



Reflections on globalisation, leadership and pedagogy: Competence-based didactics and Objective based Training.

Diana Spulber

University of Genova Italy, “Fondazione Sicurezza e Liberta”, Rome Italy – e-mail : 22spulber@gmail.com

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Abstract

Numerous research shows us the relationship between the management and process of educational leadership and results in the quality of the educational system internationally at the time of globalisation. That is why we will talk in this article about the commitment that the education system and universities, in particular, have to the constant development and improvement of the quality of teaching and updating of study projects, among others, and above all, of their teachers, as well as what characterises a teacher with leadership and educational leadership in a competitive and globalised system.

Keywords: pedagogy, globalisation, internationalisation, society evolution, leadership

1. Introduction

The use of paradigm globalisation or globalisation has been emphasised in the last thirteen years; for example, checking the most used Scopus platform, it is possible to note that in 1995 the use of “globalisation/globalisation” was 237 and in 2020, the use of globalisation in Article’s titles was 6315 times. This short data makes it possible to understand the growth of the use of the paradigm globalisation more than 20 times in thirteen years. This fact has served as an input for academia to understand the use of paradigm globalisation and paradigm internationalisation. While some think they are synonymous, others underline profound differences concerning the contemporary world. This is also evident in the complex educational system, the school-society relationship, the evolution of learning, the interaction and the exchange and circulation of ideas.

We always agree on one point: scientific and technological evolution has transformed all societies into unimaginable dimensions and spaces. The economy and the financial system have changed, while migratory flows have led to rapid changes in our societies. On the one hand, globalisation has the effect of economic growth and an increase in the gross domestic product; on the other, it is not producing a just redistribution of wealth (Ulliana, 2009).

This means that in middle-income countries, the gap between rich and poor tends to widen, while in poor countries, even if the trend in GDP has a "plus" sign, few benefit from growth. These topics are widely covered today by the scientific world and the mass media. This is sufficiently reflected in education and, above all, in the university as a key factor in any modernisation process. Instead, it can only be considered essential for planning future societies. Stating that knowledge in this world depends on how we want to build a new society allows us to consider the approaches that today have already been widely addressed by the academic world to allow the education system to have its own identity.

This is possible when the education system interacts with but is unaffected by, the global economy. Everyone must be increasingly aware of living in a globalised world. The phenomenon now affects all aspects of social life and the economy with the often-improper use of technology and communication. As never before, cultural and educational processes cross borders, and, almost without realising it, our perception of the world to becomes a globalised vision.

New technologies and their application to the development of production, finance and services have imposed a frenetic pace on the development of society. Just think of how fast, rapid, and swirling everything is today, constantly connected with everything, with every part of the world. We implement tools that allow us to see, hear and read in real time what is done, said or written anywhere and in any sector. Not even the pandemic and Covid-19 have blocked this media evolution; on the contrary, in some ways, especially in the educational system, Covid has erased the distrust towards the use of technology and has certainly not stopped the processes of globalisation. Think of telematics and online courses, which have become indispensable didactical supports (Figus, 2020).

A useful exercise is to analyse some of the issues that in terms of education arise in the interchangeability between the globalisation system and the education system also with the aim of knowledge, therefore improving the quality of services in general and there where the circulation of information is at the centre (Ulliana, 2009).

Browsing the net allows you to access news and knowledge quickly and sometimes even with the possibility of interacting. We are facing a real revolution of knowledge, exceptionally more extensive and profound than others that have alternated in the history and evolution of society. While these changes are positive and are already making themselves felt in daily life, we still don't know for sure where they will take us. We don't know how these rapid changes will be managed and, above all, by whom. The only thing we are sure of is that this continuous change will transform society and its paradigms and, consequently, also the complex educational system.

2. Technology, globalisation, education system

We are in a globalised system, but someone is starting to say that this system, too, seems to be running out. We don't know for sure, but we do know that there is still much to be studied in this field.

