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**PEDAGOGICAL UNIVERSITY DEVELOPMENT STRATEGY  
AND ITS HUMAN RESOURCES FROM THE PERSPECTIVE OF  
ORGANIZATIONAL CULTURE**

In the context of radical, global changes of today, the choice and development of the organization strategy (in this publication, that of a higher educational establishment) becomes a truly existential task. The seminal character of this agenda is further reinforced by the fact that every university acts in accordance with its own theory, which has grown into a business-like theory, as well as follows its understanding of the nature, objectives, result, and clients of the services it provides [6, p. 67]. Thus, such fundamental elements of the organization, as educational, social, economic consciousness, thinking, and culture are not only the prototype of its model, but also the strategy of its behavior [15, p. 107]. Strategic management is a discipline that studies methods of general management of an organization and provides analytical tools intended to raise its effectiveness. In education, however, it manifests itself differently, and its application is limited. For this reason, key positions of this sphere of scientific knowledge, when applied to pedagogy, require re-interpretation and re-evaluation; so do traditional ideas about the goals of higher education and ways of their achievement. These are the systems of interconnections pervading the operation of any pedagogical university (PU) that determine the need for study of the connection between phenomena and respective categories, e.g. "strategy – organizational culture", "organizational culture – human resources", "strategy – human resources". As can be seen, the mediator in these interactions is the organizational culture, as the strategy of a higher educational establishment is its obvious outward orientation, human resources constitute an internal factor, whereas connections between them are realized by culture. Since strategy of a higher

educational establishment serves to ensure its long-term development, rapid changes of the outside conditions prompt a shift toward a shorter-term perspective of the outward activity. As a result, planning begins to be viewed as more relevant than strategy-development, which, however, can be disputed, in terms of specificity of the outcomes, time span, and competitiveness of education. The latter, according to R. O. Fatkhutdinov, is understood as, "... 1) training of professionals competitive at both internal and external labor markets; 2) capacity to develop competitive innovations in the sphere of education; and 3) ability to conduct effective policy in all areas of activity [20, p. 37]".

A number of publications are dedicated to the development strategy of higher educational establishments. S. Smerichevs'ka, for example, analyses the content of economic aspects of the current strategy of professional training in Ukraine in terms of its relevance to the theoretical model of a competitive professional [18]. According to B. I. Kholod and O. V. Dashevs'ka, higher educational establishment strategy selection and substantiation involve a complex system of methods of the strategic management of the institution. It comprises practical tools of formation, selection, and argumentation of strategies of development and competitiveness of higher educational institutions and is connected with the lifecycle of a university as an organization. Furthermore, among the main internal components of strategic planning are the management system, organizational structure, financial and economic system, marketing system, and personnel system. As for external components, they are political, legal, economic, social, demographic, scientific, and technological factors [21]. Viewing university as an open, complex, and dynamic system, L. V. Pan notes that the strategic management of such organization "should be (1) holistic (faculty's professional qualifications, motivation, organizational culture, mastery of new educational technologies, comprehension of mission and strategy of the institution, etc.), in other words, able to take into account the influence of changes in some elements into all other elements; (2) differentiated (structural units of the university should concentrate on the performance of their functions only); (3) centralized (domination of one of the parts of the system – social, economic); (4)

ready for information input, feedback (incoming information is either taken and used, or is not taken at all); (4) dynamic, adaptable (university as an open system should continuously advance); (5) of limited capacity (according to available resources); (6) unique (in terms of education in general, teaching methods, available concentrations, educational levels, etc.); (7) able to change its structure, be mobile; and (8) focused. Studying the pedagogical and scientific heritage of V. I. Vernadsky in terms of the education development strategy, S. V. Mashkina identifies such imperatives, as the expansion of universities' outreach to avoid the degradation of their functions, establishment of pedagogical higher educational establishments, formation of pedagogical awareness, and spread of the common culture (of knowledge) in the world [9]. The works of K. Weick [27], A. Brown [24] and M. Alvesson [22] are devoted to the interrelation between the category of culture and that of strategy; the process of socialization of the employee and workplace spirituality are covered by P. Robbins [16]; learning organizations are studied by P. Senge [26], B. J. Bray [2], S. Opatska, and S. Gvozdev [13]; the practical concept of the living strategy, which is designed to put people at the center of corporate problem solving, was developed by L. Gratton [5].

