

PARTICIPATIVITY AS A METHOD OF MANAGEMENT OF INNOVATIVE EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article discusses phenomena of the participativity as a management tool to be used by educational institutions, including the following issues: basic definitions, essence and development of participative management, given is analysis of basic forms of participation of higher education institutions' (HEI) employees in making management decisions. Given are individual results of author's research conducted on basis of six HEIs showing readiness of academic teaching staff of educational institutions of higher education for participation in the system of management. Based on results obtained highlighted are key problems of training-methodical, scientific-research, publishing, international activity, additional education, HR issues and issues related to advancement of academic teaching staff qualification which academic teaching staff could have solved jointly with administration on basis of participative management.

KEYWORDS: *management, participative management, educational institutions of higher education, rector's office, academic teaching staff.*

JEL CLASSIFICATION: *M530.*

1. INTRODUCTION

Reform of Russian educational system (including higher education), having started back in 90-s of last century is being continued nowadays. System of higher education has survived reduction of number of educational institutions, review of educational standards, transition to tier-type system and number of other modernization changes. Nowadays, there is demand in reformation of systems of management of educational institutions, review of arrangements and tools of educational management, development of innovative educational institutions including through effective management.

One of effective educational institutions management tools is participative management. Principles of participativity have occurred in HR management in principle as one of the theories of personnel motivation. Further, the said theory has been developed and formed as a concept of participative management.

Purpose of work is: to discuss the prospects of participation tools application in process of educational institutions management.

Objectives of work as: to review theoretical approaches to definition of concepts, 'participation', 'participative model', 'participative management'; to study possibilities of participative approach to educational institutions management; based on results of sociological survey to determine readiness of academic-training staff to participation in university management on basis of participative management.

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The hypothesis underlying work is as follows: efficiency of innovative educational institution of higher education (EIHE) can be improved by participation of academic-training staff in management of the EIHE on participative basis.

2. THEORETICAL FRAMEWORK

Idea of participative management have occurred in USA as expression of commitment to obtain maximum economic benefit through democratization of relationships within the team. Authors of so called idea of production democracy are sociologists, J. Cowl and A. Hertz who have suggested to transfer functions of corporate management to production councils controlled by workers (Greyson, O'Dell, 1991). Participation of workers in business of such councils would have helped to consequently develop skills of controlling the entire process of production first within one corporation, and then over the industry in general.

Participative model (English participant, participation) assumes involvement of employees in corporate management. It is based on a postulate that a person within entity not only has certain function but is also interested in organization of his work and his working environment as well as on impact of his work on activities of business entity in general (State management: Reference dictionary, 2000).

There are several definitions of the essence of term 'participation'. So, in terms of philosophy participation is generalized as universal existential intention organically essential for a human being and being a major constant related to anthropology.

Notional-genetic cultural science gives wider definition of participation, i.e. not only in commitment of human being to sense himself as a part of larger social community but in general as any situational concept of subject-object relationships.

Researchers in field of pedagogic and problems of management have different approach to defining the concept of 'participation'. Under this term they understand the following:

- alternative to authority, directivity, forcing;
- procedure for joined making of decisions, joined defining of goals;
- joint and several solving of problems, involvement of entity employees in planning and implementation of organizational reforms (Suvorova, 2005).

The concept of 'participativity' is tied to such categories as 'participation', 'co-participation', 'involvement'; it is used in studies analyzing managerial aspects of business activities.

It is customary to use the term 'participativity' in following meanings:

- organizational idea;
- principles of entity management;
- managerial phenomena consisting of participation of ordinary workers in management processes;
- method of motivation and organization of collective members;
- mean for improvement of quality of management decisions within the entity.

Thus, generalizing given definitions of the essence of participativity within this study and as applied to activities of educational institutions we can argue that concept of 'participativity' means interaction of subjects of educational processes due to effect of cultural mechanisms of co-management of functioning of interpersonal and intercultural communication as components of vocational training.

Participative management in institutions can be implemented at a range of activities (Fig. 1).

However, it should be highlighted that above list is not exhaustive, and, as a rule, directions of participative management are implemented not individually but as a set, harmonically complementing each other.

Participative management for Russian management is not something principally new. Typical example of implementation of participativity principle are prospectors' teams – form of business organization at which workers voluntary united for joint work. At this, it was assumed joint

participation not only in general income but also in common responsibility based on principle of mutual guarantee.

