Management and Digitalization in Modern Higher Education

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ABSTRACT

The article focuses on the management and digitalization in modern higher education. Specifically, it considers the problem of leadership as the ability to influence people and groups in the organization to achieve its goals. This research discusses the most famous theories of leadership and concept of modern leadership, where leadership is interpreted as helping others in their development and fulfilment, because people (staff) are the main resource of the organization. After revising some case studies and example, we conclude that the most important problem is training of managers and future managers (leaders) in higher education through innovative educational technologies.

Keywords: *Philosophy of Education, identity, the principle of integrity, synergy, modern philosophy.*

1. INTRODUCTION

Leadership seems to be the only aspect of people`s social behaviour that has been causing so much interest among sociologists, psychologists, philosophers and other scholars of humanities. Leadership is inherent to all human communities and is the oldest organizational form. It reflects a principal social law common for most people and is rooted in the human social nature as it is based on natural needs of complex social systems; one of these needs is a need for social and cultural self-regulation, self-organization, and for ordering certain elements of the social system in order to provide for its vitality and functionality. Although people have been interested in the leadership issue since the dawn of times, its systematic, targeted and broad research didn`t start before Taylor [1], who pioneered it. Some research into scientific literature shows that the essence and idea of leadership have been changing along with the development of leadership theories since early 1900s; these theories can be classified into four major groups.

The first group comprises theories based on the analysis of leadership qualities. These are the theory of a "great hero", the theory of leadership features, and the charismatic theory of leadership. These are the earliest leadership theories that emerged and evolved in the first half of the 20th century, when feature and the character pertinent to a leader were broadly studied. The authors of these theories claimed that leadership results from a person`s individual features and character. If we could single out certain features that characterize a leader, then individuals who possess these features could develop their leadership potential promptly and effectively. The

idea was attractive. However, science has studied all known features of human character over the last 100 years, and yet the answer to the question "What does it take to become a leader?" is still a mystery. Nevertheless, dominant leadership features are still being studied today. Moreover, these theories are precious for educational science that studies the possibilities for development of a personality`s leadership qualities.

The second group of theories considers leadership as a set of role models for a leader`s behaviour. This group includes behavioural theories, theories of "expectation and interaction", attributive theories, theories of exchange, transactional analysis and transformation leadership, and also motivation theories. Some of these theories look into leaders` behaviour or into the behaviour of a leader who exercises power. Others focus on behaviour in relationship, that is, the structure of relationship between leaders and their followers.

The third group examines conditions that set the background for leadership, or "where leadership takes place". The main disadvantage of behavioural and role theories was that they did not take into account the social context for the process of leadership. Models that consider the unity of internal and external factors influencing our activity give us an insight into the relationship between a leader and a group. This group includes situational and "personality-situation" theories, as well as various humanitarian views. In accordance with these theories, leaders do not only adjust to a situation`s critical factors, but also reveal their leadership qualities in such critical conditions. The authors assumed that leadership had to change just at the situation was changing around them; they escribed certain factors that defined leadership.

Situational theories are based on the following hypothesis: in some particular situations, certain group members come forth. They exceed others at least in one quality, and as this quality is essential in this particular situation, the people that possess this quality become leaders. In general, these leadership theories emphasize the relativity of features pertinent to leadership and assume that a leader`s behaviour should differ in different situations.

2. LEADERSHIP IN EDUCATION

After we have highlighted essential and natural leadership features, we may define this phenomenon. Leadership is a social and communicative unit; it is a process of interaction between the mature part of a community and its other members, and also between the leader and his/her followers, which regulates relationship in communities and is oriented at achievement of goals relevant for these communities.

Leadership as a social and communicative phenomenon, and as a way of regulating interpersonal relationship in communities, has changed its content and developed new forms alongside with the development of material and spiritual production and with the development of state. For centuries, by trial and error, people projected the logic of the objective law regulating independent social development and accepted the rational logics of organizing their objective reality. Thus, we can conclude that leadership is:

- Not a static structure of social and communicative influence of some people on others, but rather a social organizational pattern for relationship in communities that corresponds to the objective law of social development, and where the elements of knowledge and rules are the essence of temporal fixation for active thinking and practical actions;
- Reflects, by its content, the processes of existence in various communities;
- Is a relationship of influence without force, based on the personal charisma of a leader who emerges from a socially mature part of the community;
- Is a complex of socio-communicative and socio-psychological organizational mechanisms of communities and their future prospects.

