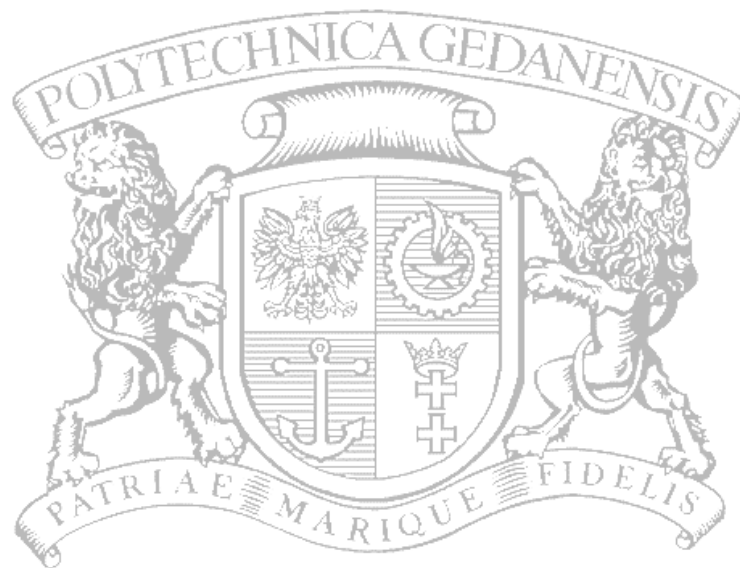


GDAŃSK UNIVERSITY OF TECHNOLOGY
Faculty of Management and Economics



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**MANAGEMENT ISSUES
IN KNOWLEDGE – BASED
UNIVERSITY**

Gdańsk 2007

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INTRODUCTION

Higher education institutions play the key role in educating future knowledge workers as they are places where knowledge is created, processed and transferred. They are also places where the academic tradition meets the ever-changing expectations from the university's environment. Satisfying social expectations, as well as creating them, becomes one of the main objectives of universities. The institutions are accustomed to a broad autonomy, which in practice should be synonymous with a growing responsibility to their stakeholders (and the taxpayers for that matter). Higher education institutions, through their educational and research functions, are bearers of a socially and academically understood responsibility. This increased responsibility, in turn, results in the necessity of professionalising the way universities are run and organized, their resource management and relation-building with local business and political environments. The expected result is turning higher education institutions into organizations that promote a proper use of knowledge resources, and which educate graduates who are ready and prepared to create new knowledge.

These assumptions have led me to a certain idea. I have decided to invite my colleagues from various academic centres in Austria, Bulgaria, Britain and Poland, to write a monograph on the issues relating to the management of knowledge-based institutions.

The monograph consists of four parts:

- I. Quo Vadis, Academia?**
- II. Human Resources**
- III. Knowledge and CRM at Universities**
- IV. Case Studies**

In Chapter 1, *The "University of Learning" Concept*, **Georgi Apostolov** presents John Bowden and Ference Morton's idea of universities of learning. The key point of the concept is that developing new ways of seeing should have a highest priority in university education, and that teaching for more powerful understanding in learners is more effective than teaching for information transfer. The author describes the methodological power and the instructional value of this concept and emphasizes upon its role in defining the policy of a higher education institution, practical aspects of management and development of modern-day universities.

In the second chapter, *Digital Players in the Analogue World. Overeducation in the Polish Society*, **Dominik Antonowicz** raises the issue of the phenomenon of over-employment, which has recently caused growing worries and attention. A relatively new phenomenon hit the Polish labour market as a direct consequence of the educational boom. The paper argues that the post-industrial higher education system experienced problems with fitting its outcomes into the industrial economy.

Chapter 3, *University and Social Inequalities* by **Jacek Kochanowski**, is devoted to the issue of transforming the university's social function as a knowledge and science insti-

tution. It raises the question of the university as an expert institution participating in normative procedures of knowledge/power (in reference to Michel Foucault's theories) as well as the evolution of this concept in relation to culture and social changes. The text proposes an idea of formulating a new function of the university – that of a knowledge-creating space.

In the fourth chapter, *Teachers as Knowledge Workers*, **Jan A. Fazlagić** presents knowledge-based economy as the work environment of various professional groups, including teachers employed in the school and university sectors. The author regards teachers as knowledge workers whose work dynamics is regulated by the need to give information a meaning and to approximate wisdom. He concentrates on teachers who participate in creating the system of education, but a number of reflections referring to their need for professional development may easily be extended to university teachers alike. In conclusion, the author points out that the dynamic changes in Poland of the 1990's were not accompanied by sufficient changes in management. Teachers should be agents of change and managers of the learning process, not merely sources of knowledge.

Ada Pellert, the author of Chapter 5, *Human Resources Management at Universities*, focuses on the necessary preconditions for successful human resource management that exceed established procedures for the administration of personnel. The necessity of shared understanding, collective targets and strategies, changing structures, procedures and attitudes is described. Leverage points of universities' human resource management are identified and current challenges analyzed.

The sixth chapter, *A Framework for Relationship-based Higher Education Management* by **Attila Pausits** is based on the stakeholder viewpoints concerning the importance of the relationship between higher education institutions and their stakeholders. With a special focus on this relationship, the author describes the student lifecycle with a broad and strategic view toward establishing and improving a long-term relationship. Within the framework of life-long learning, students should return to the higher education institution many times to update their knowledge. Therefore, the author describes various tasks and important aspects of relationship-oriented higher education management within his concept of student relationship management.

In Chapter 7, entitled *University Management – Relationship Perspective*, **Paweł Zeller** emphasizes the growing significance of building the university's relations with its stakeholders, both external and internal. The author describes the roles of particular stakeholders groups and identifies the network of relationships between the university and its environment, according to functional and topical criteria.

In the eighth chapter, *Organizational Creation of Knowledge in the Modern University*, **Krzysztof Leja** points out that contemporary institutions of higher education tend to be perceived as units displaying external, overt knowledge, which results in their superficial description. It is therefore necessary to acknowledge the role of internal, covert knowledge and thorough analysis of the processes of knowledge conversion in order for the university to be no longer treated as a "black box". The author presents examples of processes: socialization, externalization, combination and internalization that take place on the following levels: students – university teachers – auxiliary staff, and university

teachers – teams (internal structure) – environment (external structure). The author's reflections are illustrated with a presentation of organizational knowledge creation through the process of curriculum development.

The last three chapters are case studies.

In Chapter 9, *Whate'er is Best Administered is Best*, **David Denton** argues that any higher education institution that aspires to be labelled a knowledge organization should put more emphasis on professionalizing its administrative staff. The author claims that universities, just like any other public institutions, are obliged to search for models to emulate. Based on the case study of Ulster University, the author lists and describes the main "strengths of administration" – creativity, communication, compliance and custody. He asks: what administration? And answers: it should have three roles – to discuss, to apply and adhere to, and to decide.

In Chapter 10, *Internal communication as a factor of quality improvement in higher education – case study*, **Marta Purol and Dawid Wosik** discuss the role of improved communication, information flow and quality management system, as exemplified by the faculty they represent. The authors describe the main components of this system and argue that it is fundamental on the way to quality improvement, which is a measure of the faculty's competitiveness.

Małgorzata Zięba, the author of Chapter 11 – *Faculty of Management and Economics of Gdańsk University of Technology in the Face of Knowledge-based Society Challenges* discusses the new tasks universities face in knowledge-based societies, illustrating her point with the example of the faculty she graduated from and is currently working for. The author presents the Baldrige Education Criteria and uses some of them (including leadership, strategic planning, customer orientation, international co-operation and collaboration with local communities) in her case study of the Faculty of Management and Economics of Gdańsk University of Technology.

I hope the monograph will be of interest to the academic community. Any imperfections it may contain should be solely blamed on me.

Krzysztof Leja

PART I

QUO VADIS, ACADEMIA?

GEORGI APOSTOLOV

CHAPTER 1

THE "UNIVERSITY OF LEARNING" CONCEPT

1. INTRODUCTION

During the last decades of the 20th century the world moved up onto a new stage over which the developments in knowledge and technology have become the driving force of the global economy. In the present times of increasingly changing environment and countless transformations social systems are expected to respond more adequately to the major trends in the broadest context [Vaill 1996]. In this concern, higher education is also expected to better assume its social responsibilities and to be developed fully in tune with this process of change. All these developments have caused a dynamic and substantial change in universities throughout the world.

Most contemporary developments have strong implications for higher education's basic activities: education, research and service to society, providing managers with challenges that require innovative modes of strategic thinking. Thus, the question "How should the mission of higher education be redefined?" is not only quite reasonable but of fundamental importance. It is so because, in addition to the traditional functions of creation and dissemination of knowledge through research and teaching, it should contribute significantly to the "training high-level professionals capable of playing a leading role in the development of a rapidly transforming world" [UNESCO 2002]. Among various new responsibilities the university should help the students "to learn how to learn" in view of a lifelong cognitive endeavour and permanent individual advancement. In general, it means that the modern idea of university has to embrace such commitments as helping students to acquire knowledge, skills, attitudes, values and abilities which will enable them to act as responsible citizens, who participate actively in social improvements within broad (real or virtual) multicultural communities.

The growing complexity in any and every aspect of both the professional and the daily life calls for redefining of not only the mission but also the content and the teaching modes of higher education as well as introducing strong professionalism in its governance. Along with the contribution to creation, advancement and diffusion of knowledge, the need to

train highly qualified employees and form responsible citizens that a community needs for its development requires new approaches to policy definition and institutional management of higher schools. All these have brought forward such issues of common concern as quality assurance, accreditation, recognition of qualifications and competencies on the global arena.

One of the most serious and very important considerations today is the issue of learning outcomes and competencies – especially the way they are assessed rather than the way in which qualifications have been earned. In other words, there has been increasing pressure on institutions of higher education to respond more adequately to particular demands and needs of the outside world of work, and to create professionals with capabilities suitable for and applicable to a specific profession or even a definite workplace. So, the idea behind the “competency movement” becomes an alternative to the traditional input-based approach, which defines the study program primarily by the amount of the contact hours, books, assignments, etc. Some examples of this kind of educational program design are: ISCED, where educational programs are defined “on the basis of their educational content as an array or sequence of educational activities which are organized to accomplish a pre-determined objective or a specified set of educational tasks” [UNESCO 1997]; or the Framework of Qualifications for the European Higher Education Area; and the European Qualification Framework for Lifelong Learning. This latter framework uses the distinctions between “Knowledge, Skills and Competencies” as its basis “because it is the most established way for categorizing learning outcomes”.

The intensified relationships between universities and the economic sector have brought “a whole series of global and common challenges in the field of university management”, most of which turned out to be the definition of “the unique mission idea” [Davies, 1996]. Some saw this “uniqueness” in changing university teaching, arguing that the traditional methods no longer seem to be working with the much more diversified student population nowadays [Bigss 2003]. But others proposed a completely new idea of a university – “a university of learning” [Bowden and Marton 2000].

2. THE “UNIVERSITY OF LEARNING” IDEA

The Idea of the “University of Learning” has been proposed by two authors who define it shortly in the following way: “A vital element in our line of reasoning is a shift in the way the university is organized from a focus on teaching to a focus on learning. This idea is a key implication of our theory of learning, which we have advocated for several decades” [Bowden and Marton, 2000].

The idea of the university has a long history starting from Bologna in the year 1088. Until the nineteenth century it had actually been a “University of Teaching”, when Wilhelm von Humboldt introduced a different concept – the “University of Research”, within which teaching and research were being developed together. There are many different examples or variations based on these two models, which can be studied in the remarkable volumes published by Cambridge [de Ridder-Symoens 2003; 2004; Rüegg 2004] and Oxford [Anderson 2004]. For instance an interesting idea, argued by Sheldon Rothblatt, is that the American university today is actually a “Multiversity” which combines different ideas. According to Bowden and Marton during the twentieth century, the conjunction of teaching and research became the most distinctive aspect of the uni-

versity but moving towards the 21st century, the university should be better characterized as “the University of Learning”.

As it is well known, there are two different forms of knowledge formation – learning on the individual and on the collective level. Teaching contributes to students’ learning and developing knowledge which is new to them but not necessarily new and unfamiliar to others. At the same time, research is about developing knowledge that is new in an absolute sense. In other words, developing entirely new knowledge through research is also a kind of a learning experience but on the collective level. Thus, Bowden and Marton suggest that we have to try to understand the nature of individual and collective learning instead of exploring the relationship between teaching and research. It is obvious here that the essence lies in the term “learning”.

Learning in this concept is a fundamental element which defines the university. But in distinction to the other institutions (like schools, for example) the university combines learning on the collective and individual levels (respectively research and studying) with the purpose of developing new ways of seeing and thus preparing students “for the unknown, by means of the known”.

3. DEVELOPING NEW WAYS OF SEEING

We have already mentioned the “competency movement” or the current focus on and the value of the learning outcomes, skills and competencies that should be identified and thoroughly described for each profession, which is a result of the expanding relation between the world of learning and the world of work. We also have explained that it is an alternative to describing the educational inputs in a curriculum or a study program (class hours, amount of readings, etc.).

Marton and Bowden agree with this outcome-based approach and declare that: “Learning aims and learning outcomes should constitute the driving force of the university”. But they argue that describing outcomes in terms of narrowly defined units of professional behaviour, derived from what professionals currently are believed to be capable of doing, is not appropriate. It is because education is about the future, not the present as students are certainly going to face a great variety of specific situations in their professional lives. Effective action varies from situation to situation. Striving for a greater workplace relevance many specialists miss the fact that graduates will use their competencies in the future. It is not possible then to specify competences just in terms of what a person can do in a particular case that will happen some years ahead. At the same time effective action “springs from the way the situation is seen”, which means that the most suitable and actually fundamental form of learning should be aimed at enabling the students to see phenomena or situations in new ways.

Developing new ways of seeing is a key element of the “University of Learning” concept. In a broader sense this is the essence of science itself, having in mind the words of a famous scientist Tomas Kuhn: “it is a characteristic of frontier research that it opens up new ways of seeing the world” [Kuhn 1962]. That is why one of the most important recommendations to the academic staff is that teachers should seek what they can do to

assist students in developing ways of seeing, which are as powerful as possible in helping them to understand the world around them.

Teaching of the unknown is not about transferring the teachers' understanding of a phenomenon to their students but about assisting them in developing their own way of seeing the phenomenon. Teachers in higher education are supposed to enable students to deal with situations in the future which cannot be defined in advance. By means of approaching what is known, students are expected to be equipped for dealing with the unknown. This can be achieved by forming eyes through which students are going to see situations in their professional lives in the future. "The world advances every day and no preparation for experiences some years ahead can rely on the accuracy of any forecasting of such advances. So university has to be ... about learning for an unknown future" – conclude Bowden and Morton and continue – "Students' ways of seeing become just as – if not more – effective than those of their teachers without being identical to those of their teachers." It should only be clarified here that the authors do not advocate for the development of capabilities in students to deal with new situations not seen before but argue for students to be able to cope with the unknown future.

