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Theoretical Approaches to Self-Management Performance of New Ukrainian School Director

Keywords: performance, self-management, head of the new Ukrainian school, performance management, Manager of NUS.

To be successful, you need to know how to control yourself.

Berbel and Heinz Schwalbe

The relevance of the study

The beginning of the XXI century in Ukraine marked by political, economic and social changes. The market system of relations significantly changed the psychology of the society, its priorities, values, affecting all spheres of life, including education. In the educational space confidently included concepts such as client, competition, educational service market, the new Ukrainian school, inclusive student-oriented education, etc.

Deep social and economic shifts that have occurred in Ukraine led to the revision of the research in the field of management, address to the world experience of the countries that exist in the conditions of the market and have accumulated a whopping managerial knowledge. Results of pedagogical research, many scientists confirm that in modern conditions of managing an educational institution becomes the *professional activity*, the content of which goes beyond the teaching of knowledge, it requires mastery of the teaching management.

Management in education has its own specifics and inherent only to it laws. This specificity is in the special features of the subject, product, tools and results of policy education. Management in education – a set of principles, methods, or-

ganizational forms and technological methods of management of educational process, aimed at enhancing its effectiveness. The result of the work of the Manager is the level of education, development of facility management – pedagogical and student groups. So for the successful management of the modern school system is very important and the approaches on which is based the concept of *performance-management*, or more appropriate, management effectiveness and efficiency of the new Ukrainian school (NUS). The concept of *performance-management* considering the personnel management of the institution of secondary education (ZZSO) as a system where any action in a certain way is displayed at different levels of development of the school and is intertwined with other actions. In addition, performance-management identifies factors that influence the effectiveness and efficiency of the Organization, and therefore considers the approach to decision-making.

The purpose of the article

The purpose of the article is the disclosure features performance-self-management head of new Ukrainian school.

Analysis of theoretical research

The theory of education management and educational institutions developed lately quite actively. G. Yelnikova, L. Kalinina, L.Karamushka, M. Kyrychenko, T. Kravchinska, V. Maslov, V. Oliynyk, O. Otich, V. Sydorenko, M. Skrypnyk, T. Sorochan, Z. Ryabova, V. Pikeln, G. Timoshko, Y. Hrikov examined the question of the management of educational institutions as social systems and different vectors of development of management changes at the beginning of XXI century.

As practice shows, personal management leaders of modern establishments of general secondary education (self-management) promotes the image of professional managers, but the virtually any specialist in any field of society. The concepts that described in the scientific literature, ideas around which formed by a system of techniques and methods of work on the implementation of this idea. In concept self-management. L. Zajverta – is the idea of saving time, concept V. Andreeva – the idea of self-development and creative personality, the concept of M. Vudkova and D. Francis is overcoming its own limitations in concept A. Hrolenka – an increase of personal culture business life, the concept of B. Schwalbe is the idea of personal and business success. The creative organization of self-management in education involves exploring the personalities as subjects of personal-professional self-knowledge, self-proekting, self-regulation and self-development (V. Kolpakov, Z. Kulând, A. Linenko, T. Osadcha, O. Pechota)

and pedagogical knowledge, modeling, communication and labour (I. Zyazûn, N. Kichu, L. Kondrashova, N. Kuzmina, N. Khmil, R. Khmeluk, etc.). At the same time, mastering a high level of organizational culture of the head in ZZSO on the basis of self-management increases the efficiency of his professional activities as a manager of the educational process (T. Dzyuba, V. Križko, N. Lukashevich, E. Pavlûtenkov, V. Simonov).

Summary of the basic material

The Education Department is a pedagogical category, which regulates economic, socio-political and spiritual areas of life. The term “management” became the educational industry in the second half of the 70’s, changing the term “guidance”.

Our belief is one of the most well established assertions concerning the notion of “control” is a purposeful influence on a certain object in order to change its State or behavior¹.

Modern trends in the reform of education led to the emergence of a new management philosophy that is based on the motivational system approach and personality-oriented purpose of its implementation. Researchers understand the running working activity of all subjects, which provides formation, stabilization, optimum functioning and required the development of an educational institution². Quality management of teaching staff depends on the purpose of education: the formation of a free, democratic, creative, competent, competitive personality.

