

UDK 3.08: 37.088.2: 65

Saken Medeshev

*Graduate School Student, Suleyman Demirel University, Kaskelen, Kazakhstan
English teacher, Nazarbayev Intellectual School of Physics and Mathematics in Kostanay,
Kazakhstan*

TEACHING STAFF AS AN OBJECT OF MANAGING THE EDUCATIONAL PROCESS

Abstract: This article is focused on identifying the teaching staff of the educational institution that is included in the process of implementing pedagogical functions. Modern understanding of the essence of the concept of "staff". Quantitative characteristics of personnel which are expressed in number of employees of the organization, which is required to achieve the objectives of its activities. Knowledge of psycho-physiological and social characteristics which helps to use the potential of each employee more effectively, choose the correct form of administrative influence, based on the positive features and overcoming the negative. Structuring staff performance that allows to develop forward-looking human resources' model in accordance with the set of strategic goals and objectives of innovation.

Key words: education, educational institution, education system, labor, personnel, school administration, staff, staff managing, teaching staff, team management.

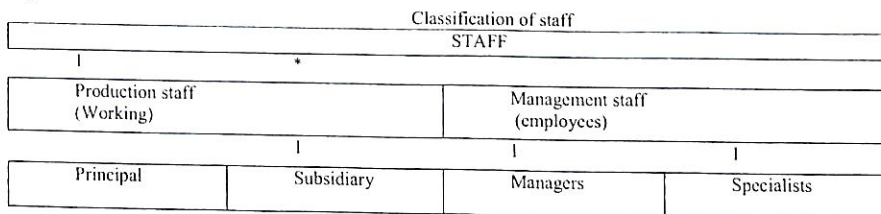
The modernization of Kazakhstan's education sets the task to improve the quality of training and education of schoolchildren. Successful implementation of the modern school of its tasks to achieve the quality of the educational process today is directly dependent on the efficiency of the interaction of all the participants, above all, the administration and the teaching staff.

Defining the teaching staff of the educational institution as an organized part of the staff of educational institutions included in the process of implementing pedagogical functions performed and presented by teachers, social educators and educational psychologists, teachers, headmasters, teachers of additional education, other teaching professionals, as well as most school administration, it should be noted that the specifics of functioning education system necessitates a combination of both traditional general management approaches to personnel management, as well as features which primarily explains the implemented school teaching functions.

The term "staff" brings together the component parts of the reorganization staff. This includes all employees performing manufacturing and management operations. Consequently, the concepts of "footage", "workers", "staff" - are identical.

There are different approaches to the classification of staff in control theory, depending on the profession, position, degree of participation in the production process. The most common classification is shown in Figure 1.[1; 61]

Figure 1



In Kazakhstan, all employees are divided into categories according to the following criterias:

1. Functions performed in the production process, the staff is divided into six categories: the working (primary and secondary), technical officers, employees, junior staff, students, security.

2. The nature of the actual activity (occupation). The basis for the classification of the employee is not the category of education, it is a held position; there are professional and sectoral characteristics on the basis for the classification of occupations.

3. According to the principle of participation in the process. By producing workers are divided into primary and secondary, and by engineering - to managers, professionals and technical workers.

4. By the terms of work there are: permanent, seasonal and temporary workers.

The system of work with the staff – is a set of principles and methods of managing the human resource in the organization. According to A.P Egorshin, it includes:

- Personnel policy (management style, philosophy of organization, internal regulations, the collective agreement);

- Selection (calculation staffing requirements, models of vacancy, positions);

- Evaluation (methods of assessment, potential evaluation, evaluation of individual contribution, staff certification);

- Alignment (standard models of career, planning a service career, payment and working conditions, the movement of teaching staff);

- Adaptation (probation adaptation of young specialists, mentoring and counseling, development of human resources);

- Training (professional training and retraining, staff development, methodical work in educational institution). [2:37]

Recognition of a person as a key resource in modern organizations is the need for scientific justification of their role, which will continue to formulate the basic theoretical and methodological provisions of staff management concept.

It should be noted that Kazakhstani scientists still use different concepts of "labor", "labor potential", "personnel", "staff", which socio-economical meaning does not take into account the trends of development of science and practice management in a market economy conditions.

In the study of the role of man in the sphere of production in the Soviet economic science the traditional term was a "labor". [3:15] The category "labor" takes into account the spiritual and physical abilities, which already has an individual, that is, in relation to the immediate labor process it acts as a potential value, while the modern work - is a functional ability.

