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MAJOR FACTORS DETERMINING THE QUALITY OF MANAGEMENT IN UNIVERSITIES

Abstract. The article defines and studies the main factors of the management quality in higher education institutions (HEIs), primarily universities, in the context of globalization, European integration and the shortage economy of Ukraine. The research is conducted on the theoretical and methodological foundations of a systemic and institutional approach to the quality of management and its improvement in higher education institutions. It is justified that management and the concept of quality management are based on scientific management and the art of management, which includes goal-setting and decision-making. It is shown that the management quality paradigm plays an important role in ensuring the organization, development, success of the university's activity and suggests considering the quality of management in higher education as a consequence (result) of synergy, the interaction of the knowledge and skills of the manager (executive), their talent and personal inclinations, including management intuition necessary for the adoption and implementation of relevant decisions. Management quality is defined as a satisfaction level as a result of the provision of management services to meet the needs and expectations of the organization and its internal and external stakeholders. Consideration of the principles and objectives of HEIs functioning in the context of globalization and European integration logically and actually precedes the disclosure of management quality factors. Providing these institutions with resources and their use are treated as a criterion for classifying the quality factors for university management. The following are analyzed in detail: human resources in higher education as a key factor for ensuring the quality of management; fixed assets of HEIs (including their turnover period); development and implementation of educational programs and publications of researchers; financial support of the quality of scientific and educational processes, etc. The specifics of universal quality management factors in higher education institutions are revealed under very limited resource. In this context, a number of discussion points are given regarding the current situation in higher education in Ukraine.

Keywords: universities, quality of management, factors of management quality, self-finance of university development, shortage economy, globalization, European integration.

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ОСНОВНІ ЧИННИКИ ЯКОСТІ МЕНЕДЖМЕНТУ В УНІВЕРСИТЕТАХ

Анотація. У статті визначено й досліджено основні чинники якості управління у вищих навчальних закладах (ВНЗ), насамперед університетах, в умовах глобалізації, європейської інтеграції та дефіцитної економіки України. Дослідження проведено на теоретико-методологічних засадах системного й інституціонального під-

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ходу до якості управління та її поліпшення у ВНЗ. Обґрунтовано, що управління й концепція якісного управління базуються на науковому управлінні та мистецтві управління, котре включає постановку цілей і прийняття рішень. Показано, що парадигма якості управління відіграє важливу роль у забезпеченні організації, розвитку, успіху діяльності ВНЗ та передбачає розгляд якості управління у вищій школі як наслідку (результату) синергії, взаємодії знань і вмінь менеджера (управлінця), його таланту, особистих рис, у т. ч. управлінської інтуїції, необхідних для ухвалення й виконання відповідних рішень. Якість управління визначається як міра задоволення в результаті надання управлінських послуг потреб і очікувань організації та її внутрішніх і зовнішніх зацікавлених сторін. Розгляд принципів і цілей функціонування ВНЗ у контексті глобалізації та європейської інтеграції логічно й фактично передує розкриттю чинників якості управління. Забезпеченість цих закладів ресурсами та їх використання трактується як критерій класифікації чинників якості управління ВНЗ. Докладно проаналізовано такі з них: людські ресурси вищої освіти як ключовий фактор забезпечення якості менеджменту; основні засоби ВНЗ (включаючи час їх обороту); розроблення та впровадження освітніх програм і публікацій наукових співробітників ВНЗ; фінансова підтримка якості наукового й навчального процесів. Розкрито специфіку універсальних чинників якості управління у ВНЗ в умовах жорсткої обмеженості ресурсів. У цьому контексті наведено низку дискусійних положень щодо поточної ситуації у вищій освіті України.

Ключові слова: ВНЗ, якість управління, чинники якості управління, самофінансування розвитку університетів, дефіцитна економіка, глобалізація, європейська інтеграція.

