Value-Oriented Management as Factor of Sustainable Development of Modern University

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Abstract. This paper justifies the actuality and peculiarities of value-oriented management of modern university. In authors’ opinion, such a management can provide stable “rules of the game” in the Higher Education Institution, promote identification and integration of collective and individual values of educational community. In case of that, the special role is played by the corporate culture, the effective implementation of main functions that enables the full application of value-oriented management. Authors provide the algorithm of Higher Education Institution management, various mechanisms and tools facilitating its functionality improvement. Individual values of Higher Education Institutions directors, lecturers, students and employers. In their opinion, the uncertainty of their interpretation and sometimes ignorance by the Higher Education Institution management, restricts the wider spreading of value-oriented approach in the educational organization management.

1 Introduction

Since the beginning of XXI century, there have been an interest of researches and practicians to the modern organization value-oriented management. In opinion of such concept proponents, the formation of corporate culture reflecting the values of all organization employees and its key partners “humanizes” the strategic vision, provides the sustainable organization development considering interests of all its partners [1].

The actuality of Higher Education Institution value-oriented management is motivated by many reasons. Firstly, in dynamically changing environment and endless changes (not always favourable), the Higher Education Institution employees require something reliable, unchanged allowing to keep the meaning of their labour. It is worth reminding that the key objective of Higher Education Institution management is to create the reason of existence for all its stakeholders and lecturers in the first instance. The system of values shared by all employees contributes greatly to thus task solution.

Secondly, the corporate values are able to integrate collective and individual values, promote their identification. Consequently, it results in the community of interests and goals of different Higher Education Institution division and employees and correspondingly to their effective achievement.

Thirdly, the value management allows to overcome so-called “managerial gaps” that have increased in recent decades under the influence of such events as bureaucratization and
commercialization of education sphere. They are mainly manifested between interests of lecturers and the existing Higher Education Institution management system reflecting in the growing subtraction of the latter from not only the management process, but also the completely educational process.

Fourthly, the Higher Education Institution value-oriented management, in our opinion, can provide its more sustainable development.

Apart from the growing popularity of the sustainable development concept, it is not implemented sufficiently in Higher Education Institutions. Typically, it revolves around the introduction of such concept principles into the applicable academic disciplines (for example, to disciplines “Corporate Responsibility”, “Strategic Management”). Provided that the issue on formation of student awareness of organization sustainable development I solved. However, it is not sufficient for the complete implementation of sustainable development concept in the Higher Education Institution management practice.

The first-order measures: activation of scientific studies by this theme; active implementation of “green” (environmental) technology, equipment and code of conduct; the development of partner programs with other organizations, including the business, in sphere of sustainable development. It is impossible without changes in the Higher Education Institution management system and first of all without the reflection of the mentioned approach basic principles in the Higher Education Institution system of values, i.e. its corporate culture.

In case of that, the special attention deserves the correct understanding of the corporate culture key functions. In particular, the value-generation function promotes the personnel system of values forming that reflects the unity of Higher Education Institution and employee purposes. The communicative function promotes the productive cooperation and more active involvement of personnel in the Higher Education Institution activities. The personnel code of conduct actual from the point of organization management view provides and allows the control, the regulatory function. The stimulating function has significant motivation influence of the personnel labor productivity. The Higher Education Institution adaptive function is directed to the possibility to timely address external environment challenges and increase the innovative component in the operation of both academic teaching staff and key agency assisting the main activities, such as scientific, academic, etc. The formation of favorable psychological climate in the Higher Education Institution is ensured by the stabilizing function.

The priority ranking and importance of the mentioned corporate culture function depend on the Higher Education Institution objectives and goals; changes of its internal and external environment factors. Thereby, all they shall be considered in the selection of model and strategy for development of corporate culture.

2 Higher Education Institution Management on the Basis of Value-Oriented Approach

The Higher Education Institution value-oriented management is possible upon the available set of conditions, the main of which are:

− The availability in the Higher Education Institution publicly expressed, apparent values formalized in the Corporate Code about which all employees and key partners (including students) know. Provided that the latter awareness about the declared value is not so important as the readiness of students to share them;

− The initiator and the main carrier of Higher Education Institution values shall be the first person, the vice-chancellor. The corporate culture shall run through all levels of education institution, in case that the role of medium Higher Education Institution management (deans of departments, directors of institutes and chairman of departments) in
this process shouldn’t be underestimated. Often of this level the declared values transform into formal appeals to the better life;

- The Higher Education Institution management readiness to an adequate economic support of declared values (expressed as reasonable expenses for their implementation).
- The Higher Education Institution value-oriented management process foresees the application of the following algorithm:
  - Analysis of status and reasonability of Higher Education Institution values to expectations of the interested parties and pressure groups;
  - Development of measures for improvement of situation in this sphere;
  - Formalisation of managerial decisions (orders, decrees, delegation of authorities, determination of incentives);
  - Implementation of proposed measures реализация предложенных мероприятий;
  - Controlling of implemented measures’ efficiency and their adjustment.