As it has already been mentioned, for centuries the focus in universities has been more on teaching than on learning. Unfortunately there are lots of very bad practices established in higher schools around the world. The so called "surface approach" is one of these practices, when students study only for the tests and exams and do not care much about deeper understanding or building conceptual frameworks. The same case is with the "information delivery approach". "At its worst it is a symbol of a concept of teaching that is focused on information delivery rather than on the change in thinking or in ways of seeing the world by the student, a teacher- and content - centered concept rather than a student - centered one, transformational concept". The University of Learning proposes alternative approaches, which can be met in some manuals or guidebooks that regard learning as the core activity in education: "What is learning? Obviously, the point of studying is to learn. But what does it mean to 'learn' something? As we have seen, it is not just the matter of memorizing information. At higher levels of study, learning is more about getting hold of ideas than information, involving understanding rather than remembering" [Chambers and Northedge 1997]. In other words, it means that the whole emphasis changes from being a "receiver of knowledge" to being "a seeker of understanding" and "a maker of sense and meaning".

4. UNDERLYING ASSUMPTIONS ABOUT TEACHING

The authors of the idea for the "University of Learning" base their reasoning on several new ideas about teaching, whose major purpose is not only developing certain outcomes but also providing appropriate preparation for the unknown future that students will face after graduation in the turbulent contemporary environment. These ideas could be summarized in the following way:

- certain types of learning are more effective than others; for instance, learning for understanding that involves more powerful ways of seeing a phenomenon is more effective than rote learning of information or skills;

- as a consequence of the previous point, certain conceptions of teaching are considered more effective than others. Teaching for more powerful understanding in learners is more effective than teaching for information transfer alone and teaching to develop students’ capacity to discern the relevant aspects of phenomena is more effective again;
- if our aim is to develop students’ capabilities to see certain things in certain ways, and if this means being able to discern certain critical aspects and focus on them simultaneously, and if the ability to discern certain aspects and focus on them simultaneously is a function of the experienced pattern of variation, then irrespective of the teaching method there must be such variation;
- the characteristics and behaviour of teachers, departments, institutions and educational systems, in both the current and past experience of students, have significant effects on how students of any age learn;
- teaching is a process that requires professional decision making at every stage, with teachers being constantly confronted by unique circumstances. Teachers need to develop the capacity to identify relevant factors and act in ways that maximize student learning;
- attempts to improve teaching and learning processes require teachers to have both a theoretical and practical understanding of how students learn and how they can be encouraged to learn in more effective ways;
- attempts to change the way teachers see their role require this theoretical and practical basis as well, since these developmental activities can be seen as teaching and learning activities of a particular kind.

As we can see, “learning for the unknown future” calls for a shift in the way the university is organized in order to create proper environment for such kind of learning. But it is not possible unless there is a cultural change in the organization with considerable ethical implications and vision-shared ideals. This implies development of independence in graduates and supporting them at the same time. It also means encouraging a deep rather than a surface approach to learning and respecting students’ views, whatever they might be, when they are results of serious and sincere work. Much more complete understanding of the world is possible only by interrelation of each other’s differing ways of seeing it, which means that not only students are expected to learn from their teachers but also teachers from their students. It is the same with research – linking different ways of viewing some object we gain a fuller understanding of it. So interaction is a central part of the learning process with the major aim – knowledge formation. And this is how the university enables the continuity and enrichment of the human thought.

In this respect higher education should focus much more on the principles of learning than on theories of instruction or move from creating a teaching to establishing a learning environment. In this perspective traditional lecture approach or problem-based one, even integrated with practical experience, have low value in the “University of Learning” concept. It is because when we start with a certain teaching method and then arrange learning within the framework of the theory it originates from, we will get unanticipated and probably vague results. It is better to begin with real students learning, analyze its principles and then draw conclusions about the proper learning environment we should create. Or putting it in another way, it is better to make arrangements for

developing insights into the process of knowledge formation and then select appropriate teaching methods and approaches. It means separating knowledge from how it is formed [Hansen, Nahria, Tierney 1999]. Focus on how knowledge is formed makes us more sensitive to other forms of organizing the learning process than those we are used to.

5. CONCLUSIONS

The university is a knowledge organization. Its main purpose is to produce learning on individual and collective level. For centuries the focus in universities has been on teaching rather than on learning. The most important form of learning is to enable the learner to see something in the world in a different way. That is why developing new ways of seeing should have the highest priority in university education. “What should we learn for?” is a fundamental question, which is in the heart of the learning outcomes and the competency based approach. The modern university has to be a flexible and dynamic organization, operating within increasingly changing environment and should create such learning opportunities that enable students to cope with the raising complexity of the world. Study programs have to offer greater workplace relevance, but they also should go beyond competence and aim at learning for an unknown future.

The university capitalizes on thoughts, ideas, observations and labour of people involved – in the past and at present. Using the words of Bowden and Marton it is “the most collective undertaking of humanity” which organizes the knowledge and provides opportunities for everyone to make use of it. The best possible way is through developing new ways of seeing situations, phenomena, objects, etc. Knowledge rests always on particular ways of seeing the world and new ways are necessary for our deeper understanding of it. The “competency movement” asks for well-defined, observable, achievable outcomes described in workplace or particular profession terms. The university education should aim to provide more than that. The aim of learning should be to develop a certain way of seeing phenomena and situations, which build capabilities for dealing with them in certain ways. In other words it should not be too superficial and specific but deeper and more holistic.

This view of learning rests on a particular ontological understanding with its proper ethical implications. One of its major conclusions might be accepted as a guiding principal when studying the “University of Learning” concept, comparing it with other concepts and judging its value: “Even if certain ways of seeing certain phenomena are indeed more powerful than others in certain contexts, all the different ways of conceiving the world have to have bestowed upon them equally genuine interest and respect”. In general, this is a very challenging idea that should find a proper place and concern in the higher education debate especially in the reforming Europe.

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DOMINIK ANTONOWICZ

Chapter 2

DIGITAL PLAYERS IN THE ANALOGUE WORLD

OVEREDUCATION IN THE POLISH SOCIETY

1. INTRODUCTION

Mass higher education is a fairly modern idea, which was initially raised as a policy issue by some of the European governments shortly after World War II came to an end. The background of the changes in the academia was the general feeling of enthusiasm and solidarity, which were developed in the post-war societies across Europe. It was accompanied by economic principles of the welfare-state, which underlined not only the cultural but mainly the economic role of higher education. The academic elitism was steadily but gradually going to be abolished (or limited to its minimum) and the access to higher education made universal [Scott 1995]. This long process accelerated after the student's revolution of 1968 leading (more or less directly) to the mass system of higher education. Initially, it was certainly a political initiative seen as a means of economic emancipation for those who used to be excluded from entering the academia. The idea that aimed at providing equal educational opportunities for everyone despite their social background and economic status fitted precisely in the welfare state policy of planned growth and full employment. As long as growing state's bureaucracy and administration in the private sector consumed a massive flow of higher education alumnae the enthusiasm of extending higher education was widespread across the political landscape. A growing number of well-skilled work forces became a driving force of centralized economy but with time it became obvious that mass higher education weakens position of vocational education and effectively disturbs the equilibrium on the labour market. The economic crisis of the 1970s raised the question of the economic sense of mass education.

The radical shift in understanding the nature of higher education has changed with the advent of post-industrialism. The first call was given by Peter Drucker's [1969] concept of knowledge economy published in the book *The Age of Discontinuity*. However, much greater impact has been made by three later books, which "revolutionized" ways of thinking about mass higher education. Alan Tourine's [1971] work *The post-*

Industrial Society: Tomorrow's social history: classes, conflict and culture in the programmed society, Daniel Bell's [1973] work *The Coming of Post-Industrial Society; A Venture in Social Forecasting*, Heidi and Alvin Tofler's [1980] book *The Third Wave* justified the expansion of participation rates on the grounds that technological and economic revolution require higher skill levels and work force. The promotion of advanced knowledge and modes of production corresponds with the general increase of demands for highly qualified people in various occupational positions.

Since then one has observed an explosion of literature on emerging knowledge economy and knowledge society [see e.g. Pawłowski 2004, Delanty 2001]. The extensive cross-disciplinary literature unfortunately makes the picture even more vague and complex and the boundaries between what is and is not knowledge society still appear to be fairly unclear. The lack of broad consensus over knowledge society and economy leads to many semantic and conceptual confusions. Also in Poland, knowledge society and knowledge economy are both extremely fashionable words in the public and the academic debate. They are often misused or incorrectly defined for the political purposes with strong references to the boom of higher education, which has been observed since the beginning of the 1990s. The assumption that one of the key pillars of knowledge economy is built on a well-educated and continuously learning society was the reason to celebrate the advent of knowledge economy. Unfortunately, the mutual relation is not that straightforward and attention needs to be paid to the recent phenomenon – *overeducation*. The problem is not new as it was initially discussed in the US in the beginning of the 1980s [Rumberg 1981]. Since then The Bureau of Labour Statistics provide evidence that the proportion of underutilized grew from the level of 11% in 1961 to 20% in 1990 [see also Court & Connor 1994]. There are also data concerning other countries, showing the problem of accommodating a number of university leavers in occupational posts requiring their level of education. The phenomenon called *overeducation* is defined as a situation where "the attainment of qualifications threatens to run ahead of the economy's ability to absorb those qualifications" [Robinson 1995:2]. It is a classic example of mismatch between one's educational level and the required level (defined as educational level necessary to get the job) for his/her current job [Verhaest & Omeij 2006:785]. As Charles N. Halaby [1994:47] noticed there are means of conceptualizing the notion of overeducation. But a nominal definition is not enough for this analysis and distinctions must be made in terms of conceptualizing overeducation. There are two ways of doing so- the first one referring to the declining economic return and lowering of relative wages of university graduates (during 1970s) and the second was *defined in terms of inflation of credentials* [Collins 1979] (often called credential inflation) *not in the technical requirements of the jobs, but in the use of socialisation to the dominant status culture as hiring criteria* [Halaby 1994:47]. Both of them have equal and complementary application in understanding the economic and social implications of the Polish education boom.

The paper is aimed to critically review the Polish educational boom by looking at the economic implications of the massive flow of well-educated workforce to the (still very much) industrial economy and to provide new dimension to the analysis of higher education. This educational boom is broadly covered by a number of studies, most of which explore the quantitative dynamics of the process. They varied in terms of the conclusions from the positive to the distanced one, however, little has been published on their implications for the economy. There is much rhetoric in the debate about the knowledge

society based on the uncritical assumption that highly trained workforce significantly increases the individuals' potential and competitiveness of the economy. This general enthusiasm of the so called *return of the meritocracy* appears to overshadow the foresight of the inevitable consequences stemming from mass higher education. This paper addresses opposing viewpoints, admitting that knowledge economy cannot exist with education but the extensive number of (high) education leavers does not automatically create knowledge society.

The process of massification is not an unknown phenomenon and it has already been observed and extensively researched in such countries as the US, the UK or the Netherlands since the 1960s. However, the period of time, the socio-economic environment and the scale of growth makes Poland a bit different. The educational boom refers to the process of rapid growth of higher education, which began in the academic year of 1990/1991. During the period of fifteen years the number of students multiplied by five from 403.800 to almost 2 million and the higher education leavers from 56.000 to 360.000 annually. It must have had a serious impact on the labour market and according to the national statistics office [GUS 2007] the boom increased the rate of unemployment among people with higher education degree from 1.33% in 1996 to the highest ever level of 4 % at the end of 2005. In fact, in the beginning of the 1990s, when the boom was just taking off, the higher education diploma became the insurance policy from unemployment (which was incredibly important during the period of economic transformation) and a great opportunity for the achievers. Indeed the public statistics office [GUS 2007a] showed that higher education institutions certificates used to give a considerable advantage on the labour market and this deeply rooted and widely shared belief in meritocracy accelerated the interest of getting higher education. With time the outcomes of educational boom became less obvious causing a growing concern of the economic impact of such a great number of well-educated work-force. In addition, the transforming economy has revealed limited capacity to accommodate such a great number of well-educated people. It looks like the wave of post-industrial workforce clashed with the industrial economic demand for low-skilled, poorly paid, one-task oriented employees. The relatively low cost of Polish workforce and the high rate of unemployment make the Polish economy particularly attractive for the industrial investments. The manufacturing process is moving East, where labour costs less, leading to establishing of low-skilled blue collar job-posts with little value for the economy. As many analysts noted, it was low cost labour not the high quality of skills and knowledge, which attract foreign investments in the Polish economy. What is more, the educational mismatch has been overlapped with the skills mismatch due to fact the large number of higher education graduates come from departments of pedagogy (15.2%), social sciences (14.7%) or administration (27.1%) [GUS 2007:22]. The choice of educational policy is hard to explain in economic terms because the country is struggling with both overwhelming bureaucracy and the demographic low. It is even more difficult to understand this situation if we take into account the fact that the economy experiences a shortage of engineers, who are clearly the most wanted specialists on the Polish labour market. Finally, the quality of higher education must be also considered as an important factor responsible for disconnection between higher education and the labour market.

2. UNDERSTANDING THE EDUCATIONAL BOOM

Trying to understand this mismatch and predict the future developments we use two complimentary theoretical frameworks: human capital theory and competitive model (also called the queuing theory). *Human capital theory* [e.g. Backer 1964] suggests that the mismatch is just a temporary phenomenon. Firms respond to it by lowering the wages of oversupplied workforce (higher education graduates) and employing cheaper highly educated people. It means that the business organizations might largely benefit from the boom but there is little advantage for those leaving the higher education system. In the purely economic terms the return achieved from the high education is too low for justifying the investment in education. The tough competition on the supply side lowers the wage expectation and consequently it should weaken the initiatives of the followers to enter higher education. This asymmetry shall last until the system comes back to its equilibrium state. However, the following evidence proved that *the human capital theory* seems to have a limited application in the Polish environment. The employers raise their expectations without increasing the salary level and the university degree does no longer protect from being unemployment, still the massive flow of young people has not been stopped or even weakened. On the contrary, the indicator of scholarisation net – providing information about the proportion of students at the age 19-24 in the whole youth population (at the age 19-24) is rising and reaching the level of 38.8%, highest ever in the Polish post-war history. Nowadays almost four out of ten young people enter the higher education system despite the gloomy and insecure prospects on the labour market [see GUS 2007, 2007a].

As the human resource theory fails to provide us with full understanding of all the socio-economic implications of the educational boom, there is a clear need to support it by *the queue theory* or *job competition model* [Thurow 1975]. The model implicates that in competitive labour environment people are queuing for jobs. Having a choice of applicants, employers take best possible advantage of the oversupply of well-educated workforce. They lift the job requirements and establish more demanding benchmarks such as a higher education degree. Livingston [1999] called this phenomenon *the credential gap* referring to the difference between the required educational level to get the job and the required level to do the job. It happens even if the institutional environment and job specification does not require it. In spite of becoming less advantageous on the labour market, the possession of higher education degree still remains highly recommended. It is so because it has changed from a comparative advantage to the benchmark role. In other words, a diploma, which used to guarantee decent employment, today appears to be only a minimal formal requirement allowing entering the competition for almost any non-manual job. Regardless of the inflation of university degrees, the initiative to achieve the third level of education remains equally strong. What is more, as long as the economy keeps its industrial shape with limited ability to accommodate all university leavers in positions requiring their education; the credential gap will get wider in the coming years.

