



Оксана Лютко,

кандидат філософських наук, доцент, завідувач кафедри філософії, економіки та менеджменту освіти, Рівненський обласний інститут післядипломної педагогічної освіти (м. Рівне, Україна)

Oksana Lyutko,

PhD in Philosophy, Associate Professor, Head of Department of Philosophy, Economics and Management of Education Rivne Regional Institute of Postgraduate Pedagogical Education (Rivne, Ukraine)

o.lyutko@rojppo.org.ua

ORCID: 0000-0003-2853-500X

УДК 005.32:331.101.3

АЛГОРИТМ ЗАПРОВАДЖЕННЯ МОТИВАЦІЙНОГО МЕНЕДЖМЕНТУ В ОРГАНІЗАЦІЇ

Анотація. У статті наголошується на тому, що в сучасних умовах керівники з-поміж усіх типів організаційних ресурсів насамперед роблять ставку на людські ресурси. Це означає, що вдосконалення роботи організацій можна домогтися передусім за рахунок кращого їх використання і передбачає цілеспрямовану діяльність управлінців у цьому напрямі, зокрема й щодо мотивації трудової поведінки персоналу. Проте досить часто керівники використовують такі прийоми впливу на професійну поведінку працівників, що призводять до демотивації їх діяльності. На нашу думку, це пов'язано з: невідповідністю уявлень управлінців про чинники, що впливають на трудову поведінку працівників, реальній ситуації; недостатньою психологічною компетентністю керівників і недооцінюванням важливості мотивації працівників; відсутністю в керівників навичок практичного застосування засобів впливу на професійну мотивацію. У зв'язку з цим для керівників надзвичайно важливим є вміння переосмислювати свій управлінський досвід, долати власні стереотипні уявлення про мотивацію діяльності працівників, а як наслідок – формувати в колективі сучасні управлінські взаємини, застосовуючи мотиваційний менеджмент. Саме тому метою статті є окреслення алгоритму запровадження мотиваційного менеджменту в будь-якій організації. Об'єктом дослідження є теоретико-методологічні засади мотиваційного менеджменту. На основі критичного аналізу наукових досліджень та публікацій, у яких висвітлено сутність поняття «мотиваційний менеджмент», зроблено спробу представити його авторське формулювання, об'єкт і предмет. За допомогою анкетного опитування визначено чинники, які найбільше впливають на якість виконання професійних обов'язків працівників, проаналізовано особливості їх мотивації. Розглядаючи мотиваційний менеджмент як один із найефективніших видів сучасного управління та який передбачає процес внутрішнього управління діяльністю організації, було визначено алгоритм його запровадження (1 - розуміння сутності мотиваційного процесу; 2 - знання теорій мотивації праці; 3 - вибір мотиваційної моделі; 4 - знання засобів впливу на професійну мотивацію; 5 - розбудова системи мотивації професійної поведінки персоналу). Особливу увагу приділено аналізу мотиваційних моделей та доцільності їх застосування на практиці. Виокремлено два етапи в розбудові системи мотивації працівників: розроблення (визначення цілей, ресурсів, компонентів) та самоаналіз (аналіз результатів, визначення засобів удосконалення системи).

Ключові слова: людські ресурси, трудова поведінка працівників, потреби, мотивація, чинники-мотиватори, мотиваційний менеджмент, система мотивації професійної поведінки працівників.