According to researches of E.G. Ponomareva 'modern systems of production democracy have appeared in earlier XX century, particularly, in 1903, after adoption of Law "On headmen at industrial enterprises". In history of Czarist-era Russia there were also cases of introduction of workers self-governance and control over actions of administration ('workers autonomy' of Saint-Petersburg's publishers). After February revolution in 1917 factory-plant committees were established actively, that called for participation in production and acted as intermediaries between workers and enterprise administration. Plants that had such committees showed growth of labor efficiency and reduction of defect products" (Ponomareva, 2007).

Main advantages of participative management, in our opinion, are as follows:

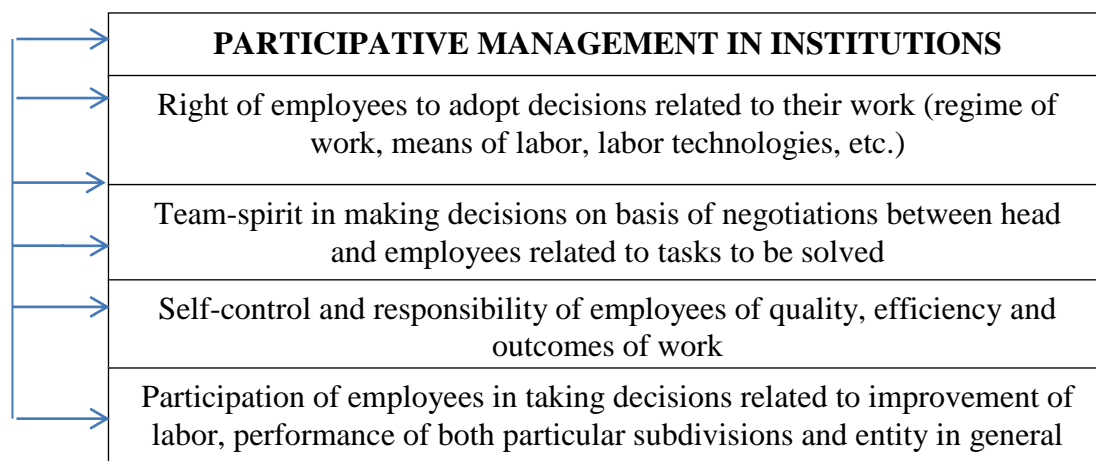


Figure 1. Directions for implementation of participative management within entities

Source: developed by the authors

- participation of employee in making strategically important decisions allow him to feel his importance for entity resulting in enhancement and strengthening of common team identity;
- significantly improved is efficiency of managerial decisions, reduced is time for implementation thereof due to involvement in management process of ordinary, linear employees having better knowledge of production process and its actual problems;
- improved labor efficiency;
- enhanced loyalty of personnel with concurrent reduction of resistance to organizational changes;
- strengthened is team-spirit within company.

Despite shortcomings of participativity, we believe, it is the best approach facilitating resolution of large number of problems in field of education, mostly, higher education. Such management suggests not only participation in profits or corporate ownership, but in management, too. And, in its turn, this leads to a situation when teacher actively participating in life of educational institution having right of vote, receiving remuneration dependent on success of educational institution activities, will not disclose confidential (trade secret) information, will work effectively and with higher performance.

It should be noted that Labor Code of the Russian Federation adopted in 2001 (Labor Code of the Russian Federation as of 30.12.2001 No. 197-FZ), in Chapter 8, Articles 52 and 53 regulates capabilities of participative management and participation in making managerial decisions. So, for example, Article 52 in general fixes the right of employees to participate in management of entity directly or through its representative bodies; Article 53 determines key forms of such participation. Such forms, particularly, include:

- taking into account the opinion of representative body of employees in cases provided for by Labor Code, Collective Agreement;
- consultations of representative bodies of employees with employee on issues related to adoption of local regulatory acts containing norms of labor law;
- receipt of information from employer on issues directly concerning interests of employees;
- discussion with employer of issues about work of institution, making proposals on its improvement;
- participation in development and adoption of collective agreements;
- other forms set forth by the Labor Code, entity documents of incorporation, collective agreement or local regulatory act of the entity.

However, regardless of fact that Articles 52 and 53 of the Labor Code cover rather complete list of rights and powers of employees and their representatives in such field; said rights are not supported by respective obligations of employer, so Chapter 8 of the Labor Code is of rather declarative nature than actual enforceability.

3. PARTICIPATIVE APPROACH IN EDUCATIONAL MANAGEMENT

Application of participative approach to management of educational institution is inevitably related to changes of system and style of management directly. At this, we should remember that enhancement of style of management of educational institutions is inextricably tied to development of corporate culture. Proper corporate culture within educational institution having certain customs, values and norms, and mission will not only provide for efficiency of team management (academic teaching staff and employees), but also for management of educational process, i.e. provide for development of those qualities of student's personality that will facilitate his effective inclusion in professional activities.