Now in society there is a constant update of technology, the introduction of computer information systems, an active process of business intellectualization, and it requires periodic training, retraining, development of their abilities to work. Therefore, in modern management skills and the possibility of an employee should not be seen as something fixed, but as a continuously evolving, updated according to the production requirements.

In domestic and foreign science and practice of management in recent years it has been widely used terms such as "personnel" and "staff" (T.I.Bazarov, A.P.Egorshin, A.J. Kibanov, E.K. Makarova, V.A. Rozanov, S.I.Samygin, S.V.Shekshnia, G.V.Shechekin). Moreover, their use has a terminological and conceptual meaning.

Thus, under the staffs understood the main part of the company's employees. This category characterise not only the quality of a single individual, but a set of workers, united in a jointly team to achieve the organization's overall goals.

Often the concept of "personnel" is identified with the term "staff" that, in principle, is possible, but although each of them has its own specific content. The term "personnel" is derived from the Latin 'personalis', which means the entire staff of employees (including temporary and permanent), composed with the organization as a legal person in relations governed by the contract of employment. At the same personnel in management science is defined as the socio-economic category, which expresses the social community of a particular employees. At the same time, according to E.M.Korotkoe the concept of "staff" has hidden deep sense, concluding of emphasis on the individual's role in the socio-economic system. [4:79] According to this, the function of staff

management includes both the individual personnel work (individual control), and human resources policy (team management) of organization.

Modern economic conditions put the need to rethink the role of science and man's place in the market system. New management concepts require the introduction of new categories into scientific circulation, which have their own specific socio-economic content, its scope, also they open up new approaches to improve the management of people. Almost all of the resources are available in limited quantities. This limitation is relative and it means that the resource is less than necessary to meet the needs of a given level of economic development. Therefore, one of the key problems is the problem of efficiency - finding the ways to the best use of the limited resources in order to achieve the satisfaction of needs.

Modern understanding of the essence of the concept of "staff" determines its approach to the assessment, measurement and control. According to I.K.Makarova and A.P.Egorshin 'Staff - is an establishment of its qualitative and quantitative characteristics'.

Quantitative characteristics of personnel are expressed in number of employees of the organization, which is required to achieve the objectives of its activities. Currently, the organization independently determine the quantitative need for staff, using different calculation methods recommended in the domestic and in the international practice.

P. Drucker [5;58] rightly observes: "The number has almost no meaning in relation to people who have expertise. Their quality is much more important. Quantitative indicators such as budget data or staff lists with data on staffing levels give us just a part of the picture. Therefore, we need a deep analysis that would show the quality of the allocated resources and their particular use or their intended purpose. Number of qualified researchers is growing in proportion to the square root of the total number of members of the research team; the same number of people capable of long-term high-quality work increases in proportion to the cube root of the total number of employees". Modern management should strive for the implementation and development of intellectual, creative, labor and entrepreneurial skills of employees to achieve common goals and to meet their personal needs. R. Waterman writes: "There was a time when people were 'factors of production'. [6;18] Their management is not so different from the management of machines and money.

The initial forming structure unit of the analysis of staff is the personalized employee covered by the aggregate of its qualitative characteristics, which affect its economic behavior. All variety of qualitative characteristics of I.K.Markova[7;38], for example, is divided into three main groups:

- Physiological - the worker's ability, his state of health, performance, endurance, type of nervous system, etc. ;
- Qualification - volume, depth and diversity of knowledge and expertise, labor skills and abilities that contribute the ability of employees to work a certain content and complexity;
- Social - the level of social maturity, values, needs, motives, objectives, expectations and interests at work.

Knowledge of psycho-physiological and social characteristics helps to use the potential of each employee more effectively, choose the correct form of administrative influence, based on the positive features and overcoming the negative. For example, an important psycho-physiological characteristics of modern human resources should include health, which is characterized by a number of parameters that have a direct impact on human working abilities, his ability to work productively, to develop, to improve professionally. The most important social characteristics of staff are the education, creative abilities, needs, motives, morality.

Unfortunately, Kazakhstani work ethic, along with the advantages (collectivism, mutual assistance, dedication, hard work, endurance) have always suffered from such ailments as hope for "maybe", following the principle of "after me - the deluge", the desire to evade responsibility, orderliness, etc. Development of Kazakhstani culture of labor, production and management were held in a historical upheavals and crises, which caused certain features of thinking and behavior: all

had to simultaneously combine activity with caution, collectivism with a desire to express themselves.

