

**THE MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY
“KHARKIV POLYTECHNICAL INSTITUTE”**

**SELF-STUDY GUIDELINES
for the “Educational Management” course**
for full-time students of the second (master's) level of higher education,
specialty A1 "Educational science",
educational program "Pedagogy of Higher Education"

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Reviewer: T.V. Hura

Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Zyazyun

Explanatory note

In the modern world, special requirements are put forward for the personality of the manager of an educational institution.

The development and successful functioning of a modern higher education institution is based on the methods and technologies that managers use in their work to organize the effective work of the educational institution.

The situation of variability, instability, growing competition in the educational services market; low motivation of teachers to work, caused primarily by the lack of adequate wages and a system of incentives for the development of creative search activities - all this and many other factors require a modern manager of an educational institution to apply enormous efforts, professionalism, innovative changes in management activities. Therefore, the formation of managerial competence acquires great importance in the structure of professional and pedagogical training of future teachers.

High-quality professional training of future masters in all fields involves the formation of highly qualified specialists who are able to think critically, apply innovative activities and scientific research, quickly respond to changes in public life, quickly find solutions to professional problems, and strive for self-improvement and self-development.

The purpose of the Selfs-study guidelines is to provide methodological assistance to students in preparing for practical classes and their implementation, when studying this discipline. Formation of independent work skills in preparation for current and final control.

Educational and methodological materials of lectures

Plan of lecture classes

Topic	Hours
Management in the education system	2
General principles of management of educational institutions	2
Features of the management style of a school manager	2
Management in higher education.	2
Leader in an educational institution.	2
Organizational culture of a modern educational institution.	2
Motivation of work in education management.	2
Innovative approach in pedagogical management	2

Topic 1. Management in the education system

The concept of organizations and their functions. Features of educational organizations. Basic approaches and principles of analysis of the activities of organizations in modern conditions. System approach, its essence and significance in pedagogical management.

Recommended literature:

1. Galitsyna L.V. Manager: the art of strategy and tactics – Kyiv: Shk. svit, 2010. – P. 6-21.
2. Demchuk V.S. Fundamentals of educational management – Kyiv: Lenvit, 2007. – P. 7-35.
3. Marmaza O.I. Innovative approaches to the management of an educational institution. – Kh.: Publishing house "Osnova", 2004. – P. 45-57.
4. Kryzhko V. V. Theory and practice of management in education: Textbook. – Kyiv: Osvita Ukrainy, 2005. – 236 p.
5. Castetter, William B. Human Resource Function in Educational

Administration. 6 Edition. Englewood Cliffs, New Jersey: PrenticeHall Inc.1996.

6.Yatsura V.V., Zhuk O.P. Management: Textbook. – Lviv: Publishing Center of Ivan Franko National University of Lviv, 2008. – pp. 83-114.

7.Quality of Higher Education: Theory and Practice: Study guide / edited by A. Vasylyuk, M. Day; team of authors: A. Vasylyuk, M. Day, V. Bazeliuk (et al.); NAPS of Ukraine, University of Education Management. - Kyiv; Nizhyn: Publisher of PE Lysenko MM, 2019. - 176 p.

Topic 2. General principles of management of educational institutions

Modern structures of management of an educational institution. Scientific and regulatory features of innovation management. Management activities of the head of an educational institution. Development and adoption of management decisions. Types of general education institutions. Functional duties of officials of general.

Recommended literature:

1. Danilenko L. Management of innovations in education. –Kyiv: Shk. svit, 2007.
2. Kolominsky N.L. Psychology of management in education: Socio-psychological aspect: Monograph. – Kyiv: 2000. – 286p.
3. Markova A.K. Psychological criteria and levels of professionalism of teachers / Pedagogy. – №. 6. – 1995. – P.55-63.
4. Marmaza O.I. Management in education: secrets of successful management. – Kh.: Publishing house "Osnova", 2005. – P. 6-105
5. Marmaza O.I. Innovative approaches to the management of an educational institution. – Kh.: Publishing house "Osnova", 2004. – P. 45-57.
6. Handbook for Internationally Comparative Education Statistics: Concepts, Standards, Definitions and Classifications. Paris: OECD. 2004.
7. Development of managerial competence of the head as an important resource for ensuring the quality of work of the educational institution: thematic collection of works / ed. I. Vetrov, O. Vlasiuk; edited by A. Chernii, I. Vetrov - Rivne: ROIPO, 2019. - 147 p.

Topic 3. Features of the management style of a school manager

Management in an educational school. Content and features of school management. Purpose and objectives of school management. Functions and principles of school management.

Recommended literature:

1. Blokhina I. O. Moral and ethical component of the managerial activity of the head of the university / Philosophy. Psychology. Pedagogy. - №. 1. - 2009. - P. 57-60.
2. Bologna Glossary [Electronic resource]. - Access mode: <http://bologna.owwz.de/glossar.html>.
3. Lukina T.O. State management of the quality of general secondary education in Ukraine: monograph / T.O. Lukina. - K.: NAPA Publishing House, 2004. - 292 p
4. Marmaza O. I. Management in education. – Kh.: Osnova, 2007. – 448 p.
5. Vasylenko V. O. Innovative management. – Kyiv: Center for Educational Literature, 2005.
6. Panasyuk V. Management of the quality of education / Textbook for the director. – 2007. – №. 8,9,10.
- 7 Fedorov G. V. Systemic approach to the management of the head of educational institutions in market conditions – Kyiv: “Dorado-Druk”, 2012.
8. Khrykov E. M. Management of an educational institution – Kyiv : Znannya, 2006.

Topic 4. Management in higher education.

Management in modern higher educational institutions. Features of management in higher education. Functions and principles of higher education management. System of key performance indicators (KPI) in higher education. Basic scientific approaches in the theory of personnel management of an educational institution.