Thus, feasibility of enhancement of style of management in close liaison with formation of corporate culture is due to resultativity of combination expressed in mobility, competitiveness, adaptivity of educational institution to modern conditions, in capabilities of teachers and employees to self-realization within working team and in process of collective adoption of managerial decisions.

Process of management style improvement is associated with level of innovation of development strategy of educational institution that can be implemented at one of following levels:

- 1) programme of local innovations – concurrent improvement, renovation of activity of certain segments, elements of educational institution activity. Such changes are independent and suggest achievement of individual results that in totality allow for educational institution to step forward;
- 2) programme of modular innovations – several complex innovations interrelated within single module, but not always such changes are related to other functional areas;
- 3) programme of systematic innovations – complete transformation of educational institutions into other educational structures.

It should be noted that participative management is not only indicator of innovation of educational institution development, but is also a tool to form its image, first of all, internal having vast significance for both, already employed and potential employees. Research conducted by P.I. Ananchenkova in 2007-2008, has, particularly, demonstrated that academic teaching staff and employees of educational institution evaluating image of employer, in addition to such factors as 'reputation and professionalism of management', 'working conditions', 'moral climate', 'assessment of labor, remuneration and stimulation of personnel', 'possibilities for professional growth' (defense of topics, advancement of qualification)', large meaning is assigned to 'participation of personnel in development and adoption of decisions', and 'level of corporate culture and its development' (Ananchenkova, 2013).

It should be highlighted, that collective model of management of educational institution being by itself an element of participativity was typical for Medieval period, when universities were

management by few meetings of scientists. Limited teaching staff (using modern terminology) allowed to provide for reduction of costs related to making decisions and their promptness.

Consequent growth of university complexes complication of their organizational structures lead to need to transfer managerial functions to arms of professions, delineation of areas of influence and responsibility, management, execution and control over development of educational institution.

Opponents of use of team-spirit principles within university management system as an argument for their position state that efficiency of educational institution management depends on such manager's personality features as strategic vision, critical analysis, ability to predict and assess risks, organizational skills, charisma, etc., not mentioning special knowledge, managerial way of thinking. So, even the most talented teacher cannot be efficient in issues of management of educational institution.

In their turn, advocates of team-spirit argue that engagement in process of management of ordinary teachers allow to reduce institutional risks, ensure flexibility in implementation of one or another managerial idea.

First studies of possibilities to use participativity tools within university management system were conducted in 60-s of last century mostly by foreign scientists. According to research conducted by W. Williams, W. Gore and K. Broches 'there are different types of teachers by their perception of power and management in higher education institution (research was conducted in Europe): e.g., absolutely, uninterested in ways of management of higher education institution or, interested and tending to either hierarchy or team-spirit model' (Williams, Gore, Broches et al. 1987).

There is a common opinion that degree of participation of European teachers in university management is higher compared to countries of other regions. However, degree of involvement of teachers in management process varies from country to country, that is confirmed by comparative studies.

We agree with opinion of S.V. Demin who notes that 'modern higher education institutions maintain an entire range of traditional functions: educational assuming training and advanced training of specialists; research providing for production of new and review or existing knowledge; educational function aimed at formation of students personality, i.e. civil responsibility, development of ability to creative thinking, commitment to self-realization of personality; professional function: higher education institutions train competitive specialists capable to muster new areas of professional activities; functions of maintaining and transfer of accumulated academic knowledge and cultural heritage' (Demin, 2008). Functional conservatism of modern educational institutions of higher education provides for maintenance and organizational structure, its management system. Here, it should be noted that traditional, i.e. 'vertical' structure of management of modern educational institutions of higher education represents such layout of interaction of structural units of HEI headed by rector and his deputies, pro-rectors for respective directions (training-methodical, scientific-research, administrative-economy, educational work, international activities, etc.). Each pro-rector is responsible for his own direction, whereby, as an object of management by pro-rectors of different directions can be one and the same division, - faculty, institute, department, and etc. (Fig.2).

Elements of participative management in educational institutions of higher education are realized through Scientific Council, i.e. body for adoption of collective decisions on wide range of issues. Activities of Scientific Council of HEI is regulated by the HEI Charter (or any other statutory document) and Policy on Scientific Council (or other local regulatory act).