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ОСНОВНЫЕ ФАКТОРЫ КАЧЕСТВА МЕНЕДЖМЕНТА В УНИВЕРСИТЕТАХ

Аннотация. В статье определены и исследованы основные факторы качества управления в высших учебных заведениях (вузах), прежде всего университетах, в условиях глобализации, европейской интеграции и дефицитной экономики Украины. Исследование проведено на теоретико-методологических основах системного и институционального подхода к качеству управления и его улучшения в вузах. Обосновано, что управление и концепция качественного управления базируются на научном управлении и искусстве управления, которое включает постановку целей и принятие решений. Показано, что парадигма качества управления играет важную роль в обеспечении организации, развития, успеха деятельности вуза и предполагает рассмотрение качества управления в высшей школе как следствия (результата) синергии, взаимодействия знаний и умений менеджера (управленца), его таланта, личных склонностей, в т. ч. управленческой интуиции, необходимых для принятия и выполнения соответствующих решений. Качество управления определяется как мера удовлетворения в результате предоставления управленческих услуг потребностей и ожиданий организации и ее внутренних и внешних заинтересованных сторон. Рассмотрение принципов и целей функционирования вузов в контексте глобализации и европейской интеграции логически и фактически предшествует раскрытию факторов качества управления. Обеспеченность этих учебных заведений ресурсами и их использование трактуется как критерий классификации факторов качества управления вузом. Подробно проанализированы такие из них: чело-

веческие ресурсы высшего образования как ключевой фактор обеспечения качества менеджмента; основные средства вузов (включая время их оборота); разработка и внедрение образовательных программ и публикаций научных сотрудников вуза; финансовая поддержка качества научного и учебного процессов. Раскрыта специфика универсальных факторов качества управления в вузах в условиях жесткой ограниченности ресурсов. В данном контексте приведен ряд дискуссионных положений относительно текущей ситуации в высшем образовании Украины.

Ключевые слова: вуз, качество управления, факторы качества управления, самофинансирование развития университетов, дефицитная экономика, глобализация, европейская интеграция.

1. Introduction – a quality management paradigm

Management and managerial concept, shaping the quality of management, is based on scientific management and the art of management. According to Z. Martyniak, “Domains of the latter are goals and decisions. Establishing goals and making decisions, despite there being many supportive methods and techniques, is still more a field of art than learning” [1, p. 363, 364]. Practice proves that this art must be based on a good foundation of management knowledge, and then its resources have to be constantly developed and updated. With that in mind, it can be argued that the quality of management exercised by particular managers is the consequence of their knowledge acquired by performing specific managerial functions and personal predispositions – talent, including management intuition, necessary to make the right decisions. Managerial talent and possible favourable events (coincidences) can significantly influence the quality of the decision. Therefore, it is important to be able to anticipate the various variants of market requirements, on the one hand, and to be able to adapt to those requirements, under conditions of continuous changes. There is no doubt that it will be necessary to continually improve the quality of work of both the manager and the managed, and the high quality of products as measured by the level of fulfilment of customer expectations. With the above in mind, it should be stated that the quality management paradigm is very significant. It is extremely complex, but, applied in the decision-making process, it has a positive impact on the benefits of all stakeholders in the service delivery process. Proper consideration of the quality paradigm in management is a *sine qua non* prerequisite for organizational development and the key to its success, as well as improving the lie quality of the management and the managed [2, p. 114].

Managers in universities provide a management service in exchange for a specific remuneration and privileges. ***The quality of providing management service, which is the decision-making at universities, means the quality of work of managers at the university, and it is called the quality of university management.*** The aim of this study is to briefly present the main factors shaping the quality of management in higher education institutions, in the context of shortage economy, related to the use of their main resources (employees, fixed assets and current assets, developed and implemented educational programs and affiliated publications of the academic employees), **striving for growth under globalization and on principles recommended in the European Union.**

Current management in higher education institutions does not ensure the proper use of their resources, so it is necessary to improve the quality of management. While improving the system and applied management methods, it is important to remember that the art of management is based on triggering situations that will lead a subordinate (the managed) to make executive decisions in line with the expectations of the supervisor (the manager). At the same time, we must not forget the reality – the shortage economy prompts university authorities to adopt the economics of savings and the economics of austerities, accepted by its employees.