Recommended literature:

1. Volkovsky S. Personally oriented management of general educational institutions / School Director. – 2005. – №3- 2. – P. 2–7.
2. Connor, Mary and Pokora, Julia. Coaching and Mentoring at Work Developing Effective Practice. Berkshire: Open University Press McGraw-Hill Education.2007.
3. Readiness for adaptive management of a modern manager in a competitive labor market / Romanovsky O.G., Chebotaryov M.K., Vorobyova E.V., Reznik S.M., Panfilov Y.I., Kostyrya I.V. edited by O.G. Romanovsky – Kharkiv: NTU “KhPI”, 2018. – 166 p.
4. Fundamentals of public relations: textbook / O. Romanovsky, N. Sereda, E. Vorobyova – Kharkiv: NTU “KhPI” – 2018. – 196 p. (recommended by the Academic Council of NTU “KhPI”, protocol No. 2 dated 03.03.2017)
5. Lukina T.O. State management of the quality of general secondary education in Ukraine: monograph / – Kyiv: Publishing house of NAPU, 2004. –292p.
6. Lunyachek V.E. Pedagogical management: a textbook / 2nd edition, revised – Kh.: Harry NAPU “Master”, 2015. 512 p.
7. Taylor, James S. “Strategic Enrolment Management: Improving Student Satisfaction and Success in Portugal.” Higher Education Management and Policy – Volume 20, №. 1 – ISSN 1682- 3451 – OECD 2008.

Topic 5. Leader in an educational institution.

The concept of leadership and management. Adaptive management in modern educational institutions. Leadership as a way of life of an education manager. Management culture, manager-leader. Basic skills and roles of leaders. Leader in higher education: features and differences. Image of the leader. The main management styles.

Recommended literature:

1. Galitsyna L.V. Leader: the art of strategy and tactics. – Kyiv: Shk. svit, 2010. – P. 51-71.
2. Demchuk V.S. Fundamentals of educational management. – Kyiv: Lenvit, 2007. – P. 37-38.
3. Danilenko L. Management of innovations in education. – Kyiv: Shk. svit, 2007.
4. Loseva N. M. Modern approach to studying the personality of the educational leader / Pedagogy and psychology. – 2010. – №. 3. – P.64–73.
5. Lunyachek V. E. Pedagogical management: a textbook / – 2nd ed., revised. – Kh.: Publishing house of the Kharkiv State Academic Academic University “Magister”, 2015. –512 p.
6. Marmaza O.I. Innovative approaches to the management of educational institutions. – Kh.: Publishing house "Osnova", 2004. – P. 157-177.
7. Goddard, J. Tim. “Leadership in the (Post)Modern Era.” in Nigel Bennett and Lesley Anderson (ed). Rethinking Educational Leadership: Challenging the Conventions. London: SAGE Publications. 2003.
8. “The English Approach to System Leadership”. Improving School Leadership, Volume 2: Case Studies on System Leadership OECD. 2008.

Topic 6. Organizational culture of a modern educational institution.

Self-development of scientific and pedagogical personnel of a higher educational institution in the context of organizational culture. Organizational culture as the basis for the development of an educational institution. Professionalism and organizational culture. Managerial culture, manager-leader.

Recommended literature:

1. Andreev V.I. Moral culture of the teacher: essence, structure and functions / Pedagogical education and science. – 2002. – №. 1. – P. 33-35.
2. Bondarevskaya E.V. Pedagogical culture as a public and valuable value / Pedagogy. – 1999. – №. 3. – P. 37-43.

3. Korolyuk S. V. Development of the management culture of the head of a general educational institution / – Poltava: POIPPO, 2007.
4. Grineva V.M. Systemic approach to the problem of pedagogical culture of the future teacher / Theory and practice of social systems management: philosophy, psychology, pedagogy, sociology. – 2001. – № 3. – P. 103-110.
5. Hrynyova V.M. Pedagogical culture of the future teacher (Training for students, lecturers and teachers). – Kharkiv, 1996. – P. 4-16.
6. Zaretska I. Communicative culture as a component of pedagogical culture // School Director. Ukraine. – 2005. – №3-5. – P. 149-157; №. 6-7. – P. 90-100.
7. Kolodko T. Pedagogical culture of teacher communication in the educational process of a comprehensive school / Native school. – 2005. – №. 4. – P. 12-14.
8. Shegda A.V. Management: Textbook. – Kyiv: Znannya, 2004. – 687p.

Topic 7. Motivation of work in education management.

Basic scientific approaches in the theory of personnel management of educational institution. Motivation of staff. Stimulation of activity. Selection and hiring of educational institution personnel. Personnel development. Personnel motivation. Motivation as a driving force of professional activity of educators and development of the organization.

Recommended literature:

1. Alekseenko T. Structural and functional analysis of management of quality of training of specialists at the university / Pedagogy and psychology: scientific collection – Chernivtsi: Chernivtsi University, 2005. – Issue 224. – P. 3-9.
2. Vdovichenko R. P. Management competence of the school head / – Kh.: Publishing group “Osnova”, 2007.
3. Danilenko L. Management of innovations in education. – Kyiv: Shk. svit, 2007.
4. Demchuk V. S. Fundamentals of educational management. – Kyiv: Lenvit, 2007. –P. 36-70.

5. Marmaza O. I. Innovative approaches to the management of an educational institution. – Kh.: Publishing group "Osnova", 2004. – P. 31-44.
6. Pikelna V.S. School Management. In 2 parts – Kh.: Publishing house. "Osnova", 2004. – № 2. – P. 4-75.
7. Randy Gage 7 spiritual laws of your prosperity. /Translated from English – St. Petersburg: Publishing house "DYLYA", 2004. – P. 48-62

Topic 8. Innovative approach in pedagogical management

Innovations in the education system. Features of an educational institution operating in an innovative mode. Methods of innovative management in educational institutions. Designing innovative development of an educational institution. Features of innovative pedagogical management. Innovation process as a process of improving educational practice based on innovations. Diversity and classification of innovations in education. Innovative approach in pedagogical management.

Recommended literature:

1. Alfimov D. IN. Innovative educational system: ways of revival //Pedagogical innovations: ideas, realities, prospects: collection of scientific works / – Kyiv: Logos, 2000. – P. 158–160.
2. Vashchenko L. Management of innovative processes [in general education institutions] / School Director. – 2007. – №. 23-24. – P. 3–12.
3. Viktorov V. New models of education management / Higher education of Ukraine. – 2005. – №. 2. – P. 66–71.
4. Datsenko O. Modeling in the theory and practice of managing educational organizations / School Director. – 2008. – № 22. – P. 3–13.
5. Ilyashenko S. M. Innovation management: textbook. – Sumy: University Book, 2010. – 334 p.

