



Conceptual Essence of Change of Management Models in the Educational Environment: Theory and Practice

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Article Citation: Bodnar, O. & Boyko, M. & Horishna, O. & Naumchuk, V. (2021). Conceptual Essence of Change of Management Models in the Educational Environment: Theory and Practice, *Applied Linguistics Research Journal*, 5 (8): 26–35.

Received Date: April 6, 2021

Accepted date: May 15, 2021

Online Date: July 5, 2021

Publisher: Kare Publishing

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E-ISSN: 2651-2629



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ABSTRACT

The article reveals the content and aspect processes of changes and their consequences in the development of general secondary education institutions. It is substantiated the essence of the concept of “change management” in the context of theoretical achievements. The main change management models are described and analyzed. It is established that the effective activity of secondary schools is accompanied by constant processes of changes. The reasons for them exist both inside and outside general secondary education institutions. According to the identified reasons, change management is a laborious, step-by-step process based on the principles of organizational culture. The basis of vital activity and efficiency of secondary schools largely depends on the qualitative change management in the educational environment.

Keywords: Change processes, change management, educational environment, change management model.

1. Introduction

New complex tasks appear for the subjects of management in the process of the development of international economic relations under the influence of informational and technological progress. This is due to the needs of informed society. In the conditions of changes, the theories of classical management are not able to adequately meet the demands of the subjects of the educational environment. The style of subject-object management with its own hierarchical structure is rapidly losing its position in favor of subject-subject management. This type of management is characterized by team formation, self-organization and targeted communication. Practice shows that the effective functioning of a general secondary education institution is not possible without the use of change management models that allow subjects to adapt more quickly to the variable environment and satisfy the growing needs of consumers of educational services. Thus, the study of the impact of different models of change management is relevant and requires their approbation in the practice of management in the educational institution.

2. Reason Appearance Problems and Aims

Today, such feature as a conservatism of the functioning of educational institutions has moved to the past. Under the influence of dynamic changes, taking place in the economy and social development, educational institutions, in order to survive in the market of educational services, are forced to seek new ways of development, introducing innovations, and, at the same time, avoid risks and reduce costs. Search for means and ways of neutralizing or minimizing the resistance to change is a priority task of modern practitioners and management scholars.

The goal of the article is the analysis of the conceptual essence of change management models and verification of their effectiveness on the example of activities of general secondary education institutions.

For the achievement of the goal the following **objectives** have been put:

1. to analyze the change management models, in particular their differences in the general theory of management;
2. to conduct and substantiate a pilot study on the introduction of change management models (Dexter; Dunphy/Stace; ADCAR);
3. to identify the factors of influence on the change management and the directions of the functioning of the administration of the educational institution for strengthening the ability of teachers to perceive changes.

3. The Research Methods and Methodology

To organize and conduct this research the following methods were used: *theoretical*: analysis of psychological and pedagogical, methodological literature to study the theoretical and practical experience of change management in general secondary education; *empirical*: diagnostic (questionnaires, surveys); pedagogical observations for experimental testing.

Although the concept of change management is well known, we use our own interpretations in the research: *Change management in general secondary educational institutions* is a multifaceted process of influencing the managed system for an effective implementation of the changes and further prognostication of them, taking into account risk factors.

4. Literature Review

Changes cannot be built on classical traditional approaches (Bodnar, 2015; Lendyuk et al., 2018; Henseruk et al., 2020; Naumchuk, 2020). Its efficiency will increase if the appropriate models are used (Cheng & Cheung, 1997; Holman, 2000; Naumchuk et al., 2021). The concept of "model" comes from the Latin "modulus" i.e. a measure, a sample, has a philosophical significance, which is a consequence of the ability of a human intelligence to the symbolic recognition of the world; namely, the phenomenon of modeling is inherent in a human by virtue of his/her removal outside the natural world into the world of intelligence (Kozachenko, 2018).

