

## POSSIBILIDADES DO GERENCIAMENTO DE TEMPO PARA O DESENVOLVIMENTO DA CULTURA CORPORATIVA EM UMA ORGANIZAÇÃO EDUCACIONAL

### POSSIBILITIES OF TIME MANAGEMENT FOR THE DEVELOPMENT OF CORPORATE CULTURE IN AN EDUCATIONAL ORGANIZATION

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## RESUMO

**Objetivo:** Este estudo explora como o gerenciamento eficaz de tempo entre os chefes de organizações educacionais pode contribuir para o desenvolvimento da cultura corporativa, focando particularmente na integração da tecnologia moderna e valores educacionais tradicionais.

**Métodos:** Empregando uma metodologia de pesquisa qualitativa, o estudo analisa o impacto do gerenciamento de tempo na eficiência e no desenvolvimento cultural dentro das instituições educacionais. Ele sintetiza informações de literatura acadêmica, estudos de caso e entrevistas com especialistas para entender a dinâmica da implementação de estratégias de gerenciamento de tempo.

**Resultados:** O estudo identifica fatores críticos que influenciam o sucesso das práticas de gerenciamento de tempo na formação da cultura organizacional. Ele destaca a importância de alinhar essas práticas com os objetivos estratégicos das instituições educacionais para melhorar a produtividade geral e fomentar um ambiente educacional positivo.

**Conclusões:** O gerenciamento eficaz de tempo é fundamental para promover uma cultura corporativa robusta em ambientes educacionais, influenciando diretamente a eficácia organizacional e os resultados educacionais. Os achados sugerem que os líderes educacionais devem priorizar habilidades de gerenciamento de tempo para navegar com sucesso as complexidades das demandas educacionais modernas e a integração da tecnologia.

**Palavras-chave:** Gerenciamento de tempo. Cultura corporativa. Organizações educacionais. Liderança educacional. Eficácia organizacional.

## ABSTRACT

**Objective:** This study explores how effective time management among the heads of educational organizations can contribute to the development of corporate culture, particularly focusing on the integration of modern technology and traditional educational values.

**Methods:** Employing a qualitative research methodology, the study analyzes the impact of time management on the efficiency and cultural development within educational institutions. It synthesizes information from academic literature, case studies, and expert interviews to understand the dynamics of implementing time management strategies.

**Results:** The study identifies critical factors that influence the success of time management practices in shaping organizational culture. It highlights the importance of aligning these practices with the strategic goals of educational institutions to enhance overall productivity and foster a positive educational environment.

**Conclusions:** Effective time management is pivotal in promoting a robust corporate culture in educational settings, directly influencing organizational effectiveness and educational outcomes. The findings suggest that educational leaders must prioritize time management skills to successfully navigate the complexities of modern educational demands and technology integration.

**Keywords:** Time management. Corporate culture. Educational organizations. Educational leadership. Organizational effectiveness.

## INTRODUCTION

The factor of time is of major importance in the educational management activities of the heads of educational organizations (Ignatieva et al., 2023). Discussions among researchers and practitioners concern not time management (Ozhiganova et al., 2017) but the management of oneself and one's workload through proper time management. Hence the idea of the need for educational managers to develop comprehensive competence regarding the planning, assignment, organization, direction, and control of the activities of subordinates (Afanasyev et al., 2022). However, this system of competencies does not cover all the skills needed by an executive in education (Tarasov & Kravtsov, 2023).

A vital condition for the effective work of educational organizations in a market economy is having competitive employees (Bobkov et al., 2020; Kenzhin et al., 2021). Efficient planning of working hours is among the critical skills for the education sector workforce in Russia (Bodina & Telysheva, 2023). Global trends produce their impact on the education system, and global standards dictate the need for developed time management skills (Degtev et al., 2022; Hernández García de Velazco, 2022). Drastic changes in the external environment give rise to the need for workers to plan their workload and working time themselves, make independent decisions, and delegate their powers to other personnel with limited time (Mirzabalaeva et al., 2019).

## LITERATURE REVIEW

The necessity of good time management for the heads of educational organizations is indicated by many scientists and practitioners.

Analysis of managerial experience shows that presently, a great role in the development and improvement of time management is played by information technology.

