



Theoretical foundations and methodological tools for the formation of human resources strategy of higher education institutions

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■ **Abstract.** The purpose of this study was to identify the components of educational management, its governance and safe working conditions for teaching staff at universities. The methodology included three main methods: theoretical analysis, comparative analysis and questionnaires. The theoretical analysis helped to identify key issues and best practices in the development of human resources strategies, the comparative analysis allowed comparing different models of strategies at the international level, and the survey among human resources staff allowed collecting specific data on current issues and needs. The main findings of the study showed that effective human resources strategies include clear goal setting, adaptation to a changing environment and integration of modern management methods. The results revealed the need to improve existing approaches through the introduction of new tools and techniques that meet the modern requirements of the educational environment. The study has provided practical recommendations for improving human resources strategies that can contribute to improving the efficiency of human resource management in higher education institutions. The analysis of the results showed that the introduction of integrated approaches to human resources strategy, such as competence development and the use of modern technologies, significantly improves management efficiency. In particular, it turned out that higher education institutions need a systematic approach to staff development and adaptation to new challenges. This study has made it possible to develop comprehensive staff development plans and implement mechanisms for monitoring and evaluating human resources strategies to ensure that they meet the strategic goals of educational institutions

■ **Keywords:** personnel management; management components; conceptual framework; safe working conditions; professional adaptation

■ Introduction

Staff development in higher education institutions is a complex process based on theoretical and methodological approaches. Theoretically, staff development in higher education institutions is based on the principles of strategic human resource management (HRM),

which involves adaptation to dynamic changes in the labour market and the needs of the educational institution. The main goal is to ensure that staff qualifications are consistent with the requirements of the modern educational environment. The methodological toolkit

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includes the development of long-term staff development plans based on the analysis of needs and trends in education. An important component is professional development, including training, advanced training and the introduction of new technologies. A variety of methods are used for this purpose, such as trainings, seminars, refresher courses and online learning.

In addition, monitoring and evaluating the effectiveness of human resources (HR) strategies are key elements. Regular analysis of the effectiveness of the implemented strategies, assessment of employee satisfaction and productivity allow for timely adjustments to HR management approaches. Staff development in higher education institutions is a dynamic process that requires constant adaptation to changing conditions and needs of the educational environment. There is a need to study the topic of staff development in higher education institutions, as it is driven by rapid changes in the educational environment and the need to adapt to new labour market requirements. In the context of globalisation and technological progress, effective HRM is becoming critical to ensure high-quality education and maintain the competitiveness of educational institutions.

A number of researchers who have considered different approaches to the formation of HR strategy in higher education institutions, in particular in the study by B.H.G. Haksevenler *et al.* (2022), the authors emphasised the importance of strategic HR planning. They noted that effective planning aims not only to fill existing vacancies, but also to take into account future needs that may arise as a result of changes in the labour market, demographic processes or the development of new specialities. They also emphasised that higher education institutions should be able to quickly adapt to new market requirements and standards, which requires a flexible approach to workforce planning. M. Usman & A. Ab Rahman (2023) studied the formation of a HR strategy through the development of professional competencies of teachers. They the importance of continuous investment in staff training and professional development. Their study proved that such investments not only improve the quality of educational services, but also contribute to the motivation of employees.

The study by S. Salehi *et al.* (2023) focused on recruitment issues in the context of reforming education systems. They pointed out that the staffing strategy should not be static but dynamic and flexible, with an emphasis on the development of innovative approaches to teaching. The researchers hypothesised that in the context of reforming the educational system, staff should be able to quickly adapt to new working conditions, introduce modern technologies and teaching methods. Their findings emphasised the importance of creating conditions for continuous professional development of teachers and administrative staff. J. Wasseem & E. Bartolozzi Ferreira (2023) studied the development of leadership skills in higher education

managers. These researchers concluded that effective strategic HRM requires the training of leaders who are able to make strategic decisions and motivate the team to achieve goals. They highlighted the need to develop specialised leadership development programmes for heads of educational institutions, covering skills such as decision-making in complex environments, change management and organisational culture development.

