

## **Improving the Educational Organization Management System: Personnel Aspect**

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**Abstract:** The research team of the Institute of Education Management of the Russian Academy of Education conducted a monitoring study of the needs of society based on citizens' appeals. The study demonstrates that the issue of personnel management in an educational organization, in terms of the employer's behavior strategy in the current socio-educational situation, is one of the acute problems of the pedagogical community. This article reveals the peculiarities of the formation and development of a resource-oriented, environment-oriented approach to the management of the teaching staff of a modern educational organization.

### **1. Introduction**

The current socio-economic situation is characterized by instability and variability, which cannot but influence the choice of the management strategy of an educational organization (educational complex). In particular, these changes in practice have led to increased attention of the management personnel of educational organizations to maximize the human potential of the structures and units they manage. Russian researchers note this trend (Vesnin, V. R., Kargina, N. N., Slobodchikov, V. I., Iskrin, N. S., Chichkanova, T. A. [1-4]), as well as the foreign authors in their works (Harper, H., Bratton, J., Gold, J., McCaffery, P., Beare, H., Caldwell, B. J., Millikan, R. H. [5-8]). So, among the most important areas of improving intra-corporate (intra-school) management can be identified:

1. Developing a partnership system in an educational organization, including when making management decisions and, at the same time, developing joint, collective responsibility systems for their results, including the empowerment of line managers and performers, in general. And, as a result, it leads to changes in the forms of control, reporting and performance standards.
2. Formation of a system for planning the trajectory of professional growth [9] of the medium and long term with transparent and, at the same time, stringent standards regarding the terms of tenure, up to the system of "lifelong employment" for key employees of expert level.
3. Development of a personnel strategy in parallel with the corporate at the stage of creating a program for the development of an educational organization, including an assessment of the organization's budget capacity. The choice of alternative or compromise options in the field of planning the need for teaching and managerial personnel, their training / retraining.
4. A study of the labor market, which forms the system of modern and prospective relationships of the organization with various sources (both external and internal), laying the foundation for the development of measures for communication links of the educational organization on the labor market.
5. Formation and management of corporate culture as comfortable as possible for staff and, at the same, time not invading everyone's personal space.

A number of researchers, in particular, Butko, E. Ya. [10], Bakhtin, M. B. [11], Arinushkina, A. A. [12], Blinov, V. I. [13], cite as the main tactical tasks of the personnel department of an educational organization,

in the perspective of passing into either strategic mistakes or achieving the global goals of the organization, the following:

- The absence of violations in the processes of calculation and payment of wages (terms and volumes of payments);
- The solution of the working questions of employees competently and in a short time (consultations, time off, etc.);
- The timing and sequence of actions in the process of attracting a new employee (responsible persons, personnel reserve, temporary replacement, etc.);
- Management of teams (working groups) and improvement of management skills;
- Staff development (systematic process);
- The lack of a planning methodology for staffing needs and, in general, an understanding of what resources (human, informational, etc.) will solve the tasks posed and changing in the context of various situations.

## **2. Materials and Methods**

In the course of implementation of the theme of the state assignment No. 27.12919.2018/12.1 “Conducting a Monitoring Study of the Needs of Society (Based on Citizens’ Appeals) on the Improvement of the General Education System”, the analysis of citizens' appeals was carried out and the topics requiring the closest attention were determined in terms of meeting the interests of all participants in educational legal relations. Thus, within the framework of this study, it was revealed that the issue of personnel management in an educational organization, in terms of the employer's behavior strategy in the current social educational situation, is one of the acute problems of the pedagogical community.

## **3. Results**

The organizational (the formation of the internal composition) and social (building the structure of internal and external relationships) design is the most important opportunity to implement the personnel strategy of the educational organization.

At the present stage, with regard to the development of educational organizations, the following contradictions can be noted:

1. The purpose of the organization and the goal of a specific employee of the organization;
2. Hierarchy (organization’s leadership) is, at the same time, the most significant factor of management; therefore, the ineffective activity of the organization is associated with deficiencies in the management structure and lack of consistency in management actions;
3. Multidirectional interests of subordinates and management, when the former seek to increase the remuneration, and the latter forces to reduce costs;
4. Ethics in an organization is between an individual and a team;
5. The ratio of spaces of management and socio-cultural values.

The presence of these contradictions indicates the need for an in-depth theoretical analysis of the problems of social conditionality, economic nature and the relationship of such categories as organizational structure, human potential, the life cycle of an educational organization. The subject of authority and management, adequately reflecting the system of regular social practices and interactions, clearly has the advantage in creating any structure that meets the needs of society. The disadvantages of such structures should be attributed to the fact that the subject of the government incorrectly assesses the subsequent development of the organizational structure, will develop the unique resource that has appeared at his disposal. However, he will follow the path of least resistance and promote his “support group” rather than gain authority in an alien according to his group. This indicates, in the end, the conservation of not only positive, but also negative initial characteristics of the organizational structure of the educational organization. Further, the situation is

aggravated by the unformed rules of competition, forcing any organization (including educational) to exhaust all its resources, since the main social task of any economic organization is incorporation into the social organism. All of the above factors lead to the appearance of abnormal forms of organizational behavior and deformation of organizational structures. These provisions are confirmed by the insolvency in the long term by such actions of the management of educational organizations as massive reductions leading to an increase in the intensity of labor and an artificial increase in the working day. Studies by the Russian Union of Rectors show that up to 70% of such organizations do not achieve productivity growth, but they face problems in reducing the creative spirit and loyalty of the team, as well as increasing demands on the employer.