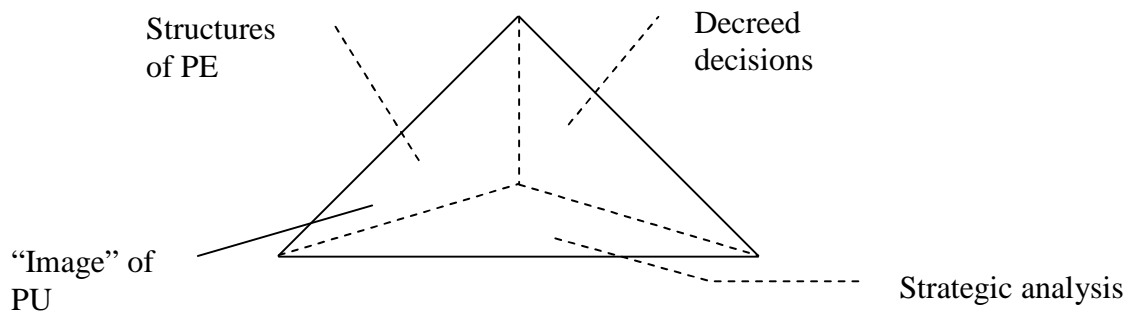
Mathematical approaches to the formation of the strategy of the higher educational establishment were discussed in the articles by M. I. Murashko and S. Nazarko [11], and A. P. Kolyada [7]. The latter proposes to form a strategic portfolio of university projects, based on the calculation of their potential.

Thus, despite the scientific and practical achievements in this area of knowledge, the interconnection between the strategy of the higher educational establishment, its culture, and human resources remains under-investigated.

The article aims to explore the interconnections between the strategy of the higher educational establishment and its culture in the context of the transition of its human resources and competence into the capital of increasing its organizational competitiveness.

As for the connection between the strategy of the higher educational establishment, its culture, and the decreed decisions, there are several approaches,

including those developed by a group of professors and consultants of the strategy department of NES-ISA, which can be graphically shown as a tetrahedron with the following sides: strategic analysis, reputation, image of the organization, its generalized "image", explicit and implicit structures, decreed decisions [4, p. 34] (Picture 1)



**Picture 1.** Principles of the strategic management of the higher educational institution

However, it would be erroneous to claim that the culture is involved only in the formation of the "image" of pedagogical universities, because its [culture's] base is the personality of the leader, history of strategic decisions, relationship between senior and junior staff members, social and cultural elements. Thus, organizational and cultural principle, which is formed by numerous factors, unites other principles and, as such, is strategic. This statement is further proved by the conclusions of scientists that both the culture and the strategy describe the same type of organizational phenomena, controlling the intensity and transformation of factors by means of reasoning, creativity, etc. In addition, they direct the work, offer ways to organize the world, ensure succession and identity [27]. The culture of PU can dictate the articulation of its strategy in the following way: "Culture acts as a filter for perception, influences the interpretation of information, establishes moral and ethical standards, and provides rules, norms and heuristics (practical algorithms) of actions. Culture determines the way the power and authority are involved in decision-making,

opting for the most appropriate actions to achieve the goal. The articulated strategy is a cultural artifact; it helps employees to understand their role in the organization, ensures identification and loyalty, increases motivation, and structures the main goals that allow a person to understand the environment and the place of the organization in it" [24, p. 197]. "Interchangeability of these categories, however, is appropriate only when re-shaping the strategy, re-interpreting the many elements of the strategy in the context of admitting the domination of resources and competence among the elements of competitiveness" [22, p. 183]. This is the need that is materialized in the system of higher education in connection with its anthropocentrism and implementation of the competence approach both into the secondary school and higher education pedagogy.

The capacity of higher educational institution to work in modern conditions is based on several factors. First of all, it is the complexity of current competitive conditions formed under the influence of multiple forces (competition among existing members, potential new members, alternative products and services, balance between sales and supply [25, p. 4]). Secondly, recent social and demographic changes have created conditions for qualitative changes in the labor force. The essence of these changes enhances the role of management as a scientific discipline, including that in interdisciplinary relations, with pedagogy as well. If in the 20th Century physical work became 50 times more productive, in the 21st Century this is the management task to raise productivity of intellectual work. This may have become one of the causes for the deterioration of vocational education, as well as the rapid growth of so-called "intellectual" professions and, at the same time, higher education in general. P. Drucker suggests six factors that determine the productivity of mental work: the nature of the assignment (strategic objective and methods of implementation), self-management and independence, continuous innovative work and responsibility for its results, teaching and learning capacity; qualitative indicators of the work; seeing knowledge workers as the intellectual capital of the organization [6, p. 190 - 191].

