

UDC 159.9.072 + 316.6: 42

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RESEARCH ASPECTS OF LEADERSHIP IN THE INTELLECTUAL SECTOR OF UKRAINE

Modern trends in the development of the single European educational space, caused by objective requirements of the international labor market requires more effort in reforming higher education in Ukraine. One of these areas is to create a favorable environment for positive changes to reduce gender inequality in education by overcoming gender stereotypes. It is education, which is one of the most important social institutions, able to integrate a gender perspective into the educational process, and thus ensure the formation of European social gender culture in Ukraine.

One of the peculiarities of the ongoing social, cultural, and scientific transformations is the formation of a new approach to education and upbringing, the gender approach. Issues in education arose as a result of the assertion of the humanistic paradigm in pedagogy, awareness of the importance of preserving the intellectual potential of society and understanding the role of personal aspects in the development of abilities [1]. Ukrainian pedagogy is at the stage of incorporating the gender approach into theory, methodology and into the field of empirical research.

Issues of gender issues in the education of Ukraine require further development.

Relevance of the study of gender aspects of leadership caused by the existing contradictions between existing ideas about leadership behavior patterns of men and women and the existing demands on the behavior of women leaders and leaders of men. Scientific discourse related to the question of leadership requires explanation conflicting empirical data, need for a systematic concept of women's leadership that would have practical significance for the present [2].

Our aim is to contribute to the development of coaching practice and education.

The methodology of the study is the methodology of the Hungarian professor Istvan Kunos and Kateryna Poberezhna related survey in order to reveal personality differences between leaders and non-leaders [3].

Conscious personality development and the continuous tracking of the changes in our personality play important roles from a leadership point of view.

Leaders are men and women in education on Ukraine. What are their strengths and weaknesses?

We demonstrated the findings of coaching-related survey in order to reveal personality differences between leaders and non-leaders, men and women in the universities of Ukraine.

The survey concerned measures 11 primary and 5 secondary personality factors based on 165 questions. 100 leaders (50 men and 50 women) and 200 non-leaders (100 men and 100 women) were asked to answer a questionnaire in universities of 10 regions of Ukraine (Kiev, Kharkiv, Sumy, Dnipro, Odessa, Lviv, Ivano-Frankivsk, Chernigiv, Poltava, Zaporozhye).

Good leaders possess accurate self-insight, which they continually strive to deepen. The basis of accurate self-insight is balance. Both overly positive and overly negative self-evaluations can be barriers to the development of successful organizational abilities. Deeper self-insight helps us to have a clear vision of our aims and how to achieve them. Leaders need to form a picture of themselves that contains both advantageous and disadvantageous traits.

Personality can be measured from various points of view, there are lot of personality tests. However, the motivational structure of the personality is rarely examined by scientists. This structure contains those deep, significant, partly genetic primary needs, which determinate our aspirations, instruments, aims and also the style of our socio-strategies. These motivations or needs are more complicated than our instincts and generic-biological programmes.

The exploration of these factors has motivated lots of scientific researchers to create various instruments and tests.

By filling in the above-mentioned questionnaire, we can compare ourselves in relation to other leaders (men and women) concerning factors like:

- motivation for performance, sociability, aggression, the need for defence, scrupulousness, dominance, exhibitionism, independence, regardfulness, order, and helpfulness;
- and as secondary factors: the need for self-justification, rational dominance, aggressive non-conformitivity, and passive dependency.

After analyzing the existing approaches to the study of the gender aspect of leadership - those in which the gender factor is considered the main, those in which the preferred leadership, theory in which both aspects are considered as equal to note the following: results of empirical studies (despite their huge number) is quite controversial, have the general structure that creates a request to develop an appropriate concept. Moreover, gender inequality in leadership mainly due to the presence of gender and cultural stereotypes, and because of women leaders require more expertise, compared with man leaders; in groups dominated by women

preferred men (sometimes only by gender); the "feminine society" woman with masculine traits may be doomed to internal conflict, making it less effective activities; desire for leadership in women can be considered as overcoming their own "inferiority"; since the status of women in society in general higher initial perception of a man leader will be higher. Thus, topical issues remain unexplored formation of individual women leaders, the conditions of its actualization and leadership potential impact of women in the organization, motives women - leader, her attitude to her problems and difficulties on the path to leadership positions and after their achievements.