Management in universities must meet the formal requirements established within the European Higher Education Area and the European Union. Therefore, before we go on to describe the determinants of the management quality, we need to identify the international conditions (goals, principles of operation, tasks), in which the management of universities will have to take place.

This complex arrangement of bonds and dependencies produces the synergy effect, where the following factors influence one another: the university revenues and expenditures, the external environment and the attitudes of their employees, and the state and usage of remaining resources in higher education institutions. All in all, they determine the level of management quality, and, thus, the final effects of the university's activities at the level of research, education and environment services, and the satisfaction of internal and external stakeholders.

In every organization, and therefore also in universities, there is the supervisor and the subordinate, the manager and the managed. This traditional management approach is not verified in practice. Such a theoretical statement is not adequate to the reality of higher education institutions. The supervisors do not directly manage the subordinates, they only manage the situation the subordinates are in, and will find themselves in the future. Most often it is the subordinates that manage themselves by **making decisions**, taking into account the past, present and future circumstances that influenced, are influencing or will influence them. The manager, making decisions, influences these conditions and encourages the managed to make a decision that implements the management's intentions. In the end, the sovereign decisions are made by the managed, which may be in line with the manager's expectations, pretend to be consistent with them or be incompatible. The art of management is to bring about executive decisions that are consistent with expectations. It testifies to the level of management quality in the organization [3, p. 116–123].

2. Principles and objectives of functioning of the university in the context of globalization and European integration

The general framework for the development of higher education in all European countries is provided by “Magna Charta Universitatum”, signed on 18 September 1988 in Bologna by the Rectors of European Universities, including the rectors of the Polish universities [4]. Rectors pledged to implement, apply and maintain the following principles:

- The University is an autonomous institution that deals with scientific research, education, as well as creating, promoting and popularizing culture.

- Education and scientific research at universities must be inseparable and create an unbreakable whole.

- Freedom of scientific research and education is a fundamental principle of the activity of universities. Governments and universities must, within their powers and capacities, ensure that this fundamental principle is respected.

- The University is the institution responsible for preserving European humanistic traditions, creating universal knowledge and confirming the need to know and interact with one another and to coexist in different cultures.

These rules apply to European higher education institutions, which, at the same time, have to fulfil their economic duties and functions towards the economy, including conducting scientific research and educating students in accordance with the needs of the national and regional labour market, thereby securing employment for their graduates.

On the other hand, the state managing the economy should provide decent living and working conditions for employees of higher education institutions.

With the progressive globalization in the world and the integration in Europe, the reform focusing on the improvement of the quality of education is also implemented in the higher education institutions in the countries that are the signatories of the Bologna Process. During the IV Conference of Ministers of Higher Education, the Bologna Process Signatories, which took place from 19 to 20 May 2005, in Bergen, the following recommendations, among others, were adopted:

- strengthening the links between education and scientific research;
- increasing the availability of study programs for candidates from all social groups, irrespective of their financial situation;
- creation of mechanisms for transferring granted credits, grants, etc., and facilitating the granting of visas and work permits;
- creating conditions which would be in favour of the academic exchange;
- implementation of standards and quality assurance guidelines in the European Higher Education Area;
- adopting at the national level the framework for qualifications in the European Higher Education Area;
- removing barriers blocking students' and staff mobility, including the introduction of the compatibility of the curricula with the world's best universities [5–7].

The Bologna process is the basis for the creation of secondary legislation of the European Union relating to higher education. Some of the most important acts of the European law in this area include the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning. The European Parliament and the Council of the European Union have instructed their member states to fully implement the Bologna Process conclusions on the quality assurance system by implementing and improving the formal quality management system in universities as described in the above-mentioned uniform quality standards and guidelines in universities within the European Higher Education Area [8].