There is undoubtedly a mismatch between the production of education system and the demand from the labour market. The educational and the economic boom went in two different directions slightly missing each other. The educational boom typical for post-industrial societies is far ahead of the industrial economy. In other words, the education

attainment does not fit (or has not yet fitted) the current occupational structure mismatching the post-industrial society and the industrial world. Today's university leavers seem to be in the position of *digital players in the analogue world*. Many of them were trapped in a cage as their life aspiration had been raised but there were limited opportunities to meet them. It leads to the feeling of frustration among those who invested their time, money and efforts to achieve the third level of higher education. The expectation of having well-paid and prestigious occupation for many became only a matter wishful-thinking. The Polish economy cannot accommodate such a great number of highly educated workforce. High aspiration defined as combination of at least two key factors (1) respected social status and (2) a high level of salary clearly cannot be met by the transforming economy. Meanwhile, growing demands from a number of young people were left unanswered in our country and therefore with opening of some labour markets (in particular in the UK and Ireland) several hundred thousand chose emigration. Most jobs taken abroad do not require high level of education but they are paid a few times better than an average Polish salary. So, for most of the youth the pay-check presents better value than social status and the quality of their employment.

3. THE EFFECTIVENESS OF EDUCATION – METHODOLOGICAL MISSION IMPOSSIBLE?

The mismatch between the production of the Polish education system and the demand from the labour market seems to be unquestionable but so far there has been little research done in this field [e.g. Białecki & Dąbrowa-Szeffler 1994; Misztal 2000]. While the growing number of higher education institution leavers are concerned about their future on the labour market, measuring the effectiveness of education appears to be a very ambitious challenge. It is mainly due to the fact that it concerns a wide variety of problems which must be directly addressed. Is measuring a social phenomenon such as overeducation methodologically impossible? Reviewing the literature one may come across a wide range of different issues, which must be kept in mind while trying to capture overeducation with quantified methods [Allen and van der Velden 2001]. To make a long story short I catalogued these problems into two major groups.

The first group could be called the deficit of reliable indicators which can measure required education for a particular occupation. Not paying too much attention to the details (which could make my elaboration endlessly long) there are two basic means of measuring the required level of education. The subjective method refers to a self assessment exercise but it might be very misleading because the employees' view might differ significantly. Moreover, the same occupations in various institutional environment might cover completely different responsibilities and require different knowledge and skills. Summing up, the subjective method might be easily misled by incorrect (individual) definition of required knowledge. This problem is largely absent in the objective method, which takes into account an average number of years of education required in particular occupations. [see Verhaest & Omey 2006:788-789]. Using the objective measurement workers are overeducated if their educational attainments exceed the need for the specific occupation by more than one standard deviation. Unfortunately, the objective method is also far from perfect and it has also limited use in particular in higher education. At first sight it appears to be a minor problem because the duration of

education can be easily quantified. However, the more advanced education becomes, the more diverse (and incomparable) it gets. Given a simple example, one may compare the number of years in primary schools in different cities because there are centrally designed curricula and exams. So they can be fairly comparable, but when it comes to higher education comparisons it becomes very questionable because the quality of higher education differs much (even in the national context). Given the UK context there is a certain difference between a year of studies spent at the University of Luton (giving it all the credits it deserves) and one of the colleges at Oxbridge.

The second group of problems stems from the scare of universal occupational schemes. Egvert de Weert [2004] and Alpin [1998] emphasise the problem of different scales used in different countries. Unfortunately there is a lack of comparable international data which may help to confront the situation in different countries and without the common methodological framework the analysis is getting very descriptive. There are a number of different research schemes used by the national governance such as Dictionary of Occupational Titles (USA), Standard Occupational Classification (Europe) or UK's Standard Occupational Classification. They are different and unfortunately, it is difficult to compare these occupational schemes internationally. To make it even more complicated one must keep in mind that not only the occupational descriptions matter but also their number. The more occupational categories are distinguished the larger number of people will be classified as being over/under- educated. Finally, as Alpin [1998] notes, analysts may also have incomplete knowledge about the job requirements and also job requirements could have very wide meaning (due to different business traditions) therefore there is no universal measure of required education for a particular occupations.

The third group of problems concerns the timing of conducting research. In some countries like the Netherlands or the United Kingdom there are surveys among the higher education leavers (18 months after graduation) evaluating their position on the labour market. The question of timing seems to be very important, because there is no such a thing perfect timing. The period of 18 months seems to be long enough to settle down on the labour market but in many cases the first job is often any available opportunity taken to earn any experience and stay out of the dole. However, if the period is longer (than 18 months) other external factors (such as in-job training or postgraduate courses) might play an important role by changing the overall picture.

4. CONCLUSIONS

The conclusions drawn from the analysis apply to both policy makers and researchers. First and foremost the policy makers must be aware of the fact that the Polish society might be simply overeducated because the economy cannot absorb the fruits of educational boom. It means that the time, money and effort of those who invested in their education can be easily lost (due to emigration or underemployment). This serious problem must be addressed and the education and skill mismatch must be faced on the political grounds. There is clearly a lack of a far-reaching policy in higher education because so far the boom has been pretty much the effect of a spontaneous phenomenon with vague coordination from the Ministry. What is more, the skill mismatch must be

managed in the public higher education institutions, otherwise tax-payers will spend money supporting the overeducation and unemployment. The state is and likely will be the dominant sponsor of mass higher education and therefore it must spend public money carefully

The second set of conclusions also applies to the government. It must be more effectively engaged in attracting value-added investments which require well-educated and highly-skilled workforce. The recent statistics show very gloomy picture, taking the first six months of 2007, more the a half (51.8%) of the created jobs required only manual skills. At the same time only 12.2% of them were more demanding with requirements of higher degree. The Polish economy is still not ready to absorb the flow of higher education alumni.

Thirdly, as it was mentioned before, there are no quantitative and direct indicators on the effectiveness of (higher) education. As most of the policy makers have no or very little knowledge as to the overeducation there clearly is a need for research in this field. However, to conduct research it is necessary to establish the national occupational scheme, which would be (fairly) compatible with the existing ones in other EU countries. It will help to establish the scale of over-education and find both political and economic tools to solve the problem.

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CHAPTER 3

UNIVERSITY AND SOCIAL INEQUALITIES: KNOWLEDGE, EXCLUSION AND EXPERT SYSTEM

1. BEHIND THE HORIZON OF THE ECONOMISM

The management of knowledge is supposed to lead to this kind of fabricating, adapting to the various competences, created knowledge and abilities so that an organization would be able to fulfil all the tasks successfully while being adjusted to the changing economic and social reality [see Nonaka, Takeuchi 1995; Probst, Raub, Romhard 2000]. The successful management of knowledge in every organization is possible only when all the aims are precisely arranged and all the operations undertaken in the organization. While an university is analyzed as an organization based on the knowledge, we can formulate an exit thesis: programming the strategy of fabricating, transferring and using the knowledge at the university at first requires answering to the question about the mission of the university in the post-modern society. What is more, this mission has to be defined at least at four stages. Firstly, the university can be treated as a *scientific institution* – dealing with scientific researches, secondly it can be called an *educational institution*, dealing with transferring the knowledge and abilities, thirdly it has to be treated as a *disciplinary institution*, playing a fundamental role in constructing the model of the social order, whereas the *socializing* function has to be considered as well and the *expert* function, indicating on the two main social fields of the interaction of the university. Least but not last – the aims of the university have to be called as an aims of the *enterprise* (in a meaning of an entrepreneurial university, or wider, an entrepreneurial organization non-profit, [see Drucker 1986, 1990, Leja 2006]. What is obvious, all the functional university's aspects are penetrating each other and what goes behind – are stipulating themselves. The wrong functioning of the university as the entertainment will affect for sure the manner how the educational process is realised. What is more, the methodological foundation according to the status of an investigate research taken at the university determine the manner how people of sciences fulfil the function of the experts. Remembering that, it is worth to undertake an attempt of a precise determination of the priorities in every reminded field because only the brightness to know *where we are going to?*, will make an answer to the question: *how to do to achieve the*

planned aims? possible and what kind of knowledge and abilities we need to achieve them?

The review of the scientific literature devoted for those terms leads to the statement of the distinct disequilibrium according to which of the above aspects of the universities' mission are a subject of the analysis. There are two dominating fields: firstly, the analysed problems are connected with the functioning of the university as an educational institution and secondly, the problems related to the management of the university as the enterprise. Somewhere behind there is a problem of the university as a scientific institution whereas it is also a part of many interesting analyses. However, as a completely marginal problem the matter of the university's role as a disciplinary institution is treated; it is strongly seen in the Polish scientific literature. This situation should not wake up any surprise and what is more, at least because of two reasons. Firstly, the university's role as a disciplinary institution was planned as a discreet role; it is connected with the experts system what will be explained below. Secondly, the global times were considered as times of the convergence of the economic systems which were forced by the global macroeconomic politics dominated by the neo liberal paradigm [see Olssen M., Codd J., O'Neill A.-M. 2004, Kochanowski 2007]; it leads for instance to the economization of the social areas. Moreover, it is a growing process since the capitalistic economy has been formed. The economisation means that all the social processes are considered mainly by the relation with so called 'the requirements of the markets' and 'the demands of the markets'. In this way the problem of the university's mission is limited just to its function on the economic field. On the one hand, we are curious to know how the university can help the market with the qualified specialists and, on the other hand, how the university can exist in the free-market reality as the enterprise. They are of course very important issues and undertaking them is necessary, however, the consideration about the problem of the university's mission should not be finished by that.

As an example of this kind of economism I would like to quote the report of the European Commission from the 10th of January 2003 – 'The role of universities in Europe of knowledge'. It can be read there:

The knowledge society depends for its growth on the production of new knowledge, its transmission through education and training, its dissemination through information and communication technologies, and on its use through new industrial processes or services. Universities are unique, in that they take part in all these processes, at their core, due to the key role they play in the three fields of research and exploitation of its results, thanks to industrial cooperation and spin-off; education and training, in particular training of researchers; and regional and local development, to which they can contribute significantly. The European Union therefore needs a healthy and flourishing university world. Europe needs excellence in its universities, to optimise the processes which underpin the knowledge society and meet the target, set out by the European Council in Lisbon, of becoming *the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion*¹.

¹ The Polish version see: (Komunikat... 2004:164).

I am quoting the extensive part of the report of the European Commission to show the tendency which can be straight defined as an economisation of the problem of the higher education and the institutions occupying with this education. Universities and other institutions of the higher education are considered only as one of the key elements in building the Competitiveness of an European economy. According to this competitiveness the push is put on those functions of the university which are connected with providing the market with skilled stuff and, what is more, the cooperation of the scientists with the industry in the range of improving the level of the innovations, especially in the range of the highest technologies. It looks as the disagreement between the two conceptions of the university: on the one hand – the functional university – the one that its greatest aims it to provide students with the knowledge and abilities connected with their working competences. On the other hand – the liberal university – so the university is concentrated on the self-improvement of the individual, its personal needs and requirements, its own truth-searching. The disagreement was about this first option. It looks as if that the dispute between both conceptions of the university: on the one hand the functional university, I mean the one that the basic aim is to provide students with the knowledge and abilities connected with their professional preparation and, on the other hand, the liberal university, so the university that first of all puts on the self-realisation of the student, its individual looking for the truth. It was decided to its first. The mission of the university can be read for instance when looking at the documents of the UE institutions. Then it becomes just a mission limited to the two fields: providing students with the professional preparation and supporting the innovative of the European economy. It is clearly seen also in the analysis as an organization: the key word becomes the thesis of the enterprising university, so the one which is managed properly. What is more, it has to gain and use the funds efficiently and which harmonizes its current activity with the student's expectations who plan their professional career. This occurrence is considered in an extreme way to notice the dangers of the described one-sidedness. The reported tendencies can be abstracted as: the university becomes only the higher professional college and we may doubt the expedience of the scientific research and teaching in the directions not connected, even indirectly, with the mission of providing the economy with the qualified specialists.

I would like to be understood properly: all the problems considered in the above European Commission's report are extremely important and I am not the one to underestimate them. Without doubting, one of the criteria of planning the educational process on the higher colleges have to be the expectations of the social and economic enclosing of those colleges, connected with the conditionality of the local labour market and the needs of the local societies. On the other hand, I do not claim that the analysis of the university as the Entrepreneurial organization has a secondary meaning. In contrast, we all are aware that the higher college which is not professionally managed, which does not have a rational organizational structure and which cannot gain and use the funds effectively, also the funds from the economic organizations, will not be able to fulfil its educational and scientific functions properly. I am not going to contrast the economism with the anti-economism in the meaning of the reflections on the condition and functioning of the higher education. I do not also think that the economic conditions have the key meaning to the mission of the university. I do pay attention to the dominating one-sidedness in the reflection on the role, function and tasks of the university in the nowadays world; the one-sidedness adopts form of the ultra-functional concept of the university. I do believe it is necessary to implement this reflection with the questions of the role of the university

(and the science) in building the fair (in the liberal understanding the theory of the politics – I mean – stripped from unfounded injustice, discrimination and exclusion) in the society of opened communication. What is more, the role of the higher education and the scientific and educational institutions in empowering the liberal democracy in the nowadays world. The university, as written above, is in my opinion not only an educational and scientific institution, but a disciplinary institution as well. I mean it has a strong function in establishing the social order based on the normative system. I think that due to this it has to be, first of all, recognised what kind of conversion was underwent with the disciplinary function of the university during the last 200 years, so in the modernity period and how this function should be taken into the perspective that some theorists call the ‘perspective of the post-modernity’ (also ‘the late modernity’ or ‘the second modernity’). More less with the end of the sixties there were many changes in the culture and European societies which put us before necessity of considering the role and the function of the university in a new way, especially due to recognising the variety of the connections between the institutions of knowledge and the institutions of power. Secondly, the considerations of the new role of the institution of knowledge to the re-definition of the educational and scientific function of the university. In other words saying, I do postulate the attachment in the wider range than the economic reflection on the condition of the university to the cultural and social concepts. It will let us to define the mission of the university in the better way and, in conclusion, it will provide us with the answer to the question how should the university, based on the knowledge, look like.

2. THE UNIVERSITY AS A DISCIPLINARY EXPERT INSTITUTION

The university is not only an educational and scientific institution but a disciplinary institution as well, I mean it is an institution which is one of the most basic elements of the social disciplinary system. Its function is to substantiate and hold up the normative order in the social field and to prevent all the aspects of the non-normative or anti-normative deviation. We call, as a disciplinary institution, of course all the institutions of knowledge (also educational and scientific institutions) and other institutions dealing with re-normalization (prisons and rehabilitation institutions, hospitals and psychiatric information bureau). Although, I do think that the role of the university is quite special in constructing a disciplinary system. Firstly, the university is an institution of education and of a scientific progress to the experts who provide the scientific Substantiation to the norms which constitute the actual social order. They do signalize an upcoming tensions and propose taking the needed changes. Secondly, the university is also an institution of education for the elites which have a great role in creating and, what is even more important, in changing the social system of norms and values. The disciplinary function of the university concerns its role as an institution of the *expert system* [see Giddens 1991:8-9] and as an *elite-making institution*.

The theoretical foundation to this conceptualization of the disciplinary function of the university is a theory of Michel Foucault [1998, 2000]. In the greatest summary, Foucault contrasted two methods of being in authority: the first one which is a characteristic of the post-modern epoch and it is may be called as ‘the power over death’. The second one characterizing the modernity he called it ‘the power over life’ or simply ‘*biopower*’.