The model is interpreted differently in scientific sources, in particular as: an imaginary or real object, which in the process of its study replaces the original object; a system of postulates, data and inferences, presented as a mathematical description of the subject with a logical sequence of actions for an achievement of results (Merriam-Webster); the process of theoretical description for a specific understanding of the activity of the system or the implementation of the process (COBUILD); research of problems of implementation of organizational standards or an example for imitation or comparison (Dictionary).

In scientific researches the models are divided into (Ford, 2009): graphic; mathematical; physical; verbal representations with predictable variants of concepts, phenomena, relationships, structures, systems or objects of the real world. Shared characteristic features of models are simplifying assumptions, current or boundary conditions, the purpose of application of the model. As most subjects and phenomena in society are multifaceted and complex to achieve their understanding in full, only those qualities that are reflected during the construction of a model are of paramount importance for the purpose of its author.

The objectives of any models are in the following aspects: (1) facilitation of understanding by eliminating unnecessary components, (2) assistance in making decisions by simulating scenarios "what if", (3) explanation, control and prediction of events based on past observations (Definition of Change Management).

Changes management models are concepts, theories and methodologies that provide an in-depth approach to organizational changes. They are aimed at ensuring recommendations for making changes, orientation to the process of transformation and ensuring the acceptance of changes and their implementation (Sharma, 2019).

In their studies Robert Quinn, Sue Faerman, Michael Thompson, Michael McGrath, and David Bright (2015) determine the four types of management models that are supplemented and can be transformed in the change management models: 1) rational goal models; 2) internal process models; 3) human relations models; 4) open systems models.

The study of the problems of implementing organizational change as a separate trend in management science began in the 1950s. One of **the first and most popular models of change management was proposed by Kurt Levin**, who described a structured or organizational change due to a change in the state of the ice. Levin's model is quite simple and other theories of change management are based on it. He suggests that successful change requires a three-step process that involves three stages of change: unfreeze, change, and refreeze.

The first stage in changing behavior is the "unfreezing" of the existing situation, which is also called status quo or thaw (Hayas, 2018).

The second stage of change is "moving", where the balance of driving and restraining forces changes to shift the balance to a new level. People usually spend time perceiving new ideas, events and changes.

The final stage of Kurt Levin's model is the process of "refreezing", which includes the normalization of changes in the daily activities of the organization (Techtarget Network). The main idea of Levin's model is the acceptance and necessity of change. Driving forces actively promote the effective implementation of change, adjust and guide the team in the desired direction of development. On the contrary, stimulating forces suppress the process of change implementation, because they push the organization in the opposite direction. Over time, Levin's model has been modified by many other theorists and practitioners, but fundamental aspects have remained unchanged. For example, L. Greiner in his theory of change management essentially detailed the Levin's change management model.

The Greiner Growth Model

Larry Greiner proposed a model of successful change management based on five stages of growth, and later added a sixth stage to a unique version of his model. Each phase of growth consists of a period of relatively stable growth followed by a "crisis phenomenon", when major organizational changes are needed if the company continues to grow. The model describes the evolutionary nature of change management. The phases of the model are reduced to the following sequence (Greiner, 1998):

1. Growth With Creativity. One person can no longer exercise the coordination and internal control. Improved structure is required.
2. Growth With Direction. In this phase of development, functional managers are assigned. As a result of that, the average link of management which controls primary processes is formed.
3. Growth With Decentralization. In this phase of organizational development, there is a delegation of powers to the average management link.
4. Growth With Harmonization. At the stage of standardization of Greiner's growth model, more attention is paid to coordination between different units and departments.
5. Growth With Cooperation. Cooperation between linear and staff departments leads to the collapse of hierarchical forms.
6. Growth With Alliances. The organization requires established links and external contacts with a variety of organizations.

Greiner's growth model makes it easier to understand why management styles, organizational structures, and coordination mechanisms work in the usual way and why they do not work at certain stages in the development phase of an organization. Each phase requires different competencies of the manager, as a result of which Greiner's growth model focuses on strategic development. Thus, L. Greiner in his theory of change management essentially detailed K. Levin's model. His research draws special interest because he was able to create a model of the organization's life cycle and describe the phases it goes through as it grows.