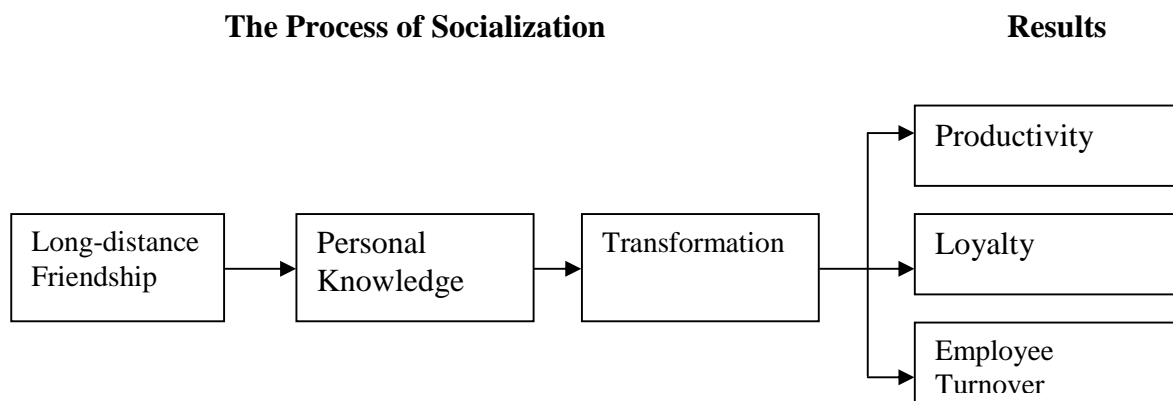
Thus, the resources of modern organizations, including PU, are expanding by means of intellectual activity of their employees, and their competence forms a new

productivity. In this case, the interchangeability of the category of strategy and that of culture contributes to the development of a more effective strategy. Current understanding of the strategy as a organizational resources superstructure that controls or defines, plans these resources leads to organization stagnation, its leadership being conservative, immobile, and cut off from reality. For example, the strategic goal of the Soviet pedagogy was "all-round and harmonious personality development". Capitalizing on an impressive arsenal of educational system, it, nevertheless, failed to embrace the basic ethno-pedagogical principle of eudemonism, i.e. education for happiness [19]. The gap between the formal and the real goals (the former was not culturally conditioned) brought about ruinous consequences, organizational collapse of the soviet educational model being the most important in the context of this article. Modern educational establishments also make attempts to form strategic objectives, including "audacious" ones [8, p. 102 - 103]. On the one hand, there is a need to define the future; on the other hand, it is a fashionable trend of today. The formation of a strategic perspective should take into account several factors, including its span. An appropriate span for Ukrainian higher educational institutions is 5-6 years. The reason for this is that, after a noticeable reduction of the number of students in 2010 - 2012, active competition, which in Ukraine turns into a fight for survival, as well as growth will return, causing even more serious problems (this will be a new generation of students, former "cyber-children" with their "nano-education").

In addition, it should be taken into consideration that the assessment of the strengths and weaknesses of the strategy, as seen by its developers, is not always accurate. It often happens that the strategy embraces, in the first place, personal aspirations, delusions, and hopes of the leadership, who, eventually, determine the quality and usefulness of the strategy, relying on hierarchy and power (these are the signs of a strong organizational culture with high power distance and low innovativeness). Rapid transformation of the external environment demands "acceleration" of the organizational culture [3, p. 165]. For this reason, this approach is more suitable for military strategic development, which is mostly focused on

males, than that in business or education, because unpredictable circumstances of the external environment will not wait until the organization slowly (so as not to lose face) implement its strategy. Thus, in order to form a modern competitive strategy, higher educational institutions' leadership should consider its cultural "demasculation", formation of a competitive strategy oriented to a group or an individual, and taking into account knowledge and feelings, analysis and action [22, p. 186]. This agenda, therefore, involves gender issues and is closely related to the Ukrainian mentality, ethno-psychology.

