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## Development of leadership qualities of masters in Germany

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**Abstract.** The evolution of leadership attributes emerges as a pivotal facet for contemporary professionals, delineating a trajectory towards triumph in career pathways and exerting influence within their milieu. Master's programmes within the German educational milieu meticulously integrate these imperatives, furnishing a refined platform for the cultivation of leadership acumen adeptly attuned to contemporary exigencies. Germany, renowned for its educational eminence, stands as a vanguard in the realm of nurturing and honing the leadership proficiencies of master's students. This discourse elucidates the elemental constituents underpinning master's programs in leadership, encompassing theoretical underpinnings, personal metamorphosis, pragmatic managerial competencies, and the intricacies of intercultural discourse. The emphasis is laid on the transformative potential of such initiatives in crafting well-rounded leaders primed to tackle multifarious challenges across divergent spheres of existence, thereby catalysing societal advancement. German tertiary institutions offer an extensive array of programmes designed to furnish students with a comprehensive understanding of leadership theory, foster personal development, inculcate pragmatic management skills, and facilitate adept navigation of intercultural dynamics. These programmes are instrumental in endowing students with the requisite knowledge and proficiencies to emerge as adept leaders across diverse domains encompassing business, politics, civil society, academia, and research. They serve as conduits for the cultivation of strategic cogitation, judicious decision-making, proficient communication, and adept team leadership. Furthermore, they serve to fortify the fabric of leadership by engendering qualities such as accountability, ethical rectitude, adaptability, and cross-cultural fluency. Moreover, they serve to galvanise independence, foster ingenuity in problem-solving, and impart skills in strategic foresight and planning, essential facets of efficacious leadership.

**Keywords:** leadership, academic leadership, leadership qualities, master's programmes, development of leadership qualities, leadership development in Germany

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# Розвиток лідерських якостей магістрів у Німеччині

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## Анотація

Лідерські якості стають ключовими уміннями для сучасного фахівця, оскільки вони є визначальними для успішної кар'єри та впливу на оточуюче середовище. Магістерські програми в Німеччині враховують ці вимоги та пропонують якісний розвиток лідерських якостей, адаптуючись до сучасних викликів. Німеччина, як країна з відомою якістю освіти, виявляється лідером у навчанні та розвитку лідерських якостей магістрів. У статті розглядаються ключові складові магістерських програм з лідерства, включаючи теоретичні аспекти лідерства, особистісний розвиток, практичні навички управління, міжкультурне спілкування. Обговорюється значущість таких програм для формування повноцінних лідерів, готових вирішувати складні завдання в різних сферах життя та впливати на соціальний прогрес. Університети Німеччини пропонують широкий спектр програм, які дають можливість студентам опанувати теорією лідерства, розвинути особисті якості, набути практичних навичок управління, а також опанувати міжкультурне спілкування. Магістерські програми дають студентам можливість отримати знання та навички, необхідні для того, щоб стати успішними лідерами в різних сферах, таких як бізнес, політика, громадські організації, освіта та наука. Навчальні програми відкривають перед студентами широкі можливості для розвитку стратегічного мислення, вміння приймати обґрунтовані рішення, ефективного спілкування та управління командою. Крім того, вони сприяють формуванню особистісних якостей лідерів, таких як відповідальність, етичність, адаптивність та здатність працювати в міжкультурному середовищі, а також стимулюють самостійність, творчий підхід до вирішення проблем, навчають робити стратегічні аналізи та планування, що є важливими складовими успішного лідерства.

**Ключові слова:** лідерство, академічне лідерство, лідерські якості, магістерські програми, розвиток лідерських якостей, розвиток лідерства в Німеччині

**Statement of the problem.** The development of leadership qualities among masters in Germany is a complex and multifaceted process that contributes to the formation of highly qualified and influential leaders in various fields of activity. Germany is known for its high quality of education and progressive approach to the development of leadership competencies. One of the key aspects of the development of leadership qualities in Germany is the system of higher education, which provides students with not only theoretical knowledge but also practical skills necessary for successful leadership. Many German universities offer specialised leadership programmes that help students develop communication, strategic, and analytical skills. In addition, Germany has a developed system of support for and development of talented young leaders. This includes

internships in prestigious companies, the opportunity to participate in projects and initiatives aimed at developing leadership skills, as well as scientific research in cooperation with designated institutes and organizations. The culture of leadership development in Germany also promotes the importance of teamwork and collaboration. Masters learn to work in teams, make decisions together, and solve problems that arise, relying on the opinion of each member of the group. An equally important factor is the innovative spirit inherent in the German higher education system. Students have the opportunity to explore new approaches and methods that help them develop the creativity and initiative necessary for successful leadership in today's world.