6. Kravchenko L. Complex of personal technologies of self-presentation of the education manager / Visnyk Lviv University. Ser. Pedagogical. – Lviv, 2007. – Issue 22. – P. 84–92.
7. Personal culture of the pupil. Morality and morality / Necheporenko L.S. Onto pedagogy and environmental pedagogy: Textbook. – Kharkov: Osnova, 2001. – P. 23-36; 191-198.
8. Lunyachek V. E. Elements of modern school management technology – Kharkiv: Gymnasium. –1999.
9. Prokopenko I.F. Teacher and education in multicultural contexts of modernity // New College. – 2007. – No. 5. – P. 6-8.

General position and tasks for independent work of students.

Independent work is the most important component of the student's educational activity, which the student performs outside of class time, after the main educational activity. Independent work involves the student completing tasks without the direct participation of the teacher in their free time. The teacher's participation at this stage is limited to methodological recommendations and consultation.

Independent work on the course helps the student not only to strengthen and consolidate the knowledge obtained in the classroom, but also contributes to the development of their creative skills, initiative and the ability to organize their personal time.

Independent work within the educational process at the university solves the following problems:

- consolidation and expansion of knowledge, skills obtained by students during classroom studies;
- acquisition of additional knowledge and skills in the disciplines of the curriculum;
- formation of independence of thinking, the ability for self-development, self-improvement and self-realization;
- development of self- management skills.

Completion of independent work involves:

1. Development of educational literature with the help of the university library, the Internet.
2. Study of educational material provided for independent work.
3. Acquisition of knowledge, types and methods of activity in a specific subject area.
4. Self-testing of acquired knowledge using questions provided by the teacher

Methodical instructions/recommendations for completing tasks of extracurricular independent work.

Essay writing

The purpose of independent work: development of skills of independent creative thinking and written presentation of one's own thoughts, the ability to logically correctly and clearly construct oral and written speech.

Essay is "a genre of philosophical, literary-critical, historical-biographical, journalistic prose, combining the author's emphasized individual position with a relaxed, often paradoxical presentation oriented towards colloquial speech.

Essay classification:

- by content: philosophical, literary-critical, historical, artistic, artistic-journalistic, spiritual-religious, etc.;
- by literary form: reviews, lyrical miniatures, notes, diary pages, letters, etc.;
- there are also descriptive, narrative, reflexive, critical, analytical essays, etc.

Signs of an essay:

- small volume - from three to seven pages of computer text; an essay of up to ten pages of typewritten text is allowed.
- a specific topic and an emphatically subjective interpretation of it.
- free composition is an important feature of an essay.
- informality of narration.
- Use of paradoxes. An essay aims to surprise the reader; according to many researchers, this is its essential characteristic.

— internal semantic unity.

— focus on colloquial speech. At the same time, it is necessary

to avoid using slang, clichéd phrases, abbreviations, and an overly frivolous tone in an essay.

Completing the task:

1) write an introduction (2–3 sentences to introduce and frame the problem).

2) formulate a problem that should be important not

only for the author, but also for others;

3) comment on the issue;

4) formulate the author's opinion and provide arguments;

5) write a conclusion and generalize your essay.

Writing an abstract

The purpose of independent work: expanding scientific horizons, mastering the methods of theoretical research, developing the student's independence of thinking, the ability to construct oral and written speech in a logically correct, reasoned and clear manner.

Writing and defending an abstract is an important form of independent educational activity of students.

An abstract (from the Latin refer - to report, to communicate) is a product of independent creative understanding and transformation of the text of primary sources with the aim of obtaining new information and essential data. The abstract is the final work on ensuring and monitoring the knowledge and skills acquired by students in the learning process.

Introduction – definition of the relevance of the topic of the abstract and its justification. We outline the goals and objectives of the work. If necessary, we make a brief review of the sources used. The presentation of the material in the introduction should be brief, no more than 1 - 1.5 pages.

Main part. The main part is the analysis and systematization of the material. It is presented in accordance with the content in the form of separate sections. Before you start writing the main part, you need to decide on the names of chapters and paragraphs - possible requirements for the abstract. Next, you should build a chain of presentations so as not to violate the sequence of thoughts and not deviate from the given topic. Cover the main aspects as much as possible, in the main part of the abstract it is necessary to present the main concepts set out in the sources. Be sure to refer to the author and use quotation marks. When citing, references are made. There are several options for their design, for example, a footnote can be placed at the end of the page, or briefly indicated in square brackets with the source number in the list of references and the original page of the quotation ([10, p. 355]), so it is better to clarify their design in advance.

Conclusion. The conclusion summarizes the main topic in a concise form and presents the author's own view of the problem and its solution.

A list of references, or bibliography, is a systematic compilation of a list of sources used. In other words, it is information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

General provisions for writing an abstract

- Language - English
- Style - scientific.
- Sequence – logical.
- Page format – A4.
- Font and size – Times New Roman, 14.
- Inter-row spacing – one and a half.
- Total length of the abstract: 5–10 pages.
- Margins: left margin – 30 mm, right – 15 mm, top and bottom – 20 mm.
- Simple plan – 1-2 sections.
- List of sources – 10-15 names.
- Write paragraph headings in lowercase (sentence-style capitalization).

The algorithm for writing an abstract includes:

- Selecting a topic and justifying its relevance.
- Identifying the sources, you will have to work with.
- Studying and processing the selected material from the sources.
- Analyzing the studied material and formulating the problems of the selected topic.
- Creating a work plan for the abstract.
- Defining the purpose and objectives of the work.
- Presenting the main theses of the abstracted text and their argumentation.
- Distributing the material in a certain logical sequence according to the plan.
- Making a general conclusion on the problem stated in the abstract and justifying your attitude to the problem.
- Typing the text of the abstract, then sending it to the teacher for checking and evaluating your work.

Preparation of a report

The purpose of independent work: to expand scientific horizons, master the methods of theoretical research, develop the student's independent thinking, the ability to analyze the results of scientific research and the ability to apply them in solving educational and research problems.