Today it is important to direct the business and creative activity of Kazakhstani workers into the mainstream of creative activity, create conditions under which employees would be unprofitable to violate labor discipline and work "carelessly", i.e. it is necessary to change working "mentality", deleting from this the negative elements. To this end, domestic enterprises have begun to develop and implement codes of ethics, the practical implementation of which will ensure the highly moral behavior of workers, to carry out more efficient operations and generate decent corporate image.

Knowledge of the quality characteristics has great practical importance, so the effectiveness of the staff in the modern organization depends on the efficient use of capacities and opportunities from the individual worker, and their combination, and, secondly, from the quality of the structural balance, the mutual consistency qualification, psycho-physiological and social characteristics of all employees. For the tasks staff should not only be represented as a set of individual employees. Association of people in a targeted and systematically organized labor process creates the effect of joint (collective) activity. The productive power of a new quality is formed by virtue of synergistic effect resulting from the interaction of the characteristics of the constituent elements of the system. Therefore it is important to develop an effective mechanism considering the qualitative characteristics of personnel, what would act on the most rational of their approval, use and development for the realization of the strategic goals of the organization.

Currently there are no serious studies on the evaluation of the qualitative characteristics of personnel in the organization. The control system much depends on identifying the status and dynamics of the account of quantitative and qualitative parameters of human resources, their actual use in a particular organization. Therefore, personnel services regularly collect data characterizing the different aspects of the organization of staff, and conduct detailed analysis. Each organization uses its own indicators that reflect the specifics of its activities and traditions in statistics of human resources.

Traditionally, quantitative and qualitative characteristics of human resources are formalized as a form of structures, reflecting the ratio of the characteristics of different groups of employees in the organization.

Structuring staff performance allows to develop forward-looking human resources' model in accordance with the set of strategic goals and objectives of innovation.

For example, the socio-demographic structure is characterized with such factors as age, sex, level of education, work experience, needs, and motivations. It is not enough to know the absolute quantitative indicators characterizing, for example, a contingent of men and women, average age, and so on to determine the prospects for the development and evaluation of the state of human resources. These figures are not sufficiently informative, so there is a problem of structuring and regulation of individual groups of relationships in the organization. Transition to relative performance, determining the proportion of one of the groups of workers in relation to their total population is more productive.

Practice of improving staff structure has developed different approaches to the division of workers:

- The functional principle divides workers into groups of professions (specialties);
- Administrative and legal principle suggests to distinguish between employees on duty;
- Technological principle classify employees according to their role in decision-making (business leaders, experts, technical performers).

In modern management of all industrialized countries the qualification has become an important feature of classification of human resources of enterprises. Staff of the leading developed countries, including the US, Germany, France and England, on the basis of differences in the level of training and related features of work, there are divided three categories.

The first category includes those with the most professional and qualification status, implying the presence of higher and secondary education. This group includes specialists, administrative and managerial staff and workers of higher qualification.

The second category of workers are defined as those having an average level of vocational and professional training, suggesting the presence of a special vocational education in secondary school. This group includes office and commercial employees, workers of ordinary skill. The work of the level of training of workers associated with the implementation of a complete set of operations associated with the well-known authority of a site of business.

The third category includes persons with minimal training, whose work involves the possibility of studying it for a few days or weeks. This group includes low-skilled workers in all sectors of the economy. Characteristic features of this labor - repetitive operations, subordinate regulations technological and organizational principles. [8;28]

The consideration of the most important aspects of administrative activity in educational institution in the national educational and administrative science is often realized through school as a whole, the implementation of management functions, insurance of the effectiveness of the educational process. In this case the term "staff" is almost never used in relation to the team of teachers. More often than not, it comes to teaching personnel, teaching staff, educational resources.

In recent decades, interest in the study of various aspects of management, the personality of the manager, enhancing his professional (management) competence is significantly increased. So, in the thesis of L.N.Aksenovskaya, N.P.Derzkova, V.I. Zvereva, A.B. Shipkin it deals with the organizational and pedagogical activities of the school director, the important place is given to optimization of administrative cooperation, the development of an effective management style. Technology management activities have been the object of studies of N.V. Nemova, L.N. Plakhova, G.M.Tulle, etc. In recent years special attention is paid to the study of the components of school manager's professionalism, as well as training heads of schools.

Different areas of innovation that swept the Kazakh school caused the urgency of works that present particular management activities in different types and kinds of educational institutions.