Leadership provides harmonious links between a community, its potential, and organizational forms. That is why leadership has always been a means of establishing relationships between organization of communities and their functionality while striving to achieve common goals. In general, when we define leadership as a social and communicative event, we do not contradict the fact that, leaving leadership aside, the objective law of community building, corresponding to the law of their development; it is also implemented through social consciousness and human activity.

Besides, we cannot rule out another essential aspect of leadership – the multiple aspects of its linguistic and meaningful content. To some extent, leadership is manifestation of various kinds and forms of influence. In other words, influence in leadership is "expressive and verbalized objective reality". Therefore, the description of its essence is, in a way, inexhaustible.

Leadership may be classified in accordance with various criteria that constitute the basic elements of its content. For example, according to its influence on community organization, leadership may be divided into the following categories:

- Leadership corresponding to the organizational laws for communities, which adequately reflect the laws for their development;
- Leadership approximately corresponding to the organizational laws for communities, which adequately reflect the laws for their development;
- Leadership that does not correspond to the organizational laws for communities, which adequately reflect the laws for their development.

According to community types, which exist in plenty in the modern society, leadership may be classified into leadership in group communities and leadership in mass communities.

Besides, it is essential to note that communities differ in their historical and situation-based forms. For example, they vary in the number of their members -from interaction between two people to social movements involving large population groups. According to their temporal existence, communities may live from a few minutes or hours up to centuries or millennia (in case of large ethnic groups and nations). Some communities may have very strong ties between their members, while others may be rather vague in structure.

3. FORMATION OF A LEADER'S COMPETENCE

Therefore, according to the concepts described above, a leader opts for a leadership style based on the situation – it could be either authoritarian or democratic. In other words, the leader would make choices in accordance with maturity /immaturity of subordinates, situational pressure, and the leader`s personality features. At this point, the leader either chooses the "discussion" style suggesting an open discussion of a problem or makes decisions personally, without external influence, based only of his/her own understanding of a situation. Speaking of situational approach, we would recommend the

Hersey-Blanchard leadership model [2] for closer examination. This model is based on the maturity of its followers.

This maturity is stipulated by people`s ability and desire to do the task set by the leader. The maturity has two constituent parts:

1. The professional aspect (knowledge and skills);
2. Psychological maturity (the desire to do the work, or a worker`s motivation).

In accordance with these provisions, the authors define the four basic leadership styles: telling, selling, participating and delegating. The choice of style, as we mentioned above, depends on the degree of subordinates` maturity. However, this model does not explain what should be done if the subordinates` maturity differs a lot in its degree.

The third group of effective leadership theories are theories of "charismatic leadership". Charisma is usually perceived as bright individuality, the ability to impress people by the unique personality, and inspire people. However, in order to inspire the followers, the leader should have three "keys":

1. Insight, which implies the image of the desirable goal that corresponds to people`s needs (in other words, a leader should create and present the image of "the wonderful future", which is a powerful channelling factor by itself [3];
2. "keys" how to get there (i.e. what should be done). It is important not only to demonstrate the attractive goal to people (the image of the desirable future), but also to highlight the stages that people should go through toward this goal and to outline the content of each stage. People should understand why this matter to them personally. In that case, employees` individual goals will coincide with those of the organization.
3. Effective communication, which results from the point above. This is the ability to persuade and exercise influence. Two factors are essential here: the leader`s ability to influence people by the power of own individuality and the ability to intellectually stimulate people. In other words, it is a combination of the cognitive and emotional aspects of the leader`s personality and individuality.

Among the multiple modern leadership theories, we favour the following ones: transformational leadership and virtuous leadership.

The concept of transformational leadership stems from the ideas of Maslow [4] and Ouchi and Price [5]. Maslow was the first to put forward the idea of "enlightened management".

Discussing types of motivation, apart from the traditional z and y motivation that correspond to the metaprograms of "escape from something unpleasant" (authoritarian management model) and "movement towards something pleasant" (democratic management model), Maslow [4], Ouchi and Price [5] have described "Z-motivation" that, on the one hand, pertains to a highly developed society, and on the other hand, encourages continuous development of employees. With "Z-motivation", a personality achieves such a high developmental level where transformational and creative work becomes the basic motivating factor. This type of motivation implies the creator leader who stimulates intellectual and creative transformational initiatives of employees.

The ideas put forward by Maslow and Ouchi were subsequently developed by Drucker [6] in his approach to knowledge development organization. In order to become an "enlightened transformer", a leader should be well educated in culture studies, psychology and education in order to acquire a high cultural level (including humanitarian culture). As we can see, this approach is based on a personality`s self-actualization, which is the basis for humanistic psychology. Self-actualization is understood here as the driving force not only for organizations, but also for the whole society.