The term "time management of the head of an educational organization" should be interpreted, on the one hand, as the application of information technology when organizing working time and, on the other hand, as conscious control over the time spent on tasks, goals, and projects (Loseva et al., 2023; Lyshchikova et al., 2023). The range of types of activities within time management includes planning, goal-setting, distribution and delegation, monitoring, organization, analysis of time costs, and prioritization (Dokholyan et al., 2022; Eflova et al., 2024). Prompt strategic planning of one's work time and the distribution of tasks by appropriate channels is the key idea behind time management (Knyazeva et al., 2023).

This demonstrates the topicality of the considered topic. The features and urgent problems of time management of the heads of educational organizations are currently underresearched, demanding continued scientific inquiry.

The goal of the present study is to determine the applicability of time management ideas to the system of educational management.

## **METHODS**

The research was primarily based on the review of scientific literature. Additional sources included etymological analysis, historical pedagogical analysis, and analysis of the practical experience of time management. Additionally, Russian and other scientific sources on time management techniques were considered and studied.

## **RESULTS AND DISCUSSION**

Time management as a concept should be defined as a separate branch of self-management represented by techniques focused on raising the efficiency of working hours. Some researchers argue that this direction of management fails to consider the limits of efficiency and its price. This approach to improving personal efficiency entails an increase in overall team tiredness. A distinguishing feature of efficient employees is looking worn out. Usually, didactic activities on time management for employees and executives take the form of master classes. Attempts by efficient leaders to instill these ideas in their inefficient subordinates (procrastinators and perfectionists) in practice tend to lead to sabotage and resistance to change (Grachev, 2016).

Another group of researchers has discovered a tendency for professional burnout among executives who are overly enthusiastic about efficiency. This pattern is supported by a negative trend in attitudes towards requirements to use time efficiently. This provokes inefficient implementation of corporate time management policies, with which executives try to identify personal time management.

Analysis of various points of view shows that self-management skills can be applied not only to improve personal efficiency but also as a mechanism for the overall development of the educational organization (Randin, 2019).

The development of self-management skills by the heads of educational organizations is connected with the need to form a corporate culture (collective competence) with common values for the entire team. Therefore, activities associated with coaching come to the fore, since

self-management has to be taught to personnel as well as managers (Veldanova & Rossoskaia, 2021). A phenomenon closely tied to self-management is the paradox of efficiency, which takes the form of the following pattern: greater efficiency in performing important tasks generates an increasing number of new tasks to be completed. Time management acquires special importance in teamwork in organizations, where there also arise paradoxes of efficiency related to the goals, compositions, and dynamics of development of the team (Shevtsov, 2020). The creation of teams helps to get out of "all hands on deck" situations, overcome uncertainty, and find the best solution to the problem. An optimal team composition should not exceed 7-9 people. As the business is scaled up and new strategies and employees appear, teams are moved to a new stage of development, which is accompanied by a reorganization and development of adaptation skills. The executive is the one to ensure a smooth transition to the new stage.