It is assumed, that Scientific Council is a link between employees, academic teaching staff and administration of educational institution allowing for collective adoption of decisions strategically important for the HEI taking into account, opinion of administration and wishes of employees. However, often team-spirit in adoption of decisions provided for by existence of Scientific Council, is rather formal by nature, and principles of participativity are not implemented in process of educational institutional management. The same can be said about other university structures, i.e. Supervisory Council, Council of Faculty, Training-Methodical Council, etc.

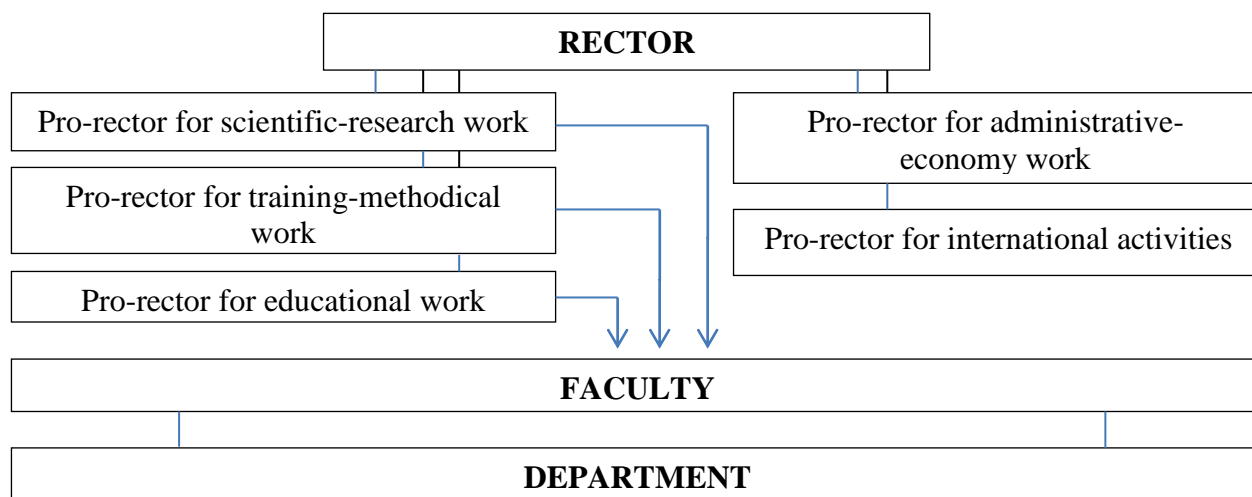


Figure 2. Traditional management chart of HEI (simplified)

Source: developed by the authors

4. RESEARCH METHODOLOGY AND FINDINGS

Study of attitude of academic teaching staff and administration of higher education institutions towards idea of joint management conducted by authors of this article in 2015-2016 academic years on base of six HEIs, has shown which key directions of educational institution can be effectively regulated on basis of participative management. Let's discuss some results of authors' study (questionnaire followed by selective semi-formalized interview).

At first, we asked respondents among academic teaching staff and employees of educational institutions of higher education (there were selected 1600 people, statistical error does not exceed 5%) to answer questions in questionnaire. After having processed the questionnaire there was conducted a series of semiformal interview with participants of survey (total number of interviewed was 116 people), that allowed to clarify and receive comments on number of questions from questionnaires.

Respondents were asked a question: "How are strategic development plans developed in your educational institution?"

Results were as follows (Table 1).

Table 1. Answers to question: "How are strategic development plans developed in your educational institution?"

(number of answers, % of total number of answers)

	Number of answers	% of total number of answers
On basis of rector's decisions	261	16.3
On basis of rector's decisions but after approval by Council of Trustees (committee)	95	5.9
On basis of decisions of Scientific Council	412	25.8
On basis of decisions of Scientific Council but after approval by Council of Trustees (committee)	607	37.9
On basis of founder's decision	94	5.9
Other	131	8.2

Source: developed by the authors

Answering the question: "Do you participate in adoption of managerial decisions in your educational institution?", positive answers were given only by 204 respondents (12.7% of respondents). After a series of interview, it was determined that the only way to participate in HEI is to be member of Scientific Council and to adopt decisions or block them by poll.

Answering the question: "Would you like to participate in management of your educational institution?", 117 people of 1396 (87.3%) not participating in management of educational institution answered negatively (8.4%); another 244 had difficulty to answer (17.5%), remaining 1035 people (74.1%) expressed their willingness to actively participate in process of adoption of managerial decisions.

