

DEVELOPMENT OF THE SYSTEM MODEL FOR HR-MANAGEMENT IN JOINT EDUCATIONAL PROJECTS

Abstract. HRM in education is a set of methods and practices of maintaining and integrating the teaching staff in the educational establishments so they can achieve their purpose and as well as meet the requirements of their establishment. The need for educational establishments to implement HR-Management is unquestionable. HRM has the potential of improving scholars outcomes through the amplified involvement, professional improvement and new motivation methods of teachers. One of the ways to improve quality of teaching, is the use of Online Platforms for HR-Management of Joint Educational Programs. Distance education is the ideal solution for professionals who want to continue their careers. This makes it possible to obtain an additional qualification and save the current job. Distance learning programs can be the key to the career and promotion through a flexible schedule and resources that are available on the Internet. Analyzing the cooperation in Educational Projects between China and Ukraine it is becoming obvious that common AMO theory of performance for HRM is not fully applicable to those projects. It has its own features which are to be implemented for better performance. Improvement of Human resource management for joint Chinese-Ukrainian educational projects by modifications to AMO theory is proposed in this article.

Keywords: Human resources management; educational establishments; teachers; AMO theory of performance; HRM systems; commitment; HRM(CU) system

Formulation of the problem

The influence of human resources management (HRM) – distinct as all managerial attempts to influence employees' ability, motivation and opportunities to succeed [1] – on organizations' outcomes has been broadly recognized. For instance, the encouraging effects of HRM on outcomes like improved worker performance and commitment and a drop in employee revenue have been shown by many researches [2].

While the need for educational establishments to apply HRM is progressively recognized [3], HRM is nevertheless comparatively ill-developed in the educational segment and it seems to be hard to apply in an effective and systematic way [4; 5]. More specifically, educational establishments put big determination into the application of solitary practices – like educator training programmes, increase of recruitment and selection processes, or performance related pay –though outcomes of these efforts stay suboptimal [5; 6].

HR are critical for efficient educational performance. HR were once transferred to 2nd class status, but its weight has grown intensely in the last two decades. Its new importance stem from sufficiently recruited, chosen and administered, initiated and sufficiently waged, provided for, correctly develop, assessed and encouraged on the work. They will be dedicated to the work, continue devoted and productive

in educational system. It also characterizes a important investment of the educational determinations. If managed well, HR can be a basis of competitive strength for the education. Strategically, HR must be seen in the equal context as the financial, technological and other resources that are managed in any educational establishment [7].

HR-management can be seen as the design of proper systems in an organization to guarantee efficient and well-organized use of human talents to achieve the goals of establishment. [8] distinct HRM as the set of organizational actions focused at inviting, emerging and upholding an efficient staff. HRM concerns the obtaining or employment, staffing, welfare, maintenance, drill and reeducation, elevation, motivation, recompense or prizes, resettlement and discipline of working force. It lies at the attention of the effectiveness of the establishment. HRM is a plain function of management that defines the functioning of working force in any establishment. This common suggests that when working force in the education systems are sufficiently employed, chosen and overseen, initiated and sufficiently waged, and provided for, properly developed, appraised and promoted on the work, they will be dedicated to the work, stay dedicated and beneficial in the education systems. This leads to the co-ordination of the actions and efforts of the workforces in educational establishment so that educational aims are reached. Though, HRM in education is the procedure of

motivating staffs to enlarge their performance in order to acquire all-out output beginning from the day they are employed. This how exploiting people to execute responsibilities and functions in the educational establishment [9]. HR are clearly known as the most important resource out of the resources vital for the construction of services and goods. HR are the key to fast socio-economic growth and effective service provision [7]. Without an adequate, experienced and well-motivated staff working within a HRM programme, growth of the establishment not seems to be reachable.