Modern direction of ruling organization is management. The term “management” comes from the English “to manage” and “manage”, “lead”, “to be able to deal with something in some sort of problem. As the Oxford English Dictionary gives the following interpretation of the notion of category management: management is, *first*, the method and manner of communication with people. Widely known, for example, the rules for the effective carrying out of business meetings, negotiations, telephone conversations, etc. On the manners of communication – this is part of the art of management; his manager has to master yourself. *Secondly*, the power and the art of leadership. It is the authority of the Office, the responsibility of subordinates to carry out the disposal of the Director; the authority of the person, which disobeyed because it offers a more thoughtful decisions that contribute to the achievement of the goals of the organization. *Thirdly*, a special kind of skill and administrative skills, which allow you to organize effective work of management, which consists of numerous services and skilled workers. *Fourthly*, controls, administrative unit³.

¹ Shtepa O. Self-management: procedural and dispositional characteristics. Socio-humanitarian problems of the person. # 4, 2010. Pp. 224–235.

² Hrolenko A.T. Self-management. M.: Economie, 2005. 250 c.

³ Bolshakov A.S., V.I. Mikhailov Modern management: theory and practice of Spb.: Piter, 2002. with 416.

The need for science of management originated in the end of XIX century – beginning of the XX century is associated with the emergence of the great machine. During this period formed the large enterprises, which employs tens, hundreds and even thousands of people. We face the problem of planning their activities, organization of workplaces, creating an effective system for the formation of workers ‘ interest in the results of the work, the development of technological processes, conducting accurate accounting to ensure control etc. Therefore, the development of machine production staged in front of economists and technologists question about the necessity of the study of regularities in the management of people, identify trends in the development of industrial and economic activities under the action of management impact development of standard provisions, instructions, etc. So, in this period the first scientific research in the field of administration and management⁴.

Thus, understanding the content of the terms *administration* and *management* in a pedagogical theory and practice, and those trends that defined in the development of this category, we believe that the basis for the formation of the concept of educational management should be entrusted progressive ideas of the theory of in-school management, as well as the humanistic tradition of the world and the national pedagogical thought. In turn, the changes occurring in the management of the situation in the world, led to the emergence of a new trend in modern management – *self-management*.

Scientific understanding of the problem of self-management in the domestic administration and sociological literature originates in the mid 90-ies. The twentieth century. In one of the first publications on this topic of V. Karpichev⁵ made an attempt to “an introduction to the problem of self-management, nominated to discuss some aspects of the self-management model. A little earlier, the term “self-management” introduced L. Zajvert⁶, director of the Institute for rational use of time in Germany. Interest in this issue is not random. It is the logic of development of managerial knowledge.

Self-management as a new direction in modern management arose in response to changes in the management of the situation in the world:

- increase the scale and dynamism of the changes in business and business development managers require new approaches and skills management, combating the possibility of its own backlog continuity of self-development;
- increase uncertainty, pressure and tension in various forms of vital organizations and related stress require managers the ability to manage them; conver-

⁴ Timoshko G.M. Organization of self-management in the process of preparation of the head of SCHOOL to manage the quality of education. Education and management. 2007. Vol. 2. No. 1.

⁵ Karpichev V. Self-management: introduction to the problem. Problems of the theory and practice of management. 1994. No. 5. S. 103–107.

⁶ Seiwert I. Your time is in your hands. with it. L.n. Cedilina; Ed. N.a. Vrublevskaya’s Gallery. M.: infra-m, 2005. 268 with.

sion of the creative potential of the employee in the capital of the organization puts forward the requirement of maintaining and developing this potential, including most workers;

- exhaustion of the possibilities of many traditional educational institutions and methods of management puts managers challenged the development of modern managerial methods of revaluation of its potential and work on its development.

Undoubtedly, the right German researchers of practical management problems and business career Barbel and Heinz Schwalbe, claiming: “to be successful, you need to know how to control yourself”⁷.

It is the need for motivation of the creative potential of each employee and the inability to satisfy her as part of the traditional management and the efforts of the organizations caused to the life process of socialization and management. The waves, which arose the direction of the self-management, which opens up perspectives for research and practical realization of the individual’s business career⁸.

This approach makes it difficult to develop a holistic concept of this scientific direction, because nature, factors and conditions at specified levels differ. In our opinion, self-management it is advisable to consider the level of the individual. For the development of integral and at the same time practical theory of self-management at the level of individual it is important to determine its mechanisms, factors, the necessary preconditions, forms and varieties.

Despite the fact that self-management is a relatively young science, serious disputes on the structure of personal self-management is almost gone. The main directions of its development, as a basis of high organizational culture management (according to V. Kolpakova) include: time management, career management, management communication, stress management, management personal limitations, conflict management.