Information technology has progressed from the mainframe era to the microcomputer era to the Internet era. The education system, doing to the necessity to keep up with global developments, has incorporated the use of information technology into its teaching practice, undergoing a gradual metamorphosis. (Spulber, 2021) It is still important to recognise the meaning of new technologies, and it is increasingly necessary to question the nature of the values that today's societies preserve. The question that needs to be asked instead is how to change to live with it. All of this necessarily entails a serene and profound reflection on how the educational and pedagogical system is to be defined and planned today. Historically, it is possible to sustain that technologies started to be linked with the education process at the beginning of the XX century; more exactly, its origins date back to 1924 when Sidney L. Pressey, a professor at Ohio State University, invented a rote-and-drill the learning machine, or as it was then called "automatic intelligence testing machine", a machine that allowed students to test themselves by actively responding after listening, watching or reading. In 1954, psychologist Burrhus Frederic Skinner, a professor at Harvard University, based on SL Pressy's invention, invented the 'learning machine' or 'learning machine'. In the presentation of his 'learning machine,' Skinner argued that with the use of the learning machine the student knows in real-time whether he has answered correctly; this fact, according to Skinner, leads to an increase in correct answers, the student has the freedom to move at his own pace. It can be argued that Skinner there is the pioneer of programmed instruction, computer programming of the teaching process (Spulber, 2021). Since the invention of Sidney L. Pressey and the subsequent refinement of Skinner to the present day, technology has gained more and more space in the educational process. With Covid, it has even overturned the education system and made it totally dependent on the use of information technology.

Knowing, adapting and evolving the educational system becomes a priority where education and lifelong learning for work are at the centre, connected precisely to the world of work, to businesses and to an economy that is also transforming thanks to the use of new technologies. We are talking about ongoing training necessary for an advanced, dynamic learning system adapted to the needs of modern society. Questions that arise today in the perspective of this global change that conditions and invests all areas of life. In this sense, it is necessary to be aware of their importance. Hence the urgency to facilitate access to knowledge, to better understand a process that seems to have no limits and where globalisation must be seen as a process that becomes a consequence of the ability of certain activities to work together and in real-time.

Globalisation is no longer a surprising event, a new phenomenon. The educational system as a whole has become aware of this, which is why the pedagogical system has changed, especially in recent years, adapting to the advance of a technological training system, where telecommunications and transport systems have organised the world in a network of flows in which functions and units oppose each other and in which human activities adapt to the emergence of a new global economy.

As the economy transforms, we understand how the fundamental nucleus of the labour market transforms demand, globalisation and the financial markets, in fact, determine the movements of capital, currencies, credit and, therefore, the economies of all countries (Cosci, Meliciani, Palmerio 2019).

What is important to underline is that the globalisation of the economy also includes international trade. It is a system that grows based on increased investments and where globalisation becomes an essential part of the production of goods and services linked to the business world and its networks. Training lives in search of a corresponding balance with the global labour and worker's market. Therefore, training in the globalised system must be oriented towards offering adequate qualifications in a world in constant evolution and transformation.

The crisis of labour shortages in Europe thus highlights the importance of international migration. Lack of manpower leads to an economic crisis, and the only solution is to find resources and direct them to areas with more opportunities for employment and progress. In this, too, training plays an important role, as does managing the globalisation of technologies, information, communication, multimedia and the Internet.

We must be aware that globalisation cannot be seen as a uniform and indefinite phenomenon. Globalisation does not have equal repercussions on the different realities, but it does have repercussions on the future, on the rhythms, and on the costs that innovation entails, where developing countries adapt to the new global rules.

However, there are substantial differences between countries. There is de facto a new world order; not all countries achieve the same result. We see Europe on one side and emerging Asia, with China at the fore, competing to varying degrees with the United States and, absurdly, the engine of globalisation seems to be encouraging a return to a multipolar world; this is taking form.

In fact, the myth that globalisation creates a sometimes dangerous homogenisation, where countries in the image and likeness of the more developed ones collide with objective facts because globalisation has brought with it, neither yesterday nor today, analogies on a global scale, also registering cases of countries that have benefited the most and others that have instead been penalised. The story reflects dominant nations' decline and new leadership's emergence.