The John Kotter's model is original. Successful implementation of changes is a long and complex process. It depends on the implementation of eight steps, carefully described in his change model. Trying to skip any stage will create the illusion of rapid change and will not give the desired result. The author points out that deviating from the sequence of all stages creates the illusion of speeding up the process, but this does not improve the effectiveness of change. Based on the work of K. Levin, John Kotter's model consists of the following steps (Kotter, 1996): create a sense of urgency; form a powerful coalition; create a strategic vision for change; communicate the new vision; remove obstacles; generate short-term wins; build on the change; anchor changes in corporate culture in all aspects.

The first four steps of Kotter's model act as defrost of constant equilibrium. The next steps are to introduce new changes that resonate with the phases of change in Levin's theory (Management Study Guide).

Kotter's model focuses on the success of the whole team and quick adaptation to change instead of the actual process of change. Because the described model is step-by-step, laborious and long-lasting, it can create frustration and dissatisfaction among employees, if certain requirements are not given due attention.

The model of Dexter Dunphy and Doug Stace

Using K. Levin's model, Dexter Dunphy and Doug Stace described the process of change in terms of transformational organization. Researchers say: "Results indicate that universal models of change management are inadequate to describe the diversity of approaches actually used by these organizations. In particular, the traditional Organizational Development model is unrepresentative of how change in many contemporary organizations is actually made" (Dunphy & Stace, 1993).

Organizations differ in structure, processes, and core values; organizations of different types may not be affected by such situational variables. Dexter Dunphy and Doug Stace, using the emergency model, believe that in different environments, both managers and change agents need to alter their change strategies. They focus on environmental factors as well as leadership qualities that are leading aspects of change. In their works, scholars have

identified the following management styles: *collaborative style, consultative style, directive style, coercive style* (Dunphy & Stace, 1993).

According to the scale of change, they can be classified into four types: *fine-tuning, modular transformation, incremental adjustment and corporate transformation*. Changes occur not only gradually, systematically, but can be radical or coercive. In scientific circles, the Dunphy and Stace's model is criticized and considered normative and based on empirical facts (Management Study Guide).

McKinsey 7-S

In the early 1980s, Thomas Peters, Robert Waterman, and Julien Phillips developed the McKinsey 7-S model. Since its introduction, the model has been widely used by theorists and practitioners and remains one of the tools for organizational change management and strategic management. Scientists focus on human resources (Soft Ss) rather than traditional material values. The effectiveness of the organization is formed on the basis of seven interrelated elements (Jurevicius, 2013): *strategy; structure; systems; style; skills; staff; shared values*.

The described model has four main advantages: provides an effective approach to the diagnosis and understanding of the organization; gives guidelines to changes in the organization; combines rational and emotional aspects and unifiably considers all integrated elements. Since its introduction and many years later, McKinsey 7-S model has been actively used in the process of planning, adaptation and promotion of changes. However, the key point of the model is that the change of one element affects all other elements through interconnected factors (Nejad et al., 2015).

ADKAR

In the 1990s, Jeff Hiatt developed a successful ADKAR change management model that is relevant today. The model is based on an analysis of both successful and unsuccessful changes in hundreds of organizations over the years. Relying on 20 years of Prosci research, the model is based on a common but often unnoticed reality, meaning that organizational change only occurs when people change.

The model shows five actions for successful implementation of changes (ADKAR Model of Change):

A – awareness – awareness of change;

D – desire – desire to support and take an active part in the process of change;

A – ability – to be able to implement changes;

R – reinforcement – to provide support for change.

The ADKAR model delivers powerful results by supporting individual change to achieve organizational success. The model offers a structured approach to ensure that each individual experiencing change moves through the five phases required for successful overall change (The Prosci ADKAR Model).