In the pre-modern times the power, has in Foucault's opinion, a character of the centralized, hierarchic, being disciplined mainly because of using strength – violence. The exhaustiveness of authority, taken into the frames of the ideal model, had a King, called the Ruler – the one who has power over everything and everyone. The Ruler who was presenting the only centre of dominance, was achieving purposes using the law to kill. In the domestic politics anyone who offended Ruler's majesty with questioning the rightness of his regulations was bound to be dead. In the external politics the right to kill adopts form to the right of war: everyone was obliged to put on royal's invocation and devote life due to the King's personal interests however they could have not be connected with subject's interests and everyday life. It seems to be quite paradoxical but death was a kind of punishment (then when the guilty of a crime was reached by the royal 'justice') and a kind of a prize as well (devoting life for fight was considered as the reason to the greatest, however obituary, glory). The modernity changed – however not so radical as we can assume – the way of being in authority. The power over death was replaced with the power over life.

It is also important to know the reasons of this change as it always evokes big disputes. Any social change, even that most radical, has never only one reason. We can only assume why in the historical period, as Foucault indicates, only in few decades, the social state can be changed in the meaningful way. These two basic directions of explaining this specific change of the social mechanism of power can be indicated. The most obvious trace is the one connected with the revolution appointing to life the Bourgeois democracy. Establishing the modern democracy changed the power's relations: the Ruler disappeared with his prerogatives to the absolute power. The only exceptions are some dictatorships and non-democratic regimes. The Ruler disappeared and the duty to the ruthless obedience to his will and behaviour connected with his interests as well. The human rights were proclaimed and the citizens' community was developed. The community where theoretically the interests of all citizens should be considered as equal. Then the problem appeared which appointed to life the modern humanistic and sociology too. The problem is saving the social order and preventing transforming it into a conglomerate of coping groups. The invention of diffused and relative power over the life, the power based on the knowledge became an answer to the question. The second trace comes from Foucault: achieving the social order, using the law to kill, cannot be possible in the epoch where the subject's life was only valuable when he was supposed to labour force, using words of the actual language of the management theories, when the subjects became 'the human resources'. The resources cannot be lost as they are a real value, of course the instrumental value. The value is more important when this resource is more useful to gain the aims presenting the autotelic values. In Foucault's opinion the *biopower* had to appear – the power over life – which aim was to manage the individual's life in the way that he/she was a valuable instrument to achieve aims for those who are in power. I mean they have some goods enabling subordinating the others to the own aims using also the economic and symbolic goods. Due to the economic way of being in authority in society there are many, as signalized above, normative problems. It is obvious that the social order had to be restored in a way that the existing system of norms and values promoted the interest of the dominating category. This category consists of the heterosexual men from the middle class. This is an obvious thread but being considered in many social theories: the shape of the social order model does not appear in the vacancy, it does not form the frames of independent processes but it is formed by these categories that dominate in the specific social match: these categories,

they have the exclusive access to the power and they overtake the most important social institutions. They also have a possibility to decide which norms array and values will achieve the hegemony's position. I do not mean the domination of the specified person which try to use the mechanism of power to gain their personal interests. The modern social area is the pole of antagonism between some contrasting interests of the various classes, coats and social categories. The rate in this game is a domination in the social match. What is important, this game cannot be described simply using just a binary contrast: 'Holders of centre of production' – 'proletariat', 'men' – 'women', 'heterosexuals' – 'homosexuals'. Of course, if we make it more easier, we will reach the examples of the English society in the dominance of Queen Victoria. Then the society fulfilled sometimes the function of the social model match of the early modern times and then we discovered without any doubt that the workers in that match has no role at all, the men's power in the family and society was not questioned and all the homosexuals were in prisons. Although, it seems as the statement that in this society the men, the capitalists, the heterosexual owned the authority is not a right putting of a case. There are some examples of influential women, some histories of 'experiments' of the factory-owner listening to the voice of the workers or (hidden) homosexual holding higher posts. For real being in authority it had (has) a strong meaning not only being a heterosexual men but, what is more important, taking the normative dominance positions – all its own place in the social match indicated with a affluence vectors of the power and described with some norms taken into the social functions array. The definition of a role is important in this context: I do not actually mean being a heterosexual men but playing a normative role which the most important element is avoiding any behaviours the existing domination system. Any can be a homosexual woman but only when occupying an exact place in the existing social domination match and any do not question its rules, then you can get what you want. The most important is to obey rules of the game which function is to protect the interests of those who dominate in the social match. The knowledge task – and the institutions of the knowledge – is to legitimize this social domination match.

The aim of this modern power was a reconstruction and saving the social order in a situation of decomposition caused by a shake of the entry into the modernity epoch. The old methods and techniques of being in authority revealed to be inefficacious and impossible to use them in the new times and they did not fit the new challenges. The crimes done in the past have to be punished and in this way it was tried to force obedience using fear. What is more, there appeared a need to find a solution to prevent some unwanted behaviours, also including any operations based on a realization of individual whims and interest of the unit and not counting with that what was presented as 'common goods' and which root is to save the actual domination match. Restoring the normative system in that way to prevent to growing atomization of the society and surpassing the view of the common anomie and so its profiling that it promoted the domination and the aims of the categories privileged in the social field – these are the aims that the power of the modernity has to achieve. It was badly needed to find efficient methods to make some individuals to act according to the normative frames. Moreover, it was necessary to find a way to substantiate the need to saving those frames and it was indispensable to construct the supervising system which will enable to keep individuals in the normative frames. This system will have to prevent deviations and re-normalize those who surpassed affectation of norms. In all those tasks the key role played the scientific knowledge, mainly medical and social sciences. First of all, the knowledge – transferred in the educational process as an objective relation about reality – was supposed to create

in the individual that kind of conception of itself and of the world that the operations consistent with the social norms were considered as individual's own 'internal' needs. What's more, the narrations – that should be a constitutive element of the individual's identity – about reality will provide the substantiation of those norms. Foucault captivated that into the famous statement 'Enslave people means to create their 'myself'. [Foucault 2000:59]. The identities and its creating narrations about reality become a basic instrument of being in authority. The scientific knowledge, being a basis of those narrations, became itself knowledge/power: the knowledge which is currently a part of social relations in violence. Secondly, the knowledge provide us with a substantiation – scientific, so objective – to the norms supporting the existing social order. It also characterised that all the human desires, behaviours, classifying them according to the norm (so normal, healthy, rational) and not (deviant, sick, crazy, aberrant). The most expressive example, which is also considered by Foucault, is the example of the sexology in the meaning of knowledge which was substantiating an obligation of the heterosexual behaviours or declining the right to have sexuality for women (in the frames of 'female hysteria'). These classification of the non-normality areas has one more aim – it allowed to recognise a 'pervert' and to submit he/she to detailed prepared re-normalising operations.

Obviously, an element of the unit's identity was not only learned knowledge about the world taken away in the educational process and empowered with some transfers included in the public discourse. The cultural knowledge, based on a local tradition, played a role in some different social fields to an extended area. The religious knowledge was important as well but due to the processes of modernisation the role of the knowledge was growing, first of all, due to the process of eradication and weakened role of the tradition and religion. The individual, left alone, was looking for a support to its identity's constructions. That is why, the experts' role was growing and they were appealing to the authority of knowledge as an impartial instance influenced more and more to the individual's auto - creation's processes. Giddens [1991] pays attention to a reason why in the modern period – he calls it the post-traditional epoch- the unit does not derive from the straight experience but uses many different forms of instrumentation what leads to the transformation of the process of the construction own identity into the reflection process. This process is based on keeping coherent but verified biographical narrations. The basis of these narrations are the abstractive systems, including the expert system. The individual needs knowledge that can be treated as a sure knowledge and that can be built into own structure of the conception of the world and the conception of its own. This is badly needed to plan safe operations and ventures. In the situation when the traditional knowledge was not valid any longer and the religious knowledge is not a sure instance for everyone, the only solution is to consider the scientific knowledge. Here we discover a disciplinary role of the knowledge and the disciplinary role of the knowledge institutions, including the university which is an important element of the expert system and creating the intellectual elites of the society. In my opinion we have to leave the university's vision as a 'science temple' which is left behind the knowledge relation's net and it is searching for the undefined Truth and transferring the Truth in the educational process. The knowledge is not behind the power's area:

It will be necessary, however, to leave the traditional reflection that the knowledge is just being born where there are no connections with the power and it can be only developed behind its orders, requirements and interests. (...) it behoves to believe that the

power products the knowledge (but not only because that is it favoured because it is being served or used because it is useful) that the power and the knowledge are strongly connected with each other; that there is no power's relation correlated with the knowledge's area and no knowledge which does not consider and does not create the power's relation. (...) shortly speaking, this is not the experiencing subject's operation creates the useful knowledge to the power or being resistant but the power-the knowledge, processes and fights which it yields and which it is consisted of, they appoint all the forms possible and the knowing domains. [Foucault 2000:28-29].

This is the reason why university – as an educational and scientific institution – is an important element of the social power's mechanisms – the knowledge/the power.

3. THE POST-MODERNITY, THE COUNTERCULTURE AND THE UNIVERSITY

We cannot deduce conclusion that in the modern times the power was taken over by the 'science people' and that they are the only ones to decide about the social life's rule. Obviously, the situation is not like that as the 'science people' do not have authority but the authority 'have' the science people. To be more précised, due to the historical, cultural and social processes the knowledge is created by the science people and the scientific institutions and it is used in the procedures of being in authority, including the normative power. Although, I do not mean the external power's operations towards the process of power's creating the knowledge but rather this that the knowledge is produced on the specified power's area (wider: in the specified cultural area). Due to this there are some scientific discourses which – without no intention of the scientists – are produced as a constitutive element of the knowledge/the power. The knowledge is a product not of an undefined cognitive act what is in the modern sociology and anthropology rather a truism. What I believe, is rather a construct which has roots in the cultural processes, including the mechanisms of the cultural and social violence [see. Zybertowicz 1995, Kempny 1994]. Due to the subject of this article I am not going to extend this methodological – epistemological thread. I will finish just with a conclusion: if the knowledge is a part of the cultural violence processes, the case of time and the favourable social changes was including the knowledge into the frames of the cultural resistance. As Foucault proves:

(...) the discourses are not submitted once forever to the power or inverted into it. We have make an assumption that there exists unstable and compounded game in which the discourse may be an instrument and a consequence of the power but also a barrier, an obstacle, a point of contumacy and a foreshadow of an opposing strategy. The discourse transmits and products the power; empowers it but also mines, exposes, softens and promotes its damming. [Foucault 2000:91].

In the end of sixties the university stopped to be only a disciplinary institution, it also became a field of birth to the new emancipation's discourses which appeared in the humanities mainly in the *cultural studies* field. If the modern humanities, for instance, was explaining removing women from the public sphere with various theories according to the female physiology, the brain's structure and so on. It was proved that, first of all, there are some biological organism's conditionality and the female personality that unable to any

women fulfilling any public functions in politics or economy efficiently. The new post-modern humanistic indicated to the cultural reasons of this kind of theory as they are an important element of the mechanisms of violence called the 'patriarchal violence'. Saying in different words – the violence substantiated the male dominance [Bourdieu 1998]. If the modern knowledge about sexuality regarded the heterosexuality as the only right sexuality and all the rest of human desires was put on extremely completed classification of the deviations, so the post-modern humanistic reflection revealed the normative statements hidden behind this narration. What is more, it was also indicated that the sad form of a homosexual (and the other figures of the characterized in the discourse 'deviants') appointed to life in the medical discourse in the end of the 19th century was not any reliable relation of the person's features described as homosexual. It was just a cluster of stereotypes and prejudices which function was to emphasize the deviation of the homosexual desires [see: Kochanowski 2004]. This process, arising in the many disciplines and connected with various social and cultural fields, was consisted of genealogical proving the cultural roots of some definitions used in the humanistic science or in some medical sciences. What is more, it also described the mechanism of the cultural violence which were conducive to create those definitions and the theories based on them. I would also like to emphasise that it initiated a new method of describing those instances as a sex, a sexuality, a race and an ethnical case what will not include the new description in the procedures of the knowledge/the power. In Poland this problem appeared later on, in 1989, after the breakthrough which was isolating the Polish social field from the changes taking place in the western Europe. This retardation allows us to observe very carefully the fascinating process of the Polish universities' opening to the discourses of the knowledge/the power what actually reveals its involvement in the disciplinary power's practises. A great instance is a attempt of the authorities of Jagiellonian University to unable to carry out the scientific conference about homosexuality and, finally, it took place in the suburbs of Cracow. What is the most important, in the same year in the main university campus the anti-homosexual conference with participation of some catholic operators and priests was organised [see: Gruszczyńska 2004]. This kind of incidents causes that the King becomes naked and the procedures of the knowledge/the power – evident. The fid leaf of the scientific objectivity falls down when as ideological (I mean: political, non-scientific, quarrelsome, slippery) the conference analyzing the discrimination structure of the non-heterosexual people is treated. At the same time, the conference which considers the threat of the gay's and lesbian's movement to Polish families or the problems of 'curing' homosexuality is regarded as the scientific one. These incidents and messages reveal more then distinctly that analyzing the role of the university without appealing to its disciplinary function – and after the cultural revolution – emancipation's function does not allow to put a question about its mission in the full and exact way.

In the nowadays world universities still fulfil a disciplinary function: the knowledge created at the universities and transferred in the educational process not only preparing to take some professional operations but also it has extremely important socializing function, it teaches how to perform any duties in the social field. Thanks to appearing the discourses of the power/the resistance which help to get to know the social handicap areas and exert role of the scientific knowledge in its legitimization, then the transition from using the knowledge to create the normative homogeneity field (I mean the social area where everyone is obliged to realize the projected norms to maintain the existing domination match) to a rehabilitation of the heterogeneity and revealing the real emancipating knowledge's potential. Obviously, this transition is just a reflection of the cultural changes which took place in some European societies (and some American as well) in the second half of the

20th century. Its result was to reveal that what was supposed to be unrevealed: the role of the knowledge and the knowledge's institutions as well in the mechanism of the normative power. It has great consequences not only in appearing the new methodological humanistic sciences but, what is more important, in the redefining the university's mission. The fiction of the unprejudiced knowledge's temple of the teaching the elites of every nation became impossible to keep it on so the operations allowing defining its mission in the new conditions. Unfortunately, the collapse of the social and cultural mission of the university caused a processes I indicated above: the economization of the university. Bill Readings [1996] indicated this process in his famous book, he connected the end of the epoch of the national states and the necessity of supporting homogeneous national culture and teaching the elites). In the meantime the university is teaching and producing the knowledge adjusted with the highest human quality, no matter the epistemological conclusion according to the relations between '*intellectus et rei*'. It is still a basic institution in which frames a men/women tries to understand his/herself and the surrounding reality and the created knowledge helps him to convert the world. This knowledge still plays a double role: on one hand it may provide us with the explanation of the existing system of the social norms, on the other hand it may also cause an opening of the social field to the heterogeneity and support the processes of limiting the social injustice fields. The disciplinary function remains still actual as, what Foucault indicates repeatedly, there is no possibility of evicting the knowledge's relation out of the social field: social interactions have to be governed using some rules for maintain the elementary predictability of the world in which we all live. Although, it is necessary – in my opinion it should be a direction of the attempts of renewing the university as a central social institution – completing its disciplinary function of the emancipation's function. I mean the university has to provide students with all the competences enabling them functioning in the various, global, post-traditional (or rather: multi-traditional) community.

