Course Description
EDUM-EM-106 Strategic Management

Leading Lecturer: Gábor Halász Dsc professor

Aim of the course

This course provides an introduction to the theoretical basis of strategic management in education, including the strategic aspects of relevant management areas such as, for example, quality management, project management, change management, knowledge management or human resource management. It aims at developing the strategic thinking capacity of students as well as their basic skills to identify problems of strategic relevance in educational organisations and to elaborate strategic solutions.

Learning outcome, competences
Knowledge:
Students should know/understand
- key notions of strategic management
- macro and micro approaches
- key notions of systems thinking and complexity theory
- the main approaches of strategic management with a special emphasis on the public sector and the specificities of the education sector; the differences between strategic approaches, according to their maturity (from linear design approach to reflective, quality oriented operation),
- know and understand the steps of strategy creation,
- know and understand the main strategy building tools and criteria of improvement ensured by strategic management,
- the complexity of the domains of strategic considerations, the specificities of educational institutions, and of the entire education system,
- the basic drivers of individual action and intra-group and inter-group relations and roles;
- the opportunities of stakeholder co-operation, the forms and operation of a learning organization;

Skills:
Students should be capable to
- support the process of defining a strategic mission
- critically analyse the internal strength and weaknesses of education institutions and the opportunities and threats of their environment
- identify and evaluate the behaviour of key actors
- identify and evaluate institutional functions and goals,
- determine intervention areas taking into account the diverse influence of factors in the context of expectations, and systemically us the necessary instruments to reach the objectives.
- argue in favour of strategic approaches related to education institutions and predict counter arguments,
- use the most important working forms of strategy development and strategy controlled operation built on partnership and dialogue,
- create models and alternatives of operation and explore types of measures and mechanisms of action which have impact on implementing them;
- cope with the difficulties of strategic management, the unexpected reactions, strategic and tactical responses.
- participate actively in strategy related processes, shape individual aspirations and satisfaction, in this context influence the working performance, the institutional commitment, and the processes forming public opinion and their connection to wider public opinion,
- promote cooperation and dialogue among stakeholders, communities of practices, promote learning organizations and organise their support as a strategic issue,
- collect and analyse data for strategic purposes
- connect to discourses about the current role of higher education within the society, also are able to formulate an independent stance and argue for that.

Attitudes:

Students should be
- committed to quality and effectiveness,
- committed to development/self-development,
- committed to inclusiveness and equity
- committed to maintain and strengthen social dialogue
- committed to exploration and deeper understanding of relationships
- open to continuous self-reflection,
- open to change and innovation
- proactive

Recommended reading

- **Ahlstrand, B., Lampel, J., & Mintzberg, H. (2001). Strategy Safari: A Guided Tour through the Wilds of Strategic Mangament. Simon and Schuster**.
- Bess, James L. & Dee, Jay R (2008): Understanding College and University Organization. Sterling. Virginia. Volume II. Chapter on „Organizational Strategy". pp. 706-749
- Cheng, Y. C. (2009). Paradigm shifts in leadership for learning.
- Cohen, Michael D., March, James G. & Olsen, Johan P.; A Garbage Can Model of Organizational Choice. Administrative Science Quarterly, Vol. 17, No. 1. (Mar., 1972), pp. 1-25
- Coleman, M. (2000). Leadership and strategic management in education (Vol. 2). SAGE.
- Davies, John L. – Vukasovic, Martina (2010): Strategic Planning and Policy Formation. in: Jeroen Huisman & Attila Pausits (ed). Higher Education Management and Development. Waxmann. Münster. 2010. pp. 77-92
- **Eacott, S. (2008). An analysis of contemporary literature on strategy in education. International Journal of leadership in education, 11(3), 257-280**.
- ENQA (2005) Standards and Guidelines for Quality Assurance in the European Higher Education Area, European Association for Quality Assurance in Higher Education. ENQA
- **Halász Gábor (2010): Organisational Change and Development in Higher Education. in: Jeroen Huisman & Attila Pausits (ed). Higher Education Management and Development. Waxmann. Münster. 2010. pp. 51-64**
- Hénard, F. és Roseveare, D. (2012): Fostering Quality Teaching in Higher Education. OECD. Paris.
- ENQA (2009): Standards and Guidelines for Quality Assurance in the European Higher Education Area. European Association for Quality Assurance in Higher Education, Helsinki
- European Commission (2014): Report to the European Commission on New modes of learning and teaching in higher education. High Level Group on the Modernisation of Higher Education
- **Evans, Norman & Henrichsen, Lynn (2008): Long-term Strategic Incrementalism: An Approach and a Model for Bringing About Change in Higher Education. Innovative Higher Education, Vol. 33, pp. 111–124**.
- **Fullan, M. (1999) Change Forces (second edition). London: Falmer**.
- Fullan, M.(2011): Choosing the wrong drivers for whole system reform. Centre for Strategic Education Seminar Series Paper No. 204.
- Gibbs, Graham et al. (2009): Departmental Leadership of Teaching in Research – Intensive Environments, Final Report. Research and Development Series
- Sabatier, Paul (2005): From policy implementation to policy change: a personal Odyssey. in. Gornitzka, Ase - Kogan Maurice - Amaral Alberto (eds): Reform and Change in Higher Education. Analysing Policy Implementation. Springer - CHER. Berlin, Heidelberg, New York. 17-34.
- Morgan, Gareth: Learning and Self-Organization. In.: Images of Organization. 1998., Thousand Oaks London New Delhi: SAGE Publications, 72-114
- Oldroyd D (2005) 'Human resources for learning' in Leadership and management in education eds Coleman, M & Earley, P. Oxford, Oxford University Press pp 187-207
- van Twist, M. - van der Steen, M.(2013): Coping with very weak primary schools. Towards smart interventions in Dutch education policy.A Governing Complex Education Systems Case Study. OECD,Paris