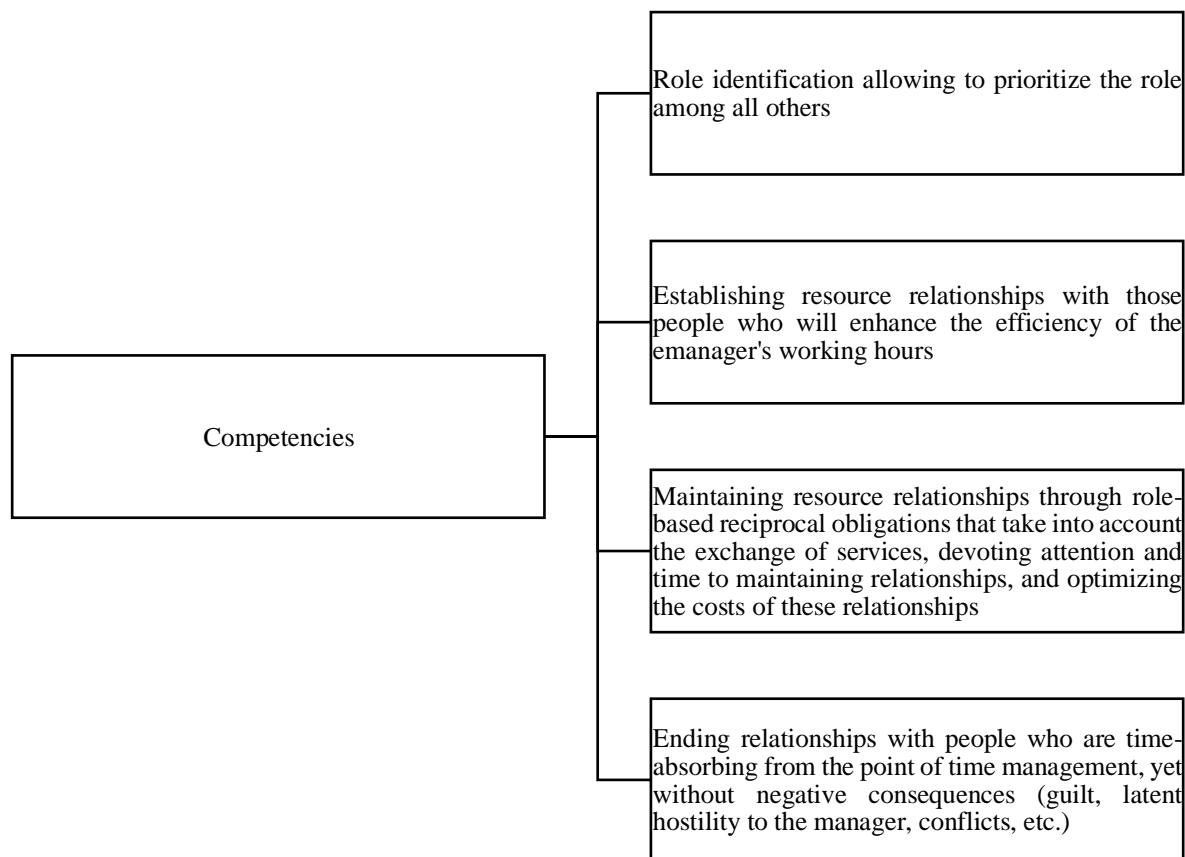
In the framework of achieving high performance, the objective of self-regulating corporate structures is to be able to generate inspiration based on moral values, trust, and care for reputation (Shevtsov, 2020). When the team shares these views, personnel develop positive attitudes towards self-management and it becomes one of their internal supporting pillars. However, to achieve such objectives, at the starting stage, the team will need the professional support of a mentor, who has to enhance the group's engagement through joint pastime and reflection. At the initial stage, the manager has to demonstrate their ability to perform managerial functions (building organizational structure, protecting subordinates from external threats, developing their sense of security). A team that shares the principles and values of time management is a dynamic system that becomes more stable after each stage of its establishment through the correction of inescapable mistakes and shortcomings. Therefore, at every stage of positive change, the manager (leader) needs to share the team's values by encouraging awareness and reflection. Among the inhibiting factors in the development of corporate self-management culture are several psychological phenomena that need to be combatted: mutual distrust, fear of higher-ups in subordinates, conflict avoidance, lack of exactingness, and irresponsibility. The heads of efficient teams thus support the balance between efficiency and comfortable working conditions. Without this, employees may burn out or the company may disappear from the market altogether.

The primary reason behind difficulties in developing a corporate time-management culture is the differences between the individual time management culture of executives and subordinates and the differences between group and corporate time management. Individual time management culture prioritizes managing personal time for personal goals and those of

the organization. Individual time management is important for heads of organizations, as they have more freedom in disposing of their working time. At the core of individual time management lie the following competencies: 1) accounting and analysis of the work time spent on various tasks and activities; 2) goal-setting and planning; 3) execution of plans; 4) ability to sustain working capacity and restore strength. Regulation of personal workload is often achieved through multi-level planning systems. For example, the problem of work time consumption is addressed with various methods of organizing the working space, as well as "information diets" – limiting one's information flows. Improvement of personal executive discipline requires useful habits to consolidate. Thus, personal time management techniques need to account for the employee's (executive's) personal compatibility with this specific technique and provide both comfort and efficiency. In this case, the subject of self-management is the person (executive or subordinate) and their skills in properly using their time.