The case of competences seems to appear as one of the central problems as it indicates a direction of a reorientation of the university's mission. In the frames of above described economism the professional competences should be emphasized and I would like to call them the instrumental competences – so the knowledge's and abilities' competences were very useful when taking up the professional operations and enabling solving exact tasks and problems. While projecting those competences it is extremely important and highly emphasized that the role of the cooperation between the knowledge's institution and the social and economic surrounding of the university thanks to which any university will provide the market and social communities with qualified specialists. New challenges, carried out by the university, make us to emphasize very important meaning of the *communication competences*. To be more précised, the knowledge and abilities enabling building the social fields as a field of agreement based on a respect for heterogeneity. Those competences are necessary to build an order based on variety and co-existence not on a exclusion and homogeneity. No matter if we mean a social order based on a regularization of an institutionalized or accidental interpersonal relationships or if we mean an order in any organization being a cooperation for many organizations aims. Finally, in the times of revealing the procedures of the normative violence a great meaning has a reflective competences as well which enable the individuals to analyze some elements creating own identity and taking up an enterprise of the reflective construction of own 'me'. Those competences may be called as critical competences which mean an ability to criticize a reflection own cultural condition. An ability to critical thinking and an ability to creative discussion are the necessary abilities of the educated men in the ancient times yet. Although, the crisis of the social university's function connected with a tendency to eco-

nomic view of its function caused knowing the value of the ancient abilities and their meaning to the shape of the post-modern social field. The post-modern society, as let's take, Zygmunt Bauman [2000] indicates, is the society which basic feature is variety, flexibility, instability and due to this the unit is put into the necessity of almost everyday confirming own auto - definition or its transformation and suiting to the changeable reality requirements. It is not enough that the instrumental knowledge, enabling to make exact tasks, the current men badly needs some reflective abilities which will allow to deal with endless amount of news, opinions, ideas, ideals, advices, orders going form the great technical infrastructure and so on. The reflective competences, so the ability to analyse critically own and other's figures and opinions, the knowledge about the conditions of human operations, including own activity and an ability to use this knowledge to solve the everyday problems. It becomes a basis of using answer to the post-modern chaos, where nothing is obvious, stable and unequivocal. This reality in an obvious way begins a feeling of lost and fear and it is only one step to searching for rescue in the closed, hostile to the 'others' communities. Xenophobia starts in a fear of disappearing of that what we know and, as Richard Sennet [1998] indicates, 'we' is the only 'predictability' sphere. The current men highly needs the knowledge and the ability saving him from the temptation to hate to the others. Hate is treated as a medicine for the breakdown of this what known, traditional, domestic. This is a reason why enclosing operations for the variety, openness and critical reflection to the basic aspects of the university's mission is not only a try to put an educational reflection in the trends of fashionable cultural cases. What I mean, is searching for a proper university's mission's definition that it would be suitable with the most important world's issues.

All the considerations presented above substantiate the necessity of putting the university's range of problems as the knowledge's institution in the perspective surpassed behind the economism's horizon. This perspective has to take into consideration the described above basic aspects of a social change which took place in the last decades. The conclusion of this article is the following statement: the university cannot and should not be reduced only to the 'Smithy of staff' to the economy as it fulfil and important social role as a basic part of the expert system. Moreover, it participates, no matter the science people's intentions, in the processes of creating the social field and obliging rules. It puts on a great responsibility that they cannot escape into the story about neutral searching for the truth. If the knowledge, as the knowledge/the power, fulfilled and still fulfils and important role in planning and substantiating the enterprises which aim is to stabilize the social order. That is why, the knowledge, as the knowledge/the resistance, has to become an element of the process of the liquidation of the, created in the past and being created now, marginalization spheres and the structure of the open and various communicative society. To be honest – we have no choice. The globalization processes, the development of the communication's techniques and transport, changing the capitalism model and creating the world global economic system, these and other conditions withdraws us more and more from the modernity with its paradigm of the structure of the social order forcing the mechanisms of the common system of norms and values. It is worth to add – that it luckily withdraws as the normalization system was only possible thanks to putting those who were defined as the non-normal behind the social borders or behind the margin of society. The nowadays world is the world where any variety becomes an element of the everyday experience for each of us. First of all, the unifying procedures of violence lost its power due to what more people are brave enough to love according to their desire, needs and dreams. Secondly, the newcomers from different worlds are our neighbours, employers

and teachers. In Poland and in other post-communist countries this processes has been taking place since 20 years. That is why, the role of the expert institutions, including university, is more important in carrying this process out. The university as an institution engaged in empowering democracy, broadening the communication based on respect for variety, creating the innovative economy better dealing with problems of poverty, searching for the method of dealing with new and old risks reasons – this is the vision of the university which releases.

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PART II

HUMAN RESOURCES

JAN FAZLAGIĆ

CHAPTER 4

TEACHERS AS KNOWLEDGE WORKERS

1. INTRODUCTION

Formal education is a continuous process, which starts at the pre-school stage (children aged 3-5) and finishes at university level. Thus, primary and secondary education is integral elements of the skills improvement process. Traditionally, teachers have relied on their tacit knowledge but in a knowledge-based economy (KBA) professionalism requires codification of knowledge. The role of teachers gradually transforms from ‘counsellors’ to ‘learning process managers’ whose work has to be researched and improved thanks to scientific research. The quality of education depends on continuous upgrading of skills by teachers, which includes also unlearning of outdated skills and changing mental models. Teacher training is thus not only method of adding more competencies to the teacher’s body of knowledge but also a method of changing teachers’ mindsets. We can no longer rely on the assumption that the development of science is possible through mortality (attributed to Max Planck). Nowadays the lifetime of knowledge is measured by decades – not by generations.

2. TEACHERS IN A KNOWLEDGE-BASED ECONOMY

A knowledge-based economy functions thanks to the work of groups of professionals who make intensive use of knowledge. In the past **knowledge-intensive work** used to be the domain of a small elite. Today the number of “knowledge workers” is increasing rapidly in all developed and developing countries. Teachers are also included in this category. However, the way in which they use knowledge differs from that of other professional groups of knowledge workers, in that even in the age of computerisation their work has not changed significantly for decades.

Teachers are at the very centre of the educational process. “The greater significance is attributed to education [...], the more important is the role of the teachers responsible for education” [Day 2004:16] Teachers must make use of their knowledge in their everyday work. Professional development requires learning, which takes place in various forms. These in-

clude natural learning, sometimes opportunist learning, and sometimes opportunistic learning. Teachers learn partly through formal training courses, but above all through their spontaneous observations and reflections during their work at school or meetings with their fellow teachers. The teaching profession is one in which it is necessary to make intensive use of knowledge, thus teachers can be categorized as knowledge workers. The teaching profession requires creativity and constant use of judgement (rather than functioning according to a simple set of procedures). The object and the substance of the teaching profession, as well as of teachers' everyday work, is action which is internally diversified, individualized, unconventional and referred closely to a human individual (who is by nature very spontaneous and different from others), and moreover continuously changes with development and progress in science, culture, technology, civilization and democracy [Komorowski, Pielachowski 2004]. Teachers today cease to be the repositories of knowledge and information. They are becoming 'doorkeepers' to the countless and universally available information sources. The "products" of teachers' work are anticipated changes in the personality of pupils and their proper and multifaceted psychophysical, intellectual and ethical development. Teachers' work involves influencing the pupils' minds: education usually leaves few material artefacts. This considerably hinders the amassing of knowledge about the best methods of teaching.

There are altogether 498,370 teachers in Poland. Of these, 347,155 (69.6%) work in cities and towns, including 272,627 (78.5%) female teachers. The remaining 151,215 Polish teachers (30.4%) work in rural areas, and these include 123,588 (81.7%) women [Oświata...2005/2006:388]. The work of teachers within the education system is regulated by a special Act of Parliament, called the Teacher's Charter [2006:62]. This Act specifies the terms and conditions of teachers' employment, their responsibilities and rights, as well as their professional grades and salaries. The largest number of Polish teachers (46%) are employed in primary schools. The second most numerous group consists of secondary (middle) school teachers (28%), the third largest being teachers at general high schools (12%). Teachers in technical schools make up 8% of the total, while teachers in vocational and technical schools each account for 3% of the total.

Primary and middle schools have more teachers per school than do the higher schools. Teachers working full-time make up on average 84% of the total, and the largest percentage of these can be found in primary schools (86.8%), with the lowest in general high schools (78%). The lowest average pupil-to-teacher ratio is recorded in primary schools (14); this ratio does not differ much between the various types of high school, standing at 19 students to every one teacher.

In the school year 2005/2006 more than 51% of teachers had the rank of nominated teacher, and more than 26% were chartered teachers. Contract teachers and trainee teachers made up respectively 16% and 5% of the total. There are no significant differences between urban and rural areas in terms of the distribution of teachers by grade. There are slightly more contract teachers (2.2% more) and chartered teachers (3.5% more) in towns than in rural areas. There are relatively more nominated teachers in rural regions (a difference of 5.5%). Teachers employed in village schools account for just over 31% of all teachers, which is due to the smaller number of schools in rural areas.

Women make up 89% of the population of teachers. In the province of Podkarpackie the number of female teachers is the lowest, but still they account for more than three-quarters of all teachers. The largest percentage of women teachers is found in the province of Śląskie

(Upper Silesia), where 81.7% of teachers are female. The male teachers in Śląskie and Mazowieckie provinces together account for more than 20% of all men teachers in Poland. Teachers' professional development is essential not only to raise the quality of education, but even to maintain it at an unchanged level. Seeking an optimum system for rewarding and overseeing professional development, the planners of the educational reforms created the system of teachers' grades currently in force. Those in the teaching community have many reservations about this system, and it provokes a lot of emotion. The issue of teachers' grades and promotion deserves to be analysed in depth in a separate paper.

Teachers are employed in schools and within the higher education system. The education sector is one of the pillars of a knowledge-based economy, because education is one of the sectors that make k-intensive use of knowledge, as are the hi-tech manufacturing sector and the health service sector. But in comparison to at least these two sectors, education lags far behind in terms of the degree of development of knowledge codification is concerned. It is clearly shown by detailed surveys that academic centres carrying out research into education do not enjoy a high reputation among policy-makers (the Ministry of National Education), head teachers, teachers, or employees of schools inspectorates.

One of the reasons for teachers' excessive workload is the fact that, as is shown by British research, half of the time spent on performing their professional duties is dedicated to tasks which could be performed by employees with lower qualifications. Doctors on the other hand delegate many responsibilities to trainees and nurses, and are thus able to focus on their main responsibilities.² Relieving teachers of their many duties involving administrative work would raise not only their productivity, but also their job satisfaction. The time thus saved could be used by teachers to carry out scientific research, for example. Teachers' practical knowledge is currently seldom used by academics. The establishment of a new category of teacher-researchers might create new opportunities for the creation and transfer of knowledge within the education system.

3. PRIMARY AND SECONDARY EDUCATION IN THE INNOVATION SYSTEM

The national innovation system is thought to consist of such elements as technology parks, business angels, venture capitalists, R&D centres and universities. Lower-level educational institutions are neglected in this constellation – unrightfully so.

The education system currently diverges from other economic sectors that make intensive use of knowledge, because:

1. Management in education does not currently make conscious systematic use of the latest achievements and discoveries in such fields as the theory of leadership, emotional intelligence, work organisation, change management, etc., but is based on an intuitive approach. In this approach, knowledge about how to teach effectively is

² The definition of what is a responsibility (a task) was raised by P. Drucker, who states that an improvement in the productivity of knowledge-based organizations can be achieved by relieving specialists (knowledge workers) of duties which involve performing auxiliary tasks. See: P.F. Drucker, *Knowledge – Worker Productivity. The Biggest Challenge*, California Management Review, Vol. 41, No. 2, Winter 1999, p. 79.

- codified to a considerably lesser extent than is knowledge about how to build a modern computer or perform complex surgery.
2. The potential damage resulting from non-knowledge-based actions in education is considerably smaller than the consequences of a medical error (healthcare sector) or of a bug in a computer program controlling a spacecraft (the high-tech sector).
 3. Market development and competitiveness are present to a much lesser extent in the education sector than in the health services, not to mention the high-tech sector. This means that there are fewer incentives for well-functioning entities to improve further, and no mechanisms for excluding head teachers or other teachers whose performance is poor.
 4. The education sector is more dependent than other sectors on local cultural factors. Transfer of the “best” technological knowledge is incommensurably easier than the transfer of best practices in education.
 5. The education system’s goal is the transfer and cultivation of knowledge. Paradoxically, however, the teaching community does not display any great interest in making use of the results of education research in their work. During a dozen or so years of professional work every teacher gains a huge mass of teaching knowledge that remains in his or her exclusive ownership. Only a small part of it is transferred to others or codified [Knowledge... 2001:68].
 6. There is no system for the dissemination of knowledge about good practices like that which functions in medicine. Inasmuch as doctors are substantially interested in learning new treatment methods, the interest among teachers, if any, results from external compulsion. Dissemination of information about the best teaching practices may not be equated with knowledge transfer: teachers often “gossip” about their work. We have knowledge transfer if one person’s experiences become an issue for reflection for another person, and then motivate him or her to perform experiments aimed at adapting that knowledge in a new context. As well as knowledge transfer we should also speak of *knowledge transposition* [Knowledge... 2001:76]. Transposition involves the geographical relocation of knowledge (e.g. to another school or province). Transfer and transposition are relatively easier for teachers in primary schools than those at secondary schools. The essential feature of knowledge is its “stickiness”. This relates to the costs and resources needed for its transfer. Communication success is usually determined by the speaker’s commitment and his or her reputation in the recipient’s eyes. Instructors on training courses for teachers rarely consider this aspect of knowledge. It appears from research carried out in 1996 that the main obstacles to raising teachers’ competence are lack of absorbing capacity, ambiguity of the facts presented about what works and what does not, and problems of communication between instructors and teachers [Szulański 1996 in Knowledge...2001:77].

4. KNOWLEDGE-WORK OF TEACHERS IN CONTEMPORARY RESEARCH ON KNOWLEDGE MANAGEMENT

Nelson [2000] states that knowledge in the education system develops very slowly compared with other fields: “good educational practices have been known for many generations. And one cannot state with absolute certainty that we know more about this [“how to teach well”] today than a hundred years ago” [Foray, Hargreaves 2002:7]. School has not changed much in this respect over the last 100 years. Dominique Foray reaches the

conclusion that knowledge in education resembles knowledge in medicine at the beginning of the 19th century: it is knowledge functioning in an uncompetitive environment, based on a humanistic model, where formal scientific research is of secondary importance, and the degree of knowledge codification is not high [Foray, Hargreaves 2002:5]. But we should anticipate greater progress in the codification of teachers' knowledge. At the start of the 19th century medical knowledge was also uncoded to a large extent. The training of doctors was based on relations of the master-apprentice type. Today medical knowledge is available in a codified form. Knowledge about teaching will probably undergo similar evolution. But before this occurs, new attitudes and behaviours must become established among teachers. This may include the popularization of the following attitudes ("mental models") among teachers and the heads of educational institutions:

- The majority of knowledge is already available: the task is merely to find its source or holder.
- Teachers have the right to choose a method of gaining knowledge depending on their individual style of learning.
- The perfecting of teaching skills is both a duty and a privilege.
- I am a link in the "knowledge management system": I have to be ready to share my knowledge and to gain knowledge – the transaction involving exchange of knowledge with those around is favourable to me.
- The codification of knowledge will facilitate access to it for a wider circle of users and prevent its being forgotten.
- Professional development should involve a positive change in behaviours, and the bridge linking the knowledge of things with the knowledge about how to act is *know-why* knowledge.
- The majority of knowledge can be codified.
- Knowledge about "experts" should be kept in the form of "*know-who* databases".