The issue of the impact of digital technologies on the formation of a HR strategy in higher education institutions was studied by C.R.V. Da Silva *et al.* (2022). They focused on the automation of HR processes, including the use of software solutions to track staff performance, training, and development. They found that digitalisation helps to optimise resources, reduce administrative burden, and improve interaction between employees and management. Data analytics plays an important role in this system, allowing for forecasting staffing needs and responding quickly to changes. M.B. Palomino *et al.* (2024) focused in their study on the problem of losing qualified staff due to lack of motivation. They found that many teachers leave their jobs due to low levels of financial compensation and limited opportunities for career development. The researchers proposed the development of a comprehensive motivation system that would include not only salary increases, but also recognition of professional achievements, access to scientific resources, and participation in international conferences and research projects that promote professional development.

S. Channa *et al.* (2024) focused on methods for assessing the effectiveness of teaching staff. They emphasised the importance of regular staff audits to determine which teachers need professional development or retraining. The researchers described the use of a system of key performance indicators, which allows the institution's management to evaluate the performance of teachers not only on academic achievements, but also on the quality of teaching, research activities and participation in administrative tasks. Scholars such as S. Wawak *et al.* (2024) noted the importance of cooperation with international institutions and exchange of experience to increase the competitiveness of Ukrainian higher education institutions. G.A. Rubio-Rodriguez *et al.* (2024) explored the importance of ensuring transparency in the recruitment and promotion process to avoid gender bias. This idea was supported by H. Sun *et al.* (2022), who also studied the role of corporate culture in shaping the HR strategy of higher education institutions. They concluded that a positive corporate culture is an important factor in attracting and retaining highly qualified employees. The researchers determined that an effective HR strategy should take into account the creation of a favourable working environment that promotes teamwork, professional development and mutual respect among employees. All researchers have pointed out the importance of a

strategic approach to HR management in higher education institutions, but the issue of methodological tools for the formation of the strategy itself has not been sufficiently considered. The purpose of the study was to identify effective conceptual frameworks and develop practical tools for the formation of the labour strategy of higher education institutions.

■ Materials and Methods

Three main methods were used to study the theoretical foundations and methodological tools for the formation of the personnel strategy of higher education institutions. A theoretical analysis of the foundations of the HR strategy of higher education institutions was carried out. Such aspects as strategic HRM in higher education institutions, the concept of competencies, which should be considered a key element of the HR strategy, and the impact of external factors on it were analysed. In addition, the article examined how modern HRM theories focus on the development of not only professional but also social competencies of employees, which contribute to teamwork and adaptation to change. The analysis also identified the main challenges.

Another important method was comparative analysis, which helped to compare different models of HR strategies (models with a focus on professional training, with a focus on innovation and research, with a focus on equality and support, with a focus on international cooperation, with a focus on technology and innovation) in higher education institutions in different countries, including Germany, the USA, Finland, the UK, and Japan (Baethge & Wolter, 2015; Easa & El Orra, 2021; Jotaba *et al.*, 2022). These countries were selected due to their unique approaches to higher education governance. This allowed to identify common features and peculiarities of the development of HR systems, which contributed to the identification of the most effective practices. Comparing the strategies of different institutions made it possible to assess their impact on the development of educational institutions.

The last research method was a survey conducted among managers and specialists of HR departments of higher education institutions. The questions were as follows: "What are the main goals of your higher education institution's HR strategy for the current year?"; "What problems do you face the most in implementing the HR strategy (lack of resources, lack of qualified staff, resistance to change)?"; "In your opinion, how effectively does the HR strategy contribute to the development of the professional potential of teachers and staff?"; "What recommendations could you make to improve the HR strategy at your higher education institution?"

This method allowed to collect empirical data on the current state of HR strategy in educational institutions, as well as to identify the problems faced by professionals in its implementation. The data obtained were analysed to identify the key factors that influence

the success of the HR strategy and were used to develop recommendations for its improvement. The study was conducted in accordance with the American Sociological Association's Code of Ethics (1997). The survey was performed among specialists of HR departments of higher education institutions in Ukraine. A total of 150 people took part in the study. The respondents were 60% women and 40% men. The age distribution of respondents was as follows: 26% were under 30, 44% were aged 31-45, and 30% were over 45. This distribution allowed to obtain a variety of perspectives and assessments of HR strategies in higher education institutions.