Globalisation leads everyone to compete in changing their involvement in a global economy to outline new production poles. This labour market becomes global, without borders, where trade and finance are modelled on new processes of acquisition of roles and where the income gap of the less dynamic and less promising realities inevitably grow". In this context, the identity of the education system changes. Whether or not to stay in the new globalised world depends on the production of knowledge and information mechanisms or networks, so it is imperative that the different educational systems explicitly and practically recognise the importance of people of institutions, both public and private. Finally, states can update their skills as the labour system evolves.

Training moves with the labour system, oriented precisely to the labour market. The requirements for each qualification of basic vocational training and higher vocational training are, in fact, established by the economic sector. The training offer, therefore, adapts to market demand: young people learn the professions companies require.

We are facing great challenges that must be highlighted to be addressed. Knowledge becomes central to finding the most positive and productive alternatives. In this sense, technology plays an important role. However, it's not just a matter of competitiveness. Facing the challenges of an increasingly complex and interconnected world is part of globalisation and the recurring financial crises that undermine any possible progress. We, therefore, live in a horizon of unsatisfied needs, where inequality and social exclusion predominate as a structural component of the economic model. To this context is added the environmental question with the progressive devastation of natural resources and a high risk for the habitat and consequent problems, which will then weigh on the quality of life.

3. Training, globalisation, leadership and educational quality

How can leadership influence educational processes and the evolution of pedagogical systems in a globalised and globalised system? Many of the learning systems highlight the issue of leadership, which is central to learning as a leader.

More necessary than ever, the leader is built in training processes that can interact with the working space with the job market. A leader is built directly on the field, expressing virtues where the need arises. This tendency does not precede a more general awareness that all training is transformed into behavioural; that is, it has the objective of changing behaviours and could draw advantage in a rebalancing in favour of realities reflected in a globalised space.

There are conditions of leadership adaptation that characterise the information age and its growth process. It becomes difficult to incorporate such concepts into the population. Instead, we underline the need to imagine structures that place technological and communication development at the centre and where public and private resources can be combined.

The leader needs to acquire these skills to know; this is where training processes come into play.

It is imperative to think strategically in human resource training. But first, let's consider that the development of human resources is fundamental today from the point of view of overall economic well-being and is therefore correlated precisely to the labour market.

The current higher education system needs significant reforms to implement quality knowledge in the minds of people working in different sectors. Moreover, to face the challenges of globalisation, higher education must be considered an important tool for

the growth and development of human capacities for their appropriate use for the overall development of society (Misra, 2014).

Once again, we find ourselves with the human capital necessary to take on a role in a society that does not allow for strategic errors; if it does not adapt, it ends up in underdevelopment. Therefore, it must be said again that a whole education reform is needed. The education system needs to focus on quality education, train new leaders and disseminate knowledge. This is because education has become the basic infrastructure investment in the information age. But education reform isn't just about boosting enrollment or bringing the Internet into schools. It implies, above all, the training of trainers, both in the pedagogical method and in the specialised knowledge and familiarity with the new technological tools.

We also need new leadership in the competitive, globalised, and globalised education system.

In this panorama, new forms of virtual teaching that speed up the training of trainers and allow them to master the phases become essential. It is not an easy or quick policy. However, it is the indispensable condition for the transition of the entire society, adapting it to the new systems of knowledge, which among other things, are not based on particular principles and which have not even been touched by phenomena such as the Covid-19 pandemic (Figus, 2021). The education system, including the university, needs to develop strategies that consider adequately educated human material at the primary and secondary levels; thus, it becomes essential to strengthen the university, national centres of excellence that serve as a scientific and technological engine concerning the system as a whole together, including building suitable leaders precisely because the globalisation of economies and the internationalisation of education are increasingly reflected in the globalisation of learning and research.

Training has long pursued the new logic of attention dictated by the digital world, fragmenting and distributing itself to verify the willingness to learn of people who are increasingly forced to receive information. But this seems not to be enough if we don't understand that information must be selected, and this is the task of educational leadership. Not everything that the globalised society produces can enter pedagogical programming. Above all, in such logic, it is difficult to think that finding space is the experiential part of learning. In this area of expertise, behaviours must change successfully (Bufalino, 2021).