Deserve attention is list of key activities of educational institution made on basis of survey of active respondents who would like to participate in management. After having grouped this directions into larger blocks we received the following results:

1. Training-methodical work:

- determining norms of time for respective types of training-methodical work;
- determining format and technologies of execution of respective types of training-methodical work (forms of completion of end-of-course works and projects, conducting attestation events, arrangement of field and remote lessons, and etc.);
- determining format and content of teaching-methodical developments (templates of working programmes and training-methodical complexes, format of training-methodical and educational aids, periodicity of review, and etc.);
- determining possibilities for conduct of lessons in different forms during process of training (hosting webinars, inviting experts, master-classes, and etc.).

2. Scientific-research work:

- determining types and forms of academic work of academic teaching staff;
- determining types and forms of academic work of students (masters and bachelors), attendees and postgraduates;
- procedure for peer review and assessment of quality of scientific works;
- determining copyright, getting patents for scientific results;
- determining possibilities and procedure for commercialization and reproduction of scientific works.

3. Publishing activities:

- procedure and periodicity of publishing and re-publishing of scientific-methodical works;
- generation and maintenance of copyrights to scientific-methodical works;
- procedure for publishing and re-publishing of manuscripts written in cooperation with employees of other educational entities, institutions, enterprises, etc.

4. Staffing issues:

- determining criteria for transfer of teachers from one position to another position (senior teacher, position of assistant professor, etc.);
- determining procedure and form of teachers' attestation;
- determining procedure and criteria for enrollment to staffing reserve;
- determining criteria of compliance with position;
- determining criteria for application of bonuses and sanctions;
- development of corporate culture norms.

5. International activities:

- development of mechanism for participation of academic-teaching staff in international projects and programmes;
- development of criteria and mechanism for election of teachers for participation in foreign scientific and other events;
- determining procedure and mechanism for invitation of foreign experts (teachers and scientists) for participation in training-methodical, scientific-research and educational work.

6. Additional education and advancement of qualification of academic teaching staff:

- development of mechanism of availability of qualification advancement and additional education of academic teaching staff programmes;
- determining criteria for enrollment of academic teaching staff members to programmes of qualification advancement for the account of employer;
- determining criteria for assessment of feasibility of respective qualification advancement programmes for academic teaching staff members.

It should be highlighted that transfer to tier-type system of training and implementation of federal state educational standards until certain degree allows for liberalization of training-educational process in higher education institutions. However, degree of freedom in implementation of Federal State Educational Standard requirements shall be regulated by reasonable methods of management, and teachers, as direct participants of educational process at the upmost have knowledge and understanding of ways to increase efficiency of training-educational process, as they, same as students, are within such process.

Thus, we discussed possible ways of participative management system development under conditions of development and implementation of educational standards of new generation in field of higher education.

5. CONCLUSIONS

Studying participative management system development in educational institutions of higher education allows for following principal conclusions:

1. Arrangement of interaction between subjects of educational process subjects in the area of higher education based on principles of participative management suggest implementation of respective participative approach under which authors understand the sum of methods ensuring study, structuring and functioning of forms of joint activity of educational process subjects on basis of co-management of administration (founders, trustees, rector's office) and employees of educational institution (academic teaching staff and employees. Thus, participation of employees in taking managerial decisions in educational institution suggests not only taking joint decisions about forms, ways and norms of communication under conditions of educational process, but also creation of cultural mechanism for cooperation of teacher and students, actualization of potentials of self-development of educational process participants in their poly-subjective interaction.

2. Participative management in educational institution suggests that at the center of attention there are following key directions, i.e. determining priority directions of educational institution development; joint formation of long-term plans of strategic development of educational institution on respective directions of scientific-research, training-methodical, educational, international activity, and etc.; short-term planning of respective types of activity; determining plans of respective types of activity; determining criteria for assessment of efficiency of results of work of structural divisions and employees directly; determining format of educational, cultural and creative interaction of participants of training-educational process; development of norms and rules of corporate culture.

3. In general, participative management of educational institution nowadays shall be considered as

- innovative management tool;
- mechanism of management of innovative educational institution;
- new effective way of collective motivation of teachers and employees of educational institution;
- tool for use of staffing potential of educational institution in full;
- technology to reduce staff turnover (mostly academic teaching staff);
- factor of forming internal image of educational institution and its management;
- competitive advantage allowing for significant improvement of corporate culture of educational institution.

To conclude, we would like to note that this study of basic definitions of participative management, analysis of essence and development of given model and basic forms of higher education institution

employees' participation in taking managerial decisions, allowed us to establish that development of such form of joint creative activity of educational process subjects based on self-governance is effective and reasonable.

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