**Analysis of recent research and publications.** Various aspects of the problem of developing mas-

ter's leadership qualities were studied by domestic and foreign scientists: O. Akimova, M. Sapohov, Y. Hapchuk (digital transformation of the educational environment of higher education institutions and training of future masters in Germany) (Akimova et al., 2022; Akimova et al., 2023; Akimova et al., 2022b); O. Tsiuniak (professional training of future teachers in conditions of digital transformation of education) (Tsiuniak, 2021); Y. Karlinska (professional development of a teacher based on the principles of leadership) (Karlinska, 2021); O. Palamarchuk, Yu. Skyba (the role of the teacher in the development of the student's leadership qualities) (Palamarchuk & Skyba, 2023); N. Semenii (leadership qualities of future teachers) (Semenii, 2022); J. Jameson, M. Cai, R. Essex (forming digital leadership in higher education) (Jameson et al., 2022); E. Ossiannilsson (leadership in digital transformation) (Ossiannilsson, n.d.); T. Arnold (development of leadership qualities in conditions through the support of joint learning in corporate training in Germany) (Arnold, 2016).

**The purpose of the article** is to consider the key aspects and factors influencing the formation of highly qualified and influential leaders among master's students in Germany.

**Summary of the main material.** In the contemporary dynamic landscape, the pivotal determinant of success resides in the existence of proficient and influential leaders adept at navigating through evolving challenges and steering society towards significant objectives. Germany emerges as a prominent hub where the cultivation of such leaders is rigorously pursued, distinguished for its distinguished educational standards and pioneering methodologies for fostering leadership capabilities.

Contemporary global trends impose prerequisites on the leadership attributes of youth, who are poised to navigate forthcoming social, economic, and cultural metamorphoses. The pivotal role of educators in nurturing the leadership traits of students is of paramount significance. It is imperative that prospective educators are equipped to unearth the latent leadership capacities within students, as this underpins the cultivation of the succeeding generation poised to shape the trajectory of their society (Hapchuk, 2023).

As is widely acknowledged, the cultivation of leadership proficiencies among master's students is a multifaceted process that occurs both within the academic milieu of universities and beyond their confines. Among the myriad factors implicated in

the maturation of students' leadership capabilities, researchers have underscored the significance of students' disciplinary specialisation and gender. A seminal investigation conducted by Astin and Astin (2000) elucidated that the efficacy and centrality of leadership development among students hinge primarily upon their engagement with peers, faculty members, and diverse extracurricular activities within the university milieu (Astin & Astin, 2000).

Furthermore, it is deemed imperative to delineate the conceptual contours of "leadership" in a broader sense and its specific manifestation as "academic leadership". Scholarly discourse reveals diverse conceptualizations of the term "leadership". For instance, Bijur (2000) posits that leadership entails the augmentation of human potential, emphasising the establishment of conducive environments for nurturing leadership skills, underpinned by lucid and efficacious communication. Concurrently, effective governance entails fostering unity and coherence throughout the decision-making process and subsequent execution (Bijur, 2000).

Academic leadership emerges as a distinctive facet of leadership, constituting an integral component within the broader landscape of leadership, particularly within academic settings or institutions. Harman (2002) delineates key attributes of academic leadership, including the cultivation of highly skilled graduates, pioneering research endeavours, and the integration of innovative methodologies. Harman (2002) further elucidates three pivotal determinants for the ascendancy of leading universities: the amalgamation of talent, the allocation of adequate resources to facilitate conducive learning environments and progressive research initiatives, and the cultivation of a supportive governance structure characterised by autonomy, academic freedom, strategic foresight, and a culture of excellence (Harman, 2002).

Scholarly literature posits that effective academic leadership in higher education ensues from the intricate interplay of various contributory factors, including but not limited to:

Leadership in pedagogy, entailing the introduction of innovative teaching methodologies within departments or the provision of conducive environments for high-quality teaching;

Leadership in research, characterised by the inspiration of budding scholars and their motivation through personal exemplification;

Strategic vision, encompassing the delineation of developmental trajectories for departments and the facilitation of collaborative leadership endeavours;

Effective management, denoting adept delegation and the meticulous organisation of administrative units;

Interpersonal communication proficiencies manifest through effective discourse and empathetic engagement with others (Hapchuk & Sapohov, 2019; Seminikhyna, 2020; Akimova, Sapogov, & Romashchuk, 2023).

Traditionally, universities foster and nurture leadership competencies through formal instruction as well as experiential learning modalities, encompassing learning from peers, on-the-job experiences, and crisis management learning.