On condition, that the planning is important because of its connection with the achievement of desired Higher Education Institution corporate culture status. The planning efficiency, in turn, depends largely on the quality of research and analysis of possible Higher Education Institution development strategies, including its corporate culture.

Also important is the consolidation of combined efforts and integration of Higher Education Institution marketing and managerial activities as the guarantee of their success. The integration promotes the meaningful cooperation of different divisions’ (institutes, departments) personnel for the more effective implementation of corporate culture development measures. The coordination, in turn, facilitates the bigger involvement and agreement of all Higher Education Institution department actions.

The conducted analysis showed that the most complicated practically is the controlling of measures that foresee their objective performance assessment and prompt adjustment [2]. Often it is connected with:

1) Insufficient financial, human resource, etc. support of planned measures;
2) Low performance of external and internal communication resulting in the pre-mentioned “managerial gaps”.

The Higher Education Institution value-oriented management tuning is the long process that foresee the common creation of the general base of values in real and active participation of Higher Education Institution management and its personnel. For this purpose, various mechanisms and tools can be used [2]. The biggest spread gained, for example, the formalization of corporate culture in the Corporate Code; formalization of the selected development strategy and provision of information about it to personnel; controlling of changes in Higher Education Institution culture; personnel training (help to better understanding the urgency of cultural changes); stimulation of the best employees oriented to changes.

In order to access the Higher Education Institution value-oriented management performance assessment it is recommended to use such tools as indicators, organizational procedures, support programs and organization structures. Provided that indicators can be considered in two planes: performance indicators demonstrating the goal achievement (for example, performance-based contract); and communicative reflecting the employee loyalty, compliance with key values and principles established in Higher Education Institution, etc. Organizational procedures are directed to the process of integration of individual values into corporate culture tuning. The development of corporate culture and its acceptance by all stakeholders of educational process is promoted by support programs (for example, competence development programs aimed to the implementation of new corporate values and principles, programs of employee motivation, grant support, etc.). Organizational structures create conditions for corporate culture development taking into account individual
values of the educational community. It could be the expansion of participation in relation to the personnel (i.e. involvement in the management and profits), student self-governance, etc.

3 Discussion

It is critically important to consider different sources (determinants) of the Higher Education Institution corporate values, namely individual values of directors and leaders of education organization, academic teaching staff, students, employers and other pressure groups.

As evidenced by studies, individual values of Higher Education Institution directors (in the first instance, vice-chancellors) include: administrative resource (demand as experts in commissions under the President and the Government, at the regional level, with business and national security, defense and law enforcement agencies) and considerable scientific authority and the Higher Education Institution impact in the global scientific Big League [3]. The mentioned values reflect the Higher Education Institution values, as they ensure its more sustainable development due to additional funding and other preferences. The fact mentioned in this study calls the special attention, any Higher Education Institution ratings are led by universities fronted by directors with high scientific indicators and achievements.

The analysis of Higher Education Institution directors’ individual b value studies shows the uncertainty of their interpretation. For example, two lecturer value levels can be distinguished: the first level includes the creative self-realization, the scientific status, the professional communication, flexible working time. The second system level includes the pedagogic activity, administrative career and the material wealth [4]. The author’s prioritization in this system causes doubts. The evidence from practice shows that the majority of lecturers identify themselves primarily with the pedagogic activity, but not with the science. The science in the first instance is connected with the professional self-realization. Unfortunately, this value is less demanded in both domestic and foreign Higher Education Institutions. Due to educational reforms such criteria of Higher Education Institution efficiency, as the academic activity, research and development activity and international activities, etc. take the center stage [4, 5]. On condition, that the basic Higher Education Institution value, namely, the education quality that basis is formed by academic quality primarily reflecting the professional competence of lecturers [6]. Provided that the research and development activity is only the component of it.

Unfavourable conditions for implementation for the research and development activity implementation in the majority of domestic Higher Education Institutions, especially regional Higher Education Institutions cannot be disregarded. Firstly, it refers to insufficient funding of Higher Education Institution science, excessive classroom load of lecturers, the absence of actual conditions for scientific research, etc. The COVID-19 pandemic reflected on the lecturers’ load increase did not help the matter.

A certain interest generates the study of value orientation of Higher Education Institution lecturers, for example, presented in [3, 7]. Such classification of lecturers’ values foresees their wider system understanding in comparison with the previous option. However, the above-mentioned authors puzzlingly failed to mention values traditionally associated with the Higher Education Institution environment (for example, collegiality, academic freedom, teamwork, etc.).