ALGORITHM FOR INTRODUCING MOTIVATION MANAGEMENT IN ORGANIZATIONS

Abstract. The article notes that in modern conditions managers of all types of organizational resources primarily rely on human resources. This means that the improvement of the functioning of organizations can be achieved primarily through their better use and presupposes the purposeful activity of managers in this direction, including the motivation of the labor behavior of personnel. However, quite often, managers use such methods of influencing the professional behavior of employees, leading to demotivation of their activities. In our opinion, this situation is explained by the discrepancy between the perception of managers about the factors affecting the work of employees and the real situation. In this regard, it is very important for managers to be able to rethink their managerial experience, to overcome their own stereotypical ideas about the motivation of the activities of employees, and as a result – to form modern managerial relationships in the team, using motivational management. That is why our purpose is to determine the algorithm for the implementation of motivational management in any organization. The object of the research is the theoretical and methodological foundations of motivational management. On the basis of a critical analysis of scientific research and publications which defined the essence of the concept of «motivational management» was made an attempt to present its author's formulations, object and subject. With the help of a questionnaire, the factors that affect the quality of performance of professional duties of employees mostly, are identified, the features of their motivation are analyzed. Considering motivational management as one of the most effective types of modern management and providing for the process of internal management of the activities of the organizations, as a result, an algorithm for the implementation of the project was determined.

Keywords: human resources, needs, motivation, motivational factors, motivation management, system of motivation of professional behavior of employees.



INTRODUCTION

An employee is a main resource of any organization. However, the success of the organization depends not only on the professionalism and experience of its employees, but also on their desire to work, and their motivation. In another words, it is important that the team not only “knows how” but also “wants” to work.

Despite the significant degree of development of the problem of work motivation in Ukrainian and foreign researches on management, managers often use such methods of influencing the professional behavior of employees which lead to discouragement of their activities. It can be seen, for example, in the loss of initiative and responsibility, unwillingness to develop their own professional and creative abilities, the perception of employees at work as a simple pastime, and so on. We suggest that this attitude towards professional responsibilities may be related to:

- mismatch of the ideas of educational managers on the factors influencing the work behavior of employees with the real situation;
- insufficient psychological competence of educational managers and underestimation of the importance of motivation of employees;
- educational managers' lack of skills in the practical application of means of influencing professional motivation.

In this regard the abilities to rethink their managerial experience to overcome their own stereotypical ideas about the motivation of activities of employees, and, as a result, to form modern managerial relationships in the team using motivation management become especially significant for manager of any organization.

The term “motivation management” is relatively new in Ukrainian science, although it has been actively used in foreign research since the mid-1990s. Surprisingly, in some publications known as “Motivation management”, the definition of this concept is either absent or the authors avoid the use of the phrase “motivation management” (Bazyk, 2014; Melnikova, 2001; Sladkevich, 2001).

Some of the authors, trying to define the essence of the term “motivation management”, substitute it by completely different concepts. In such a way, N. Kuznetcova in the program of the course “Motivation management” firstly interprets it as “the process of motivation, that is, the activation of already existing motives of the employee”, and later – as “the study of these motives”, (Kuznetcova, 2005, p. 21). L. Lukianova in the study guide “Motivation management” notes that “motivation as motivation management – is a system of actions to activate the motives of another person” (Lukianova, 2011).

Ukrainian scientists A. Kolot and S. Tsymbaliuk, authors of the textbook “Motivation management”, thoroughly consider the theoretical and methodological and applied aspects of employee motivation, analyze theories of motivation and their impact on personnel management practice, describe modern approaches, methods and tool, with the help of which the labor activity of employees is intensified, but do not substantiate the essence of the concept of “motivation management”. They characterize it as a component of corporate management (Kolot & Tsymbaliuk, 2014, p. 36), noting that “the human is the main resource, the greatest value and goal of economic development. The root causes of increasing this role are related to the fact that human resources (staff) has become the bearer of the most popular competitive qualities, which are knowledge, intelligence, motivation, competence” (Kolot & Tsymbaliuk, 2014, pp. 28–29). Thus, we can assume that these authors understand motivation management as the process of human resource management.

K. Howard and E. Korotkov in the publication “Principles of management: management in the system of civilized entrepreneurship” interpret motivation management as “a type of management in which priority is given to motivation of professional behavior, activities, relationships, rather than administration and strict control” (Howard & Korotkov, 1996). The same opinion is shared by E. Utkin, author of the textbook “Fundamentals of Motivation Management”, who states, that “one of the most effective types of modern management is motivation management. This is explained not only by a significant increase in the role of the human factor in management, but also by the fact that it reflects one of the main trends in the development of production and society. Motivation management is a management in which priority is given to the motivation of a person's creative, productive, proactive and professional activities, that is, on creating conditions that would interest employees to reach the purposes of the organization” (Utkin, 2000, p. 110–111).