A report is a public message or document that contains information and reflects the essence of a question or study as applied to a given situation.

Types of reports:

1. Oral report - read based on the results of the work done and is an effective means of explaining its results.

2. Written report:

- short (from 2 to 10 pages) - summarizes the most important information obtained during the study;

- detailed (from 15 to 30 pages) - includes not only a text structure with headings, but also diagrams, tables, figures, photographs, appendices, footnotes, references, hyperlinks.

Assignment completion:

1) clearly formulate the topic (for example, a written report);

2) study and select literature recommended on the topic,

highlighting the main sources of bibliographic information: (articles, dissertations, monographs, bibliography, reference books, etc.);

3) write a plan that is fully consistent with the chosen topic and logically reveals it;

4) write a report, observing the requirements for the structure of the report:

a brief introduction, justification of the relevance of the problem; main text; conclusion with brief findings on the problem under study; list of references.

5) format the work in accordance with the requirements.

When working on a report, the student must remember that the report should not retell individual chapters of the textbook or teaching aid, the student must state his own thoughts on the essence of the issues under consideration, and make his own suggestions in the conclusion.

Compilation of a glossary (terminological dictionary).

The goal of independent work: to increase the level of information culture; acquire new knowledge; be able to solve standard professional tasks

activities based on information and bibliography culture using information and communication technologies; master the necessary skills in the subject area of the course.

Glossary is a dictionary of specialized terms and their definitions.

Content of the task: collection and systematization of concepts or terms united by a common, specific topic, according to one or several sources.

Completing the task:

- 1) carefully read the work;
- 2) determine the most frequently occurring terms;
- 3) compile a list of terms with a common theme;
- 4) arrange the terms in alphabetical order;
- 5) give an exact wording of the term and comprehensively reveal the meaning of the term

Preparation for test work.

The test work is assigned after studying a certain section (sections) of the discipline and is a set of detailed written answers of students to questions that they receive in advance from the teacher.

Preparation for tests includes:

- study of lecture notes that reveal the material, knowledge that is evaluated in the test;
- repetition of the educational material received during the preparation to practical classes and during them;
- study of additional literature, which specifies the content of the knowledge being tested;
- mentally preparing answers to the questions posed in the test;
- formation of psychological mood and motivation for successful completion of all tasks.

Preparation for differentiated assessment.

The assessment is a traditional form of checking the knowledge, skills, and competences formed by students in the process of mastering the entire content of the studied discipline.

Independent preparation for the test should be carried out during the entire semester, and not a few days before the test.

Preparation includes the following steps. First of all, you need to reread all the lectures, as well as the materials that were prepared for seminars and practical classes during the semester. Then it is necessary to correlate this information with the questions that are given for the assessment. If the information is not enough, the answers are found in the literature suggested by the teacher. It is recommended to make short notes in order to form in the mind a clear logical scheme of the answer to the question. On the eve of the test, it is necessary to repeat the answers without looking at the records.

**Educational and methodological materials for current
and final control**

Topic of abstracts "EDUCATIONAL MANAGEMENT".

1. Educational management in the management system.
2. Model of a modern education manager.
3. Innovations in the management of an educational institution.
4. Methods and functions of educational management and their general characteristics.
5. Management of innovative actions in the field of education in your country.
6. Manager and his role as an effective leader.
7. Difficulties and prospects of modern pedagogical management.
8. Organizational structure and management system of higher education in China.
9. Educational management in the system of higher education.
10. Culture of communication in educational management.
11. Educational management in secondary school.
12. Features of managing pedagogical systems.

13. Technologies of success in a new job.
14. General concepts and theories of motivation in management.
15. Fundamentals of Management Theory
16. Management of Innovative Educational Institutions
17. Educational Management in Higher Education.
18. Ways to Stimulate Innovation and Innovative Susceptibility of an Organization as a Collective Subject.
19. Conflicts and Conflict Management in an Organization
management positions.
20. Factors of motivation of the activities of members of an educational organization.
21. Business Communication.
22. Leadership and Group Work from a Management Perspective.
23. Organization of Educational Management in Higher Education (Universities).
24. Management Decisions: Making, Monitoring, Implementing, and Classifying Them.
25. Business Communication in the Management System.
26. Personnel Management System and Main Models of Personnel Management.
27. Basic Concepts of the Theory and Practice of Management of Educational Systems.
28. Communications in the Management System.
29. Organizational Culture in Educational Management.
30. Personnel management system and basic models of personnel management.
31. Technology of success in a new job.
32. Motives of management activity.
33. Methods of decision-making.
34. Communications between levels and departments in the organization.

35. Communications and management efficiency.
36. Fundamentals of management theory.
37. Factors influencing the process of management decisions.
38. Innovation in the organization of educational management.
39. Values and goals of top management.
40. Modern system of views on management.
41. Competences of an education manager.
42. Method, goals and functions of management.
43. Motivation of teachers' work
44. Styles and directions of leadership in education
45. The essence and advantages of strategic management
46. Model of a modern education manager
47. Goals and functions of strategic management
48. Management survey of the strengths and weaknesses of the organization.
49. Structuring opportunities and responsibilities in educational institutions
50. Optimization of the socio-psychological climate in an educational organization

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QUESTION FOR FINAL CONTROL

First type of questions

1. Explain the meaning of the term "management"?
2. Explain the meaning of educational management.
3. What is a management decision?
4. What are the goals, functions and tasks of educational management?
5. What are the characteristics of the organization's key figures or leaders?
6. What is leadership in management?
7. What does strategic management include?
8. Who is responsible for monitoring the performance of tasks assigned by the management team?
9. What does the management function "motivation" provide?
10. What is the process approach to management?
11. What are the main factors affecting the process of making and implementing administrative decisions?
12. Clarity of what tasks the manager solves.
13. Explain which factors determine the necessity of managing an organization.
14. Reveal the features of managerial work.
15. Name the key promising ideas for the development of management in education in the XXI century.
16. Reveal the modern concept of management development in education.
- 17 Determine the main contradictions and problems of managing a modern educational institution.
18. What should be understood by the term "management" and where is it mainly used?
19. Describe the conceptual abilities of the manager.
20. Describe the communication capabilities of the manager.