Scholars in the realm of pedagogy delineate leadership as a composite of attributes encompassing accountability, initiative, adeptness in motivating others, and strategic acumen. The pedagogue must wield a repertoire of methodologies and approaches conducive to eliciting these traits in students while being oriented towards perpetual refinement, self-enrichment, and the augmentation of professional adeptness. Such a dynamic stance facilitates adaptation to societal fluxes, enabling the adept adaptation of teaching methodologies to suit evolving student needs (George, 2022).

Within teacher education, the exploration of contemporary instructional methodologies and diagnostic modalities assumes pivotal importance. Theoretical scrutiny of leadership within pedagogy delineates it as a constellation of personal attributes enabling efficacious interaction with students, colleagues, and administration (Akimova et al., 2022b).

Professional preparation serves as a crucible for honing leadership potential, necessitating not merely the acquisition of theoretical erudition but also the cultivation of pragmatic managerial, communicative, and collaborative competencies.

Empirical techniques for nurturing leadership attributes engender self-awareness, instill a penchant for introspective analysis, and catalyse self-improvement. Additionally, educators must be primed to engage with diverse student cohorts, attuned to their idiosyncratic exigencies and characteristics. Immersion in authentic educational milieus furnishes the educator with experiential insights, enabling the application of acquired proficiencies in practice, thereby fostering a nuanced comprehension of students' leadership developmental requisites (Hapchuk & Sapohov, 2019).

Germany stands as a global exemplar in the realm of education, renowned not solely for its undergraduate curricula but also for its master's programs. German universities offer an extensive array of master's programmes, fostering the cultivation of leadership acumen among students and priming them for flourishing professional trajectories. Salient attributes rendering German master's programmes conducive to leadership development encompass an emphasis on experiential learning, an internationalised academic milieu, robust support mechanisms including mentoring initiatives, dedicated leadership programmes, and favourable accessibility (Akimova et al., 2022).

Central to the German educational ethos is a pronounced emphasis on the pragmatic application of knowledge. This ethos engenders ample opportunities for students to engage in hands-on projects, internships, and practical undertakings, thereby honing their leadership competencies within authentic contexts. Notably, many master's programmes in Germany are delivered in English, facilitating the enrollment of a diverse cohort of students from across the globe. This cosmopolitan environment fosters cross-cultural collaboration, enhancing students' adeptness in communication, collaboration, and adaptability (Kameyama, 2023).

German universities are distinguished by their provision of comprehensive support structures and mentorship initiatives. These encompass personalised counselling sessions with faculty members, career guidance services, and mentorship programmes tailored to nurture leadership aptitudes. Moreover, a plethora of specialised programmes and initiatives are instituted across German campuses, dedicated to fostering leadership qualities among students through tailored courses, seminars, training sessions, and exchange opportunities (Palamarchuk & Skyba, 2023).

Notably, Germany offers competitive tuition fees for international students, complemented by an array of scholarships and grants aimed at facilitating educational pursuits. This commitment to accessibility renders German master's programmes an attractive proposition for aspiring leaders seeking to harness their potential within a supportive and enriching academic environment.

It is necessary to outline a number of exemplary master's degrees in leadership development provided by reputable German universities: Technical University of Munich: MSc in Management and Technology (with the possibility of specialisation in



"Leadership and Innovation") (The Entrepreneurial University - TUM, 2024); Free University of Berlin: MSc in Political Management and Leadership and MSc in Global Leadership and Governance (Freie Universität Berlin, n.d.); University of Cologne: MSc in Management and Leadership and MSc in Organisational Psychology and Leadership (UNIVERSITÄT ZU KÖLN, 2001); University of Mannheim: MSc in Management and Leadership and MSc in Global Leadership (Universität Mannheim | Universität Mannheim, n.d.); University of St. Gallen: MSc in Management Consulting and Leadership and MSc in Leadership and Innovation (Sg, n.d.).

Drawing from the German experience, a compendium of methodologies and strategies can be delineated that contribute to the elucidation of leadership attributes among master's students:

- **Project-based pedagogy:** Facilitators foster student engagement in projects, enabling them to assume leadership roles, delegate responsibilities, troubleshoot, and engage in collaborative endeavours.
- **Case-based analysis:** The examination of authentic cases from various domains affords students the opportunity to glean insights from both successful and less effective leadership paradigms, thereby honing their decision-making acumen.
- **Simulations and role-playing exercises:** These experiential modalities provide a safe space for students to experiment with diverse leadership styles, garner feedback, and glean lessons from their experiential errors.
- **Socratic dialogues and debates:** Active involvement in scholarly discourses augments students' prowess in argumentation, critical analysis, and persuasion.
- **Leadership workshops and seminars:** These educational avenues furnish students with theoretical underpinnings and practical competencies in leadership, motivation, team dynamics, and communication strategies.
- **Mentoring initiatives:** Seasoned leaders from various sectors offer mentorship, imparting their wisdom and experiences to nurture the leadership acumen of students.
- **Individual coaching sessions:** tailored coaching sessions enable students to assess their leadership proficiencies, delineate objectives, and devise strategies for attainment.
- **Ongoing feedback mechanisms:** Regular evaluations from instructors and peers afford

students insights into their leadership competencies, facilitating iterative refinement.