In our opinion, motivation management is a flexible, multi-layered and multifaceted process of internal management of organization, built on the obligatory consideration of already formed or only to be formed motivation of professional (both individual and collective) behavior and joint activities of all employees due to the developed and perceived collective interest in achieving the goals of the institution, adherence to values, the formation and maintenance of a motivational climate in the organization. The object of motivation management is to manage the process of motivating all employees of an organization to jointly achieve the goal of its activities, and the subject of motivation management – psychological mechanisms of forming the motivational sphere of employees, achieving a common goal and specific goals in their professional activities.

In various ways the problem of the implementation of motivation management has appeared in many studies (Bazyk, 2014; Drivolskaya, 2015; Kuznetcova, 2005; Lukianova, 2011; Melnikova, 2001; Kolot & Tsymbaliuk, 2014; Travin, Magura & Kurbatova, 2005; Utkin, 2000). However, it should be noted that the vast majority of these studies are characterized by a generalized approach. That is, the problem of introducing motivation management in organizations has not become a full-fledged object of interest for scientists.

THE AIM AND RESEARCH TASKS

Aims of the article is to determine the algorithm for introducing motivation management in any organization based on the analysis of existing studies of personnel motivation, the implementation of leadership styles, approaches to



management and the essence of the motivational process. The fulfillment of this goal involves the consistent solution of the following tasks:

- 1) identifying factors that affect the motivation of employees;
- 2) analyze the essence of motivation models;
- 3) determine the stages for building a system of motivation for professional behavior of employees.

RESEARCH METHODS

The methodological basis of the study are the researches of contemporary Ukrainian (Kolot & Tsybaliuk, 2014; Sladkevich, 2001; Sochenko, 2012) and foreign (Bazyk, 2014; Drivolskaya, 2015; Kuznetcova, 2005; Lukianova, 2011; Ritchie & Martin, 2015; Travin, Magura & Kurbatova, 2005; Utkin, 2000; Howard & Korotkov, 1996) scientists who conducted a comparative analysis of motivation theories, analyzed management styles and functions, substantiated their own approaches to staff motivation and implementation of motivation management in organizations.

The following basic methods were used to solve our tasks: existential (interpretation of needs as a given inherent in each individual), analytical (study of the literature to form theoretical and methodological foundations for understanding the determination of professional motivation) and comparative (identifying points of significant and insignificant divergence in views on the concept of "motivation management").

The task of determining the factors that affect the motivation of employees was solved by using a questionnaire. By the method of distribution, it was a hand-out questionnaire and according to the type of research tasks – it was a focused survey. There is a well-established proportion: if the size of the general population is less than 5000 people, then a sufficient size of the sample population is considered to be at least 500 people, with a larger sample size being 10%, but not more than 2000-2500 people (Chernysh, 2004, 430). In the Rivne region, 19,624 teachers work in general secondary education institutions. 10% of this number is 1962 teachers. Using the research of Sh. Ritchie and P. Martin (Ritchie & Martin, 2015, pp. 23-26), we developed a questionnaire with a list of motivation factors that are characteristic to teaching staff. In such a way, 1,800 teachers took part in the survey. They improved their qualifications at the Rivne Regional Institute of Post-Graduate Pedagogical Education in the period from January 17 to October 1, 2020. We asked them to arrange the motivation factors in a hierarchical sequence, assessing the importance of each of them. The first place corresponds to the most important factor, the last – the least important.

RESULTS OF THE RESEARCH

Since motivation management is one of the most effective types of modern management, which involves the process of internal management of the organization, we can determine the algorithm of its implementation (see Figure 1).

