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**The Role of Functional Strategies in Management**

**of General Educational Institution**

**Abstract.** The author analyzes the role of functional strategies in the management of general educational institution. Within the problems under research the strategic management (governance) in the sphere of general secondary education is considered as a model of the manager’s actions aimed at: identifying problems in the sphere of functioning of specific general educational institution; ability to formulate clear goal regarding the development of educational institution, which requires the establishment of the appropriate strategy; ability to develop long-term strategic development plan of the educational institution; capacity to attract participants of the educational process in the process of implementation of the strategic plan; ability to realize the strategic plan with the selection of the necessary mechanisms; ability to make changes and adjustments into the formed strategy; capacity to analyze, identify positive and negative aspects of the strategy and ability to predict the formation of the following strategy taking into account the mistakes of the past.

**Keywords**: management, strategy, strategic management (governance), head of the general educational institution

**Presentation of the problem**

**in general form**

Realization of functional strategies with the head of general educational institution provides for the improvement of the own managerial competence, aimed at the developing of educational institution that can function even with the outdated strategic decisions. The ability to consider the experience of the previous years will enable the head of the general educational institution to correctly adjust the strategic development plan of school and to improve his or her own professionalism in terms of strategic management.

Strategic planning provides the basis of the activity of the head of general secondary educational institution in the context of making all administrative decisions regarding the functioning of educational institution in general and cooperation with all participants of the educational process.

Therefore, the functions of motivation, organization and control should be focused on creating the functional strategies, which in their turn form strategic plans.

**Analysis of publications and researches**

**in which solving of this problem was initiated**

The researches of many scientists dealt with the issues of strategic management in the sphere and evaluation of its effectiveness, among them a special contribution belongs to L. Danylenko, A. Yehorshyn, L. Karamushko, O.Marmazit and other.

**Formation of the goals of the article**

The aim of the article is grounding the content of functional strategies in the implementation of the functions of strategic management of general educational

Institution by the head of school.

**Presentation of the Main Material**

With the aim of better understanding the concept of “strategic management,” we should consider its evolution. The word “strategy” comes from the Greek language (strategies) and means “the art of a General.” That is, the head of the general educational institution should be an example for all participants of the educational process, a person, who can create proper working conditions for the subordinates, equal perfection by means of strategic management.

The concept of “strategy” is also considered from the viewpoint of English origin (strategy) and it is understood as the generalized model of actions, necessary to achieve managerial objectives on the basis of selected criteria (indicators) and efficient allocation of resources [A. Yehorshyn 2001: 183].

According to Wikipedia “strategy is a detailed comprehensive complex plan, which guaranties the implementation of the purpose of organization and achieving goals”.¹ The task at this stage is to develop a comprehensive strategic plan, which in its turn may consist of individual strategic plans, strategic programmers, strategic projects, aimed at the achievement of individual strategic goals.

The author of the training textbook Management in Education: the Road Map of a Manager O. Marmaza systematized the concept of “strategy,” making referenceto a number of authors. Thus, according to O. Chandler, strategy is a determinationof the basic long-term goals and objectives of an enterprise and adoption ofthe course of actions, allocation of the resources, necessary to achieve these goals.I. Ansoff defines strategy as a set of rules for decision-making, which the organization uses in its activity. According to John M. Bryson, strategy is a complex of principles of organization. Porter argues that strategy is the position of

*¹https://uk.wikipedia.org [Strategy].*

the organization in the market, which is determined by the provision of specific products or services. Nutt and Backoff claim, “Strategy is a clever maneuver or the way to outsmart the opponent” [O. Marmaza 2007: 328-329].

Strategy should be considered as a ratio of planned actions which are reactions to changes in the sphere and specific events [A. Yehorshyn 2001: 187].

Taking into account the opinion of many authors, it should be noted that strategy is a multilateral in details organized plan, recorded on the specific data media, to ensure the achievement of goals as for the functioning of general educational institution, approximating to perfection.

The concepts of “strategic administration” and “strategic management” are closely connected with the concept of “strategy.” They because of the understanding of the concept of “strategy” are identical. Along with this, all components connected with the concept of “strategy” should be understandable and receptive to the heads of general educational institutions. This process is related to the fact that the strategy is formed and created by the head of general educational institution with attraction of deputies, but in the end its implementation provides for the involvement of all participants of the educational process.

So, according to Wikipedia, “strategic management (strategic administration) is the process of assessing the external environment, formulation of organizational goals, decision-making, aimed at creating and sustaining competitive advantages, able to provide profit for the business in the long-time perspective. Strategic management is primarily a continuous process, not a one-time effort, aimed at the development of a stable strategic plan”.²

“The essence of the strategic management is to define the prospects of long-term goals, ways, and organization of the team to achieve them. Strategic management in education is a set of decisions and actions on the definition and realization of priority directions of development of the educational institution. Strategy of management is realized through the development programmer, which ensures the achievement of the mission and goals of the educational institution” [O. Marmaza 2007: 329].