Michael Fullan explains the slow development of knowledge in the education sector in terms of structural and prescriptive reasons that are an inherent element of the history of the evolution of educational systems [Knowledge ...2002]. The structural reasons result from the range of teachers' duties. During the working day teachers usually have little time to meet with each other and for self-development. The prescriptive reasons result from the fact that teachers are not used to receiving and transmitting information. In many cases sharing knowledge about one's own achievements goes against cultural norms. A teacher who talks about his or her work is perceived as immodest and conceited. Teachers commonly believe that their own achievements and "discoveries" will be of no great illuminating value to others, hence they do not have a tendency to share their knowledge.

In the legal and engineering professions, knowledge codification proceeds in a natural way; it is a part of the process of making use of knowledge. In the medical profession, knowledge codification is now a consequence of the tradition and culture developed over the last hundred years, rather than an integral element of the treatment process. It should be remembered that, in this profession, it is not only text but also pictures which are of great importance in the codification of knowledge and in decision-making.

Not much scientific research is done in education. The possibilities for scientific experiments are limited, and, as a consequence, no use is made of the many benefits

brought by scientific research. The majority of knowledge remains at the level of tacit knowledge. Even if some valuable innovations are made in particular schools, knowledge about them is not disseminated, due to the lack of motivating systems.

One of the obstacles to greater codification of knowledge is the lack of specialist vocabulary. In contrast to lawyers, doctors and engineers, teachers do not make use of professional jargon. A description of cases in the pedagogical field does not contain so many specialist expressions as, for example, a description of cases in surgery, law, or physical models in architecture. Linguistic limitations constitute limitations on cognition.

The existence of a specialist language facilitates the codification of knowledge, and at the same time contributes to the building of new knowledge at the boundaries of that which already exists. As a consequence the low level of knowledge codification in education makes it difficult to create professional development programmes or codes of behaviour. The codification of knowledge takes away its subjective colouring, making it easier for others to absorb. Knowledge in the form of codified documents can be analysed and commented on by other users. For these reasons codification of knowledge is a precondition for more rapid creation and accumulation of new knowledge [Foray, Hargreaves 2002:5].

The process of teaching in school is much more long-lasting than a typical process of medical treatment or the resolution of a case in court. This means that the degree of rigour associated with the quality of the teaching process is smaller. Single errors in teaching practice do not usually have the same consequences as errors committed by doctors, lawyers or engineers.

Those best predisposed to carry out systematic research in education are teachers themselves. Unfortunately the Polish system for scientific funding does not create favourable conditions for them to take on the role of consultants.

The faster spreading of new knowledge in the education sector is not facilitated by the humanistic tradition of “learning by doing”. If we compare the development of educational knowledge with that of technological knowledge, we notice the following differences (considering the education sector):

1. Formal academic research into education has secondary importance. Possibilities of conducting educational experiments are limited, which means that many chances to take groundbreaking steps in the development of educational methods are missed.
2. Most practical knowledge about how to teach remains in the form of teachers’ tacit personal knowledge. For this reason the quantity of codified knowledge available in the educational system is relatively small, which makes progress more difficult.

Teachers make many innovations without using formal research methods. However, these innovations are made in isolation from theoretical knowledge, which makes it difficult to place the newly-created knowledge in a broader context. Teachers who make innovations can only value their effectiveness in their own environment. For cultural and systemic reasons, it is not possible to verify and promote such innovations widely in teaching.

5. TEACHERS AS INNOVATORS - THE INNOVATIONS IN THE EDUCATIONAL SECTOR

Even if valuable innovations are made in individual schools, they are not promoted elsewhere. There are no motivating systems or institutional solutions to promote innovative-ness in education. Most innovations in education never leave the classroom from which they originate. Formal research on education carried out at universities has little value for practice in the educational system. Unlike technical knowledge, the results of experiments in education demand disproportionately greater effort connected with describing the context in which the experiment was either successful or not. This discourages potential users of new knowledge from taking advantage of “good practices”. For the same reasons (that is, the time needed for the codification of knowledge) teachers are unwilling to spread knowledge about their innovations. Despite the obstacles [Knowledge... 2001:76] to the transposition of knowledge in the educational system, expenditure on basic research into educational systems is insufficient in all countries, e.g. the UK was spending £50–60 million annually on such research in the late 1990s. In the same period, expenditure on scientific research in the pharmaceutical industry totalled £2 billion [Foray, Hargreaves 2002:5].

The creation of new knowledge about education can take place within various configurations or types of relations [Day 2004:221]:

1. Academics may supervise teachers’ practical actions in supervising-controlling relations.
2. Academics as lecturers on professional excellence training courses for teachers.
3. Research-development relations between academics and the teaching community:
4. Academics become “researchers” and observers of educational reality.
5. Academics work in cooperation with teachers on research projects, but they play the leading role.
6. Academics work in cooperation with teachers under a full partnership arrangement to gain knowledge “based on practice”.
7. Creation of forums to exchange knowledge between academics and teachers, e.g. in the form of seminars, Internet newsgroups, etc.

Expenditure on scientific research in education is low, which results in few studies being undertaken in that field. There is also little interest in such research from practitioners. This situation could be improved if it were possible to select a group of teachers who would be able to generalize their didactic experience and conduct research projects while observing all the rules applicable to scientific discoveries. Such a solution would make it possible to retain important, valuable teachers in a situation where the dip in population is forcing a reduction in employment.

Progress in educational knowledge would be faster if teachers were involved in the development of that knowledge. Creating a category of teacher-researchers, stable in number and spread throughout various types of schools, would be an ideal solution. David Ebbut describes such teachers as educational practitioners who make use of the full scope of instruments used by researchers in the social sciences (see Table 1).

The vast majority of teachers approach the issue of “scientific knowledge” with reserve. They do not perceive university centres – even those with an established reputa-

tion – or the research conducted there as sources of useful, valuable knowledge for their work. There are many reasons for this which might be listed. Professional excellence training courses organized by universities have been criticized in the past for their clear lack of usefulness for school needs, elitism (relatively few people could make use of them) and the inaccessibility of the research knowledge on which they were based (which was perceived as being kept by its guardians – experts who were far removed from the reality of school and the children learning there).

Table 1. Continuum of active seeking of solutions by teachers

THE TEACHER AS A RESEARCHER				
Normal method of teaching	Monitoring of own work	Teacher - researcher Self-evaluation: limited methods of practical research	Teacher - researcher Self-evaluation: limited methods of practical research	Teacher - researcher Traditional research methods
Works in the privacy of the classroom	Works in the privacy of the classroom	Works in the privacy of the classroom	Works in the privacy of the classroom, as a part of a coherent group which holds regular meetings	Works in the privacy of the classroom
Sometimes has reflections on his/her practice. May undertake actions	Regularly makes reflections on his/her practice. May undertake actions	Regularly makes reflections on his/her practice. Systematically undertakes actions	Systematically makes reflections on his/her practice. Systematically undertakes actions	Makes reflections on aspects of practice. Selects hypotheses from formal theory.
No outside consultant.	May use an outside consultant or a critical friend.	May ask an outside consultant or a critical friend for help.	Almost surely uses help from an outside consultant or a critical friend	May ask an outside consultant or a supervisor for help
Lack of systematic data collection	Informal manner of data collection	Systematic data collection	Systematic data collection	Systematic data collection
Lack of written reports	Informal analysis of data	Systematically analyses data and forms hypotheses. Writes reports accessible to public criticism	Systematically analyses data and forms hypotheses, possibly as part of a group Writes both own and group reports, accessible to public criticism	Systematically analyses data to confirm or reject hypotheses Writes reports accessible to public criticism

Regularly makes reflections on his/her practice	Tries to make reflections on his/her practice regularly	Systematically makes reflections, then makes changes to his/her practice	Systematically makes reflections and makes changes to his/her practice. Also involved in the process of professional excellence through testing hypotheses at institutional level	Hopes to contribute to the development of formal theory
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Source: Ch. Day, *Rozwój zawodowy nauczyciela. Uczenie się przez całe życie*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2004, page 74, after: D. Ebbutt, *Educational action research: Some general concerns and specific research*, [in:] *Issues in Educational Research*, R. Burgess (ed.), 1985, pages 152–174.

Krzysztof A. Wojcieszek [2000] lists the following issues which require urgent adapting action to be taken:

- increasing risk indicators for children and the young, associated with social and market changes (e.g. rising indicators of dysfunctional behaviours: alcohol use, drug use, bullying, premature sexual initiation, psycho - manipulation, isolation, fear of unemployment, crime);
- alienation between generations and distortion of cultural messages (the media play a greater role than the family);
- difficulties experienced by the educational system in cooperation with parents (inability to cooperate with parents for upbringing their children);
- rapidly changing demands of the employment market, which force permanent education and re - qualification;
- rapid technological advancement (computerization).

5. CONCLUSIONS

Teachers are a numerous professional in every country. In Poland there are more than ½ million teachers. Such a large group deserves in-depth studies coordinated with studies on other professional groups e.g. lawyers, engineers, doctors. The development of a KBA is possible through knowledge-based strategic decisions and those decisions should take under consideration the dynamics of professional networks. There is a need for inclusion of primary and secondary education in the national innovation systems. If tire manufacturers cater for their own caoutchouc plantations, there is not reason why the business world should pay greater attention to the primary and secondary education as a source of future talents.

Traditionally universities have relied on teacher's ability to self-educate. It was the corporate world which led the life-long learning movement by investing in their employees education. Now universities must support the learning process of teachers by creating systems of skills improvement.

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ADA PELLERT

CHAPTER 5 HUMAN RESOURCE MANAGEMENT AT UNIVERSITIES³

1. INTRODUCTION

In people-intensive organisations like universities, human resource management commands a key role in the context of overall institutional development. Even though people are the most valuable asset of educational institutions – also in financial terms – and many universities have established procedures for the administration of personnel, they seldom have strategies or processes in place for “managing” their human resources. There are, of course, various root causes for this: on the one hand, educational institutions are very specific organisations in themselves, and on the other hand they are governed by a rigid regulatory framework. The past few years have seen growth in institutional autonomy whereby educational institutions are given more and more responsibility for managing their own staff (which has also come to mean that they act as “employers”). Given that better options for shaping and managing the human resources pool have come in the wake of this development, attention should now focus on devising suitable human resource management tools.

2. PREREQUISITES FOR SUCCESSFUL HUMAN RESOURCE MANAGEMENT

Shared Understanding

In order for HR-management to make a lasting contribution toward quality improvement of and institutional self-reflection by educational organisations, it is necessary for all stakeholders to have a shared understanding that optimisation, through joint action, is possible and desirable. This calls for an organisational culture which not only accepts

³ First time published in: A.Pausits, A.Pellert (Eds.), Higher Education Management and Development in Central, Southern and Eastern Europe, Waxmann Verlag GmbH, Münster 2000, p.109ff. Published here with Author's consent.

responsibility for maintaining and improving the quality of work through putting in extra time, effort and personal commitment, but which also provides the necessary institutional framework and mechanisms.

Strategic Goals

Educational reform in many European countries aims at the increasingly autonomous educational institutions to pay closer attention to their goals, tasks and specific institutional profiles. Overall, it will take many small steps to develop the ability to formulate collective targets and strategies. Strategising means setting targets, controlling and monitoring the development of one's own institution, focusing on pivotal points for achieving one's goals and implementing change.

Structures, Procedures and Attitudes

"Structures" (such as the applicable public sector employment law and pertinent remuneration system or demographic changes) are a key leverage point of human resource management. Without structural changes, a transition from personnel administration to human resource management in the educational sector is hardly conceivable. Besides structures, "procedures" are an area of concern in human resource management. In this context, procedures mean changes in interpersonal relations, decision-making and management style – areas which require building up new skills and competences. If change is to be initiated, it first has to be determined how the existing organisational culture shapes its members. For change to actually happen, it is important that people's attitudes start to change, at least gradually. "Attitudes" refers to what the members of a particular organisation think and feel in terms of their daily work. And so structures, procedures and attitudes are different, yet equally important areas of intervention.

The Functions of HR-Management

The term human resource management includes all administrative and coordinating tasks referring to the employees of an (educational) organisation. The most important dimensions of human resource management include:

- **Personnel Planning and Recruitment:** how to recruit the "best matches"? how to establish good practice in search and selection?
- **Performance Review:** what are the standards? Who sets the standards, who applies them? How are standards negotiated?
- **Retention:** how to maintain high levels of performance, motivation and job satisfaction? How to secure potential- and target-orientated thinking and acting, at all levels of the organisation, and for the benefit of a shared identity/university profile?
- **Human Resource Development:** which specific (potential) development activities are to be deployed in the organisation?

Leverage Points of HR-Management at Universities

Universities are, for the most part, not self-contained organisations acting as employers. This is, however, only one of the factors for why human resource management is still poorly established in higher education. Another, structural reason lies in the highly individualised way performance is generated. Universities are described as fragmented, loosely coupled organisations, where individual performance is highly valued. Actually, there are only few places and occasions which enable the setting of shared institutional standards, such as in human resource development, the selection or promotion of staff.

Due to the highly individualised form of work conducted at universities, certain individuals have lots of elbow room in decision-making, even when it comes to the issue of who is going to be promoted and who is not – this type of autonomy produces highly individual results. In terms of individual career paths, it is much less a particular organisation, or single university, that determines where someone is headed, but rather the so-called “invisible college” of faculty peers who act across institutional borders. This look at organisational culture adequately explains the status quo of human resource management at universities. The neglect of staff-related issues is also attributable to the fact that the set of skills and competences every new member of the organisation brings with him or her is considered to be sufficient in itself. Individuals are held accountable for themselves; continuing education basically means acquiring new competences in one’s own area of expertise. The paradigm of individual performance is one of the reasons why experts are accustomed to acting autonomously. They usually invest plenty of time, money and energy in developing their expertise and they are used to focussing on a particular field of knowledge, leaving other areas to other experts. Generally speaking, many educational organisations are characterised as a matrix organisation with a two-fold “logic”: One is the logic of the organisation/institution, uniting different experts and disciplines under one roof; the second is the logic of the discipline, uniting experts of the same discipline across institutional borders. Professional identity, as such, is closely linked to the discipline; meanwhile, the discipline is anchored more strongly in the monitoring of academic achievements. Accordingly, some of the classical tasks of HR development in the academic realm are performed via socialisation in a particular discipline, for example, the convention of historians. In contrast, the idea of “human resource development” is more orientated towards the “organisation”, to which there is little attachment. Likewise, the orientation, at universities, towards the international scientific community is characterised more strongly by attachment to a specific discipline beyond the confines of individual organisations. Stepping up the career ladder in one’s own institution is considered less of a success than mobility across borders, both in geographical and organisational terms. If suitable concepts for human resource development at universities are to be deployed, the status of the university as an international organisation must not be overlooked. There are no common standards, as yet, for such key procedures as staff selection and performance review, and so the quality of these procedures varies with the “inborn talent” of those in charge. Most procedures are “tailor-made” and performance reviews tend to follow the logic of the discipline [Laske 2004:38] while other aspects of being a university teacher (such as management, teaching and continuing education) tend to shift out of focus.

3. CURRENT CHALLENGES OF HUMAN RESOURCES MANAGEMENT AT UNIVERSITIES

Development of an HR-Strategy

It is being increasingly understood that in order for a particular profile to take shape, it is essential that staff-related aspects be taken into account and that content-related strategies are actually endorsed and implemented by the members of an organisation. The development of an HR-strategy appears to be quite an “unreasonable demand” for fragmented and specialised expert organisations with a traditionally decentralised staffing and resourcing policy orientated almost exclusively towards the discipline and its

logic, and not towards the organisation and its overall profile. The development of shared HR-standards is thus a decisive factor in an institution's capacity to act.