Bridges' Transition Model

Unlike the previously described change management models, William Bridges focuses its attention not to the problem of implementation of changes in the organization, but on the emotional state of the collective, a team in the process of changing changes. Bridges' Transition Model is not a model of change. The word "to change" means that something will happen, regardless of how people treat it. On the other hand, the transition is what employees are undergoing during the initiative of change. The model arms the managers with knowledge necessary to systemically guide their employees through changes and chaos. It is a tool for identifying the collective in chronological order. There are three stages of the image of the emotional state of employees in the transition model: ending; neutral zone; new start (Bridges & Bridges, 2017).

Theories E and O

Analyzing the processes of organizational changes and their final result, Michael Beer and Nitin Nohria (2000) note that 70% of all attempts to implement changes in practice failure. Managers, misunderstanding the nature and essence of changes, are taking methods of introducing changes. As a result, they are lost among contradictions and irrelevant tips.

The theory E is focused on economic significance and aimed at using "hard methods" of organizing changes "from top to bottom" for the need for quick and radical changes. This theory is aimed at the structure of the organization, changes are planned with the involvement of experts and consultants with ready-made action plans.

Theory O, aimed at the development of organizational culture and human abilities, is based on emotional intelligence, cooperation, communication and teamwork with collective decision-making, financial and psychological motivation. Changes are seen as a reaction to new opportunities.

A balance of "hard" and "soft" management methods is needed to achieve the desired results. Uncertainty, integration of Theories E and O, ill-conceived in advance, can lead to negative consequences of the organization and undermine the authority of the leader (Nohria & Beer, 2000).

Analyzing recent investigations, the researchers note that most models of implementing organizational change do not bring the expected results or do not work at all. It is usually difficult for managers to choose the model that would suit the organization in certain situations. Therefore, the authors, Russel Eisenstat, Bert Spector, and Michael Beer (1990), note that first of all it is necessary to change the knowledge and connections of specific people. A change of one person causes a change in the organizational behavior of the whole team.

5. Methods/ Procedure

The study of the effectiveness of the implementation of changes in the educational institution was carried out in the process of activity of the institution of Ternopil Bogdan Lepkii Secondary School №214. The teaching staff consists of 85 members, including 1 principal and 5 deputies. There is an inclusive form of education in the educational institution and therefore, there are 5 assistant teachers, 2 psychologists, a speech therapist and a social pedagogue. The school also has a librarian and tutors for an extended day group.

The changes' model by Dexter Dunphy and Doug Stace was implemented in the educational process since 2017 in order to introduce the concept of the New Ukrainian School. The results are reflected in Table 1.

Table 1. Results of implementation of the change model by Dexter Dunphy and Doug Stace

Stages of change	The essence of action in the stage	Real results of implementation of changes in the educational institution	Positive aspects	Negative aspects
<i>Fine tuning November- December (2017)</i>	Notice of future changes.	Analysis of the internal environment of educational institution. Psychological support of the participants of the educational process.	Awareness and psychological preparation for changes.	Anticipation of changes, disregard of interests.
<i>Modular transformation 2017-2018</i>	Advisory style of the work. Discussion of a promising plan.	Work plan under condition of change. Negotiations with disciples and parents.	Availability of a plan and an action algorithm in the process of change, awareness of subjects.	Conflicts, reduction of work efficiency, administration pressure.
<i>Incremental adjustment 2018-2019</i>	Modeling of expected results. Teaching a team, preparation for changes.	Involvement of experts and adjustment of a plan. Delegation.	Adaptation of the participants of the educational process to the change. An increase in efficiency.	Competition for a place in a team, defending the best representatives of a pedagogical collective.
<i>Corporate transformation 2019-2020</i>	Authoritarian management, coercion style for the implementation of the change model.	Teamwork, Matrix Management Style.	Transition to a new institution status, readiness for work under condition of changes.	Dissatisfaction of educational institution employees due to the release and conclusion of a contract form, stress, conflict situations.

This model was used in conditions of reforming the institution of education during the introduction of an inclusive form of study and training of teachers in accordance with the requirements of the concept of New Ukrainian School. The advantages of this model are monitored in sequential preparation of the trajectory of implementation of changes and aimed at monitoring the current state, planning the activities of the institution of education in accordance with the requests of society and competent training of the pedagogical team with the involvement of best practices.