According to the proposed systematization by L. Danylenko and L.Karamushko, the concept of “strategic management” is interpreted as:

– the process of determining and establishing by the organization the communication with its environment, consisting of the achievement of the selected targets and attempts to provide the desired interaction with the environment through the distribution of resources, which allows the organization and its departments to act efficiently and effectively (D. Schendel, K. Hatten);

– the process of managing the interaction of the organization with its environment with the aim to implement the missions of the organization (J.Higgins);

– a set of decisions and actions to formulate and execute strategies, designed to achieve the goals of the organization (J. Pearce, R. Robinson);

– realization of the concept, which combines targeted and integrative approaches to the activity of the organization that allows to define development

*²https://uk.wikipedia.org [Strategic management].*

goals, compare them with the existing capabilities (potential) of the organization and to coordinate them through the development and implementation of the system of strategies (Z. Shershniova, S. Oborska) [L.Danylenko & L.Karamushko, 2003: 63].

Thus, strategic management (strategic administration) from the position of the head of general educational institution, we consider as a multidimensional process, aimed at the future, based on the personal experience, others’ researches, practical data, analysis of large amounts of information as for the functioning of educational institutions and realized through the personal managerial competence (general cultural, general-scientific, social, professional-pedagogical, informational-legal) with the aim of creating competitive environment and organization of educational and professional-pedagogical environment, close to perfect conditions.

Managerial competence includes the elements that are integral, interdependent and which reinforce existence of each of them. Therefore, the content of the managerial competence of the head of the educational institution forms:

– general-cultural competence, which contains moral, spiritual, regional, multicultural, environmental, linguistic, communicative, illocutionary, lingvo-cultural, valeological, health-preserving, life-creative competences;

– general scientific competence, which is studied through the realization of analytical competence, competences of self-development and self-education, prognostic, research, intellectual-creative competence, competences of productive activity, cognitive-intellectual, andragogical, discursive competence;

– social competence, to which refer the organizational, corporate, life, conflict logical, organizational-communicational, strategic, ethno-psychological, psychological, socio-cultural, emotional-volitional, and situational competences;

– professional-pedagogical competence, implemented through industry-wide competence, educational, subject, subject-methodological, diagnostic, educational, creative, didactic, assessment-control, functional, labour competence;

– informational-legal, based on information-communicational, Informational, legal, moral-legal, civil and technological competence.

Strategic management should not reach every individual, but it should cover all aspects of the functioning of general educational institution and all participants of the educational process, to which the legislation attributes the managers, pedagogical and scientific-pedagogical workers, students, parents (or people, who substitute them), support staff, as well as people working with the educational institution.

With the aim of realization of strategic management the manager of the general educational institution should act within the framework of strategic planning.

“Strategic planning is the process of developing the mission, strategic goals, making sufficient as a system of formalized plans, correction and revision of the system of measures as for their implementation on the basis of systematic monitoring of the changes, which take place outside and inside the organization” [L. Danylenko & L. Karamushko 2003: 86].

Strategic planning is the process of developing the strategic plan through the formation of the organization’s objectives, analysis of the problems of development, choice of the basic strategies and prediction of socio-economic development to ensure the efficient work of the organization in the future [A.Yehorshyn, 2001: 195].

The strategic plan provides an opportunity to consider general educational institution from the position of individuality and certainty. It opens up the prospect for educational institutions, which improves the cooperation of all participants of the educational process. However, strategic plans should be designed in such a way that they won’t be only coherent over a long period of time, but also flexible, allowing, if necessary, restructuring or reorientation.

That is why the general strategic plan should be considered as a programmer, due to which the functioning of general educational institution for a long time is organized, taking into account the fact that socio-economic changes in the country and other factors can affect their correction. Strategic planning makes sense in the case, if it is implemented.

Let’s examine the stages of implementation of strategic planning proposed by the Wikipedia: Organization – creation of such new organizational structure (or restructuring) that would be able to implement plans in the best way possible and to achieve the set of objectives (the principle “Structure is determined by strategy”).

Also selection of people takes place (perhaps with preceding discharge of the predecessors), delegating of the tasks and distributing authorities.

According to the strategic plans tactical objectives are establishes (term up to five years) and working out the plans to achieve them is developed. Thus, the next level of hierarchy in the structure of goals is formed.

