# ENHANCING MANAGEMENT SKILLS OF UNIVERSITY PERSONNEL THROUGH ADDITIONAL EDUCATION PROGRAMS

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Abstract

The article explores the scientific and theoretical foundations of transforming modern approaches to management in the context of expanding the managerial skills of university personnel through additional education programs, which is relevant in today's educational environment. The increasing complexity of operating conditions, the transformation of the higher education system, changes in educational processes, and rising demands for the quality and competitiveness of higher education institutions require effective utilization of management tools and the development of contemporary leadership qualities by university leaders. Additional education programs, as an element of

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university personnel management, allow university staff to acquire necessary knowledge and managerial skills focused on strategic planning, efficient resource management, the development of communication skills, and the formation of ethical leadership. These programs provide a unique opportunity for university personnel to develop and unfold their managerial and leadership potentials, contributing to the improvement of education quality, enhancing the institution's prestige, and ensuring its competitiveness in the face of global changes in higher education.

## INTRODUCTION

The implementation of a modern course for active development globally, the global transformation of social and cultural processes, and the advancement of scientific information technologies have heightened the role of the human factor. Questions related to the formation and preservation of the quality of personnel, the development of personnel management, and continuing education for working professionals with an emphasis on the development of leadership and innovative capabilities have become particularly important. These aspects define and ensure competitiveness, resilience, adaptability, efficiency, and professionalism.

In recent years, especially in the context of war and significant losses of human resources, issues related to preserving and improving higher education as a strategic potential and the foundation for comprehensive personal development have become especially crucial. Education is a guarantee of the country's future, a strategic resource, and a guarantor of improving the well-being of people, ensuring national interests, and achieving development goals – the basis for the competitiveness of the state. The educational sphere serves as the foundation for post-war transformations and prospective development, making the question of ensuring proper management for its sustainable development always relevant. This sets new qualitative requirements for management processes, highlighting socio-economic and psycho-pedagogical research regarding personnel provision and management in the education sector. It also necessitates the creation of optimal mechanisms and improvement of tools for personnel formation in the higher education system, primarily based on enhancing the management skills of education system managers.

On the other hand, civilization changes in all areas of human life, such as the intensification of communication, the creation of shared spaces, market mechanisms, the transition to a knowledge society, etc., require the creation of a pool of innovative potential for education managers. This is to ensure the stability and quality of educational processes and the implementation of strategic tasks in the renewed educational paradigm – shaping updated contemporary characteristics of social consciousness, culture, and thinking. Under these conditions, the role of higher education managers has significantly increased, as they are the ones responsible for the efficiency and quality of educational processes, ensuring the seamless functioning of the education system.

Innovativeness in management approaches and methods in universities is a key

success factor in the face of rapid changes and labor market demands. Openness to new ideas, flexibility in problem solving, and continuous knowledge updates are decisive for effective leadership in the education sector today. Therefore, additional education programs for university managers aim not only to deepen and expand their management skills but also to stimulate creative thinking and an innovative approach to solving complex challenges faced by modern higher education.

The war in Ukraine has made adjustments to the educational process itself, changing it both in form and in content. Since the post-COVID times, educational events have quickly adapted to being held online more frequently and to utilizing tools for conducting distance or blended learning: the use of platforms, electronic classrooms, various products of digitization, and digitalization has improved. The full-scale war, destroyed educational institutions, forcibly displaced participants in the educational process, daily threats to life due to Russian terrorist rocket attacks and bombings – as a result, the lack of conditions for conducting the educational process when territories were left without electricity, heat, and water – all of this has become a new challenge that the education system has coped with and continued to fulfill its tasks.

The authors of the information-analytical collection "Education of Ukraine in the Conditions of Martial Law" (2022) emphasized in their work that the full-scale armed attack by the Russian Federation on Ukraine on February 24, 2022, plunged the education system of Ukraine into entirely new realities. As a result, educational managers were forced to address entirely new challenges facing the national education system that had never before arisen in Ukraine. Continuing to operate in the conditions of martial law, education professionals did everything possible and impossible for the successful functioning of the education system in Ukraine during this challenging period, aiming for its development and further improvement. Through collective efforts, they continued to create perspectives for the innovative development of Ukraine, shaping individual personalities (Shkarlet, 2023, pp. 11, 13).

Researching new approaches to leadership, especially in the higher education system, is relevant in the modern world where opportunities for developing innovative and sustainable leadership are evolving, and higher education plays a key role in the dissemination and development of knowledge. Universities provide competent human capital and contribute to the development of all sectors of the economy and the spheres of a country's life. Therefore, universities need modern

educational leaders who can perform their duties with the highest efficiency, conscientiousness, and ethical standards to achieve their goals (Kasalak et al., 2022).

Additional education programs for higher education system managers play a crucial role in the development of the modern educational environment, shaping stability and quality in the educational process and aligning with the Development Strategy for Higher Education in Ukraine for 2022-2032 (Order of the Cabinet of Ministers of Ukraine No. 286, 2022). Considering that university management and human resource management in higher education arerogramg increasingly complex and require specialized knowledge and skills, additional education programs for managers in higher education have become a necessity. Such programs provide knowledge and skills in key aspects of strategic and financial management, human resource management, marketing, university development processes, leadership, and communication, among others. In general, additional education programs for higher education managers aim to enhance professional qualifications and develop modern skills necessary for successful university management.