In today's democratic world, globalization and integration processes, which occur at the political, social and economic levels, require and contribute to the opening of state borders for the movement of people, capital, goods and services between sovereign countries. International competition between universities has been developing rapidly, especially in Europe and North America. Thousands of students from Poland, Ukraine and other European countries start studying abroad. There are branches of foreign universities in these countries, and the development of the European Higher Education Area includes more and more countries, also from outside Europe. Today it is obvious that the development of science, research and education in the world at every level of studying does not tolerate state borders and requires them to open so that the mobility of students and faculty members would not be disturbed and would be able to develop freely. International competition in the field of science and higher education has become a reality. Therefore, so it is very important, on the one hand, to take into account the requirements of the Bologna Process, the European Union's findings and the requirements of the world's top universities, especially the top 100, which set the world competition level. Poland and Ukraine should strive to reach this level. They should adopt and implement a development strategy that will allow them to make a genuine approach to that quality of scientific research, education and service provided for the environment. It is necessary to base the management of universities in these countries on the principles of TOM and TQM, which guarantee the required level of management quality in Polish and Ukrainian universities [9, p. 22–59].

3. Factors that create the quality of management in universities, related to the university resources

One of the criteria for classifying factors that create the quality of management in higher education is its direct relevance to the resources the university possesses. We can distinguish factors, related to:

- employing academic teachers and other employees in the university;
- fixed assets and turnover of a higher education institution, which determines material, technical and financial conditions;
- developed and implemented educational programs and scientific publications of employees affiliated in the university;
- other resources [10, p. 13].

Human resources of higher education - a key factor shaping the quality of management

The main resource of a university is its employees. The main factors shaping the quality of management related to employment in the university, can now include the following:

- the knowledge, skills and competences of the supervisors in terms of management and their preparation for the functions entrusted to them;
- implementation, application and improvement of a formalized quality management system, accepted for use at a university within the European Higher Education Area, recommended by the European Union;

- continuing education (training) of non-European teachers in accordance with the aforementioned European Qualifications Framework;
- linking the academic development of university teachers and the quality of their research with the improvement of their educational services;
- training of doctoral students and habilitants in management and economics in higher education institutions and raising the knowledge, skills and competences in this area of professors employed in the university;
- strengthening the role of strong departments in independent: undertaking and conducting self-financing research commissioned by practice, applying for national and international grants and performing them on a self-financing basis, and launching independent and self-financing didactic projects (professional courses, postgraduate studies, etc.);
- healing the system of hiring in the university on long-term contracts, with the possibility of their extension, based on open, competitions announced publicly with more than one candidate;
- resignation in universities from applying the rule of democratic centralism (inherited from the previous political system), in the management process, which creates appearances in the universities of real, unblocked academic self-government;
- significant activation of the work of deans, institute directors and heads of departments and their deputies for didactic matters around the continuous improvement of the learning outcomes and the increase of added value of graduates on the day they are defending their diploma thesis, i.e. upon graduation;
- an increase in the requirements for diploma theses (engineering, bachelor and masters, doctoral dissertations) and the elimination of plagiarism and the involvement of third parties in the writing of these works, including the demand for high penalties in criminal law and courts for this form of pathology;
- significant limitation of endless evaluations and various reports, which must be submitted annually by academic teachers, which takes more and more time and reduces time for research;
- implementing, in place the hitherto simulated supervisory work of state accreditation commissions over universities, authentic supervision performer by the body that would control the functioning of the university, the performance of the rector's, deans' and other senior executives' duties, with the usage of the experience of the Supreme Chamber of Control in Poland;
- rebuilding the validation system for academic teachers, since currently the academic evaluation of academic teachers does not function in a satisfactory way. It is negatively assessed by both academic teachers and students. Moreover, this system can be used to lower the quality of education;
- quality education departments for a timely, proper and effective fulfilment of responsibilities and periodic settlement from their implementation;
- the pursuit to build and develop of a university community, focused on the fulfilment of its mission, objectives and tasks, should be a challenge and a duty for everyone employed at a university, doctoral students and undergraduate students. Managers at universities should counteract the disintegration of the university;