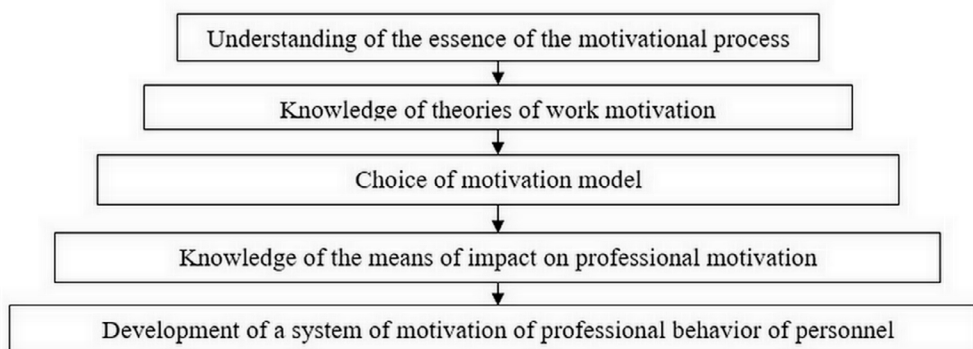


Fig. 1. Algorithm of implementation of motivation management

Let's analyze each stage in details. The first stage involves understanding by managers the essence of the motivational process: the emergence of a need – the search for ways to eliminate the need – the definition and implementation of actions – a reward – the elimination of the need – the emergence of a new need. Thus, the main thing in motivation is its inseparable connection with human needs. Only in this case will a person work selflessly, overcoming obstacles on the way to the set goal, when the work and the reward he will receive for this work will allow him to satisfy his important needs. Given this, needs might be seen as causes of behavior that not only motivates action, but also affects the value system.

The second stage – knowledge of theories of work motivation. Over the last two centuries, a significant number of theories of work motivation have been developed that have had a significant impact on the management process. However, there is still no single approach. Due to the complexity of the phenomenon of "motivation", it is impossible to give an unambiguous answer to the question "What motivates people to work well?". There are several explanations for this. First, the main source of work motivation is the specific situation in which a particular employee is. Second, motivation changes over time and depends on the circumstances in which the employee is. Third, the organizational behavior and work of the employee can be influenced by many factors simultaneously. Knowing the patterns of work motivation allows managers to understand best ways to influence employees to work more effectively.

Among the most famous approaches to the study of work motivation are: the traditional model of scientific management of F. Taylor; E. Mayo's "School of Human Relations" model and D. McGregor's "School of Human Resources" model. Theoretical aspects of labor motivation are examined by researchers in three ways: content theories, which are based on needs, individual goals and aspirations of people (A. Maslow, C. Alderfer, F. Herzberg et al.); processual theories, based



on motivational processes and mechanisms manifest themselves in understanding the working situation, decision making and working behavior (J. Adams, V. Vroom, L. Porter, E. Lawler et al.); reinforcement theory, the main emphasis of which is on how people learn certain types of behavior and how they can be encouraged to the desired behavior (B. Skinner). It should be noted that every theory without an exception is in a constant development, that is, the leader-practitioner can learn from each of them something useful, while rejecting any negative.

The third stage is the choice of an effective motivation model. The most well-known are three following motivation models: rational, self-actualization and affiliation. The rational motivation model is based on the use of financial rewards and penalties (see Figure 2).

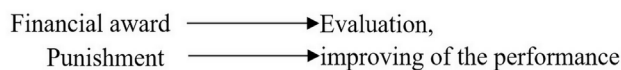


Fig.2. Rational motivation model

Economic stimuli are certainly the most desirable for the employee. However, it should be remembered that people are very different from each other in terms of money. In addition, the biggest problem in the matter of material incentives is that the monetary motivation fades quite quickly: a person gets used to a new, higher level of payment.

In practice, it is advisable to apply a rational model in the case when a specific short-term task is solved, the goal is clear and there is a clear set of tools to achieve this goal. When the task is creative, economic incentives will not help solve the problem, but on the contrary, will block creative strategies. This is evidenced by research, such as the experiments of K. Dunker (Dunker, 1965). Therefore, the manager should be clear about when economic incentives should be used and when not.

The model of affiliation is implemented through the development of cooperation, partnership, affiliation in management and involves the use of participation. Participatory-democratic style of government is considered to be of the most effective ones (Dykan & Borysenko, 2008). Such managers show full confidence in subordinates on all issues, always listen to their opinions and use them constructively, encourage employees, involve them in setting goals and assessing achievements, organize a wide exchange of information, act in groups on a par with others and more.