All of this increases the demands for the efficiency and quality of management decisions and personnel in the education sector regarding the industry's development, ensuring the effectiveness of its functioning, the quality of educational processes, and the formation of an educated nation. Therefore, the issues related to the development of necessary modern professional qualities, competencies, and managerial skills in the educational sector have become more crucial and require attention.

## MATERIALS AND METHODS

Contemporary realities, characterized by constant transformations and the rapid development of the information and communication society, emphasize the increasing importance of human resources, capital, and potential. Over the past few decades, the world has ceased to be stable and predictable in the long term; it has become faster, more complex, dynamic, uncertain, comprehensive, and unpredictable—a world of event systematization that people experience and react to. Under such conditions, groups of influences have formed, associated with the growth of risks, threats, challenges, as well as factors of influence, their various combinations, and the complexity of consequences that are challenging to predict. On the other hand, there is a multiple increase in the amount of information, the

speed of its movement and exchange,rogr its interpretation depends on individual perception, and consequently, on the level of human development, values, interests, experience, etc. In such circumstances, crucial skills include the ability to adapt to changes, react to them promptly, and be resilient.

Recent challenges that have shaken the field of education are associated with the COVID-19 pandemic and war. Quarantine measures due to COVID-19 forced educational activities to quickly adapt to a remote format, utilizing digitalization and digitization tools for conducting distance, online, or blended learning. This involved the use of platforms, electronic classes, various digital resources, etc., to ensure the educational process in the absence of in-person contact. In these matters, educators significantly enhanced their skills and continued the educational process of proper quality. A substantial role in facilitating such a transition was played by managers of the higher education system.

Experts note that despite the difficulties caused by the pandemic, it accelerated the resolution of many pressing issues and pushed universities to do what they had long hesitated to do: rebuild their own strategy, reconsider approaches to decision making, strengthen collaboration with the local community, implement online learning, and more. Therefore, the experienced and implemented transformations in the field of education during the COVID-19 pandemic have underscored the importance of flexibility and adaptability for the sustainable development of the higher education system (Chao Jr., 2020, May, 30). Today, it remains crucial to further expand the use of information and communication technologies (National Institute for Strategic Studies, 2022) as the foundation and preparatory platform for enhancing the quality of the educational process in times of war.

From February 24, 2022, due to the onset of the full-scale invasion by the Russian Federation into the territory of Ukraine, the education sector underwent significant changes and losses: combat actions, destruction of territories and educational institutions, daily threats to life from Russian missile attacks, and the destruction of infrastructure systems – all of these negatively impacted educational processes and led to limitations in their implementation. According to the Ministry of Education and Science of Ukraine, 3798 educational institutions were affected by bombings and shelling, with 365 of them completely destroyed (Education is under threat, n.d. ). Some participants in the educational process were forced to move within Ukraine or abroad due to threats to life, combat actions, and temporary occupation of certain territories, while others remain in temporarily occupied areas and require special support from the state (Educational Om-

budsman of Ukraine, 2022, April, 11). Despite the complexity of the situation, with the support of government agencies, civil organizations, and the international community, it was possible to ensure opportunities for the protection and maximum realization of the educational process. However, one of the renewed challenges facing the modern national education system today is the demographic problem – a decrease in the population due to the war and forced migration, resulting in a reduction of human potential and resources, both among consumers of educational services and education sector employees.

The modern need for the preparation of education managers, in the context of developing their management skills, is underscored by trends towards the complexity of the content of their practical activities, an increase in the number of factors they must consider, as well as managerial and economic tasks requiring solutions in the process of creating necessary conditions for the effective implementation of educational activities (Zhyhir, 2001, p. 157–178). Education, as a resilient system and a part of the socio-economic development of society and the country, must respond promptly and stably to the challenges and threats of the modern world. Therefore, managers in the education sector should possess certain personal psychological and professional qualities that enable them to understand and adapt to rapidly changing situations.

Education serves as the driving force of evolution and a pivotal factor in societal progress and national security, constituting an integral component of the holistic development of human personality and the elevation of respect for human rights and freedoms (Kovalchuk, 2011, p. 292). Ukraine, as a democratic state within the international community, acknowledges new benchmarks and fundamental values that are inseparably linked to human rights. Among them, priority is given to the affirmation and guarantee of the right to education (Pavliuk, & Vasylenko, 2014). Education is also considered a public good and a significant tool for constructing modern societies that are peaceful, resilient, and sustainable.

A professional school that brings together institutions of higher education at all levels should direct its efforts toward addressing complex contemporary challenges. Higher education institutions and research institutes in Ukraine possess sufficient scientific and intellectual potential to restructure the professional training system within the next 10-15 years, aligning it with new worldviews, social and economic needs, and innovative trends (Dubasenyuk, 2011).

One of the fundamental principles for the development of the modern national education system to ensure the implementation of reforms is for education man-

agers to acquire skills and have the opportunity to navigate through changes, successfully address all tasks, and overcome complexities. This includes the proficiency in modern management methods and tools.