- qualitative strengthening and development of teamwork of academic and didactic work of academic staff employed in different organizational units of the given university and creation of teams of employees from different universities undertaking joint research on a given topic or jointly conducting a teaching project (e.g. a course, postgraduate studies, specialization or field of studies);
- organizing joint seminars on improving the quality of management within the university or inter-university seminars on improving the functioning of the senates, faculty councils, senate, rector's and faculty commissions, institute and dean's councils, university library network, etc. in a given academic centre;
- radical improvement of human relations and total elimination of lobbying, mobbing and all forms of pathology in universities;
- obligation of the rector, dean, director of the institute and the head of the chair, and their deputies to take up the action out of office in case of mobbing, lobbying and pathology in the functioning of all organs and organizational units of the university and not transferring this duty to the victims [11, p. 3–10].

Fixed assets and turnover of the university – a forgotten factor shaping management quality

In the conditions of market economy, the second resource in the hierarchy of validity of a university is the fixed and working capital of the university, i.e. the material, technical and financial conditions of the university, that is, the material and financial assets it has. The specificity of higher education in Poland needs to be emphasized. When founded, the non-public universities are entitled to use assets from the founder who is not the formal owner of the university. A public university has assets transferred to it by the state in accordance with the applicable law but the university is not an independent owner of the assets. Formal lack of ownership causes a lack of interest in better use and increase of assets in part of the universities.

The limited interest of some public and non-public university employees in the university assets, which they treat as public property with no specific owner, has a significant impact on decisions made at universities as well as their implementation. Hence, the discussions on the functioning of higher education provide the distinction between entrepreneurial professors, entrepreneurs and academics, who value academic values and those who appreciate the cost-effectiveness of their didactic services. Sometimes, there is a group of university employees, who, at the expense of higher order values, are guided by private profitability of their functions, and therefore as a good business for the university they recognize the solution that benefits them or the team they are in. Of course, this situation is reprehensible and proves inadequate decision-making. Eliminating these types of cases means improving the quality of management at a university [2, p. 532–545].

Fixed assets (tangible and financial fixed assets and intangible assets) and working capital (cash, receivables, securities and inventories) that universities have is varied. These assets significantly influence the material, technical and financial conditions of the functioning of the university. They have a significant impact on the scope and quality of research, education and advisory services provided by public and non-public universities. The enlargement of the assets should

be one of the priority management tasks for each of them. The measure of quality of management is the ability of these authorities to increase the assets of university, i.e. to increase the economic potential influencing the research and improvement of the education quality. Public and non-public universities require such a system and management methods that would enable them to cover their costs with a variety of incomes and to generate an economic surplus that would allow them to self-finance their dynamic and independent development. A university has as much autonomy and academic independence as the capital it owns. It is the assets that determine the degree of autonomy and self-financing of the development of each university.

Such economic thinking is not popular among part of university employees and is very much needed! The mere appointment of another committee for business, which would include, apart from practitioners, only functional sociologists, physicists, Polish philologists, historians and no economists or lawyers, does not solve the problem. It is necessary to shift management to economics with full respect for the mission and goals of the university, which cannot be an enterprise. Such quality of management should be sought by professors, especially by the humanists. Universities should be led by titular professors and habilitated doctors, who at the same time are properly educated managers and university hosts, in the literal sense, and as such are prepared for their functions.