■ Results

The development of a HR strategy for higher education institutions is one of the key areas that ensures the effective functioning and development of these institutions. In the context of globalisation, technological progress and constant changes in the labour market, the importance of developing an effective HR strategy is growing significantly. The theoretical foundations and methodological tools of this process are multifaceted and include numerous approaches based on modern concepts of HRM, strategic planning and innovative methods of personnel development. Theoretically, the formation of HR strategy in higher education institutions is based on the principles of strategic HRM, which involves the use of an integrated approach to planning, selection, training, and development of personnel. One of the fundamental elements of this approach is the recognition that HR are the most important asset of an organisation and that investment in their development is of strategic importance for achieving long-term goals. The HR strategy should be integrated into the overall development strategy of the higher education institution. This means that approaches to the formation and management of personnel should be consistent with the mission, vision and strategic goals of the university or other educational institution. For example, if the institution's strategy is focused on innovation and research, the HR strategy should include the recruitment and development of academic staff with the appropriate competencies and abilities.

Modern HRM theories also focus on the development of staff competencies. The concept of competencies is one of the key ones in the formation of a personnel strategy. It implies that an employees' effectiveness is determined not only by their professional knowledge, but also by such qualities as communication skills, teamwork, ability to learn and adapt to new conditions. Therefore, the HR strategy should take into account not only the formal qualifications of employees, but also the development of their competences through various forms of professional development. The development of a HR strategy requires consideration of the external environment. Higher education institutions operate in a complex and dynamic environment, where

demographic changes, labour market changes, technological progress and global trends are important. These factors require educational institutions to be flexible in their approaches to HR management. In particular, the HR strategy should consider demographic trends, such as an ageing population and increased competition for talent, which is especially relevant for academic institutions. Methodological tools for developing a HR strategy for higher education institutions are a necessary element to ensure its effective implementation. This toolkit includes several key components, such as strategic workforce planning, staff selection and evaluation methods, professional development, and monitoring the effectiveness of the HR strategy.

Strategic HR planning is one of the most important stages in the development of an HR strategy. It involves forecasting staffing needs for the long term, considering the strategic goals of the higher education institution. For this purpose, various methods of analysis are used, such as SWOT analysis, which allows identifying the strengths and weaknesses of the institution in the context of HR management, as well as opportunities and threats from the external environment. Based on this analysis, the main directions of development of the HR strategy are determined, in particular, the need to attract new employees, improve the qualifications of existing staff or restructure the staff. Modern approaches to recruitment in higher education institutions involve the use of tools that allow assessing not only the professional knowledge and skills of candidates, but also their competencies, motivation, and learning ability. For this purpose, various assessment methods are used, such as interviews, testing, case studies or simulation exercises. The selection of academic staff is particularly important, as they ensure the quality of the educational process and research activities. In the environment of rapid technological development and changes in the labour market, continuous training and professional development are becoming a prerequisite for maintaining the competitiveness of both employees and higher education institutions in general. Professional development can be carried out through various forms, such as advanced training courses, participation in scientific conferences, exchange of experience with other educational institutions, internships, etc. Internal staff development programmes play a special role, as they allow for the integration of professional development into the daily activities of employees. Monitoring and evaluation of the effectiveness of the HR strategy is necessary at the final stage of its formation. This stage involves continuously tracking the effectiveness of the implemented HR strategies and adjusting them if necessary. Monitoring may include indicators such as employee satisfaction, productivity, number of scientific publications, participation in international projects, etc. Performance evaluation helps identify weaknesses in the HR strategy and make the necessary changes to improve it.

Despite the considerable theoretical and methodological potential, the development of an HR strategy in higher education institutions faces a number of challenges. One of them is the need to adapt to rapid changes in the labour market and education. For example, the development of technology requires educational institutions to attract specialists with new competencies, which requires changes in approaches to recruitment and development. In addition, demographic changes, such as an ageing population and increased competition for talented professionals, also pose additional challenges for HR strategies. Traditional approaches to HR management may not be effective enough in the face of rapid change, so higher education institutions must actively implement innovative HR management methods, such as digitalising selection processes, using big data to predict staffing needs, and applying artificial intelligence to assess candidates' competencies. Despite these challenges, the prospects for the development of HR strategy in higher education institutions are quite positive. Trends in the education sector indicate an increase in attention to HR policy and HR management, and the integration of the latest technologies, the development of international cooperation, and an emphasis on professional development are important.