- **Reflective practice:** encouraging self-reflection aids students in scrutinising their leadership approaches, drawing insights from personal experiences to inform future actions.

**Experiential learning opportunities:** Many German master's programmes integrate internships, providing students with real-world contexts to apply their theoretical knowledge and hone their leadership skills (The Entrepreneurial University - TUM, 2024; Freie Universität Berlin, n.d.; UNIVERSITÄT ZU KÖLN, 2001; Universität Mannheim | Universität Mannheim, n.d.; Sg, n.d.).

Master's programmes aimed at fostering leadership qualities at German universities encompass diverse facets of leadership and management. The cultivation of pivotal leadership competencies such as strategic acumen, decision-making prowess, motivation, teamwork, and effective communication, alongside preparation for successful careers spanning various sectors including business, politics, non-profit organisations, and education, underscores the primary objectives and imperatives of these educational initiatives. Additionally, the nurturing of personal attributes such as self-awareness, accountability, ethical discernment, and adaptability assumes paramount significance within these programmes (Jameson et al., 2022).

Integral to leadership training curricula are essential modules designed to engender multifaceted leadership proficiencies:

**Theoretical Foundations of Leadership:** Delving into seminal theories and frameworks of leadership, encompassing transformational, situational, and transactional paradigms, among others. Analysing prominent examples of leaders and their strategic approaches is also integral to this component.

**Development of Personal Leadership Attributes:** Engaging in coursework aimed at enhancing communication aptitudes, emotional intelligence, teamwork skills, decision-making capabilities, and conflict resolution prowess (Hapchuk, 2023).

**Practical Management Competencies:** Familiarisation with project management methodologies, task delegation strategies, strategic decision-making processes, and the cultivation of effective managerial skills.

**Organisational Context of Leadership:** Exploring the impact of organisational culture, structure, and strategy on the formulation of leadership prac-

tices and the evolution of leadership within organisational settings.

**Leadership in Innovation and Change:** Investigating the dynamics of innovation and change management within organisational contexts, devising strategies for innovation implementation, and navigating change processes (Karlinska, 2021).

**Intercultural Leadership:** Studying the nuances of leadership within intercultural milieus, fostering cultural competence, and honing effective communication skills across diverse cultural contexts.

**Leadership in Social and Public Organisations:** Analysing the role of leadership within non-profit entities, public organisations, and political movements and honing skills in influence and resource mobilisation to advance societal objectives.

**Ethics and Leadership:** Deliberating upon the ethical dimensions of leadership, resolving ethical dilemmas, fostering moral values, and elucidating the leader's responsibility to the community (Akimova, Sapogov, & Romashchuk, 2023).

The developmental process of educational modules for leadership programmes encompasses a myriad of pedagogical approaches, including lectures, seminars, case studies, project-based learning, workshops, simulations, role-playing exercises, scholarly debates, mentoring initiatives, specialised leadership seminars, coaching sessions, professional internships, and other interactive learning modalities tailored to the cultivation of leadership skills and competencies (Arnold, 2016).

Master's programmes in leadership development in Germany equip students with the requisite knowledge and competencies essential for assuming

leadership roles across diverse domains, including business, politics, civil society, academia, and research. These programmes afford students extensive avenues for fostering strategic acumen, adept decision-making capabilities, proficient communication skills, and adept team management aptitudes. Moreover, they facilitate the cultivation of inherent personal traits characteristic of effective leadership, such as accountability, ethical integrity, adaptability, and intercultural competence. Furthermore, these programmes foster autonomy, foster innovative problem-solving approaches, and impart skills in strategic analysis and planning, which constitute pivotal facets of effective leadership (Ossiannilsson, n.d.).

**Conclusions.** Upon scrutiny of the progression of leadership aptitudes among master's students in Germany, it is evident that German universities and their master's programmes assume a pivotal role in nurturing prospective leaders across diverse professional arenas. These programmes afford students a comprehensive educational experience, encompassing both theoretical knowledge and practical competencies requisite for navigating contemporary career trajectories successfully. A fundamental facet of these initiatives lies in the cultivation of personal attributes, ethical precepts, and intercultural acumen, thereby engendering the emergence of well-rounded leaders equipped to tackle multifaceted challenges across various spheres of endeavor. This pedagogical ethos fosters an environment conducive to the cultivation of a new cadre of leaders poised to steer societal progress and address epochal challenges.

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