Analysis of recent research and publications

Parallel to what's going on in practice, in educational literature little conceptual attention is paid to the possibility of bundling HRM practices into a comprehensive HRM system which comprises interlinked practices [4; 10]. At the same time, HRM literature has been dominated by studies carried out in for-profit organisations, largely ignoring the public sector [11]. In an attempt to bridge educational and HRM sciences, this paper conceptually explores how HRM could be shaped in order to aid schools in creating a high-quality and committed teacher workforce.

Human resource management in education is a set of practices and methods of integrating and maintaining the teaching staff in the school so that the school can achieve their purpose and as well as meet the goals for which they were established. It is the motivation and co-ordination of the activities and effort of the teachers in school in order to obtain maximum output from them and consequently achieve the goals of education optimally [12]. The functions include the following:

- Staff maintenance
- Staff relations
- Staff development
- Procurement of staff
- Job performance reward

While the term 'policies' refers to the kinds of HRM practices an organization prefers (for instance, compensation based on performance), the term 'practice' refers to the concrete manners in which the policy is brought into practice (for instance a stock plan) [13]. Following the 'AMO theory of performance' [14], HRM systems should comprise (A) ability-enhancing practices aimed at increasing the knowledge, skills and abilities of teachers; (M) motivation-enhancing practices targeted at enhancing teachers' motivation and effort and (O) opportunity-enhancing HRM practices aimed at teachers' possibilities to effectively fulfil their tasks [13]. The AMO-theory is a meta-theory which has found a common ground in HRM research. It is descriptive in the sense that it describes what policies and practices are instrumental in the above-mentioned domains [15] (see

Fig. 1), without prescribing how these practices should be shaped [16].

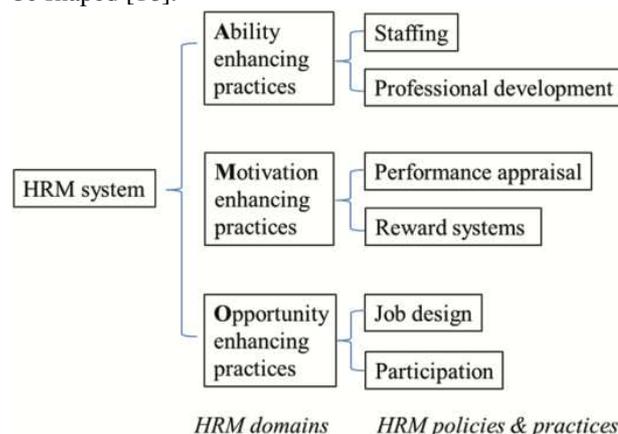


Figure 1 – HRM systems aimed at enhancing (A) ability, (M) motivation and (O) opportunity [13]

The aim of training for administrative staff is increase their expertise and capabilities in performing duties and the act of putting some of their potential. To enhance the skills of administrative staff, different training methods are used that the most common methods are as follows:

1. Job training,
2. Master of Education – Prentice,
3. Learning in a similar situation before you begin,
4. Training with theoretical education,
5. Distance Education,
6. Courses outside the institution,
7. Introduction to Organization [17].

Main material

Despite the fact that ideas and techniques derived from human resource management (HRM) have been adopted in a large number of organizations world-wide, the emergence of HRM as a field is a relatively recent phenomenon whose origins can be traced back to the early 1980s. Indeed, because HRM is still in its formative stages, there are controversies about what exactly is meant by the term itself, about precisely what should and should not be included within the scope of HRM, and even in some instances about the true benefits of some of its proposed approaches and techniques for organizations and the individuals employed in them [18].

Online Platform for HR-Management of Joint Educational Programs. Distance education is the ideal solution for professionals who want to continue their careers. This makes it possible to obtain an additional qualification and save the current job. Distance learning programs can be the key to the career and promotion through a flexible schedule and resources that are available on the Internet.

Online training is also saving money because the student does not need to spend money on the move or on expensive daily life in another country.

Distance learning is a learning mode that allows students to study most or all of the courses without attending an educational institution. Programs often include a computer-based training system and tools for creating a virtual classroom.