Traditional recruitment methods based on curriculum vitae (CV) analysis and standardised interviews are not always effective in the modern education system, which requires innovative and integrative approaches to teaching. More flexible recruitment methods should be used, such as assessing employees' competencies through simulations or test tasks, which would allow for the evaluation of their professional qualities and skills in specific situations. It is also necessary to pay attention to the development of a progressive HR policy that will focus not only on retaining current staff but also on the development of young professionals. Therefore, it is important to create favourable conditions for attracting young professionals to work in higher education institutions. All criteria should include not only academic achievements, but also activity in research, participation in international projects, implementation of innovative methods in the educational process, and other aspects that contribute to the development of the educational institution.

Regarding the system of motivation and incentives for employees, it was found that an effective HR strategy should include a variety of motivational mechanisms to maintain high motivation among teachers and researchers. This may include both tangible incentives (bonuses, additional payments for scientific achievements or pedagogical innovations) and intangible forms of encouragement, such as public recognition of achievements, opportunities for professional growth through participation in international conferences, exchanges, or projects. In addition, the implementation of

individual development trajectories for each employee is a priority. Each teacher or researcher has their own unique professional ambitions and needs, which should be considered when planning their professional path. To this end, it is necessary to develop individual development plans that take into account not only short-term goals (e.g., participation in specific projects or advanced training), but also long-term development prospects (e.g., preparation for management positions or academic titles). Modern higher education institutions should be integrated into the global research and education space, including active participation in international exchange programmes, joint research and other forms of cooperation. This will not only improve the qualifications of staff, but also enhance the reputation of the institution internationally. Inviting foreign experts to lecture or conduct research, as well as the participation of Ukrainian teachers and researchers in international projects, will allow for the exchange of

experience and the introduction of best international practices into the educational process.

There is a need to update approaches to recruitment, create favourable conditions for attracting young professionals and ensure continuous professional development of employees. It is important to introduce a competency-based approach, digital technologies for HR management and flexible forms of employment. Therefore, the HR strategy should be comprehensive and consider both the needs of the higher education institution and the individual needs of its employees. It is important to ensure effective communication between the administration and staff, create favourable conditions for professional growth, and actively introduce innovations in management processes. This is the only way to ensure the long-term development of an educational institution. It is important to consider this issue comprehensively, so an international comparative analysis of HR strategies was carried out (Table 1).

Table 1. Comparative analysis of HR strategies in higher education institutions in different countries

Country	HR strategy model	Features and efficiency
Germany	A model with an emphasis on professional training	Germany uses a system that emphasises the integration of theoretical learning with practical experience. Higher education institutions actively cooperate with industry to provide internships and practical training. This allows students to acquire real skills that are needed in the labour market. The effectiveness of this model lies in the preparation of highly qualified specialists who are ready to quickly integrate into the professional environment.
USA	A model with an emphasis on innovation and research	In the United States, higher education institutions typically have a strong emphasis on research and innovation. They place great emphasis on attracting highly qualified professors who are actively engaged in research and publish in leading academic journals. Strategies often include competitive salaries and investment in infrastructure that supports research. This ensures high-quality scientific output and the development of new technologies.
Finland	A model with a focus on equality and support	The Finnish model of personnel strategy is characterised by a high level of equality between teachers and students. Particular attention is paid to the development of teachers' pedagogical skills and the provision of support for their professional growth. Important aspects are mentoring systems and regular professional development. The effectiveness of this model is manifested in the creation of a positive learning atmosphere and the maintenance of high standards of education.
Great Britain	A model with an emphasis on international cooperation	In the UK, the emphasis is on integrating international practices into HR strategies. Institutions actively collaborate with universities around the world, which allows them to introduce the latest teaching and research methods. Models include exchange programs for students and teachers, as well as joint scientific projects. This raises the academic level and ensures high quality education.
Japan	A model with an emphasis on technology and innovation	Japan is actively using the latest technologies for personnel management and training. For example, sensors for tracking students' physical activity or software for monitoring academic achievements. This approach allows creating individual development plans for each student, which contributes to a more accurate and effective learning process. This model allows integrating the latest technologies into education, improving its quality.

