PROFESSIONAL TRAINING FOR PUBLIC ADMINISTRATION LEADERS IN UKRAINE

ABSTRACT

The article defines theoretical and methodological aspects of forming the new educational paradigm of professional education for leaders in the sphere of public administration in Ukraine. The author grounds that professional education and development of administrative leaders in this area must be planned and implemented in based on competency profile. The research shows that both in Ukraine and abroad a new educational paradigm of professional education for public officials is forming so the article outlines fundamentals of professional education for administrative leaders. The research also shows that national models of professional education for administrative leaders are determined by local conditions, traditions, priorities and needs. The article offers ways to focus effort on implementing the administrative paradigm of leadership.

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In the context of reforming public service and implementing the administrative reform, in the process of laying a new course of development for Ukrainian state, leadership development is becoming a strategic precondition of proper governance in Ukraine. We cannot but agree with the conclusion of national researchers stating that professional administrative leadership is critical in terms of ensuring the effective implementation of government policies and providing high quality services to people. And decisive voice in this process belongs to the new generation of officials represented by leaders in the public service system, talented administrators with good command of innovative human resource management techniques, who can efficiently resolve both social and administrational conflicts, take advantage of their communicative potential and can help their subordinates grow to become leaders. This determines the currently growing social demand for administrative leaders since lack of leadership potential with public officials and low culture of administration present substantial obstacles in terms of social development and the power of society to implement reforms in the country. That is why there is a critical need to rethink (modernize) the professional education for public servants through the prism of leadership including such constituents as mission (public purpose) of the training, anticipatory content, relevant methods and techniques of training to achieve the desired results in the form of corresponding professional competencies.

When we talk about leaders in public administration the words 'leader' and 'leadership' fascinate with their dynamics and imply strive toward self-perfection. Leadership is a talent, an ability we can and should develop in order to guide, persuade and encourage others to achieve certain goals. An organization might have impressive performance results at a certain moment of time but without leadership the organization will fail in the long run.

According to International Labour Organization, the most innovative concept of professional education for public servants is MES concept, which has proven its effectiveness through realizing three most important principles of professional training: 1) being job oriented; 2) being learner-centered; 3) offering guaranteed result.

Based on these three provisions of MES concept, researches offer to define three main groups of principles underlying the professional education of administrative leaders.

Group I – being job oriented. The content of public servant education is based on the analysis of their professional activities depending on their posts, categories, ranks; training goals are stated as objectives of civil servants' activities in public administration; public servant training adopts methods corresponding with the methods used in their professional activities (role play, brainstorming, situation analysis etc.); results of the training are evaluated through demonstrating leadership and professional skills by public servants.

Group II – being learner-centered. Objectives of professional education in public administration are determined by individual leadership needs of public servants; objectives of education are addressed at public servants directly; means of implementing educational programs are based on leadership capabilities of public servants; there are opportunities for self-education.

Group III – guaranteed result. Results of training are regularly evaluated at every stage of the training program for public servants and the training is adjusted accordingly, if necessary; the way of achieving the goals is reflected in teaching resources [2].

Scholars and researchers offer three main approaches to be used while training administrative leaders in the public administration sphere:

- cognitive approach (trainees receive elitological knowledge);

● experiencial approach (trainees gain skills and abilities through practical activities during their lessons);

● axiological approach (promotes the development of elite personality). All acquired knowledge, skills and abilities which are not oriented at specific (human and democratic) values make training senseless as they do not help to form elite personality.

It is also important that the training is interactive, participatory and personality oriented [3].

In Ukraine, the relevance of developing leadership potential through training public servants is ascertained, in particular, in the following documents: Law of Ukraine "On civil service" [4], draft of the Law of Ukraine "On service in local government bodies" (new edition) [5], resolution of Ukrainian Cabinet of March 18, 2015 № 227-p "On approving the Strategy of reforming public service and service in local government bodies in Ukraine for the period to 2017 and approved plan for its implementation" [6], resolution of Ukrainian Cabinet of 11 February, 2016 № 65 "On approving Rules of ethical conduct for public officials" [7]. Also, according to Decree of the President of Ukraine "On Strategy of State personnel policy in 2012–2020, the purpose of the state personnel policy is to ensure that all spheres of state functioning have qualified personnel required to achieve national interests in the context of developing Ukraine as a democratic, social state with a developed market economy. One of the Strategy goals is professional training and development of senior public official, able to ensure the effectiveness of state policies in the sphere of public administration and leadership in implementing administrative and economic reforms [8].

In particular, receiving professional education in the newly available field-specific qualification of "Public management and administration" (281) is a topical issue now that integration into EU is one of the key trends of the state policy which calls for the development and implementation of a new administration model that complies with the basics of EU regional policy and is in accord with European standards of legislation. Therefore, implementation of educational reforms today should also be directed at leadership development in the system of education. Educational leadership can be viewed in three interrelated aspects:

1) leadership in education (on the part of administration, teachers/professors, students and, as a result, leaders among educational institutions);

2) leadership for education (on the part of parents and stakeholders for the sake of education);

3) leadership of education (state measures to ensure the top-priority development of education).

Based on the analysis of regulatory framework and national experience in professional education for leaders in the sphere of public administration, we can offer the following ways of focusing on implementing the administration paradigm of leadership:

1) enhancing philosophical and worldview aspect of education for public officials;

2) adding modules about leadership to curriculum (leadership basics, individual leadership, organizational leadership, strategic leadership, innovational leadership, educational leadership, global leadership);

3) including anticipatory content – modules that highlight modern trends of public administration development, advanced administration practices (including European ones), municipal policies and reforms etc.

It is of crucial importance today to create a pool of administrative leaders of the new format, those who can back, keep and boost the best national practices and use them as a basis for renewed values of the modern world. Our society calls for it and so does anyone who understands that the main criterion of leadership in public administration is responsibility in the face of the present and the future, sincere desire to make this world a better place for our descendants, make it more agreeable in terms of democracy and moral values.

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