## RESULTS

According to O. Orzhel, the participation of universities in the processes of socio-economic recovery will expand and expedite knowledge exchange between academic and non-academic communities. It will contribute to the development of new knowledge in the form of theories, technologies, technical solutions, social innovations, professional competencies, life skills, etc., fostering innovative development. This will facilitate the renewal and improvement of education quality, strengthen the universities themselves, enhance the interaction between universities and society (university-community engagement), improve the reputation of national universities, increase their chances of survival, and enable the realization of the social mission of universities in enhancing society, and more (Orzhel, 2022).

In the context of war, education faces the challenge of providing a scientific basis for operational and strategic decisions in order to address various military and civilian issues. Additionally, it involves establishing the determinants of education and science development in times of war and the post-war period (Petroie, 2022). Among the key trends in the development of higher education in contemporary Ukraine are the adaptation of the Open Science principle within the higher education framework, facilitating integration into European research and e-infrastructures, and contributing to the establishment of the European Open Science Cloud. Another trend is the development of a re-emigration strategy as a counterbalance to the phenomenon of scientific emigration, which has intensified from 2014 to 2022. Furthermore, the focus includes the preservation and development of human potential, significantly addressed through educational resources, especially higher education. The modernization of professional activities and the development of academic staff in universities, particularly education sector managers, are crucial aspects (Bodak, 2022).

This is reinforced by the Law of Ukraine No. 1556-VII. (2014) “On Higher Education”, which outlines the fundamental legal, organizational, and financial principles of the higher education system. Furthermore, the “Strategy for the De-

velopment of Higher Education in Ukraine for 2022–2032" (published on April 14, 2022) identifies key trends in the development of higher education at the present stage. It outlines the conditions for interaction among government authorities, businesses, and higher educational institutions based on their autonomy. The strategy emphasizes the integration of education with science and industry to prepare a competitive human capital for the country's innovative and high-tech development, personal self-realization, meeting societal needs, and providing the labor market and the state with qualified professionals.

This was also addressed in the National Doctrine of Education Development in Ukraine (Decree of the President of Ukraine No 347/2002, 2002), where the need for modernizing education management was emphasized. The key points include the optimization of state management structures, decentralization of management, transition to program-targeted management, introduction of a new management system based on principles of mutual respect and positive motivation, establishment of a monitoring system to assess the effectiveness of management decisions and their impact on the quality of educational services at all levels. The implementation of advanced information management, the democratization of the procedure for appointing leaders of educational institutions and their certification, raising the competence of managers at all levels, and a broader involvement of talented youth, women, as well as nurturing leaders in the field of education are also highlighted.

This was also mentioned in the global report on learning and education and in UNESCO's global mandate, the Framework for Action in Education by 2030, specifically related to the achievement of Sustainable Development Goal 4 – "Quality Education." In the context of ensuring scalability, equity, and quality in education and lifelong learning opportunities for all, the importance of acquiring relevant competencies and necessary skills by 2030 has been emphasized. These skills are based both on cognitive and non-cognitive levels, including problem-solving abilities, critical thinking, creative approaches, teamwork, effective communication, conflict resolution, etc. (UNESCO, 2015).

The importance of improving the processes for training university management personnel is also affirmed by the "Strategy for the Development of Higher Education in Ukraine for 2022-2032." This strategy outlines the directions for the development of the higher education system and its key characteristics that should be shaped by 2032. Among the five strategic goals are: 1. Efficiency of management in the higher education system. 2. Trust of citizens, the state, and busi-

nesses in the educational, scientific, and innovative activities of higher education institutions, including creating conditions for the development of public-private partnerships in higher education. 3. Ensuring quality educational and scientific activities, competitive higher education accessible to various population groups. 4. Internationalization of higher education in Ukraine, including the harmonization of the higher education structure in line with the commitments of the European Higher Education Area member countries and the transformation of education in the security and defense sector according to NATO's doctrinal approaches and principles. 5. Attractiveness of higher education institutions for learning and academic careers, including the development of general competencies, legal culture, the development of management training programs for executive staff and prospective leaders of higher education institutions (personnel reserve), and training to support reforms through communication campaigns in the higher education system, etc. (Order of the Cabinet of Ministers of Ukraine No. 286, 2022).

In general, the effectiveness of addressing strategic tasks in all spheres of societal life depends on the quality of its management and the corresponding competence of managers. Scientific inquiries into the effectiveness of education management significantly intensified when terms such as "management", "educational management", "managerial competence", and others were introduced into scientific discourse. This occurred in the late 1990s, initiating a process of rethinking the management theory in the field of education. New functions and responsibilities of management emerged, leading to new requirements for the preparation of managerial personnel – education sector managers.

The practice of that time indicated a lack of preparation among education sector managers for high-quality managerial activities, which was associated with a deficiency in the managerial skills necessary to meet the constantly evolving demands of management. This marked the beginning of the process of developing and forming scientific and methodological support, enhancing the level of managerial competence of education sector managers, optimizing organizational and managerial structures, improving decision-making technologies, updating managerial functions, and training and retraining higher education managers. In the National Strategy for the Development of Education in Ukraine until 2021 (Decree of the President of Ukraine No. 344/2013, 2013), among the priority tasks was the recognition of the need for professional training of competent managers for the education system, the formation of a new generation of leaders capable of thinking and acting systematically, including crisis situations, making managerial

decisions in various fields of activity, and effectively utilizing available resources.