Implemented educational programs and scientific publications of employees – a fundamental factor shaping the quality of management

The third resource, in the hierarchy of the importance of a university, which must be taken into account when improving management quality, are the developed and implemented educational programs and publications of employees, affiliated in the university (at the same time the products of the university). It is their level of quality that has a decisive impact in the market economy on the success of universities and their place in various rankings. Higher education institutions can create and training programs for newly-launched fields of studies and specializations, which are much-needed for the economy and for the students, if the university has scientific and didactic staff with a long and valuable academic record widely recognized in the country and abroad. Firstly, employees should conduct research, develop and publish their articles, doctoral dissertations, and professorial papers, highly acclaimed at the national level and abroad. Subsequently, professors and other faculty members should develop their own, competitive study programs, prepare textbooks and scripts, syllabuses and teaching aids. Valuable publications as well as competitive and very useful educational programs that take into account the present and future needs of the economy must first be developed by the university on the basis of ongoing research and active cooperation with practice, and then used by highly demanding professors in the development of young university staff and the education of students the employers are longing for. This requires a pro-quality management system at the level of universities, faculties, institutes, and chairs that will ensure a high quality level of research and publications and their appropriate use in the education of undergraduate students and doctoral students – future professors.

4. Pro-quality way of financing the scientific and didactic undertakings in universities

Modern universities require a decentralization of the management system and delegation of powers to the lower levels of management from the rector and senate levels to the deans and faculty councils, and directors of institutes and institute councils, and further delegation of powers to the chair heads. It involves the transfer of the right to make substantive decisions (in the field of research, didactic process, contact with the environment, etc.) together with related economic and financial decisions. The delegation of power must be accompanied by an increase in the level of responsibility of persons and institutions the powers have been assigned to. At the same time it is necessary to introduce full financial autonomy and total responsibility of the university and its authorities for the substantive and financial results, including bankruptcy and the implementation of the limited autonomy of faculties and institutes, combined with self-financing of the functioning of development (under the supervision of the university authorities).

The full financial autonomy of the university and the limited autonomy of faculties and institutes will have the expected results if they are of interest to the university staff, especially professors and other lecturers. This requires a partial financial autonomy of the chairs. Then the involvement of employees in innovative activities and the improvement of the quality of work will be strengthened economically in the form of additional remuneration and awards financed by the department's research and teaching revenues, for scientific, practical and didactic conferences as well as books, manuals and journals. The chairs should be able to organize, within the faculty or institute, joint scientific and research projects financed by earned revenues, which should remain wholly at their disposal.

This implies the need to record all the revenue and expenditure related to the implementation of the chair's each project separately. Each project should have its own registration number and be fully self-financing (revenue should cover expenses). It should also create an economic surplus for the development of the chair. This principle has been in place for many years at the Jagiellonian University and has a very positive effect on the staff of the chair and the university.

The introduction of the above-mentioned way of financing the undertakings is favourable, but it is not a sufficient condition to ensure the realization of the intended undertakings in the higher education institution at a fixed level of performance. The issue is to create such working conditions at the university, where most university employees **will want to improve the quality of their work** in terms of management, scientific, didactic, and administrative and other duties, and **it will be their own initiative** to do so. The modest framework of this paper does not allow for the development of this problem.

5. Quality management in universities in the conditions of shortage economy

The factors described above that determine the quality of management in higher education are universal in nature, but in the specific conditions of the shortage economy, which induces all organizations (including universities), in the

country in which they occur, to the economics of austerity and the economics of renunciation [12, p. 93–112]. Ukraine is such a state, and it is, at the same time, at war, the end of which does not seem to be happening any time soon. In this country, a specific model of struggle for improvement of the quality of management must be proposed, adequate to the current well-known situation, happening right now in Ukraine. Therefore, the model of university management must take into account the current state of the economy and the much related state of science and education (from kindergarten to university).