Given the above, the development and implementation of strategies of pedagogical universities as organizations from the point of view of culture redefine the tasks of the human resources administration. Indeed, the success of the faculty, as well as the students, depends not only on their own intellectual, business or moral qualities, and motivation. Of equal importance is the course of their socialization (maturation and self-actualization in the process of cultural assimilation and reproduction [10, p. 26]), which, in relation to PU, can be represented as follows:



Picture 2. The process of socialization [16, p. 327].

If socialization is to be taken into account when recruiting the faculty, especially in the multi-regional universities, it is more important to recruit not those who are typical for a certain social and regional conglomerate, but rather those who meet the requirements of the dominant culture of the organization. This is the reason why employment interviews, trial classes conducted by the candidate, his/her letters of recommendation, as well as the comparison of the revealed personal characteristics

and information about the organizational culture are gaining importance. When the selection is already done, the next stages are personal knowledge and transformation. At this stage, it is essential to be aware of the common "failures" of socialization during transformation. These failures can be detected by studying two classes of employees: those who resigned and frustrated middle-aged colleagues (whose track record at the same work place exceeds 12 years) [1, p. 345 - 350]. In addition to the above, it should be taken into account that people themselves cannot be considered labor force proper, but, rather, each employee should be considered as a special complex of potentials of different types (O. P Kolyada [7] proposed the same approach to the strategy of universities). For this reason, the umbrella term "human resources" includes the consequences of interactions of different groups of people. Therefore, when employing a member of the faculty, the pedagogical university, in fact, gains its labor force and must successfully manage it by ensuring implementation of relevant interactions in order to provide the realization of strategic goals in variable and volatile future environment factors. In the end, such results of successful socialization as high productivity, loyalty of employees, low employee turnover are the keys to the success of the organization strategy; and, in this case, the strength of organizational culture is not an obstacle to the rapid development of PU, but rather a consolidating factor of employees' efforts. One of the results of successful selection, socialization, and focus on the common strategic goal is the formation of the faculty, composition of which is relevant to the tasks of their work (structurally divided into sub-departments but professionally, morally, and ethically united). Another important outcome is the emergence of special units within PU, such as learning organization [26] and workplace spirituality [23, p. 139]. Each unit, on the one hand, is a holistic organizational characteristic; on the other hand, it determines the type of interpersonal communication (the atmosphere) within the organization. However, as organizational characteristics, these units can be viewed as sub-cultures according to the degree of the faculty's integration into the corporate process.

Comparing learning organization (LO) and workplace spirituality (WS), it should be noted that the common feature between them is the socially important goal



of the active participation of an individual in the development of the society. LO, however, emphasizes group performance (common aspirations, ideas, participation and responsibility), whereas WS is based on the individual performance (everyone has his/her inner life favorable to the meaningful work, supported by it). As for the characteristics, they are similar in many aspects. The difference is that the environment for learning organizations is the external, whereas that for the workplace spiritually is the personal. However, putting personality in the forefront, both types of culture stimulate the individual's creative tension, which arises due to the gap between the existing state of personal development and his/her ambitions [2, p. 103-104]. In this regard, the professor acquires the right to make a mistake, which eases his/her personal responsibility, but complicates management raising the risk of making wrong decisions. In order to prevent the development of an undesirable scenario, we can rely on the collegiality, integrated work of the units, or "insurance" against such risks by means of introducing the institution of independent experts (supervisory boards, councils of PU veterans, public organizations, etc.).

Thus, the transition of the organizational culture of higher educational institution to learning organization and workplace spiritually provides opportunities for the human resources development, growth of their competence and productivity, which nowadays is considered to be a strategic resource of increasing competitiveness. However, in practice the following limitations should also be taken into account:

- the risk of a mistake, which was mentioned above;
- "limits of growth", which emerge as a result of learning and development of the individuals within the organization who, due to such evolution, begin to have their own – often quite polarized - views on the decision-making. This leads to pedagogical conflicts [13, p. 342];
- inadequate individual creative tension tolerance of the faculty and staff, which, if proper support is not provided, can lead to apathy, [13, p. 342];
- unique personality traits of the faculty and staff, which are expected to stimulate development, but often create the paradox of diversity (the necessity

to preserve this uniqueness as a progressive factor and, at the same time, adopt cultural values, develop conformity, and level differences) [16, p. 341].