The model of self-actualization involves the activation of internal human motives (see Figure 3).

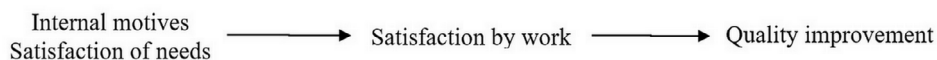


Fig.3. Model of self-actualization

Internal motives are divided into processual (interest in the process of activity); effective (interest in the result of activities, including cognitive) and motives for self-development (for the development of any of their qualities and abilities). Each employee has their own set of internal motives, such as: the ability to express themselves, career or personal growth, creative initiative, the desire to achieve recognition, and so on. That is, before activating the employee's internal motives, it is necessary to "study" it, using psychodiagnostics, questionnaires, self-assessment of the employee's internal motives, cases, projective questions, and so on.

The fourth stage of implementation of motivation management in organization involves the use of various means of influencing professional motivation. Successful influence on employee motivation is possible only if there is a comprehensive approach, when the manager uses a variety of tools, taking into account not only the situation but also the personal characteristics of employees. Among the means of influencing motivation are: the organization of work, material and moral incentives, goal setting, evaluation and control, information, management practices, disciplinary measures, appeal to the values important to the employee.

The fifth stage is the expansion of a system of motivation of professional behavior of employees. In general, the expansion of employee motivation system can be divided into 2 stages: development (definition of goals, resources and components) and introspection (analysis of results, identification of ways to improve the system). The implementation of these stages involves the implementation of the following steps:

- 1) finding out the problems that exist in the organization due to the lack of a system of motivation of employees and their causes;
- 2) identifying the key tasks of the employee motivation system;
- 3) conducting a sociological study in order to determine the effective motivational factors for the team in general and each employee in particular;
- 4) developing short-, medium- and long-term programs of motivation of employees with indication of elements, content, terms and responsible;
- 5) calculating the material costs for the implementation of the optimal program of motivation measures;
- 6) informing employees about innovations, requirements, goals and objectives set before them;
- 7) introducing and testing of the motivational system, and after the completion of the short-term program of motivation measures – working out the usefulness of these measures .

The results of our study shows that the most important motivating factors for teachers in Rivne region are the availability of comfortable jobs and high salaries. The results of a questionnaire conducted among pedagogues of Rivne Region show that "good working conditions and the availability of a comfortable workplace" in the conditional rating of important



motivating factors ranks 1st out of 12 proposed by pedagogues. The 2nd place is taken by the need for high wages and the opportunity to have bonuses, benefits and rewards (see Figure 4). Indeed, the state system of remuneration of teachers, despite the growth of their average wages several times in recent years, does not yet meet the level of qualification requirements, or intensity, or social significance of the professional activities of teachers. This not only does not improve the quality of education and the prestige of the teaching profession, but also does not preclude the outflow of qualified professionals from educational institutions.

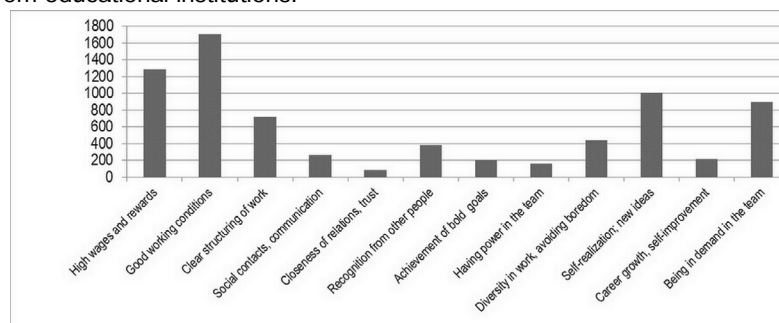


Fig. 4. Factors that most affect the quality of professional duties of pedagogues in Rivne oblast

Similar results of the survey are presented in the dissertation “Formation of the retailer’s staff motivation system based on a behavioral approach” by L. Hromko (Hromko, 2016). The employees of the enterprises were asked to evaluate the motivating factors according to two parameters – the importance of factor implementation and the level of satisfaction with the factor implementation at the moment. The results indicate that the most important for workers of the studied enterprises is the need for a high level of wages and good working conditions. Fully satisfied with the level of wages in organizations are 6.5% of the respondents, by good working conditions – 2.1% of the respondents (Hromko, 2016, pp. 87–88).

