behaviour of both men and women can be incredibly exhilarating (Keohane, 2016).

Besides, social systems can function effectively without traditional forms of leadership. Instead, they propose alternative approaches such as crowdsourcing, social media, or other means to achieve social harmony and pursue collective objectives (Keohane, 2016).

S. Haslam and S. Reicher think that effective leadership is defined as the capability to influence individuals in a manner that motivates them to actively contribute towards the attainment of group objectives. By this definition, individuals such as Nelson Mandela, Theodore Roosevelt, and Adolf Hitler can all be considered effective leaders. Although their accomplishments may be assessed and perceived differently, it is undeniably remarkable that they possessed the capacity to mobilize and galvanize a large following to accomplish their respective goals (Haslam, & Reicher, 2016).

It is worth mentioning, according to S. Haslam and S. Reicher (2016), in the psychological aspect there are several approaches to leadership:

- *classical approach*. It deals with basic qualities that specific individuals possess or lack;
- *contextual approach*. It expands the previous approach taking into account various features;
- *identity approach*. It views leadership as a group process that focuses on the psychological bond between leaders and followers based on their inner sense of belonging to the group; that is, a sense of shared social identity or «we».

O. Uslu reviewed traditional and contemporary leadership theories. He systematized these leadership theories' main features, provisions, and shortcomings (the researcher's views were used during the analysis of the history of scientific research on leadership). Based on the researcher's findings, the aforementioned theories can be classified into two distinct categories: universal theories and contingency theories. The theories of

great people, traits, and behaviours low fall under the universal assumptions category, while the contingency theories build upon these aforementioned theories (Uslu, 2019).

In examining the criticisms raised by other researchers regarding the theory of great men and its gender bias, the researcher acknowledges the historical context of the theory's development. It is important to consider that during the time of its formulation, women were not actively involved in areas that significantly influenced societal dynamics (Uslu, 2019).

Besides, O. Uslu claims that a significant share of leadership theories, including the theory of circumstances, has a North American origin, leading to contradictions if they are used in other parts of the world.

As an illustration, the researcher highlights the cultural values prevalent among North American individuals, which commonly include individualism, achievement orientation, and low power distance. However, the researcher emphasizes that these values are not universally applicable to people across the globe. Furthermore, while analyzing behavioural theories, the researcher takes into account the significance of cultural values. They consider cultural values as a crucial determinant of effective leadership, recognizing that leadership effectiveness may vary across different cultures. Additionally, the researcher points out that there are now numerous styles of leadership, potentially exceeding a hundred. However, they assert that these leadership styles often lack novelty and tend to reiterate existing ones, resulting in a limited scope of differentiation (Uslu, 2019).

Moreover, it reminds us of the American dream. It is the idea of a better future that has always been the main and only driver and source of inspiration and hope for Americans, for the realization of which they have worked tirelessly and tried to realize. The American dream, having internal contradictions, for about two and a half centuries is an interesting and vivid example of the unification of people of different races, faiths, views, and opportunities into a single powerful nation to achieve maximum success in various spheres of life (Kulichenko, 2014) and leadership development.

We also consider that the researcher notes that leadership theories should consider the cultural values of different societies and that effective leadership can vary depending on the cultural context. Overall, there is the complexity and diversity of leadership and the significance of comprehending the context in which leadership takes place.

Furthermore, O. Uslu suggests that the proliferation of repetitive leadership styles is primarily driven by a desire to generate novelty outside

the realm of scientific inquiry. He acknowledges that this trend can result in issues such as conflicting with fundamental theories and endorsing nonsensical notions. Uslu aligns with the viewpoint that the theoretical integration of leadership theories remains incomplete, emphasizing the ongoing necessity for research aimed at the comprehensive generalization of leadership theories as a whole. In this regard, Uslu emphasizes the critical evaluation of theories as an indispensable aspect. Besides, he points out that he has only considered known theories in the references and emphasizes that the study has not included the theory of skills and new approaches to leadership that emerged after the contingency theories, and considers this fact a limitation of his research (Uslu, 2019).

After analyzing 66 leadership theories, E. Mango determined that only 22 of them effectively encapsulated the concepts inherent in leadership theories, while excluding 44 theories to avoid redundancy or addressing trivial matters. By thoroughly examining and amalgamating various leadership theories and relevant references, it has been established that leadership is founded upon six primary dimensions: character, characteristics, people practices, institutional practices, context, and outcomes (Mango, 2018). Let's discuss them.