In this sense, technology comes into play, whose role is to facilitate applying what has been learned theoretically in situations that provide semi-real cognitive and emotional feedback. They are the ones who convince leaders of the effectiveness of what they have learned, giving the right stimulus to continue in the effort to adopt new behaviours. Globalisation leads to extreme competition on a large scale and steals time; technology makes it possible to receive massive doses of theory and live intense experiences of

semi-reality; today's leaders could have a new, different, and more current role, developing leadership.

However, it is unthinkable that everything can be resolved thanks to the evolution or transformation of the educational process in training. Perhaps we could simply go beyond the classroom concept, extend the learning experience to all the other elements that distinguish learning, and expand the time available for training.

This is especially true of leadership, and not just leadership related to managers. Leadership spreads across all professions; it converts to autonomously face and manage uncertainty, change and the complex situations in which it is now found in every increasingly globalised and competitive context of the work environment.

Training time is reduced; in fact, we all need at least a little leadership; a new way of seeing leadership is born, it is the challenge of learning from the classroom to reality, and this allows it to remain active, overcoming the risk of being in a situation where there is no time to train.

There is a need to find the right compromise, acquire new skills, reduce training times, or train continuously. This happens only thanks to the introduction into the educational system on the one hand of learning that makes use of new technologies and on the other of new knowledge that is transported from theory into daily practical life, registering the effects with self-awareness in a system that manages to integrate the new knowledge precisely in the specific working identity.

4. Information, education and internationalisation

At the time of globalisation, international, local, and global integrations are, at the same time, the great roads that are travelled today thanks to new technologies and the dimension of information. Internationalisation, especially in higher education, is no longer imaginary but real. Recognising this world under construction becomes essential in a global society which requires forming an authentic global will for its progress. The education system becomes the basis of integration both nationally and internationally, and globally; it must be the space in which it prepares us for change. For this reason, the internationalisation of education in the future will have to permeate all educational levels.

Among the changes that must take place in the institutional and social framework, those that must be made to the profile and structures of higher education institutions and universities are increasingly important. These institutions make possible the production and transfer of knowledge and technologies. The definitive reorientation of these changes develops and guarantees the launch of profound reforms in higher education institutions for a reconversion as "institutions that transfer information, knowledge, and simultaneously allow to overcome the levels of global technological development.

This path is not free from difficulties which, for its solution, require a rethinking of the priorities of each society. Through imitation processes, it will be possible to bring out a social learning process by formulating priorities in developing strategic knowledge for a country. A new

education system will have to make social transfer possible. This seems to be the experience of some newly integrated countries. Where there has been a simultaneous process of imitation and innovation in science and technology, the processes have grown due to the strong competitiveness in education, mainly due to globalisation.

The reform of educational systems must be carried out without renouncing its social role and the exercise of its own critical values. It is necessary to assume the change generated by globalisation without transforming basic teaching and research centres. These must not be considered mere instrumental appendices to the existing economic criteria. The modernisation of the university, for example, must, in turn, be governed by its order of priorities linked to needs.

In this broad and complex international context, schools in general and universities in particular, in addition to being producers of scientific and cultural knowledge and research, can play a decisive role in two major current issues: solidarity between individuals, states and nations, and also contributing to the construction of modern and global citizenship, related to democracy.

Linking education and development is a task that everyone must ask themselves. Reality becomes global, and teaching can become an impressive lever to promote growth and equity. Universities become the best guarantee for accessing a scientific and technological reform that looks to the future and where recourse to elaborating a new cultural education strategy allows everyone to assume a social commitment, both from institutions and part of students, teachers and researchers.

For many, all this is simply due to globalisation, which represents the greatest challenge for education. Higher education has to endure multiple contexts of uncertainty regarding the labour market and employment for its graduates. The education system then comes to terms with internationalisation, the globalisation of education. The system may collapse due to growing financial constraints and the permanent and accelerating change in which the internationalisation of higher education institution curricula is how higher education reacts to the possibilities and challenges of globalisation (Turli, 2022).

In these years, various higher education institutions have undertaken education modernisation actions, including serious efforts to ensure new international scenarios through the integration of new technologies. But Europe, for example, compared to the past, has found itself in competition with many; it has been forced to open its academic spaces to exploration and to integrate into the processes of research, teaching-learning, and dissemination of culture up to the strengthening of the institutional image, the inclusion of elements of flexibility and the internationalisation of its curricula.

