

LEADERSHIP DEVELOPMENT AND LEARNING ENGLISH FOR SPECIAL PURPOSES

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Today leaders – be they political, business or educational leaders – have to act within the context of a dynamic system of global risks and trends. A “global risk” is “an uncertain event or condition that, if it occurs, can cause a significant negative impact for several countries or industries within the next 10 years” [5, p. 96]. The World Economic Forum’s Global Risks Report tracks these risks every year. It identified the following groups of risks for 2019: economic (e.g., fiscal crises in key economies, asset bubbles, energy price shock); environmental (e.g., extreme weather events, failure of climate-change mitigation and adaptation); geopolitical (e.g., failure of national governance, interstate conflict with regional consequences, weapons of mass destruction); societal (e.g., failure of urban planning, food and water crises, large-scale involuntary migration); and technological (e.g., adverse consequences of technological advances, large-scale cyber-attacks) [5]. The main challenge of modern leadership is to turn these risks into opportunities [1, p. 3].

Also, Ukrainian higher education is to train students to act within the current trends, namely [2]: automation (the use of computers and computer-driven machinery to replace human labor); globalization (flattering, offshoring, outsourcing, supply-chaining); workplace change (less hierarchy, supervision, predictability, and stability; more autonomy, responsibility, and collaboration); demographic change; policies increasing personal responsibility (job security, financial planning, and health care).

Thus, leadership is often considered as one of the most important and effective responses to the challenges and opportunities presented by the global environment [1, p. 4]. Ukraine recognizes higher education as an engine of social transformation, and English as a key competence in the context of globalization, the factor of economic

growth, the means of international communication and joining European scientific, educational, and professional area.

To succeed in the modern job market characterized by less supervision/hierarchy and greater individual autonomy/responsibility, professionals need to be able to communicate and act independently to identify opportunities/challenges and solve tasks/problems. They also must have interpersonal skills (including leadership) to collaborate effectively with colleagues, know how to acquire the necessary information, be able to learn new skills in order to stay competitive.

Leadership links personal traits of leaders with their professional knowledge and experience. To deliver sustained influence through individuals, teams and organizations leaders must be able to connect their leadership imperative with the culture and practice of the companies building successful business models.

Analysis of recent research and publications has revealed contradictions between an objective necessity of Ukraine in a new generation of leaders and fragmented attention of the educational theory and practice to this problem; recognition of its importance for professional activity and underestimation of possibilities of a foreign language learning process in higher education institutions for solving this issue.

In the modern pedagogy of higher education, there has not yet been considered a complete conceptual aspect of leadership development within any separate course. Abroad evidence of curricular design and classroom activities that explicitly relate the sphere of studying foreign languages and leadership were also limited until recently [4].

Thus, the aim of this paper is to identify ways in which leadership development and learning foreign languages can be integrated and improved. It focuses on past studies and the results of implemented English for special purposes course.

Leadership is defined in theory and practice in a wide variety of ways; nowadays researchers tend to use this term contextually. For example, the global approach to leadership in terms of sustainable development highlights that leaders for

the future are “individuals who ... adopt new ways of seeing, thinking and interacting that result in innovative, sustainable solutions” [1, p. 9].

Geo-cultural approach to leadership shows its sensitivity to national contexts and cultural differences. For example, the GLOBE research project [1, pp. 11 – 13] identifies six global leader behaviors, which are also called “culturally implicit theories of leadership”, including charismatic/value-based, team-oriented, participative, human-oriented, autonomous and self-protective leadership.

Gender and generational approaches to leadership [1, pp. 6 – 8] specify the variations/traits that gender and age bring to universal perceptions of leadership.

In any approach, the importance of remaining sensitive to leaders’ needs and contexts is emphasized [1, p. 30]. There are many dimensions to understanding leadership context (social, cultural, economic, geographical, historical, racial, institutional, etc.).

It should be noted that many traditional leadership frameworks focus on helping leaders succeed within current economic and social systems but the Cambridge Impact Leadership Model points on transforming these systems. Hence, critical to the success of leadership development is the ability to encourage followers to reflect on learning experiences to promote the transfer of knowledge and skills to the work area.

Thus, students can learn leadership in diverse contexts in many ways. In leadership development practices there has been a move from primarily instructional approaches to comprise more customized, experiential and reflective training [1, p. 25]. Sheri Spaine Long et al. (2015) [4] provide a useful framework for the integration of leadership and foreign language courses:

1a. Generic: approaches/strategies for leadership may occur in any discipline (i.e., team/group work, presentation assignments);

1b. Discipline-specific: approaches/strategies for leadership are particular to the fields due to foreign languages access to insider cultural perspectives (i.e., learning about cultural differences through scenarios);

2a. Explicit: approaches/strategies for leadership are directly stated to students

(i.e., an explanation of leaders' responsibilities);

2b. Implicit: approaches/strategies for leadership are indirect (i.e., mentoring, role modeling) and the link between the activity and leadership is not explicitly acknowledged or discussed.

Researchers proved the effectiveness of action and hybrid learning for leadership development [1, p. 28]. The first model is the identification and solving real cases, often supported by a tutor, and involving cycles of planning, action, and reflection. Hybrid model combines individual learning with group research projects to solve tasks; it builds capability on two levels – individual (leader's development) and collective (leadership development). Other hybrid models may include a range of learning approaches, designed to deal with a range of learning outcomes: cognitive (knowledge), affective (values) and psychomotor (skills) [1, pp. 28 – 30].

Declan Mulkeen (2016) highlights six ways of enhancing global leadership skills by a foreign language, namely: doing global business in a common language reduces misunderstandings; giving the speaker a broader world perspective; expanding the way people communicate and the way they are perceived by their audience; centrism (using linguistic or culture-centric references); dealing with ambiguity; and cross-cultural understanding in multilingual and multicultural teams [3]. Thus, it is important to redefine higher education in Ukraine by implementing new models of training process based on innovative approaches to foreign language learning and leadership development.

The implemented English for special purposes course is a unique leadership and professional development opportunity aiming to provide students not only with knowledge of the foreign language but also with in-depth understanding of increasingly complex leadership as well as the challenges and opportunities presented by the global environment. It is constructed to help future professionals in dealings with the complex interdisciplinary issues that will influence their future. It is focused on what leaders need to be and do, build the characteristics crucial to sustaining effective leadership and develop special context-driven competencies in the process of learning English for special purposes.

For example, using interactive methods helps tomorrow's leaders to think further than their ambitions and to understand how the actions of individual influence on the team. We aim to challenge students by encouraging them to develop contacts in the real world through their research projects, to apply for placement opportunities in organizations, and within classes by asking them to think through complex case studies. The idea is that by providing multiple controlled complications we will prepare them to become responsible leaders by getting as much experience as possible while inspiring them to think and act responsibly.

References:

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