- *Time management* is methodological basis of personal self-management. The basic idea of time management is a key position of self-management.
- *Stress management* is the emotional side of self-organization and is the most important prerequisite for self-management. Nevertheless, the key here is to stress management as the least controlled emotional state.
- *Self-development* management is one of the most promising directions of self-management. Its main goal is to establish and develop the human skills of constant self-improvement.
- *Management of personal limitations* is studying methods to overcome various psychological barriers on the way to achieve this goal.
- *Career management* in the composition self-management is studying the issue of management of personal career. This synthetic direction that combines

⁷ Schwalbe B. H. Schwalbe, Personality, career, success. with it. L.n. Cedilina; Ed. V.v. Shole-rova. M.: progress, 2005. with 240.

⁸ Kuzmin O.S., Melnyk O.G. Principles of management: tutorial. K.: Academic-issued 2007, 464 p.

elements of management of personnel and basic provisions of the self-management.

- *Conflict management* – an independent direction in psychology and management. His selection is connected with the necessity to form the head of skills adequate treatment in a conflict situation.
- *Management of communications* in the structure self-management has almost the same objective – to build skills in communication.

The main components of self-management head of new schools we believe:

Personal values. The value is considered any material or ideal phenomenon that matters for a person or society, for which it is acting, spending power, for the sake of which it lives. Each person is the carrier of the material and spiritual values. Habits of the Manager, his outlook and value system is practically formed even before, when he proceeds to perform their functional responsibilities⁹.

The value of the head of NUS must be caused by life experience, education, socio-economic environment of forming it as a personality; the value is a structural element of practical activity Manager; his role of world leader is in the process of professional and personal activities. This concept is used in two senses:

- the fact that the head of the school especially appreciate in life and in the management activity and is one of the sources of motivation his behavior;
- that serves as a standard of proper (high values, human values) and therefore corrects the behavior.

Clear personal goals. Goals are important in the process of the activity of the head of a modern school. They perfectly predict the future outcome of activities, guiding and the Council hopes the whole article. The goal is a complex of integral competencies, emotions, values. Unlike values, it is a technological formation, element of the projection of consciousness and always causes a comparatively. Goals determine what is expected from the educational organization in General, teaching staff, each teacher as Manager.

Self-control. The great advantage of management based on defined goals is what it allows the Manager of education to monitor the results of its own activities. Self-control means a stronger motivation is the desire to make as good as possible, not only to provide the necessary minimum. This means higher standards do their work and wider worldview. Each leader of modern school need quick information for assessing the management activity, to have time to make changes to obtain the desired results.

Self-knowledge and self-analysis of their management activities. Self-knowledge and self-analysis is opening itself, its possibilities, its positive qualities, inclinations. An important stage in the process of self-discovery is the self-determination of their attitude, temperament, character, abilities and talent. Me-

⁹ Drucker, Peter f., Encyclopedia of management: per. with engl. M.: Publishing House "Viljame", 2004. 432 p.: ill.

thodically of properly organized self has the following areas: self-awareness, self-education, self-esteem.

Ability to solve problems. Solving managerial tasks – it's way and nature management by means of the adoption of the relevant decisions and organizational culture. Manager of education must be ready to face the problems and overcome them, and to the delegation of authority in the process of organizing the execution of managerial decisions.

Stress management. Stress (stress-pressure, voltage) is the phenomenon of the everyday and frequent. Minor stresses are inevitable and are not harmful in the management activity, whereas excessive stresses lead to problems as individuals and organization.

You can define the following types of stress inherent in the leader of the modern institution of education: a temporary stress, warning stress, the stress, the stress of a clash of interests. The main causes of stress are: improper working conditions; Overload; the ambiguity of the role; role conflict; required (increased responsibility to the people); accountability for results; changes (the need to adapt to technological changes); relations with subordinates, colleagues; the reliability of the workplace; feelings caused by work or career; the psychological climate in the institution; external pressure¹⁰.

Time management. Key point of self-management is to manage your time. Manager, to succeed, must recognize the situation that is subtracted from the time and do not bring a benefit. In today's dynamic life of the head of the educational institution must promptly solve not only very complicated every day, but also new challenges. The Manager can provide a clear organization of decision-making and efficient use of time, if skillfully will delegate powers.

For the establishment of self-development of the individual qualities of the leader it is important to choose this method of work, which would have corresponded to the peculiarities of its organizational culture and was most effective for him. For this purpose, using introspection was studied strengths and weaknesses of the management activity of the predicted success. *To the rescue comes the leader performance NUS – management.* Under the performance-management will understand the management effectiveness and efficiency of the New Ukrainian School.