Most of the teachers in the Rivne region work for the cause they are doing. Almost 90 % of the respondents answered the question “Are you satisfied with the level of your salary?” negatively. But at the same time, about 80 % of those who participated in the survey are satisfied with their work, they are interested in it, and 60 % of those surveyed (3rd place in the rating) even get opportunities for self-actualization. All teachers who took part in the study can be divided into two groups. The first group includes teachers who make every effort to achieve the goals of the institution, focusing primarily not on effort but on the result of their work. The second one consists of teachers who analyze the amount of resources / efforts needed, and only then make the indispensable minimum. In the first case, there is a reason to say that employees are dominated by internal motives; they have higher-order needs and are focused on self-development, self-expression and self-realization. In the second case, we are dealing with employees who are dominated by external negative motives and who are set up to meet primary needs (the need for protection from various punishments and sanctions, material well-being, etc.). Knowing the dominant needs, the manager can reasonably apply motivation management, contributing to the formation of the desired professional behavior of employees.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Performing actions to provide motivation to work is quite a difficult task. Rapid changes in the economic, political and social spheres inherent in modern society affect the motivational sphere of teachers, changing the hierarchy of traditionally important needs for teachers. All this requires regular recourse to the analysis of teachers’ behavior in order to identify the most important needs and motives for their work. As our study shows, the most important motivating factors for teachers in Rivne region are the availability of comfortable jobs and high wages. A similar conclusion about the motivating factors was made by L. Hromko, who conducted a survey among employees of Ukrainian organizations. The discrepancy between the high level of importance of some motives for employees of organizations and the low level of their implementation proves the unsystematic application of incentives to employees (Hromko, 2016, p. 89). This conclusion is suitable for teachers. Thus, on the portal «Educational Policy» an all-Ukrainian poll «What is the main feature of a good headmaster in your opinion?». The results showed that the main features of the heads of educational institutions today are the vision of the prospects for the development of the institution and the ability to motivate and unite the team (Educational policy, 2017). That is, one of the key problems of school principals is the inability to motivate the team to achieve the goals of the institution. That is why the leaders of any organization need to form a modern management relationship in the team using motivation management. We understand motivation management as a flexible, multi-leveled and multifaceted process of internal management of the organization’s activities, built on the mandatory consideration of the already established motivation (or the one which is only going to be established) motivation of professional (both of individual and of the team) behavior and joint activities of all employees due to the developed and a perceived collective interest in achieving the goals of the organization, adhering to value attitudes, forming and maintaining a motivational climate in the organization.

Based on the research of Ukrainian and foreign researchers on personnel motivation, implementation of leadership styles, management approaches and the essence of the motivational process, we have identified the five stages of implementation of motivation management in the any organization. Particular attention was paid to the analysis of



effective motivation models (rational, based on the use of material incentives; self-actualization, the essence of which is to activate internal human motives; complicity through cooperation, partnership, participation in management) and stages for motivating professional behavior of employees as a priority task of the modern leader-manager, on the successful solution of which depends the effectiveness of the organization managed by him.

At the same time, the issues of systematization of motivation management technologies and development of multi-term programs of motivation of professional behavior of employees remain relevant.