Therograment of managerial skills, professionalism, and competence among higher education institution managers has been studied by researchers such as R. Vdovychenko, L. Danilenko, L. Serhiieva, T. Chernova, O. Orzhel, O. I. Pometun, T. M. Sorochan, O. Petroie, I. Shyshova, V. Andrushchenko, O. Marmaza, P. Oleshko, N. Kinakh, V. Kremin, and others. An analysis of scientific sources regarding the concept of "managerial competence" reveals a lack of a unified definition due to the absence of clearly defined characteristics and the complexity of managerial processes.

Thus, various researchers include different aspects in defining this concept:

The presence of a system of necessary knowledge, managerial skills, and abilities (R. Vdovychenko et al.); an integral characteristic of an individual consisting of professional qualities and personal traits (L. Danilenko, A. Khutorsky, N. Klokar, etc.); acquisition of competencies enabling an individual to effectively perform managerial functions and achieve significant results (L. Serhiieva, T. Chernova, etc.); readiness to effectively plan and implement managerial activities (T. Sorochan, I. Shyshova, etc.).

We agree with the authors that the category of "managerial competence" is primarily determined by the level of professional education, experience, individual psychological characteristics (temperament, character, socio-psychological, professional-business, administrative-organizational, volitional motivation for professional activity, continuous self-improvement, and reflection), as well as the level of creative potential (Serheyeva, 2010; Oleshko & Kinakh, 2019).

Researchers agree that managerial activity in higher education in modern conditions is multifunctional, multidimensional, and professional. Its content goes beyond pedagogical knowledge alone and requires mastery of management, knowledge, and skills from related fields of management sciences (Marmaza, 2017). The modern management process includes four components: forecasting, planning, choice and decision making, and control and regulation. The evaluation of the situation, planning, alternative selection, and decision making, organization of implementation, control of execution, evaluation, and correction of results occur in relation to these components.

Accordingly, any manager must ensure the process, having enough skills to: establish the living conditions for the organization at this stage of development; highlight and clearly delineate the main problems that need to be solved; develop alternatives and find the optimal way; make a management decision and a strate-

gic plan for its implementation; control the quality of implementation of the plan and the effectiveness of the adopted decision. Therefore, the main skills for the development of managers are the ability to set goals, forecast and plan, the decision-making process, the organization of execution and, accordingly, motivation, effective communication and conflict prevention, delegation, control, etc.

Some authors include the following functions among the responsibilities of education managers: collecting and analyzing information about the state of the managed object, timely response of the manager to the analysis findings, long-term planning, goal setting, performing any managerial action in the form of a cycle of all management functions; applying a systemic approach to each management function; rationalizing activities; enhancing management culture; fostering development and self-improvement, etc. (Marmaza, 2017).

Higher education institution managers should explore how best to manage their organizations. They must also find approaches that align best with the context of higher education, representing the most effective leadership approach (Kasalak et al., 2022).

Among various perspectives on defining an "educational manager", several notable ones include: a purposefully professionally trained specialist capable of navigating rapidly changing market conditions and overseeing various types of educational institutions, as well as large-scale educational systems (L. Kravchenko); a manager proficiently handling the organizational structure and personnel of an educational institution in accordance with job instructions across different management levels (V. Gladkova); a specialist whose professional role involves making managerial decisions within the bounds of job competence to facilitate the effective functioning and development of educational institutions (M. Barban); a leader equipped with professional knowledge and skills for implementing effective educational management (O. Sakaliuk); a manager steering the pedagogical system and its development, organizing and encouraging the professional activities of subordinates, contributing to the establishment of the organization's culture, assessing the demand for educational services and ensuring their quality (N. Popova). The analysis of various sources on the research problem underscores the significance of determining the extent and substance of specialized knowledge and skills, as well as the range of attitudes and values that define the managerial competence of an education manager, crucial for their professional advancement in the context of a market economy (Sviertniev & Shostak, 2022).

Today, efficient and contemporary structures have been established and are

operational for the preparation of qualified management personnel – specialized personnel services, scientific-practical centers for activating human resources using modern tools of personnel management. These structures aid in unlocking the personal and creative potential of managers, particularly when operating at the university level. They hold a system-forming significance and ensure a comprehensive approach to optimizing human potential, forming a reserve of personnel for universities, and regulating the implementation of effective personnel policies within higher education institutions. Such purposeful personnel management provides opportunities for targeted management of human potential and resources, creating reserves of personnel to ensure the stability and progress of university functioning, as well as long-term, prospective development in the fields of education and science, especially in the current environment characterized by unprecedented growth in risks and threats, the unpredictability of their complex impact and consequences.

Personnel management regulates the effectiveness of managerial programs in two contexts: the actual management process and the process of improving managers themselves. The modern personnel management system can address tasks such as the reasoned development of a strategy and policy for personnel management aimed at enhancing the efficiency of both personnel and the management process. It involves social-psychological diagnostics of potential and existing personal traits and qualities of employees, their capabilities, and teamwork abilities.

This system also focuses on creating a favorable work atmosphere, enhancing motivation and preventing and resolving conflicts in the workplace. It supports new employees, especially during the adaptation period, and systematically improves the information and methodological base. One of its main functions is to identify qualified and unique personnel, fostering their comprehensive development and realization of their potential.