21. Explain the features of the "leader-teacher" model.
22. Explain the features of the "leader-manager" model.
23. Describe the social and moral requirements for a leader.
24. Describe the communicative and business requirements for a manager.
25. Explain the concept and essence of the principles of educational management.

Second type of questions

1. The concept of educational management.
2. Features of management in educational institutions in modern conditions.
3. The relationship of management functions in educational institutions.
4. Methodology of pedagogical analysis.
5. To analyze the role of the school principal in the context of the formation of an effective organizational culture.
6. Self-management and self-improvement of the manager.
7. Organization of analytical work at methodological meetings.
8. Innovations in intra-school management.
9. Personal culture of the head of the educational institution.
10. Methodology for planning the educational process.
11. Strategic planning.
12. Organizational culture and values of the school.
13. Labor legislation as the basis for labor relations in a general education institution.
14. The main characteristics of good work organization.
15. Organization of operational meetings.
16. The concept of intra-school control.
17. Problems of increasing the effectiveness of control in educational institutions.
18. Management culture as a set of management values

19. Designing innovative development of an educational institution.
20. Working with personnel as an area of activity of a school manager.
21. Organization of methodological work in educational institutions.
22. Regulation of relations in the teaching staff.
23. Recruitment and development of human resources of educational institutions.
24. Principles of management of the educational system.
25. Principles of state policy in the field of education
26. Organizational structure of an educational institution.

Third type of questions

1. Reveal adaptability as a characteristic feature of the "educational institution" system
2. Reveal and analyze the features of managing an educational institution as a system.
3. What is educational personnel management and how does the personnel management process occur?
4. Compare the views of different scientists on the concepts of "management", "control", "leadership".
5. Reveal the features of the school manager's management style.
6. Name the general and specific goals of management activities.
7. Name and characterize the basic laws and patterns of educational management.
8. Name the properties of the subject and object of management, reveal the essence of the relationship between them.
9. Reveal the concept and essence of the principles of educational management.
10. Based on scientific literature, classify management functions according to various features.
11. Based on scientific literature, classify management methods
12. Explain why a function is the main category of management.
13. Explain why management can be represented through the management process.

14. Reveal the essence of the management cycle.
15. Characterize the methods of analytical activity of the manager.
16. Explain the process of decomposition of the goal as the basis of the planning function.
17. Reveal the requirements for formulating goals.
18. Explain the logic and interrelationship of the planning stages.
19. Explain the difference between the terms "organization" and "organization".
20. Reveal the features of preliminary, current and final types of control.
21. Clarify the difference between control, verification, accounting, evaluation.
22. Reveal the interrelations of the regulation function with other general management functions.
23. Conduct the goal decomposition procedure (using a specific example of a system, activity process). Justify what problems and how they can be solved in this way.
24. Reveal the possibilities of modeling in the system of management methods
25. Reveal the essence of the law of achieving goals as one of the laws of development of systems.

SELF-ASSESSMENT TEST

Test 1. Features of educational management

1. The open system "educational institution" provides for:
 - a) constant exchange of information and people;
 - b) functioning in conditions of variability;
 - c) constant development.
2. An educational institution is:
 - a) a social system;
 - b) a pedagogical system;
 - c) a socio-pedagogical system.
3. Management in education is:
 - a) a socio-pedagogical science;
 - b) a branch of social management;
 - c) both definitions are correct.
4. Pedagogical management is management of:
 - a) the educational process;
 - b) an educational institution;
 - c) the teaching staff
5. The systemic skills of the head of an educational institution include:
 - a) the ability to develop the "educational institution" system;
 - b) the ability to dismember (divide into components) the system "educational institution";
 - c) all correct.
6. Which of the concepts is used when the professionalism of the managerial activity of the head of an educational institution is emphasized:
 - a) management;

b) administration;

c) leadership.

7. Indicators of the implementation of the principle of an individual approach in the activities of the head of an educational institution:

a) uniform distribution of public assignments, creation of equal conditions of activity, objective assessment;

b) respect for the thoughts of others, involvement in co-management, development of horizontal connections;

c) study of each member of the team, taking into account individual characteristics, provision of targeted assistance.

8. The specific goal of managing an educational institution is associated with:

a) ensuring the optimal functioning and development of the organization;

b) training, education and development of children;

c) creation of a favorable educational environment.

9. Management of an educational institution is carried out by means of:

a) diagnostic and prognostic activities;

b) organizational and control activities;

c) deployment of the management cycle.

10. An education manager is:

a) the head of an educational institution;

b) the head of an educational institution with the appropriate management education;

c) a manager with a good knowledge of economics and finance.

11. The activity of a manager in making management decisions, organizing their implementation is:

a) an administrative and managerial function;

b) an instructional and methodological function;

c) an educational function.

12. Is it possible to delegate the adoption of an order, the signing of reporting documents:

a) yes;

b) no;

c) sometimes.

13. Delegation of authority provides for:

a) strengthening the role of administrative control over the performance of work;

b) weakening the role of administrative control over the performance of work;

c) strengthening the role of mutual control.

14. Modeling the management structure and management methods are signs of:

a) traditional approach to management;

b) innovative approach;

c) both answers are correct.

15. Formation of organizational culture is a sign of:

a) innovative management;

b) traditional approach;

c) both theses are correct.

16. Setting goals and control objectives should be carried out at the stage of:

a) preparation for control activities;

b) during control activities;

c) after control has been carried out.

17. Excessive strictness of the manager in assessing personnel entails:

a) a situation of dissatisfaction with his work, the order in the organization by the manager;

b) a sharp increase in quality and labor activity;

c) all are correct.

18. Creating conditions for the development of an informal team structure is a sign of:

a) innovative management;

b) traditional approach;

c) both theses are correct.

19. According to the system of relations between the participants of control, the following forms of control are distinguished:

a) personal, administrative, thematic;

b) personal, class-generalizing, subject-generalizing;

c) administrative, mutual control, self-control

20. Development of proposals and recommendations are mandatory elements of:

a) analytical activity;

b) control activity;

c) both answers are correct.

