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Innovative process and goal-centered approach to higher education institutions management

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ABSTRACT

The author both reveals the basic problems of the system of Ukrainian higher education institutions (HEI) management reforming and proposes the ways of its improvement. An innovative process-centered approach to the HEI management based on modern concepts of service management has been suggested. The distinctive features of the proposed approach are its focus on a customer needs and its instant response to external requirements provided by teams of processes. The emphasis has been

placed on the subsystem of the university's development, which incorporates the processes of quality assurance, of a customer's positive experience and loyalty creating, of innovation providing, of the university image growth and progress support.

KEYWORDS: SYSTEM OF MANAGEMENT, BUSINESS PROCESS, INNOVATION, PROCESS-CENTERED APPROACH, ADAPTATION, CLIENT-CENTERED APPROACH, HIGHER EDUCATION INSTITUTION (HEI).

Substantiation of the importance of the study. Entered the third millennium as an independent state Ukraine has been building a national education system. The main priorities in the modernization of the education system are its democratization, fundamental improvement, use of new learning technologies, integration of various training forms and systems. The strategic objective of the state educational policy in Ukraine is competitive entry in the world market of educational services, deepening international cooperation.

However, nowadays the majority of Ukrainian universities are facing the managerial crisis caused by discrepancy between the existing system of management and new economic conditions. The traditional management of HEI is inefficient, and the desire to preserve financial stability only affects the quality of educational and research activities.

Reformation of the universities' system of management is of a particular relevance in connection with passing the new Law of Ukraine "On Higher Education" (2014.), where universities have considerable autonomy in academic, financial and organizational issues. The law enabled universities to form the desired system of management, to choose the methods and tools of management and to bear full responsibility for the impact of their activities.

Analysis of the studies and publication. The issue of HEI management was researched by a number of Ukrainian authors such as A. Asaul, K. Drezinskiy, N. Titova, D. Kudriavtsev, A. Altaitsev, T. Rozhnova, O. Radionov. The process-centered approach to HEI management was studied by R. Daft, P. Drucker, K. McConnell, S. Brue, M. Porter.

It should be noted that the researches of HEI management issues are common for the countries with well-de-

veloped education system. On the contrary, there is a lack of studies on the issues in Ukraine. However, as the Ukrainian universities gain more autonomy so the issue of their efficient management has become of particular relevance nowadays.

Unresolved parts of the overall problem. Being aware of the need for reformation, some universities have begun to rebuild their own system of management, but a lack of experience and clear understanding of both the problems and the ways of their solution usually results in changes that occur haphazardly and do not bring the expected results. All this makes university leaders seek the ways to apply modern and innovative approaches to improve the system of management.

The purpose of the study. Consequently, there is a need for a new ideology of management and specific managerial practices to effectively manage the university in terms of the emerging education market and continuous innovation providing. In this regard, the **purpose of the study** is to substantiate the need for changes in higher education and to develop the innovative process-centered approach to HEI management based on modern concepts of service management.

Results and discussion. In conditions of market reformation, two main behavioral models of universities can be defined. The conservative behavioral modeled results in sluggishness of a HEI activity: it keeps mainly formed relationships and solves emerging problems in a traditional way, and if there is no solution at the level of the university, HEI expects to get it at national level.

On the other hand, the model of active adaptation contributes to utilizing the HEI's own strength, not so much on its own resources, but on the ability to independently predict the situation and undertake the appropriate steps on its own (Drezynskyy K., 2008).

The need for modernization of a university's management led to the need to change management approaches and, consequently, provided an opportunity to instantly respond to changes in the social environment. In order to increase the efficiency of national HEIs in the new economic conditions the innovative process-centered approach to the HEI management is based on the author's concept of client-centered service management (Morgulets O., 2014).

HEI business processes allocation, their analysis and improvement are the considerable reserve for efficiency of the university management. Among the main advantages of the process-centered approach to HEI management

are the simplicity of the optimization of both processes in terms of their organization, synchronization, internal consistency and resources consumed by the processes, especially human and financial resources. In addition, there is a natural reorientation of organization and management on a consumer (client), who begins and ends all processes in the HEI.