Additionally, this system significantly influences employees' awareness of the organization's strategy, objectives, and goals, contributing to the formation of a positive social climate within the organization. This, in turn, promotes increased efficiency among employees through the application of innovative approaches to fulfilling professional duties, optimizing work schedules, reducing levels of destructive and conflict behavior, and enhancing the overall resilience of the team to stress and other challenges (Iatsyshyn et al., 2020; Sytnyk et al., 2022; Yuldashev et al., 2022).

The personnel management system utilizes tools such as career centers to shape

necessary management personnel and create conditions for their comprehensive development. These centers, working with a forward-looking approach, implement innovations in building a modern, efficient, and competitive university, contributing to the development of the entire education sector. Among the main tasks that these centers fulfill are: formulating strategies and planning the vectors of organizational development concerning the application of modern tools for managing human resources and teams; establishing a high-quality personnel reserve, considering the university's future personnel needs to address potential gaps in staffing, especially in the face of increased personnel turnover due to current geopolitical challenges; planning and facilitating career development for employees, ensuring timely professional development; implementing measures to shape and enhance the professional culture and motivation of managers at all levels; and conducting continuous education programs to foster the emergence of highly professional, productive, and quality managers.

Additionally, within their activities, career centers provide diagnostics of professionally relevant qualities for employees and potential managers in the education system. They develop skills, competencies, and abilities necessary for high-quality and effective professional performance. These centers also focus on preventing professional burnout and staff turnover. Practice demonstrates that career centers are established at higher educational institutions as structural units aimed at supporting professional growth planning, adaptation to labor market conditions, and adaptability to rapidly changing environments. This is achieved through the implementation of programs and activities for career guidance and planning, training for the development of additional professional and relevant personal skills, internships, and extracurricular educational events, all of which are crucial for enhancing the competitiveness of university employees.

The experience of establishing such structures is widespread among modern universities that prioritize creating environments for fruitful and innovative development within their organizations. A crucial tool in fostering strategic career thinking among managers is continuous education, known as LLL (lifelong learning). This approach aims to expand knowledge to comprehensively meet the educational needs of individuals in intellectual, spiritual-moral, and professional contexts. This is highly important for ensuring the stability and effectiveness of managerial activities.

The UNESCO Institute for Lifelong Learning explains the term "lifelong learning" as the integration of learning and life, involving educational activities for

individuals of all ages in any life context (family, school, community, work, etc.) through diverse methods (formal, non-formal, and informal). These methods collectively address a broad range of learning needs (Tymoshenko, 2021). By the way, in Ukraine, there are modern tools for additional education of managers, such as active business schools within universities, educational platforms like the UCU Business School, LABA, Prometheus, and others, which facilitate the development of necessary skills.

The advantages of Implementing additional education opportunities for managers, leaders in the higher education system, include increased productivity in management processes, including strategic and operational tasks, resource allocation; fostering purposeful people and team management, which motivates, develops, and helps retain talented employees, shaping corporate culture; adding innovation and adaptability to human resources and the organization as a whole, contributing to the development of resilience to environmental and market changes, risk and threat management, and crisis management effectiveness, providing speed and efficiency in leaders' response to crises and challenges, ensuring stability in complex conditions; expanding programs and opportunities for improving the professional level of managers, and so on.

This also positively influences the reputation of organizations, enhances competitiveness, and preserves leadership in the market, both for individual institutions and the education system as a whole. The development of such skills contributes to the production of effective and timely management decisions, which is extremely relevant in times of uncertainty and turbulence, and with regards to the impact of challenges and threats characterizing the present. It is especially important to develop such qualities in modern Ukraine, which is currently under martial law.

Additional education programs for managers in universities can encompass various activities aimed at enhancing their managerial skills, developing leadership qualities, and improving professional competence. These programs can serve as professional development for expanding expertise, preparation for work in changing conditions, and retraining for a change in career direction or level of activity. Additional education measures can be either general or individually tailored based on an assessment of the employee's knowledge, skills, personal qualities, and attitudes; job requirements; forecasting potential future job demands and working conditions; identifying business and personal shortcomings requiring correction and improvement—this ensures effective human resource management within the

organization.

These programs are implemented through various learning formats, such as internships, lectures, seminars, training sessions, workshops, courses, and workshops, among others. Additional education programs for managers in higher education focus on developing specific aspects of management, communication skills, strategic planning, efficient resource utilization, mastering cutting-edge technologies and methods of higher education management, and more. Such initiatives enable university managers to acquire up-to-date knowledge and master modern tools necessary for effective institution management in contemporary conditions.

Additional education for higher education managers plays a crucial role in the modern educational environment and is a vital professional necessity. The management of universities and higher educational institutions is becoming increasingly complex, requiring specialized knowledge and skills. Among contemporary and relevant managerial qualities and skills, particular attention is now focused on improving personnel management skills, including recruitment, development, motivation, fostering a positive work environment, conflict management, and the development of communication competence and leadership qualities. These skills are essential for successful management in higher education, especially in the face of constant changes and complex challenges that Ukraine is currently experiencing.

## DISCUSSION

The entire personnel management system is focused on forming a group of highly qualified managers with a specific set of relevant skills and abilities crucial for the managerial competence of higher education leaders. This will contribute to addressing new challenges and issues emerging in the contemporary education system, especially in times of a military situation. The current skills and abilities required for the managerial activities of educational institution leaders are the subject of extensive discussions and research. The main focus is on identifying the qualities of leaders that are most effective for successful leadership in higher education, and on personnel management tools with an educational focus tailored to the development of these qualities in leaders.