The top five of the countries by recognized international programs according to the world portal of distance learning "Distance Learning Portal" [19] as of August 2017 are following:

- 1 – United States (4155 programs);
- 2 – UK (2411 programs);
- 3 – Australia (2065 programs);
- 4 – Canada (276 programs);
- 5 – Netherlands (162 programs).

Complete data is shown in Fig. 1. For comparison: France is on the 9th place (86 programs), Germany – on the 13th (56 programs), India – on the 17th (38 programs), Lithuania – on the 20th (27 programs), Russia – on the 24th place (17 programs), Poland – on 30th place (6 programs). In its turn, Ukraine does not take any position.

An innovative educational platform based on the practice of joint learning can transform a traditionally rigid educational system into more flexible network structures. A teacher at a lower cost of time can bring information to more students using elements of information and communication technology. At the same time, once-prepared online courses can be used many times in both the initial form and with modifications [20].

To develop a modern online platform to examine issues of using current information and communication technologies to improve the quality of educational services in the implementation of joint projects with foreign partners.

The starting page of the WeStudy platform is shown in Fig. 2. A simple interface hides a complex educational online platform with almost limitless possibilities of implementing both a full distance cycle and an auxiliary service for classical training.



Figure 2 – Homepage of the online educational platform "www.westudy.in.ua"

A patch panel with quick access icons is located on the left side of the site to facilitate the use of the site:

- Dashboard;
- Site Home;
- Calendar;

- Private files;
- My courses.

Optionally, the patch panel can be hidden.

Links to the main training courses are placed on the start page for ease of use. Filling out the form you can register on the platform with the subsequent entry to the course. Hosting and ancillary services of a site were selected taking into account specificity of the Internet in territory of the People's Republic of China.

The platform supports the online messaging system between the "WeStudy" participants. It allows you to conduct a dialogue with any registered user. For convenience, the system notifies about new messages by user's e-mail.

The "Site blog" service is also connected on the portal. It is the opportunity for each user to maintain their own/collective blog. This is aimed at enhancing the interaction of the "teacher-student" pair.

The maximum interaction of the "teacher-student" pair, with the conditionally zero intervention of the project's administration, is a distinctive feature of the implementation of the educational process according to the developed scheme.

The implementation of WeStudy e-platform teaching principals can be performed in accordance to AMO theory of performance. With the use of modern ICT-Technologies the (A) bility in the knowledge and skills of teachers can be increased. (M) otivation also reaches its growth because of interactive online communication with the students. With the global informatization of modern life the online education can be the solution of "reaching the student" more effectively. (O) pportunity that is occurs with the use of e-platform is the possibility to teach effectively with less efforts, to reach more students with the reduction of teaching hours in class.

Though usage of modern Informational Communication Technologies makes HRM process more modern and effective, the different Educational Clusters have their own specifics which need to be taken into account.

Analyzing the cooperation in Educational Projects between China and Ukraine [21 – 23] it is becoming obvious that common AMO theory of performance for HRM is not fully applicable to those projects. It has its own features which are to be implemented for better performance.

Human resource management for joint Chinese-Ukrainian educational projects (HRM(CU)) can be improved by next modifications to AMO theory. The ability domain should remain the same with "staffing" and "professional development" policies and practices. To the motivation domain it is proposed for existing "performance appraisal" and "reward system" policies and practices to add "international activity". The possibility to reach achievements in the foreign educational field, to have business trips abroad, to

participate in international teacher exchange programs without doubts can be motivating. For the third domain opportunity – “job design” is recommended to absorb by “participation” policies and practices. The second point to be added is “career growth”. The opportunity to develop not only professional skills, but also get a reward for that as a career promotion is one of pillars of HR-Management.

Conclusions

1. Analyzing the cooperation in Educational Projects between China and Ukraine was made the conclusion that common AMO theory of performance for HRM is not fully applicable to those projects. It has its own features which are to be implemented for better performance.

2. The specification of AMO theory for HR-Management for joint Chinese-Ukrainian educational projects was performed. On it's basis the HRM(CU) systems are proposed.