In the context of the process-centered approach to the university management one can distinguish four main groups of business processes: the goal setting process, the operational process, the process of management and the processes of development. The following are the main features and recommendations on their improvement.

The goal setting process. Currently, there are different approaches to define the mission of the university. Some believe that its goal is scientific discoveries, transfer and use of knowledge in the community of scientists and teachers. Others focus on the issues of economics, finance and on the response to market changes. Still others see the university as a well-ordered social and political community. Thus, the duty of the administration and the university staff is to creatively approach to the definition of the HEI mission (Belyakin A., 2009). The mission should reflect the core values of the university, its main products and target markets.

HEI's strategy determination depends on the legal form of the university, on its size and specialization. The geographical location, demographic, economic, social and cultural traits of the region are also should be taken into account. Strategic plans should include far-reaching goals: access to the world educational market, the occupation of its specific niche or obtaining the market share (Wagner Y., 2010). The strategy defines the university's policy, which should aim to achieve its objectives.

Unlike the strategies, goals and objectives for a certain period of time must be specific, indicating the ways of their achievement, the appointment of responsible persons and the creation of the system control. The current environment has a high degree of variability, so the goals should constantly be adjusted. In addition, it is necessary to distinguish between internal and external purposes. External goal set by society (the state) and reflects the contents of its organization.

The operational process. Operational processes of HEIs likewise the processes at any organization that carries on business in a competitive market are divided into primary and secondary processes. The primary activities of HEIs include: educational services; research and devel-

opment; production. In terms of the technology of building a business process in a HEI, the primary activities of the university correspond to the key business processes, that is a sequence of actions starts with one or more inputs and ends with the creation of products or services necessary to the consumer. In its turn, the main activities are divided into subtypes that represent the private business processes. For example, such business process components as educational activities at different levels of education, pre-university and post-graduate educational activities etc are subject to a key business process - educational activity of a HEI. Auxiliary activities that support the implementation of the key activities (key business processes) are considered to be those, which support and serve to the business processes that do not have direct access to the customer (the applicant). These are the administrative and financial, personnel, logistical support etc.

Each auxiliary business processes in its turn is divided into subtypes similar to the key business processes. The interdependence between basic and additional activities is provided by the unified organizational structure and the system of management on basis of the both transparent information systems support and quality assurance. Each type of activity (main and auxiliary) must be aligned with the current legal framework (Fedorkin S., 2005).

Thus, in accordance with the process-centered approach to the HEI management the key roles belong to the processes, their purposes and executives. The role of functional departments fades into the background. Thus the focus of management is shifted from structural educational units (dean office, department, center) to the educational process, but rather to the organization and implementation of educational (research) programs. The research of the educational business process as the key process of HEIs allows to coordinate resources allocated to an education program or research project with the rights and responsibilities of process managers. Thus, in order to be effectively managed each process should be led and presented by the process team.

The process of management. These processes are the binding components of the HEI business system. Managerial functions are presented in each operating process. If we consider the educational process as the key business process of a HEI, it begins with development of educational (research) programs, is followed by educational process planning, organization and its direct implementation as well as motivation of its participants, control at

all stages of the process and finally ends with the results assessment.

Planning. To link resources allocated to the education program with the rights and duties of the head of the team it is expedient to draw up the estimate of educational programs. Although the processes by the educational programs are not displayed in the structure of a HEI system of management, but they are used as means of the internal control of the process team. The abovementioned breakdown of estimates is required to both take into account the consumption of resources by the each process team and to coordinate their work [7]. Scheduled budgeting should be done on the basis of self-sufficiency of educational (research) program and processes teams that carry it. This requires on the one hand a new understanding of planning and financial activities of a HEI and on the other – change of approaches to the evaluation of educational structures (dean, department) and the units they serve.

Organization as a management function includes: forming the management structure, division of tasks and resources, allocation and delegation of authority. Most universities use a closed management model based on linear-functional organizational structure, and only a small number of universities are shaping and implementing an open management model, able to respond flexibly to environmental conditions.

Each process team should be headed by the process manager who individually is liable for the process team work and provides interconnection between managers of the other core processes (Sukhorukov O., 2009). Both the matrix and project organizational structure, which provide a direct connection between the linear and functional units at any process are able to provide the necessary flexibility in the management of educational activities.