Source: compiled by the authors based on M. Baethge & A. Wolter (2015), N.F. Easa & H. El Orra (2021), M.N. Jotaba et al. (2022)

A comparative analysis of HR strategies in higher education institutions in different countries has revealed both common features and unique characteristics of each model. The common features include an emphasis on integrating the educational process with the real requirements of the labour market and introducing innovations into the educational process. Each country has its own peculiarities, which are reflected in the methods of forming and managing HR. Germany demonstrates the effectiveness of a model that focuses on combining theoretical learning with practical experience, which allows graduates to adapt to labour market requirements more quickly. This is achieved through

close cooperation with industry, which provides students with real-world practical skills. The United States is focused on supporting innovation and research, which attracts highly qualified professionals. This contributes to the high quality of scientific achievements and technological innovations, thanks to competitive working conditions and investments in research infrastructure. Finland stands out for its attention to equality and support for teacher development. This creates a positive learning environment and ensures high quality standards through mentoring and professional development systems. The United Kingdom focuses on international cooperation, which allows for the integration

of best practices from other countries and ensures high quality education through international exchanges and joint projects. Japan actively uses technology to monitor and support the learning process, which ensures an individual approach to each student and contributes to an effective learning process.

In line with the above information, the comparative analysis has shown that each country adapts its

HR strategy to meet its specific needs and context, but common trends include the integration of practical skills, support for innovation and international cooperation. This allows higher education institutions to increase their efficiency and competitiveness on the global stage. In order to implement effective solutions and strategies, it is necessary to identify the HR challenges, as shown in Table 2.

Table 2. Distribution of answers to questions about the main problems in HR strategies

Problems	Number of participants	Percentage, %
Insufficient communication	105	70
Lack of professional development	84	56
Motivation problems	90	60
Adaptation to changing conditions	78	52
Other problems	30	20

Note: the respondents could choose several answers

Source: compiled by the authors

Table 2 shows the distribution of respondents' answers to the question about the main problems in HR strategies. The largest number of respondents indicated insufficient communication as a key problem, which indicates the need to improve interaction between management and employees. The second most important issue is the lack of professional development, which indicates the need to update professional development

programmes. More than half of the respondents noted problems with motivation, which indicates the need to improve the motivation system. Adapting to changing conditions was a problem for half of the respondents, which shows the need for flexible HR strategies. Other problems were mentioned by a few respondents who could point to less significant but still important issues, as shown in Table 3.

Table 3. Assessment of the effectiveness of existing HR strategies

Indicators	Number of participants	Percentage, %
Very effective	30	20
Effective	54	36
Neutral	42	28
Ineffective	21	14
Very ineffective	3	2
Total	150	100

Source: compiled by the authors

The data in Table 3 shows the assessment of the effectiveness of existing HR strategies. In particular, a small proportion of respondents consider the existing strategies to be very effective, which may indicate overall positive assessments, but not unconditional satisfaction. The majority of respondents assessed the strategies as effective, but with some comments. A third of the participants took a neutral position, which may indicate the absence of significant changes or improvements. A small proportion of respondents (20 people) consider the strategies ineffective, which indicates that there are serious problems. Only 5 people considered them very ineffective, which may be a sign of a critical attitude towards HR strategies in certain institutions.

The study aimed at improving the HR strategy of higher education institutions reveals several important components and recommendations that should

be used in the process of HRM. One of the main aspects that the study focused on was the professional development of staff. This includes training, advanced training and the adoption of new technologies, which is critical to keeping employees' knowledge and skills up-to-date in the changing environment of the modern world. The study showed that investing in the development of professional competences is one of the most effective ways to increase the competitiveness of educational institutions, as well as to promote employee motivation and satisfaction. In addition, new information systems and platforms need to be introduced to improve communication between different levels of management. This includes the creation of integrated information exchange systems that ensure transparency and efficiency of communication processes. It is critical to introduce innovative forms of

training, such as online courses that can be accessed by all employees.