However, a specific study of the teaching staff, a variety of approaches to its study, direction of the condition of its development aren't practically carried out, despite the rather significant overall volume of work devoted to management activities in the school and the personality of the school principal. These problems tend to be imposed indirectly, through the consideration of methodical work of educational institutions managers. At the same time, the work with the staff, with the school staff are often reduced to the methodical activity of the educational institution and its administration.

In recent years, interest in the methodological work in teaching and school administration has grown considerably. Questions about what methodical work and methodical services, what the functions, the content and form of the latter activity are, what the general place in the Methodist school is, are repeatedly and widely regarded as a theoretical and a practical-scientific positions in the works of V.I.Andreev, I.V.Zhukovsky, L.P.Iliencko, V.M.Lizinskogo, A.M.Moiseev, N.V.Nemova, M.M.Potashnikov and others. Methodical work becomes the object of dissertation research, among which the most interesting to us are the works of Yu.A. Dolzhenko, R.I.Budnikova, L.I.Dudina, H.A.Lukin.

By the definitions of V.M.Lizinsky, N.V.Nemova, M.M.Potashnikov and others traditionally methodical activity or methodical work involves training, retraining and advanced training in all aspects of the subjects taught and all kinds of pedagogical activity. In this sense it really involves working with the teaching staff of the school, but only in one of its aspects - namely, to ensure the development of professional employees of the institution, organization. As an integrated system of personnel work in the school, the problem remains today are not fully understood.

At the same time, it would be fair to say that the teaching staff as a control object is not considered in the domestic psychological-pedagogical science in general. On the contrary, it has gained sufficient theoretical and empirical material of various aspects of the solution the problem of

increase of intraschool management efficiency. We have noted the following among these indisputable achievements.

Firstly, school management, activity of the head of the educational institution, interaction management and manageable sub-systems have been considered with the sociology and psychology of management positions, which largely corresponds to the modern approaches and conditions of foreign and domestic management. Such approach from the view of management to the management of educational systems is revealed in works of Yu.A. Konarzhevsky, V.C.Lazarev, V.P.Simonov, T.N.Shamova and others.

Secondly, in the management of the school it has become isolated and developed the so-called socio-psychological aspect or function of management, which implies direct contact of the head with the staff in order to identify their motivations and needs, and on this basis the construction of staff work (A.A.Zaretskaya, N. Zubov, A.G. Commendant, G.S.Mikhailov, V.V.Kryzhko, E.M. Pavlyutenkov, B.M.Rebus, P.Kh.Shakurov, N.I.Shevandrin and others).

Finally, in the third place, there is the psychologizing of management, orientation to meet the professional needs of teachers, resourced approach to the management of teaching staff took place as the most important conditions for optimization of administrative activity of the head of school (Yu.A.Konarzhevsky, K.M.Ushakov, N.I.Shevandrin, V.M.Shepel and others).

Let's consider, how is given a modern interpretation of the teaching staff of educational institutions in the works of the above list, as well as presented the main aspects related to this scientific phenomenon. The content of social and psychological side of function of intraschool management includes, above all, activities for teaching staff, its unity, activation (stimulation), improvement, development.

Therefore, the main object of the head in the implementation of socio-psychological management is the teaching staff, it is necessary to consider its nature and characteristic. It should be noted that there is not the scientific interpretation of the term "teaching personnel" or "staff of the educational institution". Often, it is identified with the concept of "teaching staff", which raises questions as well as in psychology and pedagogy, the term "staff" refers to a specific and relatively high stage of development of a group or organization. The personnel is not always can immediately transform into a team.

The staff - is the result of development of group, its highest stage, characterized, first, by the presence of a common and socially significant goals of joint activities, both personally meaningful to the members of the group; secondly, the presence of a particular structure of relations between the members of the group, due to the content of joint activities, its values, principles, goals, objectives.[9;153-154]

Criteria of the team formation includes:

- Maturity of common goals; the ability to self-development; the capacity for self-assessment; the adequacy of the position to external evaluation; absence of conflict or, at least, the ability to overcome them yourself;

- Maturity of consensus, common criterion-evaluation standards; intolerance within the team to the negative;

- Mutual support to each other in the working and non-working conditions, and others.

In a broad sense, the pedagogical staff of the educational institution made up of all workers engaged the pedagogical functions, including the administration of the school.

In particular, P.I.Tretyakov [10;75] regarding the organizational structure of the School of Management, points out that it is "an integral structure of managing and control subsystems, consisting of units that are in interaction and relationships, ordered according to the place of these units in the management process". There are three units or levels, including teaching staff in management (co-management), according to B.C. Lazarev, M.M.Potashnik, V.A.Slastenin:

- 1st level - Level of Director (director, school board, the teachers' council, and others.);

- 2nd level - the level of deputy directors (Methodological Council, Council for Crime Prevention, Training Commission, a small teachers' council, social and psychological services, and others.);

- 3rd level - the level of student leaders, teachers, educators.