For the development of a system of management of a pedagogical team in Ternopil School № 14, the ADKAR model is used, which directly associates all structural elements of the institution of education with management activities and aimed at implementing effective changes. It is demonstrated in Table 2.

Table 2. Management of the development of a pedagogical collective using the ADKAR model

Structural elements of change management	The essence of the change element	Management actions	Causes of rejection of changes
A – awareness – the awareness of changes;	Production of changes;	Interrogation, analysis, monitoring;	Uncertainty or denial of expediency of changes in education institution;
D – desire – a desire to maintain and take an active part in the process of changes;	The structure of the educational process; introduction of new forms of study; educational programs; tutorials;	Creating a change team; Communication, trainings, seminars;	Lack of information, internal resistance to a new; the need for constant self-development;
K – knowledge – to understand that and how to change;	The initiation of authorial changes by teachers;	Constant communication with educators; Development of the informational environment;	Misunderstanding of change; modesty; reluctance to perceive the expected result;
A – ability – to be able to implement changes;	Introduction of innovations;	Providing information for teachers on the presence on a learning market the educators with innovation problems; conducting systemic and consistent work regarding psychological support of teachers;	Lack of material incentives; lack of free access to information resources;
R – reinforcement – to provide support for changes.	Strategic development of educational institution.	Search for moral and material stimulation of teachers; an introduction of new forms of continuous communication of teachers based on a command approach.	A large scale of novelty.

In accordance with the ADKAR model, aimed at developing a system of management of a pedagogical group, a study of the effectiveness of the implementation of changes in the Ternopil Bogdan Lepky Secondary School № 14. 98 respondents participated in our study, in order to determine the understanding of the essence of changes by the teachers and their ability to independently produce changes in the educational institution.

Based on their own experience and analyzing numerous publications, 60.2% of respondents consider changes in the educational environment as productive, while 13.3% are convinced in the ineffectiveness of changes, 26.5% cannot define the answer.

The productivity of changes in the educational environment is determined by the indicator of the learning of students and satisfaction of their needs, the development of the structure of the institution of education, the introduction of team management and the formation of a new organizational culture. Beginning in 2018, as a result of the introduction of the concept of the New Ukrainian School, 41.8% of respondents are convinced in change of the structure of the educational process and 36.7% claim to introduce new forms of study: inclusive, home and active development of distance learning, due to a pandemic situation in the world.

Table 3. Components that have suffered the largest changes in the educational process

The structure of the educational process	Educational programs	Tutorials	Implementation of new forms of study
41,8%	9,2%	12,2%	36,7%

The awareness of the changes by teachers is phased with certain time costs AND depends on the psychological readiness of the collective to change and establishment of communication channels in the institution of education.

Table 4. Factors of awareness of changes in educational process

Seminars, trainings	Informing by the administration	Self-education of a teacher	Communication with colleagues
43,9%	18,4%	24,5%	13,3%

The reasons for unawareness of changes in the educational institution are determined by the ignorance of teachers, internal resistance to the new, lack of understanding of the need for continuous self-development of teachers.

Table 5. Resistance and initiation of changes by teachers in an educational institution

Processes of change	Yes	Not determined	No
Willingness to support change	68,4%	25,5%	6,1%
Ability to initiate authorial changes	73,5%	16,3%	10,2%

Despite the high level of readiness to change and the ability to initiate authorial changes, there is a tendency to resist changes and unwillingness of individual teachers to participate in the process of changes in educational institutions.

Table 6. Self-assessment of a teacher in the process of change

Efficiency of an educator in the process of change	Level of educator's efficiency in the process of change				
	high	sufficient	medium	elementary	dissatisfactory
Understanding the need for a change	8,2%	67,3%	19,4%	4,1%	1%
Active participation in the process of change	14,3%	52%	30,6%	2%	1%

The low level of understanding of the need for changes and active participation of teachers in the process of changes is due to the factor of the absence of motivational aspects from the side of the administration of the educational institution, reluctance of self-improvement and development, lack of a single information base for changes in the educational sector, low level of digital competence of teachers, low development of organizational culture, caused by the lack of a common vision on the functioning of the educational institution.