Globalisation has imposed all this, and another aspect has influenced the education system, namely the social question. This is the case of the social relevance of the students who enter institutes and compete strongly in a job market governed by the logic of the prevailing capitalist model and the spread of globalisation.

Also important is how to use technology as a tool to produce quality teaching-learning and research outcomes. Finally, in a context where the market seems to be a fundamental criterion of feasibility for any development proposal, public educational institutions need consolidation. Going deeper and taking the available data, we can say that the objectives pursued when proposing a model or other management image of educational centres is precisely that of strengthening the educational system. A relationship is often established between the quality of educational and leadership models. There is, in fact, a great consensus regarding international pedagogical knowledge in which leadership in educational centres is one of the factors significantly correlated to educational quality (OECD, "Education at a Glance". OECD Indicators 2021-2022).

Pedagogical leadership thus becomes a fundamental tool for improving educational quality, leadership in which the teacher assumes one of the main tasks in managing educational centres and the quality of training. Higher education in the time of globalisation faces challenges and difficulties related to the conditions of access to studies, personal training, skills training, improvement of the quality of teaching, updating of study plans, real employment opportunities concerning the qualifications obtained, equal access to the benefits of international cooperation relations, Internationalization has certainly changed everyone's way of seeing the way of facing the challenges posed by the new opportunities that technologies offer to improve the ways of organising, producing, disseminating, controlling knowledge, and accessing it, but as we have already reiterated, at the same time it is necessary to be relevant in guaranteeing equal access to these technologies at all levels of the educational systems.

In conclusion, the priority is to have organisational forms and structures that facilitate the effective fulfilment of these missions and functions, especially in higher education. It is therefore particularly important to consider various aspects strongly linked to the change in the world of work, which has, in fact, become a globalised labour market:

1. the training of highly qualified professionals and highly qualified citizens. An identification of responsible leadership, addressing the needs of all aspects of human activities;
2. the construction of an open space that promotes lifelong learning, offer an ideal multiplicity of options and the possibility of entering and exiting the system easily, training citizens to participate in the development of society in order to open up to internationalisation;
3. sustainable development and the promotion of knowledge through research as part of the services to be provided to the community, supporting adequate technical skills to contribute to the social, cultural and economic development of societies
4. the interpretation, understanding and strengthening of different cultures precisely in a context of pluralism and cultural diversity;
5. the consolidation of the company's values, making the values grow in the new generations to provide critical and objective perspectives;

6. contribute to the development and improvement of education at all levels, in particular through teacher training;
7. Diversification as a means to strengthen equal opportunities in globalisation;
8. Develop innovative educational methods that make use of new technologies;
9. Ensure excellence in teaching and research and developing internationalisation processes.

There is no doubt that quantitative growth must correspond to qualitative growth. For example, for universities in an extremely globalised system, the number of enrollments cannot be the determining criterion. However, innovation, didactic leadership, scientific research, and teacher training can guarantee didactic quality.

5. Leadership, globalisation: competence pedagogy (ComPed) or objective-based training (OBT)

The education system is always in a challenging position. It has to reply to the dynamicity of social reality. The evolution of the work market stresses the point of new skills education. Globalisation requires new experts to deal with information technologies that are becoming increasingly intrusive, and education is at risk of being overwhelmed by these phenomena. The necessity of education is to reply to the work market and society by promoting leadership competencies among teachers and students. To educate is to produce behaviour based on acquired knowledge. Schools must therefore ensure that the younger generation develops competencies understood as a combination of knowledge, skills and attitudes appropriate to the context. So, there is a dilemma: The training of learners should be based on the acquisition of notional and sometimes technical knowledge relating to the themes that are the subject of the learning situation, or the education should formulate the objectives and develop competencies. Objective-based teaching is an educational technology advocated by Tyler (1949) through his publication "Basic principle of curriculum and instruction". This model is associated with the statutory logic of qualifications; these are subject to standardised recognition via certification of prior learning, which should make it possible to access other levels of education. This recognition is governed by collective labour agreements leading to status and salary scales. The model provided a clear direction for the entire curriculum development process through its clear and precise objectives; and this in turn gave the teacher a clear outline of what they hope their students to achieve.