On the basis of strategic and tactical plans the policy is formed, as a reference pointing, to indicate the sanctioned ways of achieving goals. If it is planned to repeat specific tasks several times, then the sequence of their solving is made in the form of the standard procedures. For the most important specific situations they develop rules that specify the unambiguous way of actions and include any unanticipated ways of accomplishment of the tasks.³

The effectiveness of the strategic plan also depends on the mechanisms of its implementation, namely: the tactics, chosen by the head of the general educational institution, policy as for the implementation of the proposed strategy, procedure of implementation of the layers by layer created strategic plan and the regulations, proposed by the manager for the participants of the educational process.

With the aim of implementing strategic planning, the manager of the general educational institution creates the goal (target), which is long-term in its nature. Within this goal, the long-term plan is formed, consisting of short-term plans. The created short-term strategic plans are called tactics, due to which the general

*³https://uk.wikipedia.org [The implementation stage of strategic planning].*

strategy is implemented. The positive in this process is that the tactical results appear quickly and the manager of the general educational institution can compare them with the specific actions as for the implementing of the proposed strategy.

The policy of implementation, proposed by the manager of general secondary educational institution strategic plan, is a set of actions that allows achieving the goal in more lightweight way. The policy is formulated by the manager of the general educational institution and consists of rules that guide the participants in the applied direction, guide their actions for achieving the determined goal and warn against the actions that could harm the implementation of the strategy. In the meantime, the chosen by the manager of the general educational institution policy, should provide the opportunity for the participants of the educational process to make their own correctives to the strategy implementation, to provide the opportunity of freedom of choice in making proper decisions, if these actions do not harm the common goal.

It is the procedure of implementing of layer by layer created strategic plan that provides for fulfillment of executors the actions, which must be adhered to in a particular situation to prevent mistakes. In its turn, the rules clearly define, what steps should be taken in case of a single complex situation.

American scientists in the field of strategic management A. Thompson and A. Strickland allocate tasks to implement the strategy. We adapted the data of the problem in relation to secondary schools:

1. Creation of the general educational establishment able to successfully accomplish the strategy.

2. Reviewing the use of the budget funds in order to direct quite enough resources into those kinds of activity of the participants of the educational process and general educational institution in general, which determine strategic success.

3. Establishment by the manager of the general educational institution the procedures of management of the particular strategy through the authorities, subordinate officers of the educational institution with the aim of ensuring continuous development and improvement.

4. Formation of subsystems in the framework of general educational institution, which create opportunities to successfully implement the proposed strategy every day, constantly.

5. Making by the manager of the general educational institution incentive system, to encourage and reward the participants of the educational process in case of implementation of the strategy at the high level and achieving the determined goals.

6. Creating the corporate culture among the participants of the educational process that will support the strategy of the development of a general educational institution.

7. Providing in-school management (leadership), necessary for the implementation of the strategy and its improvement in the implementation process.

**Conclusions**

Thus, the use of functional strategies by the manager of general secondary educational institution in the implementation of managerial competencies will be an effective process, under the condition of determination by the manager of the objective of the proposed strategic plan; implementation of the analysis of the external and internal factors, which cause the formation of the strategy and can affect their implementation; determination and study of the strong and weak sides in the functioning of general educational institution; choice of the strategic idea and the directions of development of general educational institution; grounding of economic expediency of implementation of the strategic plan; determination of options for the development of the educational institution; prognostication of the results of implementation of strategic plans; creation of the phased implementation procedure of the proposed strategy; monitoring of the implementation of the strategic plan; a thorough evaluation of the results of the strategy implementation; identification of shortcomings in the implementation of the strategy, their analysis; working out the program of development of the general educational institution through the implementation of the next strategic plan, taking account of the drawbacks and errors of the previous one.

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**Анотація**

Автором проаналізовано роль функціональних стратегій в управлінні загальноосвітнім навчальним закладом. У межах дослідженої проблеми стратегічний менеджмент (управління) у сфері загальної середньої освіти розглянуто як модель дій керівника, спрямованих на: виявлення проблеми у сфері функціонування конкретного загальноосвітнього навчального закладу; уміння сформулювати чітку мету щодо розвитку навчального закладу, що потребує створення відповідної стратегії; уміння розробити довготривалий стратегічний план розвитку навчального закладу; здатність залучити учасників навчально-виховного процесу у процес реалізації стратегічного плану; уміння реалізувати стратегічний план із підбором необхідних механізмів; спроможність вносити зміни та корективи у створену стратегію; здатність аналізувати, виявляти позитивні та негативні сторони стратегії та уміння прогнозувати створення наступної стратегії із урахуванням помилок минулої.

**Ключові слова:** управління, стратегія, стратегічний менеджмент (управління), керівник загальноосвітнього навчального закладу.