21. Indicators of the implementation of the principle of social justice in the activities of the head of an educational institution are:

a) uniform distribution of public assignments, creation of equal conditions of activity, objective assessment;

b) respect for the thoughts of others, involvement in co-management, development of horizontal connections;

c) study of each member of the team, taking into account individual characteristics, provision of targeted assistance.

**Methodological recommendations/educational resources for practical
(seminar) classes**

Plan of practical (seminar) classes

Topic	Hours
Management in education. Principles of management effectiveness in educational organizations.	4
Management of educational systems and innovative management in educational institutions.	4
School as a pedagogical system and management object	4
Management activities in higher education institutions	4
Leader in education	4
Psychological culture of a manager as a component of his professional culture	4
Moral and personal qualities of a professional manager in education	4
Innovative management in educational institutions	4

Practical lesson 1

Topic: Management in education. Principles of management efficiency in educational organizations.

Assignments for practical work:

1. Discussion of theoretical issues

- The concept of "organization" and the needs of people in the organization.
- Functions of the organizations
- Educational organization, its main elements.
- Goals, objectives, technology and structure of the organization.
- Structural construction of organizations
- Formal and informal organizations.

- Criteria for assessing the innovativeness of a teacher
- The purpose and tasks of educational organizations
- Features of educational organizations.

2. Pedagogical workshop

Complete the following tasks:

- Analyze the influence of professionals on your personal growth. Justify your thoughts in the mini-essay "My ideal professional or "Ideal professional".
- Work through the literature and make your own terminological dictionary and write out the definition of supporting concepts (30-40 terms).

For example:

- institution of higher education;
- innovative educational system;
- competence;
- management,
- professional manager,
- pedagogical activity;
- self-education;
- management style;
- educational structure;
- strategy
- management (and others).

Practical lesson 2.

Topic: Management of educational systems and innovative management in educational institutions.

Assignments for practical work:

1. Discussion of theoretical issues

- Basic properties of the educational system.
- Effectiveness of management of educational systems.
- Principles of management.
- Analytical activity of the manager.
- Structural components of the pedagogical process from the standpoint of management theory.
- Management styles and their characteristics: authoritarian, democratic, liberal.
- Innovations in the education system. Participation of educational institutions in innovation processes.
- Features of an educational institution that works in an innovative mode.
- Methods of innovative management in an educational institution.

2. Thought gymnastics

Add phrases:

- Strategy is ...
- Without your own strategy ...
- Managerial self-organization is ...

Justify your opinion.

3. Diagnostic workshop

Diagnose yourself:

Take the test “Are you able to make decisions?”, write the results in a notebook according to the model: number of points, characteristic.

4. Pedagogical workshop

Complete the following tasks:

- Analyze the influence of your manager on your success at work.

What innovative actions should the leader take in order to achieve better results in the work of his subordinates?

Develop a program of innovative development for a general educational institution
Argue your opinion.

Practical lesson 3

Topic: School as a pedagogical system and an object of management

Assignments for practical work:

1. Discussion of theoretical issues

Prepare for a discussion of theoretical issues:

1. Features of managing an educational institution.
2. The concept of school management, the main directions of its modernization.
3. Functions of school management, an innovative approach to their implementation.
4. Methods of school management, their democratization.

The essence of the concept of "system".

5. Structural components of the pedagogical process from the standpoint of management theory.
6. Powers of the administrative and managerial staff of the school (the directorate and its deputies).

Pedagogical workshop

1. Questionnaire.

- In the list provided, select those individual characteristics that you consider most important for describing a "good student of today" (answer from the position of what is, and not what should or could be).

- competitive spirit
- conformity
- sense of camaraderie

- creativity, ability to create
- ability to think critically
- inquisitive - inquisitive mind
- concern about material success
- decency - fairness
- honesty
- humanism (kindness)
- independence
- intellectual development
- materialism
- obedience
- enterprise
- openness
- having one's own convictions
- balance - organization
- sense of humor
- emotionality
- sincerity
- social adaptability
- good manners.

1. Choose five traits that best reflect a modern good schoolchild and arrange them in order of importance to you (rank them).

Select the five traits that seem most important to you and rank them in order of importance.

2. From the list provided, select the individual characteristics that you consider most important to describe the “ideal student” (the list is repeated).

Select the five traits that seem most important to you and rank them in order of importance.

3. From the list provided, select the individual characteristics that you consider most important to describe the “good teacher” (the list is repeated).

Select the five traits that seem most important to you and rank them in order of importance.

4. From the list provided, select the individual characteristics that you consider most important to describe the “ideal teacher” (the list is repeated).

Select the five traits that are most important and rank them in order of importance.

5. From the list provided, select the individual characteristics that you consider most important to describe the “successful adult” today (the list is repeated).

Select the five traits that are most important and rank them in order of importance.

Conclusions. The discussion of the results is carried out immediately, and the methodology will look like this. After a short break, during which the students process the results (based on their reports and select characteristics separately for each of the five characters proposed for description), then put them on public display.

The teacher asks after some time (25-30 minutes) to give an analysis of the results obtained. Each student must express his personal opinion and justify it. If the group is large, you can form groups of 3-5 students.

2. Think and explain your opinion.

- If you were the director of the school, what methods of school management and in what cases would you use in your work?

Practical lesson 4.

Topic: Management activities in higher education institutions

Assignments for practical work:

1. Discussion of theoretical issues

- Management in modern higher education institutions.
- Features of management in higher education institutions.
- Functions and tasks of management in higher education institutions.
- Strategic planning in higher education institutions: modern trends
- Basic scientific approaches in the theory of personnel management of an educational institution.
- General principles of management of general education institutions
- The role and functions of an administrator in the education system.
- Structural components of the pedagogical process
- Justify your understanding of the openness and dynamism of the educational system.

2. Practical tasks

Complete the following tasks:

1. Work through the text and answer the questions posed.

Within the framework of management in education, a special role is played by making the right management decisions, since the success of the educational institution depends on it.