In the 1980s, as a result of rapid changes in both technology and the structure of work, the demand for increased mobility of workers went hand in hand with the emergence of a competence management logic, which aims to identify the professional and personal qualities that will enable an individual and/or a team to contribute to the competitiveness of the company; the identification of these qualities becomes the challenge of human resources management.

In a few sentences, the OBT appeared in the United States in the 1950s in a socio-economic context, that of the automobile industry, and then spread to the educational field through the work of Bloom. Today the Bloom taxonomy in education has become a must for the Program

course's Learning Outcomes definition. That is an evident example of how the economy has influenced pedagogy. Are we talking about a purely managerial or technocratic conception of education?

Turning to history, the word task was used mainly by Russian psychologists and founder of the Psychology School of Harkiv Aleksey Nikolaevich Leontiev in 1976. It refers to the conditions under which the goal of an action is given and must be achieved. According to Leontiev, the action transforms an object by gesture and/or language. The latter becomes material (materialised in the form of a diagram, drawings or images, or mental. It presupposes the existence of a goal (a representation of the result to be achieved which guides it). It is carried out by operations which, depending on the function they perform, are of orientation, execution or control.

Actions, first formed as processes aiming at a goal, *"will be transformed into operations insofar as they are included in other actions with a more complex operational structure, insofar as they become the means of execution of these new actions. This action transformation into an operation is essentially reflected in the fact that by "becoming an operation, the action leaves the sphere of conscious processes"* (Leontiev, 1976, p. 26). According to Leontiev, the individual does not cease to be competent when he/she faces tasks of the same class with increasing ease! In fact, during the process of constructing an experience, knowledge changes status: from an objective to be achieved requiring the integrated mobilisation of several resources, it, in turn, becomes a resource in the service of higher-level knowledge.

As an educational technology, OBT is characterised by its theoretical origin, which is to be found in behaviourism. This psychological current focuses on observable and measurable behaviour and rejects reference to consciousness, i.e., to everything that happens in the "black box" that is the brain. The OPP, therefore, "is based on behaviourism, which it combines with disciplinary content broken down into very small units" (Buffault et al., 2011) Objective-based Training is an educational practice that emphasises reflection on educational objectives in order to determine the corresponding strategies and modes of assessment. Competence Pedagogy is tightly linked to OBT and leadership as it is the introduction of referential pedagogical leadership. According to De Ketele, Competence Pedagogy "seeks to develop the possibility for learners to mobilise an integrated set of resources to solve a problem belonging to a set of situations." Competency assessments are increasingly being used in both the social and educational worlds. These assessments take the form of a list of expected competencies; the aim is for the trainer to check the extent to which a particular subject is able to demonstrate mastery of the competences targeted by the program for which he or she is registered. These assessments have spread from the world of industry to that of school systems: they are used to assess the skills of both students and teachers (at least those in primary and secondary school) and are increasingly used to assess school or professional staff. (Boutin ,2004)

The definition of competence refers first to a category of situations and what constitutes honourable mastery, considering the expected results, constraints, and rules to be observed.

But the identification of competence is not complete if we cannot say what cognitive resources are called upon:

Knowing: declarative knowledge, reality models; procedural knowledge (knowing how to do things), methods, techniques; conditional knowledge (knowing when to act in a certain way); information, "local knowledge".

Here we can speak about Leadership **Cognitive** competencies indicators: Utility - Ability to process information, make sense of it, skills to combine and summarise unstructured data into a complete information system; Clarity of judgement; Tolerance of uncertainty.

Capabilities: abilities, knowledge, doing ('know how') models of perception, thinking, judgement and evaluation.

The leadership Emotional and communicative competencies: -Sense of humor; - Proactive attitude in life; - Understanding of boundaries of power; - Sense of belonging to the company; - Focused on organisation success, willingness to sacrifice personal interests - Mature, ability to build relations with influential people; - Empathy; - Ability to communicate effectively; - Eloquence; - Intellectual development; - Stress resistant and adaptable.