Adequate Career Path Models

In the European discussion, the American Tenure-Track-System is increasingly being regarded as exemplary. "Tenure track" refers to a career path model for university teachers: typically, the incumbent starts as *assistant professor* and is later promoted to *associate professor*, and finally becomes *full professor* without having to change positions. This model affords high job security, provided the incumbent maintains a continuously high level of performance. The tenure is initiated by a preliminary phase of scientific "probation" in the doctoral and post-doctoral stages and is associated with substantial institutional mobility. The tenure track as such is usually characterised by a high level of professional stability; however, entry into a tenure track is determined by a highly selective and competitive process. While on a tenure track, university teachers have to undergo a process of continuous evaluation and performance assessment.

Implementing Human Resource Development

In order for an HR-strategy to be deployed successfully, it is necessary to follow through with HR-development, which aims at promoting and strengthening certain competences on the part of the employees. Step by step, universities are discovering the vast potential this area holds. More and more universities are taking responsibility for providing adequate preparation and loyalty-building of young teachers by offering optional or mandatory qualification courses for junior teaching staff. In contrast, it is still a rare thing for more senior staff to be trained for (people) management functions.

Leadership Skills Development

It is gradually being recognised that the acquisition of management and leadership competences is pivotal for institutional autonomy and the shaping of an organisation. People management is a non-delegable task; it requires leaders who are aware of the demands of their position and who are prepared to take charge. Currently, universities tend to give little recognition to successful managers and leaders. Therefore, it is also necessary to reconsider recognition and reward systems and the way reputation mechanisms work.

Professorial Appointment Procedures

Professorial appointments are centralised staffing decisions of a university. The staffing rationale, which follows almost exclusively the logic of the discipline, and which is characterised by the closed-shop mentality of small commissions, the long duration of the appointment procedure, the seniority-by-age of those appointed and the semi-professionalism of the selection mechanism (which focuses mainly on the length of publication lists) is increasingly under attack. Moreover, strategies aiming at the overall development of the university are hardly taken into account during this process.

Promoting Young Researchers

Promoting young researchers has been a serious challenge ever since it the realisation that it is necessary to have a sufficiently large pool of young researchers (which is currently not the case) in order to actually achieve the ambitious goal of a pan-European university and research space. The weaknesses of doctoral studies in German-speaking countries are becoming a focus of public debate. The increasingly international competition for the "best brains and best concepts" and the ongoing "war for talent" in a num-

ber of disciplines are adding momentum to human resource development as a key instrument for the promotion of young researchers and university development in general.

The Professionalisation of Administrative Functions

Administrative functions in educational organisations are currently experiencing the greatest pressure for change. A host of new responsibilities, new forms of management and the development of tools necessary to accomplish all this are causing a substantial increase in the workload of administrative staff. In addition, administrators are increasingly required to shift their focus away from a transactional perspective still common in many areas of the public sector, and toward problem-solving and management capabilities.

4. CLOSING REMARK

An organisation long characterised by its status as a subordinate entity with little or no authority to shape its own culture (and, whose members would – for the most part – rather lean back and concentrate on developing their disciplines) is now required to manage its human resources instead of simply administering its staff. This is a culture shift not to be underestimated in its dimensions. From a new service orientation in the administration of personnel, to building leadership skills at an expert level, the change in culture must permeate the entire organisation. The future-bearing preoccupation with HR-issues can be a key element in the profiling of institutions.

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PART III

**KNOWLEDGE AND CRM
AT UNIVERSITIES**

ATTILA PAUSITS

CHAPTER 6

A FRAMEWORK FOR RELATIONSHIP-BASED HIGHER EDUCATION MANAGEMENT

1. INTRODUCTION

The competition on the higher education (HE) market, due to the increasing number of public and private higher education institutions (HEIs) as well as the Bologna process as driving power of a new European Higher Education Area force institutional changes. Based on this and new HE regulations in many European countries HE is in a change process. More market and stakeholder orientation leads to competition-oriented HE-system, to new profile development at the institutions and underline the need of (for HEIs) innovative management instruments. HEIs are thus in need of modern management approaches and tools to cope with this “competitive stress”. The question of exactly how these concepts are implemented is the particular challenge faced by an expert organisation [Pellert 1999] on the way to further developing the organisation of HEIs and the corresponding professionalisation of the management. In the same time HEIs have demonstrated a certain amount of resistance against the adoption of new models as well as reform ideas. In many cases, Humboldt’s ideal of autonomy runs counter to Machiavellian objectives and limits as well as the state and governmental influence [Clark 1983]. Thus, there is a conflict of priorities between the impulse for renewal and the necessity for control on the policy, institutional, instrumental and individual levels [Hödl, Zegelin 1999:12ff.; Cordes, Westermann 2001:7ff.; Fröhlich, Jütte 2004:10f.].

HEIs are knowledge-based expert organisation with a strong focus on teaching and research. Nowadays academic services as the third pillar arrived in the thinking of HEI leaders and become more attention within HEIs. Education and research activities are de facto services to the public, to companies, students etc. Through the strong competition on the HE market institutions are constraining to search for competitive advantages. Knowledge production alone is not enough. This limited mission of HEIs has to be changed. Through the integration of a service culture the origin tasks of HEIs get an additional support to be successful. In this “service mode” HEIs have to change they attitudes to be an ivory tower and should be transformed to a relationship-based organisation.

The relationship management approach is theoretically based on the idea of the stakeholder-value and customer relationship management. HEIs have to clearly know their stakeholders and need specific strategies to use the relationship to them in a proper way. This framework is a theoretical model. Some of elements are already implemented at the Danube University Krems, Austria. The University as a state university has over 70 percent of her annual budget from third party mainly postgraduate study programme fees. As Europe “model project” a state university offering only postgraduate programmes, the Danube University is one of the most entrepreneurial universities within Europe’s higher education landscape. Therefore following the framework of relationship management as well as the first experiences with this model at the Danube University Krems theoretical and practical issues will be discussed.

2. THE RULES OF RELATIONSHIP MANAGEMENT

The orientation and “changes in knowledge transfer,” [Müller-Böling 2000:5ff] from teaching to learning, refer to a customer orientation in such a way that the “potentials and processes are coordinated with the learning prerequisites provided by the students.” [Hansen 1999:371] An example of this is the new flexibility of times and places of learning or the use of E-learning. The improvement of an institution’s services takes place by orienting the services towards the students, as well as through the better use of students as external factors. This customer orientation is reflected in the main processes of HEI, i.e. teaching and research, as well as in the perception of students, strategic partners and enterprises as customers. The core competence of HEIs is still knowledge development, transformation and sharing. In the same time HEIs should become a “partner for life” through life long learning. As a knowledge service organisation the HEI is not prepared for this shift. Alumni management, technology transfer centres or continuing education centres are first grassroots trials to set up based on the core competences teaching, research and academic services knowledge new relationships and develop competitive advantages for the own institution.

Customer orientation as the motto of reform efforts at higher education institutions is more and more often the subject of scientific studies [Bastian 2002; Krulis-Randa 1996; Meissner 1986:125ff.]. The approaches, for example, of Hansen, Sinz or Müller-Böling, [Hansen 1999; Sinz 1998a; Müller-Böling 2000] to turn the HEIs into a real service provider are becoming more and more accepted within HE organisations and the relevant ministries. These demands are reinforced by the causality between services and the HEIs [Bastian 2002:11f.; Heiling 2003; Hansen 1999:369ff]:

- Services are immaterial. At the higher education institution, they include research (in the sense of the progress of knowledge) and teaching (as knowledge transfer) [Sinz 1998b:3; Hansen 1999:371].
- Services are largely about experience and trust, and are thus *a priori* not entirely measurable [Wochnowski 1999:287ff]. For example, the evaluation of the quality of teaching only takes place during or at the end of studies [von Lüde 1999:135f]. Students must trust the HE institution to follow through on the evaluation results.
- Services, moreover, require an external factor – these are the students at the higher education institution – which actively participates in the production process of the service and thus has an influence on the quality [Hansen 1999:371].

A fundamental difference between HEIs and service enterprises is the educational task. Different target groups have divergent demands with regard to teaching and research. Thus, an orientation towards any individual group of customers – students, the state, providers of third party funds, etc. – is, strictly speaking, only possible to a limited extent. Instead, the HEI has to consider the interests of all the social stakeholder – and customer groups (stakeholder approach) in the course of any educational task [Stegner 2000:1f.; Franck 2000:19ff.; Hödl, Zegelin 1999:5].

Besides their educational tasks, higher education institutions also have to pay attention to the particular logic of the relevant market at any given time. A transition from a sellers' market to a buyers' market occurred. This transition forced higher education institutions to critically examine their own potentials and processes and to better orient themselves to the various demands [Thielemann 1997; Schäfer 2003:144; Rothschild, White 1993:20f.; Stauss, Balderjahn, Wimmer, 1999:1]. In a sellers' market, there is little incentive to orient potentials and processes towards the expectations of different groups of customers by means of a service orientation [Schrader, Eretge 1999:104]. A shift from sovereign institutions demanding services, such as education ministries, to potential students has just begun in recent years. For example, the Western Hungarian University in Sopron offers a business administration study programme in German. This educational offer appeals to both Hungarian students as well as those from neighbouring countries.

One finds different approaches to the theoretical examination of the education market as a buyers' market. Ruch calls this "trusting the marketplace" [Ruch 2001:68ff], Slaughter and Leslie even speak of "academic capitalism" [Slaughter, Leslie 1997], and Keller sees a "management revolution" [Keller 1983:16ff] at HEI. These considerations indicate a shift from a transaction-oriented and knowledge-based to a relationship-oriented perspective in HE management. The advantages of a relationship orientation are systematised by Hennig-Thurau and Klee [Henning-Thurau, Klee 1997:737ff] in the following way:

Social Benefits refer to the forming of social relationships between customers and companies. In the context of higher education institutions, this finds its expression in the social integration of students into the higher education institution [Tinto 1993], as well as into the higher education institution's community as a network.

Confidence Benefits, on the other hand, result from the degree to which students and graduates have confidence in the action of the higher education institution and its members.

Special Treatment Benefits result from the degree to which customers experience individual care by the higher education institution.

Identity-related Benefits in the context of higher education stand for the advantages that result from the public prestige and image of the higher education institution and the positive consequences they have on professional life.

Customer orientation does not automatically ensure the customer base, but it does create a necessary condition for such a base. It has to be clearly stated that periodic satisfaction ratings and evaluations of teachers and courses are a necessary, although not the only, requirement for building long-term relationships between students and any given HEI. Today, due to the lifelong learning approach, we assume that students will not only study at the HEI once, but they will have recourse to the (teaching) services of the HEI

again and again over time. Thus, the relationship takes on the character of companions for life. However, HEIs are not yet prepared for this kind of commitment. Continuing education in sciences is still underdeveloped as a basic support and participation of HEIs in the LLL-process, particularly at public HEIs. A reorientation of HEIs is necessary here.

The potentials, processes and outcomes of a HE institution form the basis of its relationship orientation. Hansen emphasises that the higher education institution's processes and potentials are rarely coordinated because "the desired outcome quality is not always clearly defined and because the potentials and processes are not interpreted clearly enough as determinants of the outcomes" [Hansen 1999:377]. Therefore, attention has to be paid to coordination in the development of the SLM model. The organisation of potentials and processes of the production of services determines the quality of the outcomes.

In service-oriented fund appropriation systems, students are the capital for HEIs. Something similar applies to alumni, who open up attractive cooperative and financing opportunities for HEIs above and beyond the students' studies. Thus, one of the paramount tasks of the higher education institution is to structure its relationship to these two groups without restricting students' freedom in the process.

A relationship is based on strategy, processes and people to manage the interaction with stakeholders in an organised way. New information and communication technologies like internet, data warehouse solutions etc. are able to support this triangle and improve their performance.

First of all, relationship management stands for the development and implementation of a new stakeholder-centred higher education strategy. A reorientation of all the processes and responsibilities of HEIs towards stakeholders has to take place in order to implement relationship management. Relationship management is a higher education strategy aided by state-of-the-art technologies that is used to optimise the quality of the relationship between the higher education institution and her stakeholders in the long term. The task of relationship management is therefore to analyse, plan and structure the connection channels of the stakeholders. Along the lines of McKenna [1991:86ff] and Diller [2000:20ff], the basic principles of Relationship Management are follows:

Intention of a unique relationship: The objective is to set up a special relationship, which has the goal on beneficial cooperation for all involved bodies.

Individuality towards stakeholders: Different segments of stakeholders should receive different service options.

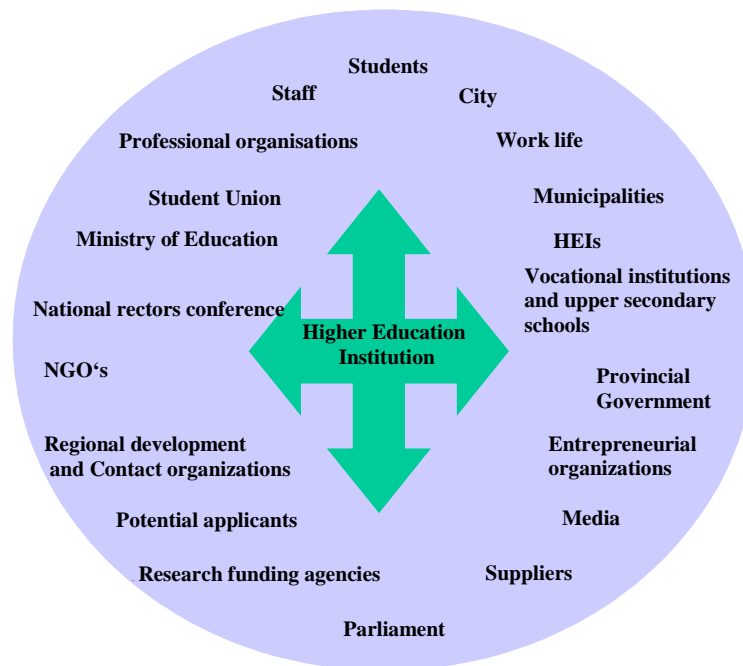
Information on stakeholder: In order to be able to fulfil the first two points, it is imperative to obtain, store and analyse as much comprehensive information on the relationship and stakeholders as possible.

Integration of stakeholders: According to the stakeholders' role they should be connected to the HEI in the best way.

Interactions with stakeholders: It is only possible to gather data and information or to build up a relationship to stakeholders at all through interaction with them.

Investment in stakeholders' relationship: All of these steps cannot be realised for free. Relationship management also requires the readiness to commit oneself financially. In view of the target successes and outcomes, these are more than just costs involved, but an investment in stakeholders and thus in the future of the HEI as an organisation.

This six I's are the basic driving forces for a strategic relationship management. The framework for relationship management is finally based on these rules and has to follow this by creating single tasks and actions to improve the effectiveness and efficiency of the relationship to the stakeholders.



Source: own.