3. HRM(CU) system for the specialized educational market of Chinese-Ukrainian joint projects was developed.

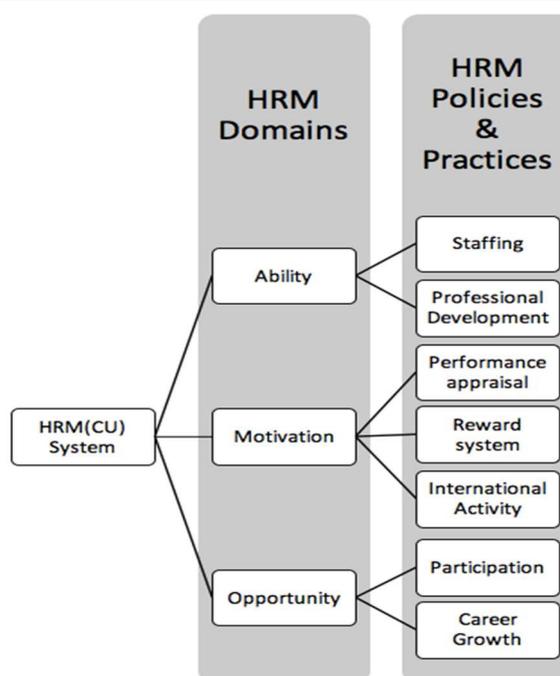


Figure 3 – HRM(CU) system aimed at enhancing (A) ability, (M) motivation and (O) opportunity in accordance to specific of joint Chinese-Ukrainian educational projects

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РОЗРОБКА СИСТЕМНОЇ МОДЕЛІ УПРАВЛІННЯ ПЕРСОНАЛОМ У СПІЛЬНИХ ОСВІТНІХ ПРОЕКТАХ

Анотація. HRM в освіті – це сукупність методів і практик підтримки і інтеграції викладацького складу в освітніх установах задля досягнення своєї мети, а також виконання вимог своєї установи. Потреба в освітніх установах для впровадження HR-менеджменту безперечна. У HRM є потенціал поліпшення результатів вчених через посилену залученість, професійне вдосконалення та нові методи мотивації вчителів. Одним із способів підвищення якості навчання є використання онлайн-платформ для управління персоналом спільних освітніх програм. Дистанційне навчання є ідеальним рішенням для професіоналів, які хочуть продовжити свою кар'єру. Це дає змогу отримати додаткову кваліфікацію і зберегти поточну роботу. Програми дистанційного навчання можуть стати ключем до кар'єри і просування по службі завдяки гнучким графікам і ресурсам, доступних в Інтернеті. Впровадження принципів навчання електронної платформи WeStudy може здійснюватися відповідно до теорії продуктивності АМО. З використанням сучасних ІС-технологій можна підвищити (А) можливості у знаннях і навичках викладачів, (М) мотивація також досягає свого зростання через інтерактивне онлайн-спілкування зі студентами. Завдяки глобальній інформатизації сучасного життя он-лайн освіта може бути вирішенням «ефективнішого досягнення до студента». (О) Навчання, що відбувається через використання електронної платформи, – це можливість ефективно викладати з меншими зусиллями більшій кількості студентів зі скороченням кількості навчальних годин у класі. Аналізуючи співпрацю в освітніх проектах між Китаєм і Україною, можна засвідчити, що загальна теорія ефективності АМО для HRM в повному обсязі може бути застосована до цих проектів. Він має свої особливості, які повинні бути реалізовані для підвищення продуктивності. У статті пропонується вдосконалення управління людськими ресурсами для спільних китайсько-українських освітніх проектів шляхом модифікації теорії АМО. Виконано специфікацію теорії АМО для HR-менеджменту для спільних китайсько-українських освітніх проектів. На його основі запропоновано системи управління персоналом (МС). Розроблено систему HRM (CU) для спеціалізованого освітнього ринку китайсько-українських спільних проектів.

Ключові слова: управління персоналом; навчальні заклади; викладачі; теорія ефективності АМО; системи HRM; прихильність; система HRM (CU)

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