The special significance has the recording of real values of direct Higher Education Institution customers – students. It is attributable to their active impact on the educational process quality. Studies show rather controversial character of such impact owing to considerable disagreement between desired (regulatory values declared in the state educational standards) and real values of modern students. In the opinion of Russian and foreign authors, among values discarded by students are: freedom, tolerance, rationality, effectiveness in affairs, zero tolerance to own and others deficiencies, etc. [8, 9].
The orientation of domestic Higher Education Institutions only on the Federal state educational standards contradicts with not only the young students’ life value system, but the major part of other Higher Education Institution pressure groups’ values (including lecturers). For example, Higher Education Institution students commonly are forced to study disciplines that they do not think useful and required for them that in turn is reflected in ignorance or imitation of material studying. Such internal disharmony can result on both the ill choice of professional career and the further success in professional sphere [8].

The fact that students’ values are much differentiated cannot be disregarded [10, 11,12]. For example, for students focused on studying the high qualification and charisma of lecturers, the Higher Education Institution prestige and the access to research and development activities are important. Interests of low-motivated students are only on practical planes: obtaining the Higher Education Diploma, moving to other city, wishing to hang out with young people, to be involved in student life and extracurricular activities. More recently, the new segment of applicants focused on further study abroad has appeared; their important motives are the availability of joint international programs and internships, positions of Higher Education Institution in international ratings, such as QS World University Rankings.

Due to the high differentiation in development of this group value system, the Corporate Code shall more closely correlate the declared and the actual values. In this regard, fundamentally important is to enhance lecturers’ motivation to use innovative pedagogic technologies combining interests and resources of Higher Education Institution academic environment and student individual values. It could be research projects, start-ups, trainings, workshops, cases, meetings with future employers and representatives of different companies and enterprises, scientific conferences and discussions, etc. Recently, different online education forms have gained the ground.

In the case of Higher Education Institution values for another category of stakeholders (employers) shall be noted the growth of their exacting to both professional competencies and skills of graduates and their personal qualities. In addition to professional competences lately among employers are demanded so called soft skills, e.g. negotiation skills, teamwork skills, planning and time management skills, software skills, etc. The particular demand finds the ability to think outside the box, creative thinking not only for creative profession representatives, but for other specialists, engineers, design engineers, etc. Moreover, employers expect from young specialists willing and readiness to learn, the ability to assume responsibility, acquire and analyse information, find solutions in unsteady circumstances [13].

The most common employer claim to Higher Education Institution graduates is incompliance of competence level with the labor market requirements. It can be manifested in different ways: from inability to solve practical issues and inflated career expectations on salary and desired position to the cluelessness about the code of conduct in business environment. Provided that employers blame the Higher Education Institution for such situation.

The international experience has proven that such issue could not be solved without effective cooperation of Higher Education Institution and employers. However, it is known that currently the organization of on-job training is the pivotal challenge of Higher Education Institution and relates to the low interest of domestic employers in the solution of this issue. Employers are rather passive to other possible forms of cooperation on graduates; training (for example, organization of internship of both students and lecturers, participation in learning material development, final state testing, etc.).

The inconsistency of this situation is largely owed to unwillingness of domestic employers to pay young specialists the reasonable salary for certain professional skills.
It shall be noted that the Higher Education Institution values can be perceived by different pressure groups and interested parties differently. For example, the reputation as the value has the bigger importance for future students (applicants) and lecturers, while employers give lower priority to it (according to studies, the importance of reputation was noted by only 11% of company directors [13].

4 Conclusions

Thus, the Higher Education Institution sustainable development so required in growing instability and uncertainty of macroeconomic development conditions is impossible without the Higher Education Institution management transition to the value-oriented organization management. Such approach allows to achieve the community of interests and goals of different Higher Education Institution division and employees and correspondingly to their effective achievement. In addition, the value management allows overcoming “managerial gaps” that decrease the Higher Education Institution management performance.

The successful implementation of the Higher Education Institution value-oriented management is impossible without publicly expressed values formalized in the Corporate Code and the readiness of all employees and key partners (including students). Not least of which is the reasonable resource support of the declared value.

It is understood that determinants of Higher Education Institution corporate values are multiple and diverse. Their mainstreaming is particularly problematic and associated with the operation in different spheres of education and managerial activities of Higher Education Institution. In order to achieve the Higher Education Institution sustainable development, all considered values at all events shall be reflected and fixed in the Corporate Code and their determinants shall be constantly traced.

For the complete implementation of such approach shall be used the recommended algorithm of managerial actions and the number of mechanisms and tools promoting their performance improvement.

The paper also examines features of individual values of key pressure groups, including directors and lecturers of Higher Education Institutions, students and employers. In authors’ opinion, the uncertainty of their interpretation and sometimes ignorance by the Higher Education Institution management, does not allow to take the full advantage of progressive Higher Education Institution management methods.

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