To achieve this, active research is being conducted on the identification and

development of necessary leadership competencies (Mind Tools Content Team, n.d.), and the formulation of a competency structure that would enable the determination of the effectiveness foundation for the positions of higher education managers (Smith & Wolverton, 2010). It is worth noting that researchers pay special attention to the extent to which competency frameworks should be utilized in the work of leaders and managers in the higher education system (Dopson et al., 2016; Bolden et al., 2019), as any framework constraints may inhibit and impede the development of qualities and skills that distinguish highly effective leaders and managers from others (Bolden et al., 2019). Discussions continue today and cannot be resolved simultaneously, as there are various scientific perspectives and developments regarding competencies and competency, along with possible classifications (Le Deist & Winterton, 2005; Smith & Wolverton, 2010). According to the LinkedIn "The transformation of L and D" report from 2022, 49% of created educational programs were aimed at developing managerial competencies.

In our view, among the skills for managers, formed values play a particularly significant role – the principles that guide an individual, based on which they perform their role and conduct their activities. Human resources management helps the manager, first and foremost, to know and understand their own qualities, enabling them to effectively utilize these when necessary and in specific situations. The holistic structure of managerial competence is built on the values of the manager. Equally important is the development of contemporary leadership skills, which assist in being competent, adaptable, resilient, leading a team, and fostering harmony among employees, ensuring the organization's sustainable development under any circumstances: both today, amidst war, and tomorrow, in conditions of post-war development.

The article "Change Management, Leadership Enhancement, and Strategic Vision – Key Competencies for a Modern Manager. Is Investing in Managerial Development Necessary, and What Training Forms to Choose?" emphasizes the importance and confirms the relevance of identifying the learning and development needs specifically for managers. In the modern context, the life of managers demands the "ability to adapt to a changing environment, support and develop teams, communicate effectively, and stimulate employee development." Regarding the relevance of training and development "or managers, 95% of the respondents in this study consider managerial training and development to be relevant, 3% do not, and 2% believe it depends on the organization's goals (Kot & Alkhimovych, 2023).

A recent study highlighted a present need for managerial skills, with emphasis on flexibility, adaptability, personnel management, and change implementation as crucial (See Figure 1). Based on the SHRM leadership model, the remaining skills were categorized into three domains: 1) organizational management, encompassing innovation implementation, strategic thinking, creative thinking, decision making, goal setting, crisis management, systems thinking, business acumen, uncertainty management, and process management; 2) people management, covering leadership, intercultural intelligence, management of hybrid global teams, emotional intelligence, relationship management, delegation, and conflict management; 3) self-management, including digital literacy, resilience, presentation skills, situational self-awareness, learning ability, attentiveness, people centricity, expertise in the field, and radical transparency (Kot & Alkhimovych, 2023).

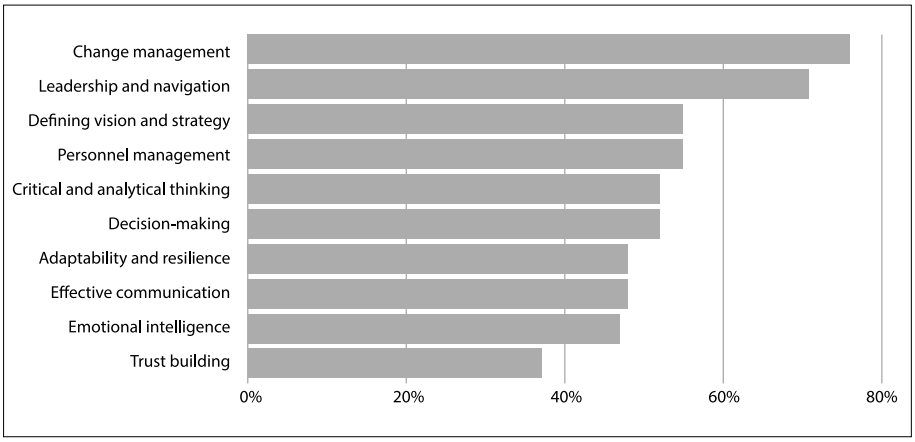


**Figure 1.** Ten managerial competencies that need to be developed now (Kot & Alkhimovych, 2023)

Other researchers on this scientific issue argue that the success of both an educational institution and the pedagogical team as a whole depends on the level of the manager's managerial competence. The institution's leader plays a crucial role in implementing education policies, creating conditions for the development of abilities and the inner world of all participants in the educational process, fostering a collaborative atmosphere, and mastering the content of education. Therefore, it is necessary to develop individual, innovative-reflexive forms of professional development that guide educational leaders toward continuous reevaluation of their managerial experience, fostering the creation and development of an original pedagogical system, and cultivating an individual style of activity (Oleshko & Kinakh, 2019).

Today, there is more emphasis on the development of "soft skills", the manifestation of which is challenging to track and verify, but vividly demonstrates the kind of personal skills that enable success and enhance qualifications (Tymoshenko, 2021). Some authors include skills like self-development management, time management, persuasion, negotiation abilities, and leadership in these soft skills. Others focus on the ability to find common ground and utilize personal life experiences in professional activities (Babiy, 2013), which are also characteristics of contemporary leaders.