Motivation. As practice shows staff motivation as a management function in a HEI is not provided sufficiently with financial resources. To solve the issue of financial security, in particular of the process of motivation in the conditions of educational systems restructuring and economic crisis, it usually takes time. So, the university management support and provision of staff self-development can serve as an effective motivating tool. Employees training to improve their skills is a central component of a HEI development in the information society. Care of the university teachers, teaching both teachers and students to efficiently work in team are the main objectives of the university.

Control. Control function in the management of university provides the achievement of its goals and development in the given organizational conditions. The main tasks of control are: collection and systematization of information on the state of both the outer environment - market needs, customers inquiries, competitive advantages of the other universities, etc. and inner environment - education, research, economic, financial and other activities; assessment of the results for all activities; analysis of the factors that influence the effectiveness of operational processes; preparing and implementing managerial decisions

The processes of development. The leading place in the hierarchy of objectives the universities are currently facing belongs to quality assurance in all spheres of its activities and, above all, in education. This process is an integral part of every primary and secondary process and should be organically included in any of them. Therefore, according to the innovation process-centered management, the process of quality assurance is imposed as an invisible network on all its components and is reflected in the functional responsibilities of each employee having a link to a specific business process.

The other processes that have an impact on a HEI's development are the process of creating a positive consumer's experience and loyalty; the process of innovation providing; the process of image growth and progress support.

The customer receives a positive experience in the service. Such an experience provides a long term relationship between a university and its graduates, and the process of a comprehensive customer experience management at all stages of its interaction with the university guarantees customers' satisfaction with the final result. Loyalty formation assumes maintaining and increasing of a customer's positive experience with a HEI. Loyalty reflects a positive customer's attitude to the services provided as well as to the university and to a certain extent reflects the degree of satisfaction with the HEI.

The main indicator of innovation is the progress in a HEI development compared to traditions and widespread practice. Therefore, innovations in education are related to amendments in the objectives, content, methods and technologies, forms of organization and management; in educational programs and the organization of educational process; in monitoring and evaluation of education; in the educational and methodological support etc. The innovation may be determined by the needs of the region, the city; achievement of the human sciences; by

the advanced pedagogical experience; by the serendipity and creativity of the university leaders and teaching staff; by the experimental work; by the international experience, etc. (Romantsov M., 2010).

A HEI's image is the image that occurs in public or individual consciousness. It is influenced by media and non-media factors and efforts on the basis of a positive experience and loyalty in order to create a positive attitude to the university in the public mind. Image of a HEI includes satisfaction of the students with quality of the education services provided, and satisfaction of the teaching staff with the results of their educational and research activities, price policy, advertising and marketing communications, and position which the HEI occupies in the national and international rankings of universities.

It should be noted that the most acute indicator of a HEI's image and ranking university is the level of its graduates' employment in the labor market. Employment and demand of the graduates, their personal professional success crucially depends on the competencies acquired during the study. Therefore, the results of the quality assurance of education are the primary components of the university's image.

Support of the progress achieved by a university is needed to ensure sustainable development in a changing competitive environment which is enhanced by hard integration into the European and world educational area. The national universities struggle to survive in the new conditions, but according to the principle of natural selection only those HEIs which have powerful potential and willpower to win will survive and flourish.

Findings from the study. The success of universities in achieving their objectives using a process-centered approach is stipulated by the result-oriented staff involved in the process implementation. Effective management depends on the degree of consistency between the team and the leadership on the mission and strategy of the university. Values, corporate culture and the attitude of the university management to changes are considered to be the important factors for a HEI's development.

The proposed innovative process-centered approach to HEI management based on modern concepts of customer-centered management makes the scientific novelty of the research. The approach is characterized by refocusing the management on a customer's subjective and objective needs and demands.

Unlike existing approaches the innovative process-centered approach enables to determine the subsystem

that prompts the HEI's development and presented by the process of quality assurance, the process of creating a customer's positive experience and loyalty, the process of continuous innovation providing, the process of a HEI's image growth. The practical value of the current

research results in development of methodological recommendations on restructuring of the system of universities management and a university's adaptation to a competitive market and functioning as an autonomous economic entity.

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