In Ukraine, being remote from the developed countries of Europe and the world, the shortage economy deepens, prompting politicians to apply the economics of austerity and the economics of renunciation. This has a significant but unfortunately negative impact on the functioning of science and higher education, including the quality of management of universities. The necessary reforms, implemented by successive ministers of science and education face serious obstacles resulting not only from the state of the economy, but also the socio-political and cultural state of Ukraine and the ideologies inherited from the Soviet Union, private and political systems, tolerated reprehensible habits, unreasonable role of the oligarchs, and the system of thoughts of intellectuals, professors, assistant professors, politicians and the rest of society deeply rooted in the past.

To significantly improve the quality of science and higher education and the quality of management of the institutions of this department Ukraine must step away from the cult of quantity and subordinate the functioning of the entire economy to the continuous improvement of the quality of work, especially the quality of management. In practice, this means the need to launch, alongside the factors described above, also factors specific for higher education in Ukraine related to radical improvement of management quality. These activities related to the need for austerity and savings include:

- re-accreditation of all higher education institutions by professors selected by independent elections by faculty members employed in universities of Ukraine, and a radical increase in academic and didactic requirements for universities, which should lead to rapid elimination of weak academic and didactic universities and a significant reduction in the number of universities in Ukraine;
- adapting the number of students and doctoral students to the state's financial capacity and current spending on science and higher education, which in practice means reducing that number and the associated improvements in the quality of education (including the reduction of the number of students per professor, doctor and lecturer);
- introducing highly demanding, selective examinations for candidates for I, II and III degree studies, and radically increasing requirements for students and post-graduates and their graduate theses to the level of major European universities;
- reducing the number of teaching hours in the so-called teaching pensum to the level found in Polish universities, so that lecturers and professors would have time for scientific work, the results of which should be the basic evaluation of their substantive work;

- total economic and financial independence of universities, limited economic and financial autonomy of faculties and institutes, as well as partial economic and financial autonomy of chairs;
- necessary reduction of employment in universities both in case of lecturers, administrative staff and other employees;
- creating conditions for university employees **to want** to improve their work **on their own initiative**, and managers at all levels of the university **to be able and willing** to improve **on their own initiative** their management, i.e. their management services at their place of work;
- rapid, consistent and ruthless elimination of all forms of corruption, lobbying, mobbing and all forms of pathology occurring in universities among employees, doctoral students and undergraduate students.

6. Conclusions

At this point, finishing this study, one should ask the question of the degree to which these specific determinants determine the necessary quality of management. Specifically – will the members of the university staff, especially professors, assistant professors and students, accept this order of change?

If the answer is YES – then the implementation of the factors proposed in this study, increasing the quality of management, will result in a synergy effect – accelerated development of science and higher education in Ukraine!

If the answer is NO – then talented and hardworking students will go to study in Poland, Germany, Canada, United States and Russia, and they will be followed by the best professors and doctors. The rest will waste time and money on unproductive stay in the universities of Kyiv and other Ukrainian cities!

Current management in universities does not ensure the proper use of their resources, therefore a proactive management restructuring is needed to improve the quality of management. Unfortunately, some professors and doctors are so busy with their business, their own careers that they do not see the need for scientific research, its use in the teaching process and the education of young staff of academic teachers. In some universities, there is no proper reaction of the leaders of the university, the faculty or the institute. It is not enough to set up another commission or team to improve quality. The multiplication of formal, bureaucratic requirements, set, for example, for scientific publications, does not translate into the qualitative level of scientific journals. Academic publications should cease to be offices and become readily accessible institutions for authors and readers that would incorporate copyright and market economy laws.

The key factors, presented above, shaping the quality of management related to the use of university resources constitute a particular challenge for the authorities of these universities, who are striving to develop under the conditions of shortage economy which induces the economics of austerity and the progressive globalization and European integration. That is why radical changes in the university management approach are required, caused by these determinants, which we can call enforced management quality determinants [13, p. 244–254]. By improving the system and applied management methods, it is important to remember that the art of management is based on triggering situations that would

prompt the subordinate to make executive decisions consistent with the expectations of the supervisor and the needs for the development of the university.

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