There are various approaches to leadership types based on cultural, social and historical processes, information technology transformations, and changing societal needs. Therefore, researchers suggest conducting studies to identify modern essential leadership characteristics. Contemporary trends highlight increasing attention to the leader's personality, self-effectiveness, self-control, lifestyle, values, developed coping styles, social skills, and more. Modern research emphasizes crucial leadership skills such as persuasion, negotiation, teamwork, finding approaches to people, the ability to build relationships and communicate, creating an atmosphere of trust, and establishing organizational values. Personal development, erudition, creativity, the ability to resiliently handle setbacks, adaptively and effectively respond to risks and threats, and flexible adaptation to changes in external and internal environments are also considered vital leadership qualities.

The confirmation of the importance of developing leadership skills in modern higher education management comes from a meta-analysis study (Kasalak et al., 2022), which demonstrated that:

1. There is a moderate and direct correlation between leadership in higher education institutions and the job satisfaction of teachers. A literature review revealed that leadership in higher education institutions is associated with the job satisfaction of teachers (Alonderiene & Majauskaite, 2016; Harris & DeFlaminis, 2016; Barnett, 2018; Liu et al., 2021), which, in turn, stimulates improvements in the work of university staff. A high level of leadership behavior enhances the performance of academic staff and the outcomes of educational programs.
2. Leadership styles directly impact the performance of institutions and, consequently, the education system as a whole.
3. Leaders of higher education institutions who demonstrate characteristics of spiritual leadership, emphasizing the development of empathy, honesty,

harmony, and unity; contributing to the success and development of both staff and the institution; and transformational leadership, seeking to change employees' perception within the organization through various initiatives, placing their employees at the center of activity – clearly have a positive impact and enhance employee job satisfaction within the institution, leading to a high level of overall job satisfaction (Kasalak et al., 2022).

The research in this field also delved into the evolution of leadership types a–d explored the qualities of effective leaders in the higher education system, examining 41 leader characteristics identified in the proposed structure compared to 15 leadership challenges outlined in the higher education sector (Black, 2015). It revealed that:

1. Leaders of higher education institutions need to explore how best to manage their organizations and find approaches that align with the higher education context – essentially the most effective leadership approach. However, this is challenging, as there is no clear consensus on the definition of leadership.
2. Defining a relevant leadership structure in any sector is problematic, and effective leadership behavior must consider both the leader and their followers in context. Many described systems suggest what leaders should do, but not how, when, or where to do it, and what potential consequences such actions might have.
3. The literature presents several general leadership structures in higher education, among which the detailed framework of opportunities developed by Black, Grumbridge, and Jones (2011), "Leadership Abilities for Higher Education", is widely accepted and most suitable for the higher education sector's requirements. The specified leadership characteristics comprehensively address all 15 challenges faced by the higher education system.
4. Leaders in higher education require a combination of leadership and management competencies to address the sector's challenges. In a rapidly changing world, an effective leader should always strive to learn more about how to capture, engage, and expand the opportunities for those who follow (Black, 2015).

Some authors of scholarly publications on this topic assert that contemporary higher education managers are a new breed of leaders – innovative and creative

individuals who embody charismatic leadership. They are professionals, educators, and education managers equipped with advanced skills in strategic planning, systemic modeling, and process monitoring. They excel in interpersonal and professional communication, effectively utilize information and knowledge, and demonstrate readiness for initiative and unconventional managerial decisions (Oleshko & Kinakh, 2019).

Interesting is the research on the leadership skills of university managers described in the scientific article by Olea (2022), where the authors highlight the following skills among the professionalization skills of educational institution leaders, among others:

- Communication, as a fundamental axis of well-being and quality of life for individuals, serving as the foundation that allows an individual to establish interpersonal relationships and expand its heuristic function. It engages all internal and external stakeholders for the benefit of the organization and its expansion.
- Perseverance, as the enhancement of psychological aspects enabling the maintenance of necessary social interactions to reduce external and internal tension during the implementation of organizational needs.
- Empathy, for the formation of an adequate and objective organizational climate, recognizing specific needs of individuals, gathering their potential undisclosed knowledge necessary for defining and changing responsibilities, and providing adequate projection for talent management.
- Transversal skills, combining with other skills and contributing to the development of management functions (strategic, tactical, and operational management). According to the author, these skills are fundamental to achieving institutional goals.
- Planning, as the art of anticipation, ensuring the ability to deal with exceptional situations, changes, as well as internal and external factors, and evaluating achievements. Planning, in this context, involves active participation of those who execute tasks and supports the connection between the sphere of activity and logistics through the exchange of actions, resources, and information.
- Decision making and negotiations as strategic situations involving a continuous series of interactions gradually defining both the result and the process by which the result is achieved (Olea, 2022).

Today, highly qualified, professional, talented, motivated, and goal-oriented employees are of paramount importance in supporting the quality and integrity of human potential and ensuring the development of every organization, system, and sphere of activity in the face of risks and threats. This is especially crucial for the field of education.