Normative resources: attitudes internalised values, norms, rules, a certain relationship with knowledge, with action, with the other, with power.

Leadership Outwardly oriented behaviour: - Integrity of vision and values; - Perseverance, ability to complete tasks regardless of difficulties; - Self-organisation and sense of time; - Alignment of own goals with the development vector of the organization; - Social responsibility; - Willingness to become a leader.

There is possible to identify the strategies of effective leaders and here is possible to link this strategy to Competence Education and Objective based Learning.

The first strategy consists of setting goals to positively influence teaching methods and student learning. Setting the objective of forming the leadership skills

The second is to align different resources and priorities. This aspect is interconnected with setting the objectives and prioritizing them.

The third is the use of different models of learning in order to realize the education objectives. For example. cooperative learning will permit to students to form the leadership competencies as peer interaction permit to the students to perform their leadership competencies mostly connected with Competence-Based Didactics Team Based Learning will permit to improve leadership competencies as each team will have a leader that take responsibility for the team representation in this case is important that each of student can exercise the role of team leader.

The fourth is to use data on student achievement. Leadership competence is characteristically related to the ability to mobilize, adopt and implement effectively in a given context a set of knowledge, skills and behavioural attitudes That is the aim of Competence-Based Didactics

Fifth is acting and here we turn to the fact that Competence-based Didactics and Objective based Learning found their origin on behaviorism and mor it is possible to cite the EU parliament definition of competence "means the proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional

and/or personal development; competences are described in terms of responsibility and autonomy.” (Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualification Framework for lifelong learning) Concerning the teacher’s preparation for leadership acquirements Eric Bernabé (2001) has identified a series of personal resources a teacher must have to be a good leader. These resources fall into three categories: cognitive, social, and psychological. Social resources: The teacher leader's social resources enable him to consider the learners' emotions, thoughts and behaviours, as well as his own, in the context of the teacher-learner relationship. Psychological resources: The last category of resources the teacher leaders exploits is the psychological resources category. This is identifiable by three essential professional qualities. The first quality is the teacher leader's optimism, the fact that he remains positive and takes responsible initiatives and risks with positive expectations regardless of the problems that may arise. Secondly, there is the teacher leader's self-efficacy, the confidence that he has in his ability to achieve the goals that he has set for the class. The third professional quality that is recognized as a psychological resource is resilience. Resilience is defined as the teacher's ability to get back up after a fall and to continue his or her way by making the necessary adaptations to avoid the recurrence of certain unpleasant situations. Objective-based training and putting the curriculum of the teachers as a priority in the globalized and high dynamicity of the society the leadership competencies of teachers become an important point for to assure the quality of the educational process. Competence-based didactics stress of leader’s competence development so putting into practice the capability to lead others, to be empathic, to be inclusive, to have a problem-solving approach and innovative/creative thinking, to plan and coordinate, and in the meantime to have self-awareness and self-control.

6. Conclusion

In the last twenty years, the education system and higher education have had to deal with the processes of globalization, with growing and extreme competition, with the phenomenon of internationalization, which has also led to the transformation of the work market.

The education system has therefore had to face previous external challenges due precisely to the impact of globalization; these challenges can be perceived as threats or great opportunities and possibilities. Where are the educational institutions that must be sorted to obtain advantages thanks to the opportunities that the dynamism of today's society offers?

It becomes important to develop proactive actions to initiate meaningful reforms and innovations. Talking about educational leadership means talking only about challenges that are sometimes not perceptible, which it can take on through active participation and the positive exercise of a leadership vision.

Leadership is seen as something that manages to organize new forms of learning and active interaction through negotiation, consensus, and the opportunity for analysis. Strategies and alternatives are developed by connecting the world of work to the realities of the society that globalization has transformed. Leadership in today’s reality is linked with education by

experience and by examples and today become topical the sentence: "... essentially, learning takes place through the experiences which the learner has; that is, through the reactions he makes to the environment in which he is placed. Hence, the means of education are educational experiences that are had by the learner" (Tylor 1949, p 69)

By using different models, designing the objectives, programming, and competence education, the education system becomes capable of making its mission of contributing to development of highly qualified professionals, thanks to training and new leadership profiles.

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