Table 7. Factors of influence of effective implementation of changes in an educational institution

№	The criterion of influence	Indicator
1.	<i>Causes of resistance to change</i>	
1.1.	Modesty	7,1%
1.2.	Misunderstanding of changes	18,4%
1.3.	Lack of material stimulation	43,9%
1.4.	Reluctance to perceive the expected result	2%
1.5.	Conservatism of views	28,6%
2.	<i>The reasons for the lack of understanding of changes in teachers</i>	
2.1	Low level of intellectual ability of a teacher to continuously learn	15,3%
2.2	Lack of information on existing market forms of training teachers with problems of innovation	53,1%
2.3	A failure to comprehend the information field of change independently	31,6%

The psychological features of the pedagogical team are a priority factor in the effectiveness of changes. Monitoring and direct influence on the reasons for change resistance and the lack of their full understanding is the

paramount task for the agents of the educational institution. At this stage, it is important to engage in support of informal leaders to popularize changes among the entire pedagogical team in the educational process.

Table 8. Directions of activity of the administration of the educational institution to strengthen the ability of teachers to perceive changes

Nº	Administration actions	Indicator
1.	Providing free access conditions to information resources;	18,4%
2.	Conducting systemic and consistent work regarding psychological support of teachers;	12,2%
3.	A search of material and moral stimuli for teachers that are actively introducing changes;	57,1%
4.	Implementation of new forms of continuous professional growth of teachers.	12,2%

The administration of the institution is a priority guarantor of changes in the educational process. The effectiveness of change with minimal risk and low resistance is determined by the specifics of the organization of management activities and the establishment of partnerships in the team. The implementation of the process of change requires time and material costs, leadership skills and providing conditions for continuous development of pedagogical skills of teachers, which meets the requirements of reforming and modernizing the educational sector.

6. Results and Discussions

A research conducted in Ternopil school N^o 14 states that changes occur in dynamic regression. The educational institution focuses on the desired result: a competent graduate and a highly qualified teacher. The administration of the educational institution has a task: psychological preparation of the team for change, which in the future will reduce the probable risks and ensure a rapid adaptation period of the whole team. Thus, managerial actions should be aimed at satisfying the psychological needs of teachers and the formation of a new microclimate in the team, which is associated with the development of organizational culture. Bridges' transitional model is relevant in the process of the institution's activity, as it is aimed at psychological support of teachers.

Changes will be effective only if managers of educational institutions provide a smooth "transition" of the collective during changes. Support for teachers at the time of transition and not their motivation is extremely important for implementing planned changes. This is a key factor in using opportunities for implementation of innovation in the educational environment of innovation and the creation of organizational sustainability in the institution of education. This model consists of three stages that reflect the behavior of the pedagogical team:

- *end, loss and release.* Any initiative in the educational institution makes the collective go out of the comfort zone, change the rhythm of pedagogical activity. As a rule, the introduction of changes provokes opposition of subjects of educational activity; the issues connected with the relevance of the competences of teachers after the implementation of changes appear; optimization of pedagogical staff; the emotional spectrum is changed: panic, confusion and fear of losing place of work appear. Communication, discussions, informal meetings, round tables are the only way to influence the collective at this stage;

- *neutral zone.* The pedagogical team is skeptical or neutral in accordance with the problem of effective implementation of changes. The atmosphere in the institution of education is characterized by uncertainty. Experiments are conducted, new methods and forms of training are developed and implemented, the technologies are undated. At this stage, the motivation of teachers, encouragement and change of behavior model plays an important role;

- *new beginning.* At the final stage, the pedagogical team is motivated, confident with the new vision of its further role in the development of educational institution. First results of the effectiveness of the implementation of changes are available. At this stage it is important to reward and encourage educators that manifest the initiative in its activities. However, it is worth paying attention to the fact that a significant number of pedagogical workers need new knowledge and development of new competencies to implement an educational process in new conditions of work.

