

STRATEGIC VISION AND ADMINISTRATION IN EDUCATION

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Abstract

In this research we have identified a great flexibility of the term strategic management, used in multiple management contexts.

From these multiple contexts of using strategic management concepts, the present study examines how the education field can be strategically driven and the main facets of management deployment in education organizations.

Identifying the use in various situations of different notions of management, strategy, strategic management requires more in-depth studies on governance models of education institutions.

Also, the purpose of this study is to identify solutions that can be used to improve the work of organizations and to manage education organizations.

Management of the activity and profile of the education organization must be complemented by the improvement of the internal relations and of the external environment as a means of improving the competitiveness of the organization in relation to the requirements of the educational market and the social environment.

This approach of the study can be grouped under the concept of institutional governance of educational policies as a solution to integrate all the success factors in the construction of the best educational products.

Last but not least, although the planned society often generates social controversies, we believe that the social outcomes of an education institution are important.

Keywords: *strategic approach, education organizations, development*

Classification JEL: *A2, M5, O15*

1. Introduction and context of the study

Capital invested in education organizations, whether public or private, is of a much broader interest than managers (directors, rectors) or employees (didactic, auxiliary or non-teaching staff), and new entities with interests in this area (local authorities, employers, parents, pupils, students).

For this reason it must be managed according to the expectations of large categories of stakeholders and its investment will have to be consistent with these expectations (Ansoff, 1965). This is why capital management (human, informational, material) to an education organization is more coherent, following the path of strengthening the role of the main interest-holders to the detriment of the smallest (Dijmărescu, 1995).

Thus, education organizations that are owned by private ministries or associations and are not of general public interest are generally more flexible but also with a much more unitary vision and approach (Dincă and Damian, 1997).

As such, the model of collective management (such as extended councils) has come to be replaced in organizations in more developed countries by the management model through board colleagues

or boards of directors where the main stakeholders have one representative and the owners small groups are grouped around a common representative (Mintzberg, 1994).

2. Managerial approach for education capitalization and development

There are four known forms of managerial approach in the strategic management of education organizations: entrepreneurial development, intensive development, extensive, selective. (conform Fig. no. 1 - Directions of managerial approach):