The following options are encountered in practice:

- the manager makes a decision and communicates the result to subordinates, if necessary;
 - the manager makes a decision and communicates why he/she made it;
 - the manager makes a decision, but at the same time is interested in the opinion of subordinates, welcomes their questions, thus getting the opportunity to check the decision and, if necessary, make changes;
 - the manager makes a decision and presents it to the group for revision;
 - the manager explains the essence of the problem, asks what proposals there will be, and, having listened to them, makes a decision;
 - the manager explains the problem and asks the group to make a decision, reserving the right to choose and approve the option;
 - the manager explains the problem and makes the group's decision.
- Which of the proposed options do you consider preferable? Justify your position.*

- What, in your opinion, needs to be added to make the general description of the manager's actions more complete?

2. Fill in the table "Basic principles of management in educational institutions"

Name of the principle	Essence, examples of application
Humanistic principle	
Principle of a systems approach	
Principle of a situational approach in management	
Principle of marketing activity	
Principle of integration	
Principle of innovation	
Principle of optimality	

Principle of goal-oriented management	
Principle of integrated division of labor	
Principle of functionality	
Principle of democratization	

3. Prepare a report on the topic:

“Features of modern higher education: the challenge of the time.”

4. Survey of literature

-Study literature and supplement the terminological dictionary and write out the definition of key concepts on the topic covered (10-20 terms).

Practical lesson 5.

Topic: Leader in education

Assignments for practical work:

1. Discussion of theoretical issues

- The concept of leadership and management.
- Basic skills and roles of leaders.
- Leadership as a way of life of an education manager.
- Features of school leaders.
- Leader in higher education: features and differences.
- Management culture, manager-leader.
- Characteristics of the main leadership styles

2. Diagnostic workshop

Diagnose yourself:

2.1 A subordinate came to you for a conversation, whom you instructed to monitor the implementation of an important decision. He claims that he does not have time to monitor the activities of other people at the same time as his current work and demands that he be paid a bonus for this additional work. You know for sure that the main activity of this employee takes up less than half of his total working time.

You:

- a) agree with his arguments and pay the bonus;
- b) give him several more people to help him and divide the bonus between them;
- c) refuse him his request, citing as an argument that he did not deserve the bonus;
- d) entrust his work to another employee.

Choose the most suitable solution from the above or suggest your own.

Why did you choose this answer?

2.2 Test "Can you become a leader?"

The ability to lead is very important for both business and management. This art consists of two components: the ability to see what needs to be done and the ability to communicate it to others.

This test will help you assess whether you have the talent of a leader.

This task allows you to test your reaction speed and ability to make instant decisions.

Choose the most suitable answer for you and give yourself 2 points for each positive answer:

1. The main principle in the distribution of duties:

This is...

- a) delegate as many responsibilities as possible to others
- b) make sure you know all the details
- c) approve all decisions made
- d) do everything yourself

2. Your subordinate (employee, relative) thought about the problem, but could not solve it. You...

- a) help him make a decision
- b) help him find a solution on his own
- c) offers several solutions to choose from

3. The boss praises him for the work done...

a) only if she deserves it

b) never, so that people do not suffer

c) often, even undeservedly, to encourage people

4. If you made a mistake and your subordinate knows about it, you...

a) openly admit a mistake

b) blame someone else

c) use the opportunity to teach a lesson to others.

5. Answer whether you agree with these statements (yes or no)

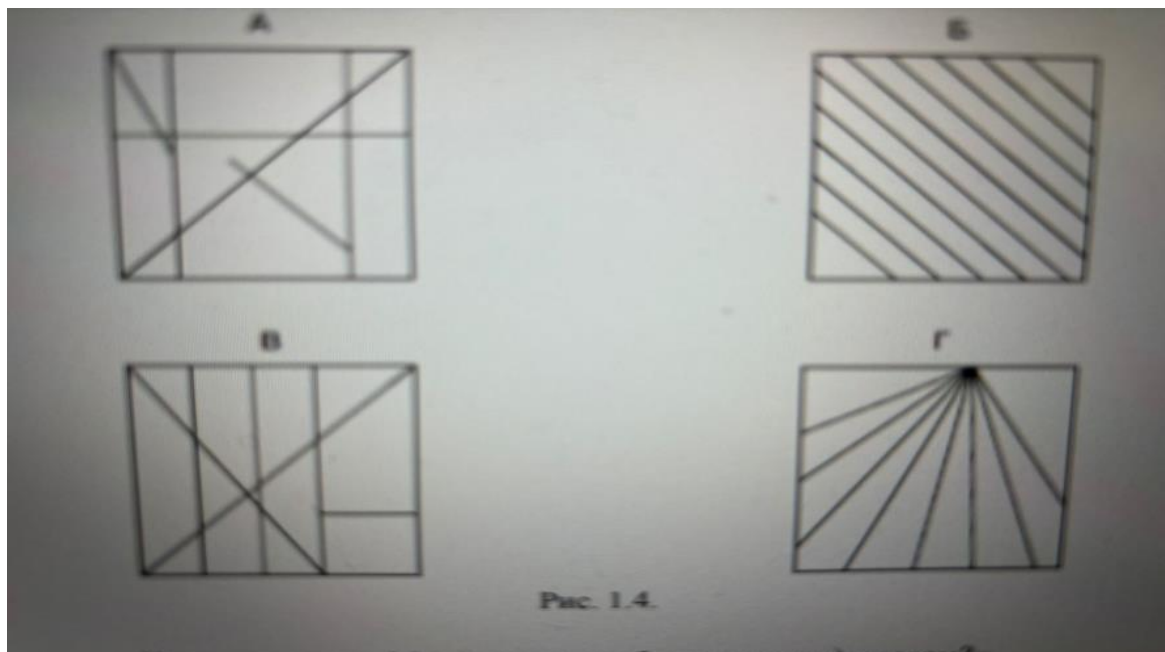
a) I often make to-do lists for myself and others.

b) I usually do part of the work myself before entrusting the same task to someone else.

c) I believe that a good boss should constantly monitor his subordinates.

d) I believe that people in managerial positions should behave in the same way as their subordinates in order to create a sense of teamwork.

6. Within 15 seconds. answer which of the four rectangles is divided into more parts.



Why did you choose this particular answer option?

The teacher will give you the key to your answers after completing this test.

3. Pedagogical workshop

Prepare an abstract on one of your chosen topics.