To improve adaptation to changing conditions, it is necessary to develop flexible strategies that allow for a quick response to external challenges. This may include implementing systems to monitor changes in the external environment and regularly reviewing HR strategies. It is important to invest in the latest technologies to automate and improve HRM processes. This may include the introduction of digital platforms for monitoring and managing HR, which ensures efficiency and transparency of processes. The study identified additional factors, namely that for the effective implementation of professional development programmes, it is necessary to use a variety of training methods. This allows taking into account individual characteristics of employees, their needs, and level of training. Among these methods, a special place is occupied by trainings that allow deepening knowledge and skills in specific professional areas. Trainings are usually conducted under the guidance of experts or trainers who have extensive experience in the relevant field. They can be short-term or long-term, depending on the purpose and content of the programme. The study recommended increasing the frequency of trainings and ensuring that they meet current market needs. Seminars are another important component of professional development.

They provide an opportunity for employees to share experiences and learn about the latest developments in their field. Seminars allow teams to broaden their horizons, raise awareness of modern working methods and receive practical advice on how to apply new technologies and techniques. The study found that seminars are an effective tool for maintaining employees' professional engagement and help to generate new ideas and approaches to performing their duties. Refresher courses play a key role in ensuring the continuous development of employees. They help to deepen professional knowledge and acquire new skills that are becoming essential. Courses can be either internal or external. Internal courses are usually organised by the institution itself, which allows them to be tailored to the needs of a particular institution. External courses, which can be provided by third-party organisations or training centres, provide an opportunity to gain a wider range of knowledge and skills. The study showed that one of the key factors in the success of advanced training courses is their systematic nature and integration into the overall HR strategy.

The study paid special attention to online learning, which has become an integral part of modern professional development programmes. Online learning allows employees to acquire new knowledge and skills at a time convenient for them, without the need to leave their main job. This is especially important in the context of the COVID-19 pandemic, when many institutions were forced to transfer a significant part of their

curricula to an online format. The study recommended the introduction of more online courses and distance learning platforms that can be effectively used to up-skill employees. The recommendations include the introduction of regular training needs assessment programmes, which will allow institutions to identify gaps in employees' knowledge and skills in a timely manner and provide them with the necessary resources for professional development. In addition, it was suggested that a system of individual professional development plans for each employee should be introduced, which would allow for a more precise matching of the needs and goals of each individual employee and the organisation as a whole.

The most important aspect was to improve the system for monitoring the effectiveness of professional development programmes. Systematic evaluations of the effectiveness of training should be introduced to help higher education institutions adjust their programmes to the actual needs and outcomes of their employees. This can include both quantitative and qualitative evaluation methods, such as participant surveys, analysis of their achievements, and feedback from supervisors. The study showed that professional development is an integral part of an effective HR strategy for higher education institutions. The introduction of modern teaching methods, such as trainings, seminars, refresher courses and online learning, will help to improve the efficiency of employees and ensure the development of HR. The recommendations developed on the basis of the findings are aimed at creating a system that will allow employees to continuously improve their knowledge and skills and higher education institutions to remain competitive in the current environment.

■ Discussion

The results showed that HR strategy in higher education is becoming a key tool for ensuring the quality of the educational process and achieving strategic goals. It covers the planning, selection, development, and retention of teaching and administrative staff that contributes to the fulfilment of the institution's mission. The HR strategy includes several key components: workforce planning, recruitment of qualified professionals, continuous professional development, and motivation and retention. These measures not only improve the quality of education, but also help institutions to innovate and compete in the education market. Despite its importance, the implementation of HR strategies can be hampered by financial constraints and limited resources, which creates challenges for ensuring adequate staff support and institutional development. Many researchers, such as A. Parnell (2021), O.V. Zakharova & L.M. Usyk (2023) and B. Abbasnejad *et al.* (2024), have noted that the HR strategy in higher education should include long-term goals aimed at ensuring the sustainability of the staff and the development of professional

competencies. The study conducted in this paper has confirmed the need for a systematic approach to HRM, as well as the importance of introducing innovative methods of training and development of staff, which is consistent with the views of the above researchers. A. Jonnergard *et al.* (2024) and M. Verkuyl *et al.* (2024) emphasised the importance of a long-term HR policy, where strategic planning plays a key role. These results confirm this position, as a stable HR policy allows educational institutions to maintain a high level of teaching staff and promote their continuous development. Furthermore, the integration of continuing education concepts for teachers, which is a key element of a modern HR strategy, is confirmed as necessary for success.