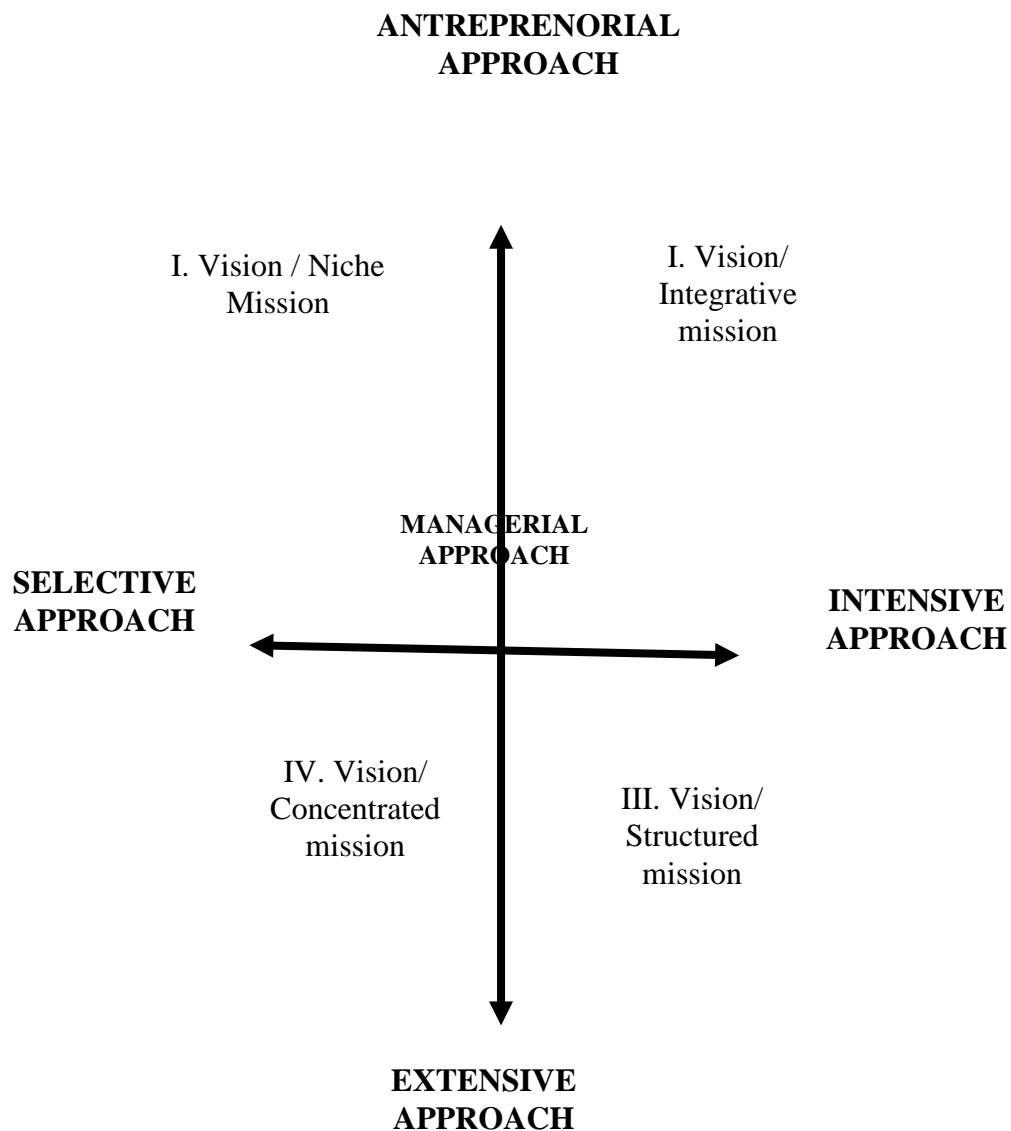


Fig. no. 1 - Directions of managerial approach

The management system of the units providing education services can be defined as the set of decisional, organizational, informational, methodological elements, both from the educational activity as well as from the adjacent, educational, research or social-cultural sectors through which processes and management relationships are exerted, in order to achieve the greatest possible efficiency.

The main approach seen by organizations as a development opportunity is that of extensive development that has the advantage of stronger positions in the social environment with implications in the force of human and informational capital.

Although it seems to be beneficial, at the same time, a much wider managerial system is manifested.

Even under these conditions, the extensive approach is desirable in the maturity stages of the markets, when there are not major changes in the structure of the demand for education.

There are also models of strategic and entrepreneurial approach based on partnerships and alliances for education organizations, a model successfully applied in the Nordic and Anglo-Saxon systems in Europe.

It is about going beyond the current short-term education demand for long-term partnerships in future areas that the school as an education organization geared to selecting best practices from the past can not build on their own.

At present, in an increasingly globalized market, we have many selective managerial approaches to education organizations, with managerial visions centered around performance education models avoiding mass orientation.

To avoid medium and long-term failure due to frequent changes in the social environment in domestic and international markets, education organizations have pursued a managerial approach geared to selecting areas of knowledge that have a massive demand but complemented with some products educational niche.

As a result of the frequent global economic hurdles of the past, there has been a predominance of volume-orientated orientations through specialization, generating a huge flow of products on the market, as well as a development area for occupying regional and local markets by expanding their subsidiary and selling the product at any price.

For declining social and educational systems without a major innovation capacity based on a limited supply of educational products, the management approach has an exaggerated bureaucracy and decapitalization of low-priced educational products without major investment.

At the same time, this system is unable to generate an intensive orientation characterized by agreements, alliances, participations for development and innovation, development in border areas, integrated, etc., until they give way.

The current trends generated by a deep crisis of social and educational system in Romania lead to a managerial direction of transfer from the state as owner to the local communities and even partially to the private environment through integrative partnerships of the capital allocations to sectors with higher yields over the medium and long term.

In this respect, the collaboration between companies and institutions will be increasingly intensified, either as an educator or as a consumer of ideas for the research sector.

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The components of the educational organization's management system are the same as any other organization, whatever its profile, but of course with some specific features:

- **the organizational component: consists of all the organizational elements that ensure the framework, the combination, the division and the functionality of the educational processes in order to achieve the foreseen objectives.**

The organizational subsystem of the educational system comprises both the formal organization, reflected in the organization and functioning regulations, organizational charts, descriptions of functions and posts that mirror the ensemble of organizational persons and subdivisions, as well as the informal organization, which resides in the totality of human organizational elements and interactions manifests itself spontaneously and naturally between the components of the institution.

The actual activity of education, the benefits provided to pupils and students, takes place within the institutions organized according to the law of education.

The central idea is that Romanian education has both a macroeconomic coordination at the level of the whole country, the Ministry of Education being the one who oversees the overall activity, as well as a microeconomic coordinate at the level of each county, intervening the ministry in cooperation with the local local bodies, the school inspectorates and the activity education and education is carried out by private or mixed state economic agents.