Competencies that support the management of communication and relationships with others comprise the group of role time management. Each role is assigned a specific set of functions and actions required to maintain this role. The head of an educational organization spends plenty of time on managerial communication through performing a wide range of roles (instructor, administrator, motivator, planner, coordinator, communicator, etc.), which is why role time management is particularly valuable to them. The meaning of role time management is that to support the system of relations, the executive needs to have enough time to perform all functions. There is no common view of how many roles the head of an educational organization should have and that this amount of roles heavily depends on the type and level of the educational organization and the objectives it addresses. When developing this competency, it is important to recognize that other people hinder the achievement of organizational goals and absorb management time. Attempts to "steal" the executive's time are often made through reverse delegation, manipulation, and "not-in-case" conversations. Stopping these attempts and delegating tasks and powers to other people helps the executive save work time and create a synergetic effect by virtue of the team of like-minded employees who multiply the manager's efforts. Consequently, the team will increase its productivity and efficiency. Thus, the executive's competence in role time management should include the ability to either minimize or seize meaningless or unproductive relationships and the ability to build relationships with people who present a valuable resource and relational capital. The system of interpersonal relations (with subordinates, guests, external organizations, etc.) thus serves as the object of

role self-management (Figure 1). Most commonly, these competencies are borrowed from psychotherapy, business consulting, and coaching.



**Figure 1.** Competencies in the system of human relations

The competencies that ensure the optimization of the organization's work with respect to time use make up the foundation of the corporate time management skills group. These skills extend to such an object of self-management as the organization and its key structural units, which either do or do not share the values of self-management. Each structural division is marked by a cyclic repetition of interconnected work functions and cycles (upbringing, human resources, managerial, financial, marketing, etc.). The speed of implementation of these functions and cycles, in turn, defines the overall efficiency of organizations, including educational ones. Relying on the position of I.K. Adizes (2009), we have to admit that the leading problem experienced by organizations, educational included, is the disintegration of individual structural divisions. Adizes asserts that such negative cyclic transformations occur at different rates, meaning that they may have different levels of maturity, which is determined by experience and competence. This difference affects the efficiency of structural divisions and their susceptibility to management. For instance, accounting or human resources divisions crave a stable order. In contrast, the divisions dealing with the upbringing, education, and marketing



of educational services need to respond to changes in society and the state and change swiftly in accordance with the established standards and methods, as well as the demands of the educational services market. Otherwise, their efficiency and manageability drop. Structural divisions under a single organizational structure may also desynchronize as a result of conflict between the generations of employees. Thus, corporate time management cannot be equated with the personal time management of the educational organization's head, which is often projected onto the educational organization. Executives trained in time management usually strive to motivate the other staff to also obtain these skills. The consolidation of these skills is then approved and accepted as the basis of the corporate standard on time management, extending its influence on such spheres as task setting, organization of meetings and events, and internal communications. Following these measures, a certain opinion on the introduced time management is formed and reinforced in the organization. The results obtained through this formal approach can be minor improvements in the areas of communications, operational management, and document management, yet the problem of desynchronization in the organization's work is not resolved. The efficiency of structural divisions is contingent on methods and technology based on a process methodology that provides insights into the dynamics of transformational change in each organizational unit over a specific period of time. Importantly, the time characteristics of the process (flow) in each structural unit can be deliberately changed. To this group of corporate time management belong the methods of career consulting, employee loyalty encouragement programs, etc. In the implementation of the production process, i.e., education and upbringing, it is critical to consider the duration of the education cycle. There are groups of methods that allow intensifying education and upbringing in educational organizations (e.g., interactive methods and technologies). This leads to an understanding that each structural division, including in educational organizations, is distinguished by its specific methods of optimizing the use of time. Recognition of the special importance of this principal requirement considers the need for the executive's efforts to synchronize the system. The executive's work determines the quality of interaction between structural units, making sure that they do not lag behind or rush ahead of others. Thus, the efficiency of corporate time management is the responsibility of the leader of the educational organization and should consider the ability for systems analysis and synthesis. Strategic and project management should be attributed to the group of corporate time management methods. However, this successful experience of synchronized management of the organization is



represented by very few cases, which shows that the practice of corporate time management is underdeveloped.

## CONCLUSIONS

Summarizing the obtained findings, we conclude that the managerial work of the head of an educational organization is demanding and multifaceted, which is why the delegation of their powers is a prerequisite for the organization's successful operation.

By summarizing various perspectives, we formulated our definition. Time management of the head of an educational institution (or self-management) should be understood as conscious control over one's work time to realize special types of managerial activities using the methods, technologies, and techniques of organizing the work time of the executive and their subordinates.

We further conclude that time management needs to be developed as a corporate culture represented by personal, role, and corporate time management. The competencies underlying each time management subculture have been systematized and the tools for their development were identified. Our study found that the leading cause of failures and disruptions in the organization's work is the disintegration of its structural divisions due to negative cyclical transformations and their level of maturity (experience, competence). Particular attention should be given to the time characteristics of work processes – some divisions need to change and adapt rapidly, while others require stability.

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