Character. E. Mango notes that various theories include, but are not limited to, ethics, morality, values, and integrity in the nomenclature of character. He states that character, above all else, should inform/determine a leader's choice of moral identity. Numerous scholars assert that leaders must possess exemplary character, encompassing ethical and moral qualities, to wield moral authority and effectively guide followers towards goals that serve the collective welfare (Mango, 2018). When considering the significance and position of a character in leadership, its importance becomes evident. Besides, the scientist claims that, regardless of the absence of a central role of a character in most theories, there is evidence that its absence in leadership is the main problem of today's leadership because character predicts not only the performance of the leader himself but also affects follower behaviour and team performance (Mango, 2018).

According to E. Mango (2018), the primary and explicit challenge to the role of a character in leadership arises from the movement that aims to separate leadership effectiveness from the character of the leader, coupled with the fear of traits that could potentially lead to the emergence of an effective but morally reprehensible leader, reminiscent of Hitler.

Characteristics. When discussing the characteristics of a leader, the theory of traits stands out as it considers a leader's traits as the foundation of their leadership. Note that leadership characteristics include intelligence, extraversion, emotional intelligence, self-awareness, as well as ambition, persistence, and courage.

However, these theories neglect followership and largely overlook leadership outcomes. Furthermore, these theories often assume that great people or those with leadership traits will inevitably succeed. E. Mango rightly notes that leadership qualities can be present in leaders with both positive and negative moral compasses, as evidenced by figures such as Hitler and Mandela (Mango, 2018).

People practices. E. Mango points out that over 80 per cent of researched leadership theories focus on how leaders interact with and influence people to achieve organizational goals. This area of study is continually expanding as practitioners and scholars strive to discover more effective ways of managing individuals. Nonetheless, the diverse array of practices witnessed in leadership highlights the absence of consensus among scholars regarding a unified framework of methods to effectively inspire and guide followers towards desired outcomes. Specific theories highlight the importance of leading through personal demonstration, as observed in charismatic and authentic leadership, while others endorse the use of incentives and consequences, as exemplified in transactional leadership, to exert influence. The development of individuals is a significant area of interest within this field, as there is a consensus that leaders are not solely born but can be nurtured (Mango, 2018).

Furthermore, during the researcher's review, several additional people-related practices have been identified, encompassing but not restricted to performance monitoring and evaluation, personnel selection, and placement, as well as providing support, guidance, and involving individuals in decision-making processes. This dimension aims to enhance followers by collaborating with them and/or working through them, with less emphasis placed on improving institutions. Furthermore, most theories primarily focusing on this area do not mention the characteristics of leaders (Mango, 2018).

Institutional practices. Numerous institutional practices are designed to elucidate organizational objectives and guiding principles. As highlighted by Mango (2018), a leader's central focus lies in identifying strategies to foster an efficient organizational structure, define and refine organizational

goals, establish systems, policies, processes, and procedures, and oversee their implementation and monitoring. Other elements of leadership within this dimension are not extensively discussed.

Context. From E. Mango's (2018) perspective, it is highlighted that leaders have a vital responsibility to grasp the internal and external environment to establish the organization's position in the world. To achieve leadership success, leaders must actively acquire and embrace the knowledge that strategists have long acknowledged: the context or environment plays a pivotal role. Leaders need to engage in contemplation on how to flourish amidst a dynamic and evolving environment. Through a meticulous analysis of internal and external factors, leaders can cultivate a holistic comprehension of the organizational context, encompassing its past, present, and future. This deep understanding empowers them to make well-informed decisions and execute them proficiently, thereby propelling the organization towards its desired objectives.

Following E. Mango's findings (2018), context is recognized as a moderating variable within leadership dynamics, as it does not directly determine leadership outcomes. The viewpoints of various scientists, as highlighted by the researcher, emphasize the following:

- ethical and effective leaders possess an understanding of the circumstances where leadership operates, enabling them to leverage it for achieving optimal organizational outcomes;
- context has a direct influence on leadership outcomes, which, in turn, impacts the overall effectiveness of the organization. Furthermore, leadership itself can shape and impact the context in which it operates;
- the concept that a leader can excel in any setting, encompassing a wide range of social, demographic, economic, geographic, and regulatory factors, remains valid solely when the leader cultivates contextual intelligence to adapt and flourish in diverse environments;
- success in the future is not solely reliant on possessing comprehensive knowledge but rather on the leader's capability to anticipate and shape the future. A leader's ability to learn within an ever-changing context becomes a vital asset in navigating a dynamic future;
- context should never be seen as a peripheral aspect; it lies at the core of effective leadership. Managers must gain a deep understanding of the environment and its impact on their organization's pursuit of goals. A leader must possess a distinctive comprehension of the challenges at hand and possess the aptitude to solve them (Mango, 2018).