However, it must be said that each education organization carries out its activity within the respective territorial-administrative boundaries, with possibilities of expansion in other counties as well.

The one who wants to learn, in many cases, does not sit in a single locality but moves, without knowing, because he is not even interested in, the administrative boundaries.

- **informational component: designates the set of data, information, information circuits, information flows, procedures and means of information processing that take place within the educational institution and aim to provide the necessary information support for forecasting and achieving the objectives.**

In the field of education, the improvements that are imperative in terms of information systems are not limited to the technical means of information processing, but a special emphasis is given to the realization of the human-machine-information complex, which implies a thorough knowledge of the possibilities and the way of working with the computer, while taking into account human implications.

An informational education subsystem, well established, needs to accurately reflect the concrete situation of the education system at some point in terms of weaknesses or strengths.

- **decisional component: consists of all the decisions adopted and implemented in the education institutions by the managers, so it is a true system of command, active, regularizing the whole of the activities involved.**

As in any other field of activity and education, the exercise of management responsibilities involves the pursuit of decision-making processes.

From predicting what needs to be done with what is required and the possibilities to do something, and before assessing and controlling to what extent and how the provisions have been fulfilled, a chain of decisions is under way to decide: who and how will participate in solving the proposed goals; what means and methods should be used to train and motivate the movement of

individual and collective energies, to harmonize actions and to achieve consistency between outcomes and outlooks.

It is known that "the decision is the choice of objectives, goals or goals of an action, as well as the ways to be followed for their realization".

By trying to adapt the "decision-making process by consensus", explained by Canadian Professor Toieb Hafsi by focusing on the perspective of global development and putting the overall interest above the interest in the education organization, the decision-making process is triggered by those directly involved in the respective field of activity, being therefore of the bottom-up type.

Managerial decision by consensus provides a high degree of involvement in leadership, from the staff, which also leads to an acceleration of the process of applying the educational decision.

It is important to make decisions with positive impact on results: correct definition of the variants involved in decision making to solve a complex problem; the involvement of staff in educational and educational processes; the coherent orientation of the management of the institutions to the analysis of the factual situation, of the possible alternatives, of the criteria used to reach, through an optimal decision variant, the achievement of the proposed objectives;

- **the management system component, which represents a methodological ensemble that brings together the methods, techniques, tools and procedures used in the educational management, thus ensuring the logistic support for the execution of the entire process and management relations in education.**

In these circumstances, the management team is in a position to choose one of several solutions, which it can promote by applying a method based on the analysis of several variants through multiple criteria or views.

3. Conclusions

In the case of managerial approach, we can talk about decisions on capital allocation for development according to the vision of each representative with interest in the field.

On the other hand, managerial decisions address the legal development of these capital and the creation of conglomerates through association between education institutions and partners in areas considered strategic by the institution.

Development decisions are increasingly taken in the management of education institutions and on the basis of advice that specialists can provide.

Unfortunately, in Romania, the state does not encourage external consultancy, considering that only internal resources are capable of providing strategic thinking.

In education institutions, a long-term approach is more necessary than a portfolio strategy with the establishment of study programs that may have demand at a certain point in time.

The strategic approach provides a common vision of the organizational and structural system of the education organization in order to channel all human and material resources in the same direction, but also to launch and support study programs with specific identity and identity.

In this case, the conclusion is clear, within an educational institution, it can not miss what is called the long-term vision of society, a vision on which a clear mission, a mission followed and monitored at the level of the whole organization.

In the case of a unified vision, it may also be possible to allocate clear capital and resources for sustainable development in line with the overall development of society.

Achieving the growth strategy involves making sustainable investments, especially in the creation of educational facilities and related facilities.

Therefore, ensuring the financial conditions favorable to the implementation of the management and growth reorganization strategy, as well as respecting the financial rigidities associated with the investments, involves realistic estimation of the main factors determining the efficiency of the investment.

The growth of the education organization can be achieved in the following ways: organic or internal growth; external growth and the creation of various forms of inter-institutional strategic alliances.

Institution development only through a major reorganization of departments and activities, both to reduce student costs and to expand the activity.

The expansion of marketing activity at the educational level is increasingly necessary in the desire to know the public's expectations regarding the educational service provided and to allocate as efficiently as possible the material and financial resources according to the real hierarchy of these needs.

The studies conducted led to the following conclusions:

- the current demographic trend reveals that the share of the population in search of educational services has stabilized;
- estimates of job offers provide limited information on the graduates' success rate.

In conclusion, the emphasis and development of entrepreneurial skills, the anchoring of education in the economic and social context of the market, the scientific substantiation of the offer and the resizing of the overall activity are necessary.

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