Student affairs sphere is yet another important factor for the PU development strategy. Selection of students during the PU admissions process is now relegated to the selection of the university by the students, which, understandably, does not correspond to the strategic interests of both the institution itself and educational, professional, and cultural principles in general. Considering the strategies that are declared or implemented by pedagogical universities, we usually analyze their effectiveness for the educational institution, but prospective students also implement their own strategies when choosing their future alma mater. These are "big stack strategy", "carpet bombing", "random choice", and "dynasty continuation" [17]. In other words, their future learning and development of professional, organizational, and social culture, the course of their socialization in the PU depend on at least two factors, such as the right choice of the personal strategy and its relevance to a particular educational institution, its real (confirmed) and imaginary (myths) performance.

Thus, in the context of pedagogical universities, the concepts of strategy and organizational culture can be used as synonyms for the purpose of in-depth study of human resources and ways for their improvement. The above is fully applicable to both government-run and private pedagogical universities regardless of their quantitative indexes. However, for major universities, it is necessary to plan their transformation on the macro-, meso- and micro-levels (according to the concentric principle, embracing subcultures as micro-levels). Planning transformation at the national level, it is necessary to employ a differentiated approach to the universities, because some of them are anthropocentric (pedagogical, medical, law, ecclesiastical). For this reason, these transformations should not affect underlying levels, but rather stimulate logical mechanisms, actualize existing aims, and adjust values.

The conclusions and the perspectives for further research are the following:

- The categories of strategy and organizational culture can be viewed as interchangeable if there is a necessary to reconsider the strategy according to

both the changes of status and competence of human resources as core elements of the competitiveness;

- The productivity of knowledge workers in the modern world is constantly growing; this trend suggests that the resources of modern PU are increasing by means of the intellectual work of its faculty, whose competence forms a new productivity;
- Development and realization of the PU strategy from the cultural point of view move human resources management tasks to a new level, at which the faculty is selected in accordance with the existing cultural attitudes and new professors' socialization is actively supported;
- Series of processes, including socialization, enable the formation in PU of such organizational sub-cultures (distinguished on the basis of the integration of the personality into the corporate process), as learning organization and workplace spirituality, which provide ample opportunities for the development of human resources, growth of their competence and pedagogical productivity;
- Changes within the strategy and culture should be targeted, i.e. aimed to ensuring anthropocentric type of pedagogical universities as organizations.

The prospective research in this area is of significant practical value, as it can describe best practices and lead to the development of training courses for managers of education in career development system and postgraduate education.

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**Смолінська О. Є. Стратегія розвитку вищого педагогічного навчального закладу та його людські ресурси крізь призму організаційної культури**

Статтю присвячено дослідженню зв'язків стратегії та організаційної культури вищого педагогічного навчального закладу для підвищення його конкурентоспроможності, формування інтелектуального капіталу шляхом розвитку людських ресурсів. Важливе місце в залученні викладача до реалізації цілей педагогічної освіти посідають соціалізаційні процеси, що також проаналізовані в публікації.

*Ключові слова:* вищий педагогічний навчальний заклад, організаційна культура, стратегія, соціалізація викладача, людські ресурси.

**Смолинская О. Е. Стратегия развития высшего педагогического учебного заведения и его трудовые ресурсы сквозь призму организационной культуры**

Статья посвящена исследованию связей стратегии и организационной культуры высшего педагогического учебного заведения для повышения его

конкурентоспособности, формирования интеллектуального капитала путём развития человеческих ресурсов. Важное место в вовлечении преподавателя в реализацию целей педагогического образования занимают социализационные процессы, которые также проанализированы в публикации.

*Ключевые слова:* высшее педагогическое учебное заведение, организационная культура, стратегия, социализация преподавателя, человеческие ресурсы.

### **Smolins'ka O. Ye. Pedagogical University Development Strategy and its Human Resources from the Perspective of Organizational Culture**

The article studies the connection between the strategy and organizational culture of pedagogical universities to enhance their competitiveness and form the intellectual capital by means of developing human resources. Socialization, also analyzed in the publication, is believed to play an important role in assuring the faculty involvement in the realization of educational objectives.

*Key words:* pedagogical university, organizational culture, strategy, socialization of the faculty, human resources.

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