REFERENCES

- Bazyk, E.F. (2014). Teoriia i praktika primeneniia sistemy motivatsionnogo menedzhmenta [Theory and practice of application of the system of motivation management]. Aktualnye problemy gumanitarnykh i estestvennykh nauk – Actual problems of humanities and natural sciences, 8-1, 95–107 [in Russian].
- Chernysh N. (2004). Sotsiologhiia. Kurs lektsii [Sociology: a course of lectures]. Lviv: Kalvaria. URL: https://shron1.chtyvo.org.ua/Chernysh_Nataliia/Sotsiologhiia_Kurs_Lektsii.pdf [in Ukrainian]
- Drivolskaya, N.A. (2015). Motivatsionnyi menedzhment kak instrument upravleniia personalom predpriatiia [Motivation management as a tool of personnel management]. Vestnik NGUEU – Bulletin of NSUEM, 3, 185-193. Retrieved from <https://cyberleninka.ru/article/n/motivatsionnyy-menedzhment-kak-instrument-upravleniya-personalom-predpriyatiya> [in Russian].
- Dunker, K. (1965). Kachestvennoe (eksperimentalnoe i teoreticheskoe) issledovanie produktivnogo myshleniia [Qualitative (experimental and theoretical) research on productive thinking]. Psikhologhiia myshleniia – Psychology of thinking. (pp. 21–85) Moscow: Progress [in Russian].
- Dykan, N.V., & Borysenko, I.I. (2008). Menedzhment [Management]. Kyiv: Znannia [in Ukrainian].
- Howard, K., & Korotkov, E.M. (1996). Printsipy menedzhmenta: upravlenie v sisteme tsivilizovannogo predprinimatelstva [Management principles: management in the system of civilized entrepreneurship]. Moscow: Infra-M [in Russian].
- Hromko L.S. (2016). Formuvannia systemy motyvuvannia personalu pidpriemstv rozdribnoi torhivli na zasadakh povedinkovoho pidkhodu [Formation of the retailer's staff motivation system based on a behavioral approach]. Lutsk: Lesya Ukrainka East European National University. URL: <http://nrat.ukrintei.ua/searchdoc/0416U001760/> [in Ukrainian].
- Kolot, A.M., & Tsybaliuk, S.O. (2014). Motyvatsiinyi menedzhment [Motivation management]. Kyiv: KNEU [in Ukrainian].
- Kuznetcova, N.V. (2005). Motivatsionnyi menedzhment [Motivation management]. Vladivostok: Izdatelstvo Dalnevostochnogo universiteta [in Russian].
- Lukianova, L.B. (2011). Motivatsionnyi menedzhment [Motivation management]. Tomsk: Izdatelstvo Tomskogo politekhn. universiteta [in Russian].
- Melnikova, M.N. (2001). Motivatsionnyi menedzhment [Motivation management]. Khabarovsk: Izdatelstvo DVGUPS [in Russian].
- Pink D. (2009). The Puzzle of Motivation. URL: https://youtu.be/nie_IdfrZT8
- Ritchie, Sh., & Martin, P. (2015). Upravlenie motivatsiei [Motivation management]. (E. Lalaian, Trans). Moscow: Iuniti-Dana [in Russian].
- Sladkevich, V.P. (2001). Motivatsionnyi menedzhment [Motivation management]. Kyiv: MAUP [in Russian].
- Sochenko, V.M. (2012). Suchasna filosofiiia motyvatsiinoho menedzhmentu [Modern philosophy of motivation management]. Biznes-navihator – Business Navigator, 3 (29), 168-172. Retrieved from http://business-navigator.ks.ua/journals/2012/29_2012/34.pdf [in Ukrainian].
- Travin, V.V., Magura, M.I., & Kurbatova, M.B. (2005). Motivatsionnyi menedzhment [Motivation management]. (2nd ed., rev.) Moscow: Delo [in Russian].
- Utkin, E.A. (2000). Osnovy motivatsionnogo menedzhmenta [Fundamentals of motivation management]. Moscow: Assotciatciia avtorov i izdatelei «TANDEM». Izdatelstvo EKMOS [in Russian].
- Educational policy (2017). Yakoiu, na vashu dumku, ye holovna rysa khorosho dyrektora shkoly [What, in your opinion, is the main feature of a good headmaster]. Retrieved from <http://education-ua.org/ua/draft-regulations/1021-yakoyu-na-vashu-dumku-e-golovna-risa-khorosho-direktora-shkoli> [in Ukrainian]

Received 12.09.2021
Accepted 02.10.2021