1. Forms of managerial influence: leadership and power
2. Management styles in education
3. Styles and directions of leadership in education

4. Survey of literature

-Study literature and supplement the terminological dictionary and write out the definition of key concepts on the topic covered (10-20 terms).

Practical lesson 6

Topic: Psychological culture of a manager as a component of his professional culture

Assignments for practical work:

1. Discussion of theoretical issues

Prepare to discuss theoretical issues:

- Professionalism of the manager and organizational culture.
- Management style. The structure of the management culture of the education manager.
- The management culture of the education manager as a set of management values and pedagogical values.
- Personal culture of the manager of the educational institution.
- The image of the manager. The style of business communication.
- Types of managers.
- Features of the professional training of the head-manager of education.

2. Pedagogical Workshop

Work through the literature and prepare an essay on any of these topics:

1. The impact of the manager's management culture on relationships with colleagues.
2. Management culture, its essence.
3. Components of the manager's management culture, their characteristics.

3. Complete the following tasks:

- *Get acquainted with the folk wisdom:* "Sow an action - reap a habit, sow a habit - reap a character, sow a character - reap a destiny." Interpret,

please, this expression of the teacher's management culture. Give an example.

- Reflect: if the manager's management culture is manifested in his behavior, and "behavior is a mirror in which everyone shows his face," - according to I.V. Goethe, what faces do modern students most often see in this "mirror?" Do you know what face they want to see?

4. Mental gymnastics

Complete the sentences:

- In this world, people strive to...
- The only way to turn your life around one day is...

Justify your opinion.

5. Processing literature

Work through the literature and write down in your notebook:

Definition of key concepts: management culture, professional vocation, creative thinking, scientific potential, research culture, organizational qualities, strong-willed qualities, personality trait, character trait, performance, image, need for self-improvement; opinions and information that have entered your heart or seemed correct.

Practical lesson 7

Topic: Moral and personal qualities of a professional manager in education

Assignments for practical work:

1. Discussion of theoretical issues

Research the literature and prepare answers to the following questions:

- The influence of a manager's personal qualities on his managerial activities.
- Personnel motivation and stimulation of activity at work
- Morality as a system-forming component of the personal culture of a professional manager.
- Selection and hiring of educational institution personnel.
- Intelligence, its essence and signs.
- Qualities of a highly spiritual personality of a manager - his inner world

2. Mental gymnastics

Add phrases:

We change ourselves in general for one of two reasons - ...

Justify your opinion

3. Pedagogical Workshop

Think:

Read the opinion of the outstanding Ukrainian teacher V.A. Sukhomlinsky:
“The cornerstone of a pedagogical calling is a deep faith in the possibility of successful education of each child. I do not believe that there are incorrigible children and teenagers.”

What do you think? Justify your opinion.

Tasks for practical work

Stimulating interest in work is a very important factor in increasing work motivation. Select several of the most effective options from the options below that increase interest in the work being done (excluding special cases).

Justify your choice.

- 1) The management should inform the team in detail about the nature of the work they are doing.
- 2) The tasks set for employees should be changed from time to time so that the work does not become boring.
- 3) If you need to force people to do the work, then you should unite employees who understand each other well into one group.
- 4) It is necessary to explain the nature of the work to employees in detail, help them do it well.
- 5) The work that needs to be done should be supplemented with new tasks from time to time. It would be a good idea to organize a competition for the best result.
- 6) It is necessary to specifically point out the disadvantages and positive aspects of the work performed by employees in order to get a quick result.

Why did you choose this answer?

4. Survey of literature

-Study literature and supplement the terminological dictionary and write out the definition of key concepts on the topic covered (10-20 terms).

Practical lesson 8

Topic: Innovative management in educational institutions

Assignments for practical work:

1. Discussion of theoretical issues

- Innovations in education.
- Participation of an educational institution in innovative processes.
- Features of an educational institution operating in an innovative mode.
- Strengthening additional management functions in terms of innovation management.
- Methods of innovative management in an educational institution.
- Designing innovative development of an educational institution.

- Prerequisites of the modern innovation process in education.
- The main criteria for innovations in education: novelty, optimality, effectiveness, possibility of application in mass practice.

2. Diagnostic workshop

Diagnose yourself:

Test." The need to achieve success "

Answer the questions " Yes" or " No", write down the results in a notebook

1. I think that success in life depends on chance calculation
2. If I stay in my favorite occupation, life will be lost for me any sense
3. In any case, what is more important for me is not its execution, but the final result.
4. I think that people suffer more from failures at work than here are bad relationships with loved ones.
5. In my opinion, most people put themselves before themselves long-term, not short-term goals.
6. In my life, I had more successes than failures.
7. I like emotional people more than active ones.
8. Even in ordinary work, I try to improve some of its elements.
9. Absorbed in thoughts of success, I can forget about precautions.
10. My loved ones consider me lazy.
11. I think that my failures are due to circumstances rather than myself.
12. I have more patience than opportunities.
13. My parents controlled me very strictly.
14. Laziness, and not doubt in success, forces me to often give up on my intentions.
15. I think that I am a self-confident person.
16. For the sake of success, I can take a risk, even if the chances are not mine

benefit

17. I am a diligent person.

18. When everything goes smoothly, my energy increases.

19. If I were a journalist, I would rather write about people's original inventions than about incidents.

20. My loved ones usually do not share my plans.

21. My requirements for life are lower than those of my peers.

22. It seems to me that I have more perseverance than abilities.

Key to the "Need for Success" test. Each of the "yes" and "no" answers coinciding with the key is estimated at one point. If the answer does not match the key, no point is assigned.

Answer keys for the "Need for Success" assessment will be given by the teacher after you have completed the task and independently calculated the points.

3. Practical tasks

Tasks for practical work of your choice:

-Develop an innovative development program for a general educational institution or prepare a report on the topic "Innovative activity as a factor of civil progress".

4. Survey of literature

-Study literature and supplement the terminological dictionary and write out the definition of key concepts on the topic covered (10-20 terms).

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Методичні вказівки до самостійної роботи з навчальної дисципліни

«Освітній менеджмент» для студентів денної форми навчання другого (магістерського) рівня вищої освіти за спеціальністю А1 «Освітні науки», освітня програма «Педагогіка вищої школи»

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