According to E. Mango, there is a fundamental necessity for a conceptual framework of leadership that recognizes the significant impact of context. Contextual factors, such as gender, age, race, and organizational dynamics, significantly influence how different segments of society perceive, interpret, and practice leadership. Nevertheless, Mango emphasizes that while contextualization is important, it cannot serve as a comprehensive theory of leadership on its own. Integrating contextual factors with the foundational concept of leadership is essential to develop a comprehensive understanding (Mango, 2018).

Outcomes. E. Mango states that the field of leadership research reveals that only six theories have attempted to consider leadership outcomes, but unfortunately, they lack sufficient detail. This lack of consensus regarding the desired results of leadership leads to an ongoing debate about the purpose of leadership. Mango cites the transformational theory and the «path-goal» one as examples, where the first theory emphasizes performance that exceeds expectations as the desired result, while the second one focuses on goal attainment. This disparity makes it challenging to compare the outcomes achieved. Mango emphasizes the need to establish a clear understanding of what is expected from leadership and its intended aims (Mango, 2018).

However, while acknowledging the perspective that «leadership is the ability to achieve results», Mango presents his viewpoint that «few individuals will sympathize with a leader who claims to have developed a well-defined strategic plan and provided ample support to the team, yet the team fails to produce the desired results». He asserts that leadership is ultimately measured by the outcomes achieved, rather than the effort exerted (Mango, 2018).

The research conducted by E. Mango (2018) on the Ethical and Effective Leadership (EEL) model grabs our attention with its comprehensive framework. This model encompasses six vital areas: character, characteristics, people practices, institutional practices, context, and outcomes. After conducting a thorough examination of leadership theories and pertinent literature, E. Mango identifies five statements derived from the research:

- the character of the leader (or the locus of leadership) is indicative of organizational outcomes;
- the characteristics of the leader (or the locus of leadership) are predictive of organizational outcomes;

- people practices (or the loci involved in leadership) influence on organizational outcomes;
- institutional practices (or the loci assuming a leadership role) have an impact on organizational outcomes;
- the context moderates the effect of leadership on organizational performance (Mango, 2018).

E. Mango highlights the significant point that the EEL model encompasses numerous sub-dimensions or aspects within each of the six dimensions, and these sub-dimensions may exhibit variations depending on the specific context or situation. However, the fundamental six dimensions of leadership remain consistent (Mango, 2018).

In his research, E. Mango (2018) highlights the notion that different leaders will thrive in various leadership contexts, focusing on distinct aspects within the six dimensions of leadership. He emphasizes that existing leadership theories do not provide decisive and compelling explanations in certain areas, such as leadership results and characters. Furthermore, these theories largely neglect the importance of context.

Conclusions and prospects for further research. So, the discussed sources provide various perspectives on leadership. Thus, leadership involves setting objectives and galvanizing energy, which inherently involves power and the potential for corruption. Moreover, effective leadership is the ability to influence individuals to contribute towards group objectives. Traditional and contemporary leadership theories are reviewed, categorizing them into universal theories and contingency theories, and acknowledging the need for considering cultural values and the limitations of theories developed in North America. Besides, there is a comprehensive Ethical and Effective Leadership (EEL) model that encompasses six dimensions: character, characteristics, people practices, institutional practices, context, and outcomes.

This model recognizes the importance of character and moral qualities in leadership, acknowledges the role of leadership traits but highlights that they can exist in leaders with positive or negative moral compasses, emphasizes the significance of people practices and the development of individuals, discusses institutional practices related to organizational structure and goals, underscores the impact of context on leadership dynamics and outcomes, and addresses the need for clarity in defining desired leadership outcomes.

Overall, these perspectives highlight the complexity and diversity of leadership, the significance of considering cultural contexts, and the ongoing need for comprehensive research and theoretical integration to advance our understanding of leadership.