M. Plachkinova *et al.* (2022) highlighted a competency model based on the development of key professional qualities of employees. These researchers noted that such a model implies a focus on the development of specific competencies that meet the needs of the labour market and the internal needs of the institution. The present study concluded that the competency model is the most appropriate in the current environment, as it allows maintaining a high level of compliance between the requirements for staff and their professional qualities. This confirms the importance of regular updating of professional standards and continuous training of teachers. In addition, the competence model allows institutions to effectively adapt to changes in the labour market, which is especially important in the context of the digital transformation of education. This approach is in line with the findings of G.P. Gasca-Hurtado & L. Machuca-Villegas (2024), who noted that the HR strategy should be flexible and focused on the development of innovative teaching and management methods. Nevertheless, there is a completely different approach proposed by J. Speer *et al.* (2022), based on a mentoring system, although it has its advantages. In this study, it did not show such high efficiency. Supporting young teachers with experienced colleagues is important, but it is not enough for the effective development of the entire HR system, as additional resources are needed to support continuous skills' development.

Another important aspect is the application of modern methods of HR management in higher education. The use of tools such as coaching, mentoring, and the development of emotional intelligence among teachers plays a key role in improving the quality of the educational process. In their research, D. Martins (2022) and A. Juhaidi (2024) stated that effective HRM through the development of teachers' communication and soft skills improves the interaction between teachers and students, which in turn has a positive impact on learning outcomes. The present study found that coaching and emotional intelligence are effective tools for increasing teachers' motivation and professional satisfaction. This confirms the need to introduce emotional learning methods to develop teachers' self-regulation

and effective communication skills, which is consistent with the findings of D.C. Sudan & V.G. Zuin (2022) and S. Amponsah *et al.* (2024). Moreover, this study found that the use of coaching methods increases the level of teachers' autonomy and promotes their professional development.

The results of the study showed that digital transformation is another important factor influencing the HR strategy of higher education institutions. Studies such as those by B.O. Bejarano Lizano *et al.* (2023) showed the need to introduce digital tools into the HRM system to automate the recruitment and development processes. The findings of this study confirm this opinion. The introduction of digital technologies can significantly reduce the time spent on administrative processes and increase the efficiency of HR work. It is important to note that automation and digital tools cannot completely replace the human factor. This is in line with the findings of T.O. Olusola-Fadumiye *et al.* (2022) and S. Biswas *et al.* (2022), who emphasised that digitalisation should only be a supporting tool, not the main element of the HR strategy. This study found that effective HR management involves combining digital technologies with traditional methods, such as an individual approach to each employee.

The high quality of the HR strategy directly affects the effectiveness of the educational process. The study by T.-M. Ly-Le *et al.* (2024) showed that higher education institutions that have a developed system of motivation and support for teachers demonstrate better indicators of education quality. This study also found that institutions that actively invest in the development of their staff achieve higher results in the learning process. In line with this, the study confirmed the relationship between the quality of the HR strategy and educational outcomes. In particular, support for the professional development of teachers through advanced training courses, international exchange programmes and participation in research contributes to their motivation and engagement in the educational process. These findings are in line with Z. Horvath *et al.* (2024), who pointed out the need for continuous staff development to achieve high quality education.

The results of this study confirmed the consistency with modern theoretical approaches to the formation of HR strategy in higher education institutions. It was found that the HR strategy should be based on long-term planning, competence development and a flexible approach to changes in the labour market. The use of modern management methods, such as coaching and the development of emotional intelligence, plays a crucial role in improving the efficiency of teaching staff and the quality of the educational process. Digitalisation is also an important tool to automate HR processes, but it cannot replace the human factor. Digital technologies should be used to increase the efficiency of administrative work and support professional development, but

the most important element of a successful HR strategy is an individual approach to each employee.

In summary, these findings are consistent with the results of studies by other researchers, such as M.P. Johnston-Guerrero & C.L. Wijeyesinghe (2021), D.U. Gede & A.T. Huluka (2023) and S. Liu *et al.* (2024), who emphasised the importance of strategic planning, development of professional competencies, integration of innovative HRM methods, and use of digital technologies. The implementation of these approaches in the practice of higher education institutions allows increasing motivation, employee satisfaction, and the quality of educational services, which is the key to successful operation in the context of global competition and rapid changes in the labour market.