The variable subsystem at each level can be represented by different units, associations, control subjects, depending on the specific educational establishment in accordance with its Articles of Association and local acts on the basis the Law "On Education", which determines the independence of educational institutions in the establishment of its management structure. At the same time the importance of the following conditions of a rational allocation of functional responsibilities have an important meaning:

1) the identity of the director (manager) of any level should have a number of specific qualities (the ability to make decisions, organizational skills, analytical skills, psychological compatibility, a combination of initiatives with the executive, some work experience, training, or the ability for professional reorientation and adaptation, etc.);

2) the optimum combination of centralization and decentralization, unity of unity command and collegiality; the creation of a truly democratic possibilities of collective participation in governance;

3) clarity of definition of responsibilities (competencies);

4) determination of vertical and horizontal structures, and their subordination and ratio.

[11;63]

The main element, the core of functional management structure of the school is its administration, provided by the director, his deputies, including deputy for administrative and economic part, the chief accountant. The administration is the institution, acting on a permanent basis, of which the official is defined functional responsibility for everything that happens in the school. It only coordinates the activities of all structural units of the management system. Duties of members of the administration determined tariff-qualification characteristics (requirements) for the posts of employees of educational institutions. The allocation of functionality within the administration should take into account a number of general laws:

1) The best result will be achieved only with the rational, equal distribution of functionality based on real possibilities of personnel, their strengths and weaknesses;

2) The solution will be run creatively by the deputy in the development and planning of which it is directly involved;

3) involving all members is necessary in a clear allocation and strict performance of each of its Vice-functional strategic;

4) it is necessary to study and knowledge of each deputy functionality of their colleagues, the possibility of mutual substitution (but not dubbing);

5) any sharp functional gap can lead to inconsistency, unsecured continuity;

6) staff must see the unity of the administration. [12;5]

Peer education institution controls allow you to include teaching staff in management activities.

Teaching Council – is a permanent collegial institution of a self-teaching staff. The main tasks of teachers' meeting are as follows:

- Realization of state policy on education and training;

- Activity of the teaching staff for the improvement of the educational process;

- Use the achievements of science teaching and advanced pedagogical experience in practice;

- Organization of work to improve the skills of teachers, development of their creative initiative, etc.

You should consider a number of policies peculiar to the educational organization features, before choosing the best means and methods of working with teaching staff. For example, V.A.Slastenin [13;176-177] highlights followings:

1) the impact on the behavior of the specifics of professional activities related to the training (for example, it can manifest itself in mentoring constantly teaching the style of relations not only at work but also outside of it);

- 2) work closely with other groups (apprenticeship, parent);
- 3) multifunctionality of the teaching profession (subject teachers, teacher, class teacher, social educator, social activist, etc.);
- 4) a high degree of self-governance;
- 5) the collective nature of labor and staff responsibility for the results;
- 6) the absence of clear and strict time frames of work (which are, for example, stacks of notebooks that are scanned, as a rule, a teacher at home);
- 7) the predominance of women;
- 8) low social protection;
- 9) concerning of equal (formally) educational level;
- 10) high emotional and psychological and mental tension of labor.

Thus, the above allows to define teaching staff of educational institutions as an organized part of the staff of educational institutions included in the process of implementing pedagogical functions carried out by it and submitted by teachers, social educators and educational psychologists, teachers, headmasters, teachers of additional education and other pedagogical specialists and the school administration.

The structure of the teaching staff can be represented as follows in accordance with this definition (Figure 2).

Figure 2

The structure of the teaching staff of the school	
The teaching staff of the school	
Pedagogical personnel (teachers, social pedagogues, psychologists, educators, class teachers, teachers of supplementary education, other pedagogical specialists)	Managing personnel (administration of school: headmaster and his deputies of educational, scientific – methodical, experimental, educational works)

In a broad sense, the management is the regulation of the state of a system in order to achieve a certain desired result. In the end, the management of teaching staff pursues two main objectives: the organization of the educational process and the satisfaction of personal needs and interests of workers. They are so-called targeted intraschool management functions: productional - maintenance of production processes; it subjects to the social order in the training and education of children, preparing them for life (organizational, pedagogical, financial and economic activities, contributing to ensure the efficient and effective educational process); social or socio-psychological - regulation of the emotional state of the collective; guided to teachers, their interests, the satisfaction of their material and spiritual needs, requests (at work creating comfortable working conditions and communication, a favorable climate, stimulating creativity and productive labor).