Further research is needed on the formation of human potential in the field of education using innovative tools and methods. Particularly important is the investigation and alignment of issues related to determining the level of development and ranking the necessity of developing proper leadership skills for educational managers in conditions of war and post-war development. Additionally, further research is required on the direct application of developed diagnostic methodologies to assess the level of development and talent of human potential, the results of additional training, and the improvement of necessary skills. It is essential to explore the prospects of implementing such rogramve tools, adapting and refining them for the modern knowledge management in universities in the country.

Expanding the toolkit and measures for enhancing the capabilities to continue improving the necessary qualities and skills is a task relevant to maintaining the effectiveness and competitiveness of the education system, preserving human resources, and shaping the systematic development of the personnel potential in universities. Effective, modern, and productive managerial leaders play a pivotal role and are key to ensuring the quality of the process and the stability of the functioning of the university.

## CONCLUSIONS

In the context of globalization, informatization, and digitization, as well as the refinement of the human resource potential, effective personnel management in universities emerges as one of the most crucial directions for ensuring progress, particularly in the field of higher education. This is especially relevant amid human losses resulting from the war in Ukraine.

Simultaneously, in times of war and significant human resource losses, the preservation and improvement of education become paramount. Education is seen as a strategic asset and a bearer of intellectual, spiritual, and economic growth for society. It serves as the foundation for the comprehensive development of individuals, society, and the state. Education is a key factor in the prospective de-

velopment of the country, a strategic resource, and a guarantee for improving the well-being of people, ensuring national interests, achieving development goals, and forming the basis for the country's competitiveness globally and in post-war development.

Despite the challenges faced by the education sector, which have arisen during the pandemic and intensified due to the war, the higher education system in Ukraine has endured, adapted, and ensured the continuation of the educational process under new and sometimes challenging conditions. Strategies have been revamped, approaches to problem solving and tasks have been reconsidered, and new forms of teaching have been introduced.

Under these circumstances, new requirements for personnel management have emerged, necessitating improvement and the creation of optimal mechanisms and innovative tools. To enhance the quality of personnel management in universities, talent pools are being formed to identify and develop promising employees, ensuring sustainable leadership within the institution. Career centers are also being established to facilitate the professional development of staff, providing opportunities for self-realization, qualification enhancement, and professional growth. These initiatives, serving as instruments of personnel management, are aimed at supporting and motivating university staff, improving work efficiency, and aligning with the demands of modern educational activities.

Today, educational initiatives for university managers play a pivotal role in preparing qualified leaders capable of effectively responding to challenges and changes in the educational landscape. These programs contribute to the development of leadership qualities, refinement of managerial skills, and the implementation of innovative approaches to enhance the quality of education. They also ensure the continuity of the educational process and personnel under any circumstances, ultimately leading to the achievement of the university's strategic goals. Thus, supplementary education programs for higher education managers play a crucial role in ensuring the successful functioning and development of universities in the contemporary educational environment, characterized by constant changes and the impact of risks and threats.

The updated requirements for professionalism in education management emphasize the significance of developing leadership qualities that must align with and facilitate the execution of managerial functions and tasks. The competencies, skills, and abilities of modern higher education managers should be multifaceted, supporting actions in financial, academic, pedagogical, administrative, and other

areas of managerial activity, as indicated in the highlighted academic sources. The authors also emphasize the importance of timely identification of conditions, driving forces, and barriers that hinder the creation of better leaders.

The issue of ensuring the formation of necessary skills and knowledge to cultivate high-quality and professional managers for higher education institutions in Ukraine, as well as globally, is an extremely important contemporary task effectively addressed through additional education programs and initiatives.

Therefore, investing in the development of managerial personnel and expanding the management skills of university staff through additional education programs is a crucial task and a strategic investment in the long-term viability of universities. This investment shapes and catalyzes success and resilience, providing opportunities for achieving set goals in the modern world characterized by unpredictability, rapid changes, and uncertainties.

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# Unapređenje rukovoditeljskih vještina sveučilišnog osoblja putem programa dodatnog obrazovanja

Sažetak

Ovaj članak istražuje znanstvene I teorijske osnove transformacije suvremenih pristupa rukovođenju u kontekstu širenja rukovoditeljskih vještina sveučilišnog osoblja putem programa dodatnog obrazovanja, što je posebno važno u današnjem obrazovnom okruženju. Sve veća složenost uvjeta poslovanja, preobrazba sustava visokog obrazovanja, promjene u obrazovnim procesima te rastući zahtjevi za kvalitetom I konkurentnošću visokih učilišta zahtijevaju učinkovitu primjenu alata za upravljanje I razvoj suvremenih voditeljskih sposobnosti sveučilišnih čelnika. Programi dodatnog obrazovanja, kao dio upravljanja sveučilišnim osobljem, omogućuju zaposlenicima stjecanje potrebnih znanja I rukovoditeljskih vještina usmjerenih na strateško planiranje, učinkovito raspolaganje resursima, razvoj komunikacijskih vještina I oblikovanje etičkog vodstva. Ovi rogram pružaju jedinstvenu priliku sveučilišnom osoblju za razvoj I ostvarivanje njihova rukovoditeljskog I voditeljskog potencijala, čime se doprinosi unapređenju kvalitete obrazovanja, povećanju ugleda institucije te osiguravanju njezine konkurentnosti u uvjetima globalnih promjena u visokom obrazovanju.

Ključne riječi:
*visoko obrazovanje, cjeloživotno učenje, voditeljske vještine, upravljanje osobljem*