Based on the McKinsey 7-S model, we have been built a scheme of influence of change management models on the activities of the educational institution (Fig. 1).

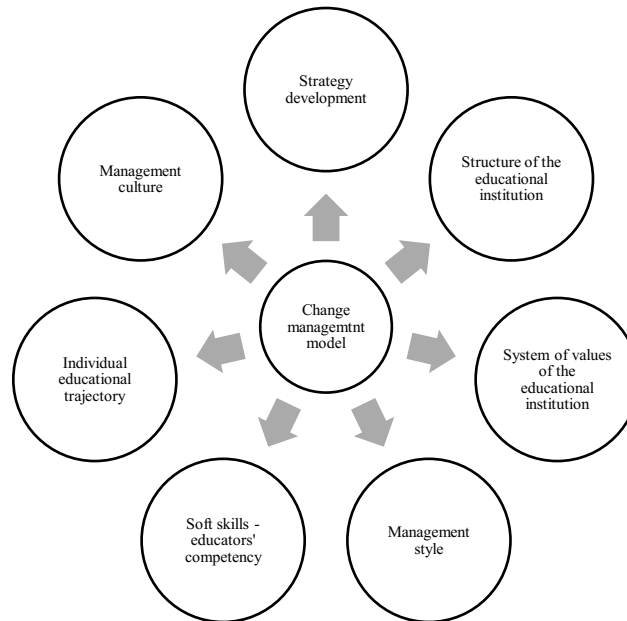


Figure 1. Influence of models of change management on the activities of educational institution

Processes that occur over the past decade in society alter the management system in educational institutions. On the change of vertical, the hierarchical structures comes a new type of management: matrix, which is based on the principles of collectivism, work in a team, delegation of powers, educational and experimental activities, formation of a new vision, development of an individual trajectory of the student and a teacher using the means of innovative society.

7. Conclusions

The models described above are aimed at developing general secondary education institutions in the process of change. All step-by-step actions provide psychological support of pedagogical collectives and require attraction of funds for material incentives. The main emphasis focuses on the constant qualification of teachers through additional seminars, courses and trainings. The administration of educational institution performs a new role, so-called "agents of change". The priority task of any process of change, in accordance with all models, is the establishment of internal communication channels to continuously inform the pedagogical team on the activities of educational institutions in terms of changes. An important task of the management level of the educational institution is also the establishment of partnerships with informal leaders for the constant popularization and the formation of the team change. In general, the theory of change management is sufficiently disclosed in publications of scientists. The concept of change management models is theoretically grounded. These models in social processes are also developed and researched. However, the practical implementation of change management models in general secondary education institutions is limited to the mechanisms of situational management. Further research and methodological recommendations require the processes of change management and the search for alternative models of change.

The activity of the head of the institution of general secondary education in conditions of changes is related to the implementation of such tasks as: the formation of a vision of the development of the institution of education; motivation of the pedagogical collective; coordination of the functioning of the educational institution; decision-making. However, by implementing planned changes that are the requirements of modern society, the heads of institutions expect a positive dynamics of development of educational institutions and try to achieve the desired result without additional costs. Often, they do not think about why individual teachers refuse to realize the relevance of change. Sometimes the best representatives of the pedagogical team become an obstacle to the initiative of change. Change management is a phased process aimed at developing a general secondary education institution, ensuring its competitiveness in the market of educational services and meeting the needs of the subjects of educational activities. Models of change, as a rule, focus on long-term development perspective and effectively influence the human factor in the process of change management in the educational sector.

The process of introducing changes is a costly long-term process that requires system analysis, step-by-step planning, clear interaction, team work in the pedagogical collective, development of organizational culture, finding factors of influence and stimulation of educators and external experts, targeted work with students and parents, information support of changes, development of seminars, trainings, special courses for teachers related to the activities of the institution of general secondary education in conditions of change.

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