References

- 1 Egorshin A.P. - Human Resource Management. Novgorod, 2001 - 640 p.
- 2 Egorshin A.P.- Human Resource Management. 4th ed, Novgorod, 2003 - 720 p.
- 3 Rebus B.M. - Psychological bases of business communication. - M.: Ileksa, Stavropol: Servisskola, 2002- 144p.
- 4 Korotky E.M. - Management Concept: Textbook. M., 1996.
- 5 Drucker P.F. Managing for results. - M.: Politizdat, 1994 - 200 p.
- 6 Waterman P.- Factor Performance Management - M.: Publishing Group "Progress" - 1993
- 7 Markova I.K. - The theory of social management. - M.: Science, 1978 – 268p
- 8 Ivinsky L.M. - Administrative culture and management. - Yoshkar-Ola, 1993-63p

- 9 Levit M.V. - How to make a good school. M: Educational center 'Teaching search', 2002 - 160p.
- 10 Tretyakov P.I. - Practice of teaching management. - M.: New School, 1998 - 320 p.
- 11 Potashnik M.M. - Experiment in the school organization and management. - M: New School, 1992 - 214 p.
- 12 Potashnik M.M. - The democratization of school management. - M., 1990 - 76 p.
- 13 Slstenin V.A., Isaev I.F, Mishchenko A.I., Shiyarov E.H. Pedagogy: Textbook -M.: School Press, 1998 - 512 p.

Медешев С. П.

*Магистрант, Университет им.Сулеймана Демирля, Каскелен, Қазақстан.
учитель английского языка, Назарбаев Интеллектуальная школа физико-математического
направления города Костанай*

ПЕДАГОГИЧЕСКИЙ ПЕРСОНАЛ КАК ОБЪЕКТ УПРАВЛЕНИЯ ОБРАЗОВАТЕЛЬНЫМ ПРОЦЕССОМ

Аннотация: Эта статья сосредоточена на определении преподавательского состава учебного заведения, который включается в процессе реализации педагогических функций. Анализируется современное понимание сущности понятия «персонала», представлены количественные характеристики персонала, которые выражаются в количестве сотрудников организации, необходимого для достижения целей своей деятельности. Знание психофизиологических и социальных характеристик, которые помогают более эффективно использовать потенциал каждого сотрудника, выбрать правильную форму административного влияния, ориентируясь на положительные черты сотрудника или преодоления отрицательных. Эффективности работы персонала способствует его структурирование, позволяющее разрабатывать перспективные модели человеческих ресурсов в соответствии с набором стратегических целей и задач инновационной деятельности.

Ключевые слова: образование, учебное заведение, система образования, труд, персонал, администрация школы, персонал, сотрудники управления, обучаемый персонал, управление командой.

Medeshev S.P.

*Қостанай қаласының физика және математика бағытындағы Назарбаев Зияткерлік
мектебінің ағылшын тілі мұғалімі*

Сулейман Демрель атындағы университетінің магистранты, Қаскелең, Қазақстан

ОҚУ ПРОЦЕСІН БАСҚАРУ ОБЪЕКТІСІ РЕТІНДЕ ПЕДАГОГИКАЛЫҚ КАДРЛАР

Аннотация: Бұл мақала оқу мекемесіндегі профессор-оқытушы құрамның педагогикалық функцияларды жүзеге асыру процесіне негізделген. «Қызметкерлер» түсінігінің қазіргі кездегі мәні тұжырымдалады, қызмет мақсаттарына қол жеткізу үшін ұйым қызметкерлерінің санық көрсеткіштері арқылы қызметкерлердің сандық сипаттамалары да анықталады. Физиологиялық және әлеуметтік сипаттамаларды білу әрбір қызметкердің әлеуетін тиімді пайдалануға көмектеседі. АҚШ стратегиялық мақсаттары мен инновация мақсаттарының жиынтығы сәйкес адам ресурстарын инновациялық модельдерін әзірлеуге мүмкіндік береді қызметкерлерінің тиімді жұмысын құрылымдау.

Түйінді сөздер: білім беру, мектеп, білім беру жүйесі, еңбек, қызметкерлер, мектеп әкімшілігі, қызметкерлері, басқару қызметкерлері, оқытылған персонал, басқару командасы.