■ Conclusions

The results of this study demonstrated the importance of a systematic approach to the formation of a HR strategy for higher education institutions, taking into account constant changes in the educational environment, technological development and labour market requirements. The study showed that a clear definition of the goals of the HR strategy is critical for its successful implementation. Higher education institutions should formulate their goals in the light of changes in the external environment, such as technological innovation, globalisation, and changes in professional competence requirements. Such goals should be integrated with the overall development strategies of the institutions and meet the needs of the educational process and research activities. The importance of involving the heads of educational institutions in the development of HR strategies to achieve the relationship between the HR strategy and the overall goals of the institution is determined.

Adapting HR strategies to a changing environment is a prerequisite for their effectiveness. In educational environment, the key success factor is the ability of higher education institutions to respond quickly to changes in the external environment, especially given the intensive development of information technology and new challenges associated with changes in the labour market. The comparative analysis of HR strategies at the international level conducted in the course of the study has shown that countries where higher education institutions actively implement technological solutions

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in HR management demonstrate higher efficiency of their institutions. It is important to introduce modern management methods that involve the use of information and communication technologies to improve the quality of HR management.

The integration of modern management methods into the HR strategies of higher education institutions is essential for their long-term effectiveness. The results of the survey of HR staff indicated that most higher education institutions need new tools to improve the skills of their staff and adapt to new educational technologies and student needs. Such tools include e-learning systems for staff development, as well as platforms for monitoring and evaluating the performance of teachers. It is also recommended to introduce feedback mechanisms that will help in decision-making to improve HR strategies based on the actual needs of employees. The study also highlighted the need to improve existing approaches to HRM in higher education institutions. One of the important aspects is the systematic development of staff competencies, which will contribute to the overall efficiency of the educational process and research activities. Given the rapid changes in the requirements for educational activities, educational institutions should implement systems of continuous professional development that will ensure that the knowledge and skills of employees are updated.

Among the recommendations for developing and improving HR strategies, the key is the need to develop comprehensive staff development plans that include regular trainings and seminars for teachers and administrative staff. It is also important to introduce mechanisms for monitoring the effectiveness of HR strategies, which will allow adjusting these strategies in line with new challenges and needs of the institution. Systematic monitoring will allow not only to evaluate the effectiveness of the strategy, but also to promptly implement changes to improve its results. Prospects for further research are to increase the sample and study the impact of digital technologies on the formation of HR strategies in higher education institutions.

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Теоретичні основи та методичний інструментарій формування кадрової стратегії закладів вищої освіти

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■ **Анотація.** Метою даного дослідження було виявлення складових освітнього менеджменту, його управління та безпечних умов праці для викладацького складу в університетах. Методологія включала три основні методи: теоретичний аналіз, порівняльний аналіз і анкетування. Отримані результати допомогли виявити ключові проблеми та найкращі практики у формуванні кадрових стратегій, порівняльний аналіз дозволив порівняти різні моделі стратегій на міжнародному рівні, а анкетування серед працівників кадрових підрозділів дало змогу зібрати конкретні дані про актуальні проблеми і потреби. Основні результати дослідження показали, що ефективні кадрові стратегії включають чітке визначення цілей, адаптацію до змінюваного середовища та інтеграцію сучасних методів управління. Результати виявили необхідність удосконалення існуючих підходів через впровадження нових інструментів та методик, що відповідають сучасним вимогам освітнього середовища. Дослідження надало практичні рекомендації для вдосконалення кадрових стратегій, що можуть сприяти підвищенню ефективності управління людськими ресурсами в закладах вищої освіти. Аналіз результатів показав, що впровадження інтегрованих підходів до кадрової стратегії, таких як розвиток компетенцій та використання сучасних технологій, суттєво покращує ефективність управління. Зокрема, виявилось, що заклади вищої освіти потребують систематичного підходу до підвищення кваліфікації персоналу і адаптації до нових викликів. Дане дослідження дало змогу розробити комплексні плани розвитку персоналу та впровадження механізмів моніторингу і оцінки кадрових стратегій, що дозволять забезпечити їхню відповідність стратегічним цілям освітніх установ

■ **Ключові слова:** управління персоналом; складові управління; концептуальні засади; безпечні умови праці; професійна адаптація