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АНОТАЦІЯ

Порада Оксана, Куліченко Алла. Критичний аналіз теорій лідерства в науковому дискурсі.

Лідерство є здатністю впливати, керувати та надихати окремих осіб або групи працювати разом для досягнення спільних цілей. Це також комплексний процес, де особа в ролі лідера приймає позицію впливу та відповідальності, мотивує та направляє інших у певному напрямі.

Метою статті є критичний аналіз різних теорій лідерства у межах наукового дискурсу. У дослідженні автори використали такі методи: аналіз, синтез, узагальнення та систематизацію – для розгляду науково-педагогічних джерел. Крім того, метод структурного та логічного аналізу застосовано для виявлення та дослідження характеристик лідерства.

З'ясовано, що проаналізовані джерела пропонують різні погляди на лідерство. Так, лідерство передбачає встановлення цілей і активізацію енергії, яка сприяє розвитку влади та надає потенціал для корупції. Водночас ефективне лідерство є здатністю впливати на людей, щоб вони сприяли досягненню групових цілей. Розглянуто традиційні та сучасні теорії лідерства, розподіляючи їх на універсальні теорії та теорії непередбачених обставин, і визнаючи необхідність розгляду культурних цінностей та обмежень теорій, розроблених у Північній Америці. Визначено, що існує комплексна модель етичного та ефективного лідерства, яка охоплює шість вимірів: характер, характеристики, поведінку людей, інституційну практику, контекст і результати.

Модель етичного та ефективного лідерства визнає важливість характеру та моральних якостей у лідерстві, роль лідерських рис, але підкреслює, що вони можуть існувати в лідерів із позитивним чи негативним

моральним компасом, наголошує на значенні поведінки людей та розвитку особистості, обговорює інституційні практики пов'язані з організаційною структурою та цілями, підкреслює вплив контексту на динаміку та результати лідерства, а також звертає увагу на необхідність чіткості у визначенні бажаних результатів лідерства.

Загалом, усі погляди наголошують на складності й різноманітності лідерства. Перспективами подальших досліджень є розгляд культурних контекстів, їх значення для лідерства.

Ключові слова: лідер, лідерство, теорії лідерства, шість вимірів, характер, характеристики, людська поведінка, інституційна практика, контекст, результати.

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МЕТОДОЛОГІЧНІ ПІДХОДИ ДО ПРОФЕСІЙНОГО РОЗВИТКУ ВИКЛАДАЧІВ ХОРЕОГРАФІЧНИХ ДИСЦИПЛІН

Актуалізація професійного розвитку викладачів хореографічних дисциплін у процесі професійно-педагогічної діяльності розглядається у контексті методологічних підходів, які сприятимуть удосконаленню цього процесу. У дослідженні принципового значення набули методологічні підходи: компетентнісний, котрий зумовлює посилення мотивації науково-педагогічних кадрів кафедр хореографії, які забезпечують підготовку майбутніх фахівців-хореографів, до реалізації трьох ключових завдань (вдосконалення професійної й самоосвітньої компетентності; формування у майбутніх фахівців-хореографів компетентностей, визначених освітніми програмами спеціальності 024 Хореографія; розроблення критеріїв та показників оцінювання рівня професійного розвитку викладачів хореографічних дисциплін у процесі професійно-педагогічної діяльності з урахуванням дидактичного, організаційно-методичного, наукового аспектів роботи, а також досягнень у набутті нових компетентностей, які дають їм змогу провадити сучасний освітній процес підготовки майбутніх фахівців-хореографів); системний, котрий забезпечує цілісний погляд на проблему професійного розвитку викладачів хореографічних дисциплін у процесі професійно-педагогічної діяльності, відкриває можливості для проектування відповідної моделі з орієнтацією на освіту упродовж усього життя та побудови авторських методик викладання хореографічних дисциплін з метою удосконалення методичної системи підготовки майбутніх фахівців-хореографів; діяльнісний, який зорієнтовує процес професійного розвитку викладачів хореографічних дисциплін на вдосконалення усіх видів діяльності, розширення практичного виконавського й методичного досвіду, забезпечує оцінювання здатності педагогів сприяти професійному становленню майбутніх фахівців-хореографів під час навчання у ЗВО; інтегративний, що забезпечує комплексну організацію підвищення кваліфікації науково-педагогічних працівників на засадах інтеграції сучасної теорії хореографічної освіти, стратегій її розвитку, методики хореографічної