Educational institutions reflect gender stratification of society and culture in general, demonstrating to my example unequal status of women and men.

Typically, teachers, secretaries and staff - women deans or university rector - men. Women leaders are only 20%.

And the first person to get more women in schools, high schools, colleges. This fact is simple: women are rising to those positions from the teaching staff, and as teachers - men very little, then the competition is not so acute.

However, men are still considered as priority candidates. In public universities are often women Chair, guarantors specialties and rarely deans and rectors. In commercial high schools is not the case. Woman easier to serve as rector of private educational institutions, especially the idea of creating such an institution often belong to herself. A public universities requires a certain political position. Because men often occupy executive positions there.

By analysing the test-results, we can explore different personality traits that could be of interest from the managerial point of view men and women.

On the basis of the 17 traits examined, the following list shows the significant differences that were found between leaders and non-leaders. So, leaders:

- have a higher motivation for performance;
- have a greater need for dominance;
- are more exhibitionistic;
- place a higher value on autonomy;
- have a lower need for regardfulness;
- have a lower need for help;
- place a higher value on self-justification;
- place a higher value on rational dominance;
- have higher scores regarding aggressive non-conformity;
- have a lower level of passive dependency.

There are no big differences concerning the factors below:

- the need for affiliation;

- the need for defence;
- the need for scrupulousness;
- the need for sociability;
- the disposition to say “yes”.

Negative trends relative to established norms and rules that formed over the years in higher education under the influence of gender stereotypes, do not meet modern requirements of the European educational space. The destruction of the old educational system in favor of a modern Ukrainian universities to demand educational services requires the use of the latest gender-oriented technology training and management of the education system as a whole.

On the basis of these results, we cannot say that men person is a better leader than women or on the contrary. However, if we know our ordinary and less ordinary features, it helps us to orient ourselves and think over our aims. By the means of this survey, which deepens self-insight, we can find out where we are at the moment and where we would like to go in dependence of formation men and women leaders.

In this survey there are no “abnormal” results. Needs men and women are not good or bad, they just have different values attached to them. By taking a closer look into the mirror we have made, we can estimate their skills and abilities. Furthermore, we can decide what things we would like to develop and the ways in which we would like to develop them in the men and women.

Our reseach have focused on the study of individual differences that are contributing to the potential and real women leaders. It turned out that women-leaders for their development spending more time and energy than their male peers.

In the management of personnel woman manager pays more attention to the relationship between the team members, it is more concerned with the scope of interpersonal relationships than men leader. Women are more subtly responds to the moral - psychological climate in the team. In relations with the external environment female management style is flexible, situational, ability to adapt to circumstances. Business woman manager focused on consistent, gradual transformation without a focus on instant results.

Further study of the gender dimensions of leadership should be directed at identifying existing models of leadership behavior of women that would identify the most effective at this stage of development of Ukrainian society. In addition, the Ukrainian traditions and realities of today in relation to women in need of research is in the modern Ukrainian market, indicating the relevance of gender research leadership.

The current stage of development of higher education in Ukraine requires a deep rethinking and alignment of priorities in favor of gender mainstreaming as compared

to sex-role. The purpose of dissemination in society of gender-based attitudes, above all, must be accompanied by overcoming gender stereotypes in education about the place and role of women and men in the plane "student-teacher", "student-student", "student-employer".

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УДК 338(477):316.72

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РОЗВИТОК КЛАСТЕРУ КРЕАТИВНИХ ІНДУСТРІЙ В УКРАЇНІ

Наразі креативна економіка стає основою світової економіки. Сучасні швидкі зміни в глобальних процесах творення і впровадження винаходів свідчать про те, що вся економіка майбутнього буде креативною. Креативність економіки є визначенням її якості, так само як і ефективність. Економічний вимір креативності полягає у виявленні її впливу на підприємництво, генерування і стимулювання інновацій, підвищення продуктивності та економічне зростання.

За даними ООН на частку креативної економіки припадає 3,4% світового ВВП, що становить майже 1,6 трлн. дол. США й удвічі перевищує обсяги щорічних надходжень від міжнародного туризму. Щорічні темпи зростання у різних країнах варіюють від 4,3% до 17,6%, удвічі перевищуючи темпи зростання сфери послуг і в чотири рази перевищуючи темпи зростання сфери промислового виробництва. При цьому частка зайнятих у креативній економіці досягла 25% населення світу.