Another theory is the theory of "virtuous leadership" by Havard [7]. He claims that leadership is not the right but rather the responsibility of every human being; each individual helps others to perceive his/her talent and turn it to the benefit of all. In this sense, leadership is a form of existence. It is not an approach or technique, but rather a degree of a person`s ethical maturity. In many ways, it is a consciously formed character from the point of view of its spiritual constituent (self-restraint, courage, justice, which stand as a measure for people`s spiritual freedom).

Now there`s a legitimate question: how should we grow a leader who can implement ideas of enlightened management (knowledge development organization) and virtuous leadership (the ability to bring out the potential of other people, thus helping them to establish themselves)?

An important role is assigned here to educational institutions, primarily institutions of higher education. By saying this, we mean innovation educational technologies (most importantly, in humanities) that help not only to understand people, but also to bring out human potential as a main resource of any organization.

Educational strategies are elaborated as a crossover of theory and practice [8]. Therefore, training of future managers implies practical approaches to acquisition of cognitive (competence formation, mastering methods of cognitive activity), affective (training feelings and the emotional element of personality) and conative (training

self-regulation expressed in actions and the choice of behavioral strategies) educational approach that is represented by three leading educational strategies: informational, problem discussion, and that of training social roles (games).

Pedagogical technologies used in modern education are based on creative pedagogy: discovering and development of students` unique talents and abilities, acquisition of active reflexive skills, the ability to set realistic goals and to master various ways of their achievement [9].

In its development, a personality has the ability for a "leap", thus demonstrating its abilities for divergent thinking (non-standard way of thinking that suggests new and unconventional solutions), which emits energy of educational pleasure, joy of getting new knowledge, and acquisition of new opportunities. In this case, education is built on meaning. This implies the following tendencies.

First of all, there is a holistic principle, i.e. the student should have an idea of all aspects of management as science and managerial art, rather than its separate parts. The management is executed in unity of the three aspects: I (personality), social environment (microcosm), and world and society (macrocosm). Therefore, we should not just educate a domain specialist, but rather a universal specialist who has a broad outlook and the perception of oneself in the world.

The next tendency is orientation for the future. Swiftness and unpredictability of social and technological changes, according to Toffler [10], are the basis for the future and the psychology aimed at futurology (formation of a personality`s image of future). Sisk [11], a modern American researcher, develops this idea. Her "education of the future" implies the following aspects:

- The necessity to start with own idea of the future, making all effort towards its development;
- The link between the study material and learners` future needs;
- Interdisciplinary approach;
- Organization of learning environment stimulating creativity, motivation for learning, and self-development.

Teacher training education and psychology place an emphasis, first of all, on the issue of choice [12]. The future is the "zone of possible" rather than something that "is about to happen", which is connected to the very methodology of competence-based approach.

The aim of "education of the future" is to help each individual to become a researcher capable of lifelong learning. The basic value is the development of individual creativity in all spheres of human life. Hence is the tendency for logical orientation to creativity.

This tendency suggests that future specialists see themselves as the new discovery, the world builder, implementing personal abilities, knowledge and skills while the construction is going on [13]. This approach implies:

- Creative thinking (readiness for risk and acknowledgement of mistakes as a positive incentive for creative research; the ability to find, assess and use information);
- Multiple solutions to a problem;
- Ability to work in a team, acknowledging individual differences;
- Formation of leadership qualities (setting the goal, ability to promote it and involve others; the ability to consider the situation; the ability to make decisions and bear responsibility for them).

Application of these technologies to the educational process contributes to formation of not just a manager who reaches impressive results, but, primarily, a person capable of self-development and actively influencing the environment.

4. CONCLUSIONS

All in all, it becomes clear that education strategies are elaborated at the confluence of theory and practice. The modern educational process implies simultaneous use of cognitive (knowledge formation, mastering methods of cognitive activity), affective (emotional education, formation of a personality`s emotional sphere), and conative (instruction in self-regulation reflected in actions and choice of behavioural strategies) teaching. In the process, strong emphasis is made on formation of students` leadership qualities.

Leadership is a quality that is to be developed. It is primarily formed by the educational system (schools, colleges and universities). We have considered the main aspects of leadership qualities` formation and have demonstrated that it is nurtured by holism, future-oriented approach, and creativity. These tendencies will most likely top the list of priorities for those who draw up the program for higher education.

ACKNOWLEDGMENTS

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