Performance (activities, affect) is the activity aimed at achieving specific (clearly defined), such that you can achieve and identified in time. At the same time, performance means the effectiveness — of specific financial, marketing and other purposes. Under the performance system performance – management will understand the effectiveness (achievement of objectives) and efficiency (optimal, with minimal human, material, financial and other resources, the activities aimed

¹⁰ Michael Armstrong. Human resource management practices: [tutorial for students enrolled in the program. «Master of business administration "]/translation from English. E. Bugaeva. 8. ed. Spb., 2004. 831 s.

at achieving the goals). In order to simplify the terminology we use the terms “effectiveness and efficiency” and “execution” as synonyms of the concept of “performance”.

Performance-self-management seen on three major levels:

- the individual level, or the level of activity of the individual employee.
- group level/level of the unit or the level of performance of a group of people who represent the strength of the organizations share common objectives and collaborating.
- organizational level, or levels of organization in general.

At the individual level of performance can be determined as the achievement or non-achievement of certain goals set before the individual, because of the costs of certain resources (time, materials, information, etc.).

At the individual level, at the level of head of the new Ukrainian schools, performance depends on the following factors:

Performance = (Understanding of the role × the ability to perform the role × motivation) ^{conditions of work}

$$P = U + T + M_{cw}$$

First of all, the head of the NUS should realize the role laid on him the responsibility for implementation of the importance of the task regarding the Organization of the educational process at school; make yourself the ability to perform this role; position the motivation to implement the concept of a new Ukrainian school among all the participants of the educational process. From the successful performance of each factor depends on the effectiveness and efficiency of management activity, and thus improve the quality of school education.

Himself leader of modern NUS in order to efficiently and effectively operate, must clearly understand what to expect from him; must be able to perform what they expect from it (should have the necessary knowledge, skills, ability, physical and mental powers, powers), and be motivated to accomplish the stated objectives. Conditions of work (workplace, equipment, information, time) are necessary in order to ensure the efficiency of the work of the head of NUS and strengthen its capabilities. Under the assessment of the implementation of the projected tasks will understand the evaluation of the effectiveness and efficiency of the ZZSO.

We share the opinion of the national researcher V. Kolpakova, who claims that self-management is the actual problem of the present time, it is a discipline that has become the primary education system in the modern person, it is the ideological component of the modern strategy of education⁹.

Based on the principles of performance-self-management lie the objective laws and regularities of the percolation processes of self-awareness, self-development and production systems. They also arise from the practical activity of the Organization's own activities and the activities of various social groups. General

principles of performance-self-management describing the rules of design process activities (those that can be applied to any social system). To the General principles of performance-self-management, include the following:

- *A scientific approach*. The processes of amateur social systems proceed on the background of objective laws and regularities.
- *The openness of the system*. Effects of self-organization and processes activities arise and proceed only in open systems.
- *Artificial*. Self-organization processes arise and proceed spontaneously, but their occurrence in the social system is possible if certain preconditions.
- *Resource support*. Self-organized system must constantly receive resources from the outside.

Consequently, it performance-self-management to be understood as consistent and purposeful use of managers of effective methods, techniques and technologies of self-realization and development of his creative potential, which will help to realize the goals and mission of NUS agents organizational performance manager and all participants in the educational process.

Conclusions

The school, which develops, requires a new leader, and thus, the cohort of a new generation of leaders with a high level of organizational culture. In our opinion, an important role in the process of preparing both the current and the future head of the ZZSO plays a creative organization performance – self-management that motivates managers to rethink his professional credo, to clarify the its role in the development of the school, to their professional self-determination in the face of school reform.

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Summary

The article reveals the essence of self-management performance of the head of the new schools. Determined the main directions of its development, as a basis of high organizational culture management: time management, management self-development, career management, management communication, stress management, management of personal limitations, conflict management. Substantiation of performance components – self-management that motivates managers to rethink his professional credo, to clarify its role in the development of new Ukrainian school, to their professional self-determination in terms of reform school education.

Teoretyczne podejście do samorządności dyrektora szkoły ukraińskiej

Streszczenie

Ukazuje się istota samorządu kierownika nowej szkoły. Określane są główne kierunki rozwoju jako podstawa wysokiej kultury organizacyjnej zarządzania: zarządzanie czasem, samorządność, zarządzanie karierą, komunikacja menedżerska, zarządzanie stresem, zarządzanie osobistymi ograniczeniami, zarządzanie konfliktem. Składowe produktywności – samorządność, która motywuje liderów szkolnych do ponownego przemyślenia własnego profesjonalnego credo, wyjaśnienia roli w rozwoju Nowej szkoły ukraińskiej, a także zawodowego samostanowienia w zakresie reformy szkolnictwa.

Słowa kluczowe: kierownictwo, samorząd, lider Nowej szkoły ukraińskiej, zarządzanie aktywnością, kierownik Nowej szkoły ukraińskiej.