Despite the diversity of interpretations, representatives of the main directions of organizational theory recognize that two variants of the organization's response to changes in the social situation are possible: "an organization can adapt and change according to external requirements, or an organization can try to remake its environment in such a way that it matches organizational capabilities" [4]. Representatives of the resource-dependent approach (D. Pfeffer, D. Salansik) denote conditions that determine the degree of an organization's dependence on the external environment: the importance of resources for it and the level of their control, besides that, the ability to monopolize these resources. Unfortunately, within the framework of this approach, we do not get an answer to the question to what extent and how to use the most important resource of organizational development – human. It is an organizational structure that is a priority, i.e. in fact an administrative, "forceful" variant of solving organizational problems is declared.

The "leadership crisis", noted by many researchers, in its broadest sense – as an attribute of social, political, economic, and private life is associated with this premise [15].

In this case, the model of behavior is reduced to the distribution of key tasks, their performers and resources, and not to control relationships. Undoubtedly, additional vocational education is one of the main factors for achieving such a structure of the labor force that would correspond to the maximum extent to the solution of organizational tasks. At the same time, combining the efforts of all economically active subjects is a key factor in the formation of the aggregate need for training, in general, and in young professionals in the labor market, in particular.

It seems that employers should assume the function of development and maintenance of professional growth [9] staff. However, according to the monitoring of the Russian Union of Rectors, 52% of employers surveyed (heads of educational organizations) are not ready to provide internship opportunities for senior students, while 30% of graduates would not have responded to such an offer. As a result, there is some loss in potential employees, while others lose qualifications and the opportunity to work in their specialty.

The situation is complicated by socio-psychological factors influencing a young person in the process of choosing a future profession. Obviously, at the same time, such a clear advantage in the competitive labor market as the beginning of professional activity is already lost in the 3-4 year of study, when it is still possible to establish a balance between the interests of the employer and the professional ambitions of the future specialist.

As noted in most studies of the issue of employment of young professionals, this category of applicants has a high level of theoretical training, lack of practical skills, and the presence of certain professional ambitions, especially in terms of salary expectations. As a rule, these expectations are overestimated by 25-30% in relation to the proposals of employers, adjusted for crisis in the economy. As a result, a contradiction arises between the employer's assessment of a young worker and the self-assessment of the latter. At the same time, in the light of the "pursuit of higher education" of the last decade, it is often easier for young people without higher education to find work, since their level of practical skills is higher than that of young specialists with higher education. But, the first in adulthood will lose their competitiveness in the labor market. The head when working with human resources should understand this. One of the options for resolving these contradictions is the development of a system of lifelong education, first, and the situations of educational complexes – internal corporate training.

Regarding the conclusion of direct contracts for the provision of jobs and internships between universities and employers in Russia, the following is noted. Significant accounting and analysis of information related to these relationships, neither in universities, nor in enterprises that responded to the request, is not kept. On the

one hand, this means that interaction with employers is interesting for universities only in terms of a nominal report on the existence of such interaction. On the other hand, the situation in the labor market suits employers.

At the micro level, the implementation of resource and partner approaches to personnel management is one of the solutions to the problems identified above.

The resource approach focuses on the process of “commerce of resources”, as a result of which the integrity of the organizational structure can be maintained and, at the same time, adapted to various, even unfavorable, external circumstances. For an educational organization, in this case, the graduating students or directly graduates without work experience are the target segment in the labor market. Organizations are oriented towards the development of their own personnel, which is based on three elements: training, gaining experience in the process of work, and mentoring. Partnership becomes the highest point of career growth.

In a partnership strategy, the personnel situation is characterized by relative instability: staff turnover is explained by drastic changes in the organization’s development strategy and personnel policy. The staffing is unbalanced by individual indicators (age, qualification). At the same time, personification (each achievement has its own author; employee’s achievement is organization’s achievement) is a strategic feature of corporate culture.

The cost of the implementation of these models makes “unprofitable” high staff turnover. And as a result, the organization goes to new costs in the form of various bonuses, etc., in order to secure personnel.

The most complete and sustainable achievement of goals is the ultimate criterion of the effectiveness of the practical use of a tool or management technology when comparing different variants of the organizational structure, apparently. However, as a rule, this criterion is extremely difficult to bring to practically applicable simple indicators. Therefore, a set of regulatory characteristics of the management apparatus: its performance in the processing of information, the speed of management decisions, the reliability of the management apparatus, adaptability and flexibility should be used. At the same time, the number of management personnel must be objectively justified in order to fully ensure the solution of problems arising from the goals of the organizational system.

In such a situation, the involvement of staff should be a separate process in the organization. The problem of optimal management of staff recruitment through the image of an educational organization becomes relevant.

In the work on the image, it is very important to rebuild the system of informing staff about events occurring in the company. Information isolation negatively affects all workers without exception. In foreign practice, the term has long been established in relation to organizations that have a favorable image of the employer, “the employer of choice” [16]. According to M. Johnson, the image of the organization becomes critical in the light of the shortage of highly qualified personnel in the labor market [17].

#### **4. Conclusion**

In general, summarizing, it should be noted that in the current socio-economic situation characterized by the extreme uncertainty of the economic situation in general, and in this regard, the exacerbation of problems within each individual educational organization in particular, according to many reputable leaders of educational organizations (complexes), the need to correct traditional management technologies arises. The consolidation of the efforts of management teams and the organization’s personnel becomes a priority in these changes. However, the implementation of such management changes implies a different scale of responsibility of the collective of an educational organization, on the one hand, and development of the skills of “social-psychological” management of the team (staff) in the management team and consolidation of employees and managers at all levels through social partnership key personnel in the formation and implementation of personnel strategy, corporate social responsibility, and mentoring systems, on the other.

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