Figure 1. Relationships of Higher Education Institutions in Mode 2

The soul of the information technology revolution, in particular, the Internet is the chance gave HEIs to choose how they interact with their stakeholders. The Internet open up the possibility to create better relationships with stakeholders then has been previously possible in the offline world. By combining the abilities to respond directly for example to potential student requests and to provide the same stakeholder group with a highly interactive customized services, HEI have a greater ability today to establish, nurture, and sustain long-term relationships then ever before. This is also needed by opening the gates of the ivory towers as HEI are named before. Gibbons at al. describe this as the mode two knowledge production.[Gibbons at al. 1994] Whereas Mode 1 is seen to be discipline-oriented, homogenous, stable and more hierarchical organised, Mode 2 is seen to be trans - disciplinary, heterogeneous, heterarchical and transient. In Mode 2, value, sustainability and social acceptability are fundamental criteria in the

evaluation of quality. In Mode 1 it was the academic communities that “spoke” to society. Under Mode 2 society “speaks back” at the academic communities. Thus, the conventional academic model of ‘open science’ and disciplinary based research driven by internal reflection is challenged. The connectivity between HEI and their stakeholders is more complex and therefore a strategic management of the different relationships to different stakeholders’ groups is needed. The hybridisation between forms of knowledge and forms of organisations, and previously separated realms of society are becoming more and more intertwined. Figure 1 shows the complexity of stakeholders’ relations in Mode 2:

The named relationships in figure 1 could be divided into HEI to governmental bodies, to business and to customers. All three groups need different relationship strategies and activities. The success of HEI is significantly determined by the quality of this touch points to the outside and inside world of the institutions. To manage all this different levels and highly differentiated relationships a systematic framework is an absolute requirement.

3. THE RELATIONSHIP MANAGEMENT MODEL

The crucial point is what higher education manager need to know about their stakeholders and how is that information used to develop a complete relationship perspective. Following, throughout a specific example of one stakeholders’ group the relationship management model will be introduced. For this the students as one of the key customers of HEIs was chosen. The target audience contains the whole student life cycle from first contact with potential student till the graduate status and alumni phase. The basic model includes a set of seven basic components [Winer 2001:91]:

- a data of target audience activity,
- analyses of the database,
- given the analyses, decision about which target audience to target,
- tools for targeting the audience,
- how to build relationships with the targeted audience,
- privacy issues, and
- metrics for measuring the success of the relationship management program.

An essential first stage to a entire relationship management solution is the creation of a target audience database file. This is the groundwork for all relationship based activities. In the case of students are this student records but also seeking for historical student contact data from student service center. What are the important information? Preferably, the database should include information about the following:

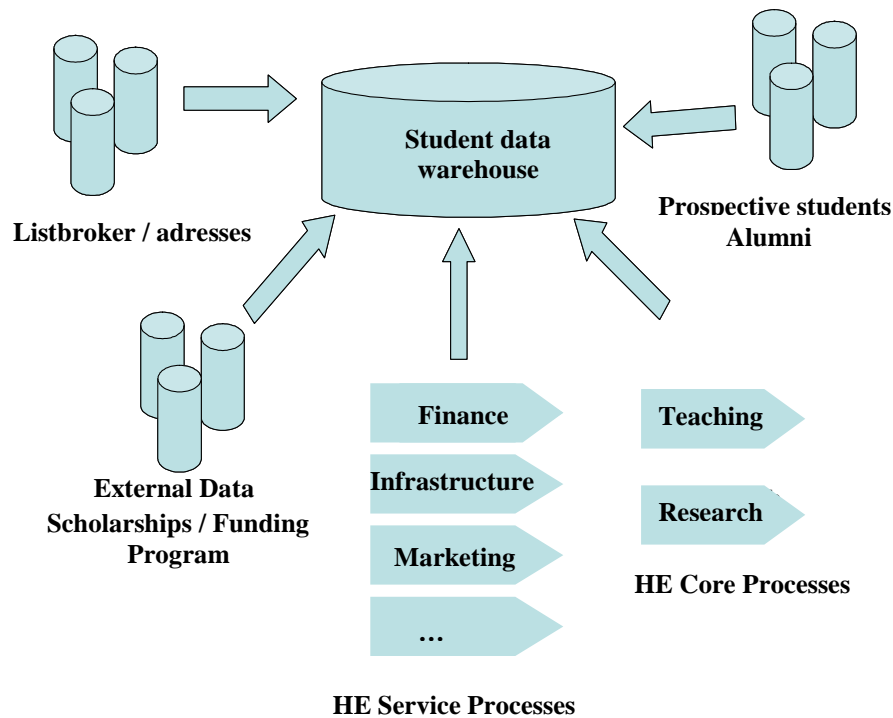
Transaction – this should contain a whole study history with additional details (class attends, study and research profiles, university activities like sports or jobs e.g. at institute, center).

Student contacts – nowadays, there is a rising number of student contact points from various channels and environment. This should not only include marks and number of semesters, but any student- or HEI-initiated contact (student request for a dormitory place or HEI invitation to a conference etc.).

Descriptive information – This means e.g. origin, age etc. and it is for segmentation and other data analysis purposes.

Response to communication stimuli – This part of the information file should contain whether or not the target person responded to a communication initiative triggered by the HEI or any other direct contact.

The basis data sources shows following figure:



Source: own.

Figure 2. Student Data Warehouse

Traditionally, student databases have been analyzed with the intent to define drop-out rate, average length of study, ratio of male and female etc. If HEI would like to play a better role in lifelong learning (LLL) process and would like to bring back graduate students several times to the HEI and not only on class reunion purposes, then have they to think about marketing campaigns for LLL programmes. Or even use the data to develop tailored and customized programmes for job professionals. But also to targeting most appropriate alumni for sponsoring and fundraising activities more detailed knows HEI this target audience more profitable could it be used. This is a change in the view of students not only to interact with them once in their life but several times and develop a lifetime student value through different common activities and exchange processes. This could lead to increasing number of HEI services, increasing study fees and HEI income, reducing HEI product and services marginal costs or reducing student acquisition cost e.g. for LLL programs.

In the case of the Danube University Krems the university has seventeen different date bases. More or less every department has his own date base. A wide range of different

IT solution from a single excel list over a self developed access date base to other professional solutions. Finally – after a project over tree years – the university has now her single date base integrating all corporate units and data entities in one large data base by using the same interface and programme to support the relationship between the university and her clients, students etc.

The next step in the framework is to find the fit between HEI services and study programs and the right customers for this. The main problem is that to know the needs the best way is to have direct and high frequency interaction. Through this the HEI is able to gathering the right and state of the art information. Figure 3 shows the different HEI units and the interaction's "attitude" of the units. The most important part for collecting data is the upper left-hand box. Upper right-hand units as well as lower left-hand units have some disadvantages by the date development. Lower right-hands box unit is highly addicted from the other boxes. The rectorate is less involved by gathering data but using data for strategic decisions is very important to have the valid and right information for decision making. Therefore the rectorate should force the other units to the data base development.

		student interaction	
		direct	indirect
interaction frequency	high	teaching staff, programme director	dean of faculty marketing dep.
	low	student administration, student service center	rectorate

Source: own

Figure 3. Student interaction matrix

The next step is to find the fit between HEI services and study programs and the right customers for this. This means a consideration between services and products and the customers (students, alumni etc.). This could be a selection for a marketing activity for a newly established programme. Behind of the motivation for such selection could be various and focus not only on teaching: new fundraising project, lobbyism etc. the point is that without knowing the potential target audience all this actions and activities can not be made in a effective and efficiency way. But even the HEI made the right target audience selection the targeting actions are also essential. Mass marketing approaches such as television, radio, or print advertising are useful for generating awareness and achieving other communication objectives, but they are poorly-suited for relationship management due the their impersonal nature. This is one of the reasons why the Danube University decided to use more unconventional approaches especially in HEI such as direct mail and telemarketing and internet marketing as a new portfolio of marketing activities. Peppers and Rogers [Peppers, Rogers 1999] have urged for business companies to begin to dialogue with their customers through these targeted approaches rather than talking "at customers with mass media. After nearly ten years HEI is discovering the possibilities of one to one marketing as well.

Of course are relationships not built and sustained with direct e-mail themselves but rather through the types of programs that are available for which e-mail may be a delivery mechanism. Let go back to the idea of LLL. If the HEI seriously would like to be a partner in this process then the institution needs a retention program as well. Retention means in this context that HEI is offering for students and alumni (or for other potential target audience) special services. Through this, the HEI is able to increase retention rate.

There is now question for the relationship between satisfaction with products and services and the institutional success. New quality management tasks at HEI are looking for this issue e.g. student satisfaction with teachers and teaching programs. HEI already understood that the institution must constantly measure satisfaction levels and develop programs that help the deliver performance beyond targeted audience expectations. There are different way to focus on retention like loyalty programs (we know this from “other parts” of our life like frequent travellers by airlines etc.). Customization is also a good example. Some HEI are already challenging this by running in-house-programs for different companies. This means that the institution is focusing on the needs of the company and offering a tailor-made programme for the company employees. Community building activities are also typical examples for retention orientation. The best example is alumni management. One of the services within the alumni work is the network services of the organisation.

The relationship management system depends upon a database of the target audience information and analysis of that data for further effective targeting of marketing communications and relationship-building actions. There is an evident exchange between the ability of HEIs to better deliver services and the quantity and quality of information needed to enable this delivery. Particularly, with the popularity of the Internet, many HEI stakeholder groups are concerned about the amount of personal information that is contained in database and how the HEI is going to use this. Thus, the privacy issue extend all the way through the seven steps of the framework.

The new idea of relationship oriented HE-management means that new metrics used by HE-managers to measure the success of the HEI services and products have to be introduced. Up to now metrics at HEI are mainly developed from an administration and less from a manager point of view. This information management and decision making support systems are still underdeveloped. The Danube University Krems uses a software tool which is able to measure the success e.g. a direct mail by counting the response rate to the mailing activity. An other good example is the student acquisition costs. Most of the HEI in Europe couldn't deliver this information. But all such measures imply doing a better job acquiring and processing internal data focus on how the HEI performing at the stakeholder level.

4. CONCLUSIONS

In future, HEIs have to use the relationship capital of students and alumni in a better way. If alumni are the only group considered as customers of HEIs because, as former students, they can support the university via sponsoring and other contributions, it is already too late. Instead, the alumni work has to begin when the students first make contact, even before they begin their studies. The potential relationship with alumni can only be used if the process of forming the relationship is seen not as a purely isolated activity, but as part

of a process in the sense of a full life cycle. Therefore a shift from knowledge to relationship orientation is essential. The model of Student Lifecycle Management was presented for this purpose because it increases the emotional attachment between students (who become graduates and then alumni) and the HEI. The relationship can be structured better and used over the long term due to the orientation towards the various life stages of students.

Finally, the customer-oriented management is about creating framework conditions that make it possible to proactively proceed in the service processes of the HEI [Homburg, Sieben 2000:490f.]. It is necessary to systematically stimulate customer relationships towards segment-specific strategic objectives so that the desired success and an ideal type of relationship can be assured in each stage.

The special service character of education has already been addressed more than once. Direct contact to customers is advantageous for achieving the objectives in each stage of the relationship. If direct contact with customers is maintained, it is much easier to collect data on the customers' subjective perception of the educational service. Indirect contact would increase the complexity as well as the expenditure of the information exchange [Winer, 2001:93f.]. The high intensity of the relationship, particularly between students and the HE institution, also makes it possible to regularly collect data on, renew, and adjust the relationship. The elementary categorisation of the individual stages also becomes easier. Therefore, it is important that the system is understood not as a rigid conception, but as a flexible instrument for optimising the relationship in the sense of Student Life Cycle Management.

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PAWEŁ ZELLER

CHAPTER 7

UNIVERSITY MANAGEMENT RELATIONSHIP MARKETING PERSPECTIVE

1. INTRODUCTION

The higher education sector in Poland has been undergoing intensive changes connected with system transformation and the need arises to redefine its role in the new social and economic situation. As Elżbieta Wnuk-Lipińska writes „Institutions of higher education have been put under pressure of increasing and differing social expectations, external financial pressure and requirements relating to productivity and effectiveness of their activities. Therefore, we can claim that European model of higher education evolves in the direction of „market” model, characteristic for American higher education” [Wnuk-Lipińska 1996:5]. The above mentioned changes have been most clearly and rapidly visible in quantitative changes both on the demand side (dramatic increase of student number), and the supply side. Additionally, the changes in central system of financing scientific research and active acquisition of funds for scientific research resulted in so called entrepreneurial university, in which case the emphasis is placed on business values. In such a situation, universities are faced with a challenge connected with the necessity of identification of their own position on the educational market and the choice of management form which could solve the problems.

Existing regulations in higher education set basic rules of university functioning. However, only abiding by the regulations creates the situation when schools are more administered than managed. But guaranteed by law basic academic values such as autonomy and independence create an opportunity to decide about the rules of university management.

The analysis of university specificity indicates its strongly relation character understood as:

- The lack of clear distinction between external and internal;

- Resulting from specificity of education process and academic traditions, the character of internal relations, i.e. academic community including scientific research staff, student community, former employees and graduates;
- Active participation of academic community in the management process through membership in statutory bodies such as: the senate, department councils, programming councils, student parliament, doctoral students parliament, etc.;
- Strong links of the university with its external environment represented mainly by employers.

Such an approach to university specificity indicates the need for analysis of possibility of adaptation of relationship marketing concept for university management.

2. CONDITIONS FOR BUILDING RELATIONS NETWORK AT THE UNIVERSITY

Manuell Castells states that relations are the basis which decides upon the form of modern organisations [Castells 1996:168]. This statement also relates to universities. Period of organisational self-sufficiency of companies is a thing of the past. Current organizations are characterized basically by the ability to recognize and build multiple relations so that the network fosters realization of the goals of all parts involved in it, and at the same time improves customer service quality.

While pointing out relationship marketing as a basis of the discussion on relationship character of universities, one should indicate two definitions, which most accurately explain the idea of university activity. The first one, proposed by Ch. Grönross [1990:138] says that relationship marketing is an activity directed at **creation, sustaining and strengthening relations with customer and other partners**, which allows for realization of the goals of all interested parts. According to I. Gordon [1998:9] relationship marketing is a process of **identification and creation of a new value with each customer and then sharing the benefits** gained during this relation. Relationship marketing, which is understood in this way leads to the following conclusions for activities connected with forming relationship networks by universities:

- The need to identify the customer, his needs and the extent of involvement not only in the crucial elements of the educational offer and education process, but also the elements which are connected with initiation of education, its active development and the period after its finishing.
- Recognition of roles fulfilled by a customer through the analysis of his behaviour during the activity cycle of the buyer in order to create the management strategy involving the longest possible period of time.
- Identification of the network of subjects which have an influence on scientific and didactic activities of universities as well as active creating and managing of relations.

3. IDENTIFICATION OF A UNIVERSITY CUSTOMER

As one can conclude from the above analysis, the most important element within formation of relationship management strategy is the identification and defining of customer role. In case of universities, the identification can be done on the basis of the Act from 27th of July 2005 „Law on Higher Education”, which in point 13, part 1 indicates pri-

many tasks of higher education institutions, at the same time pointing out the subjects of these tasks which are (Act 2005):

- **Students** – preparing them for future employment and educating in the spirit of responsibility for the Polish State, consolidation of democratic principles and respect for human rights;
- **Scientific staff** – supporting its development;
- **Local and regional communities** – conducting activities which are beneficial for them;
- **Other persons and subjects** – providing research services;
- **Other persons and subjects** in higher education institutions environment in use of results of scientific and research work, disseminating achievements and making the library and information resources available.

Additionally, one can indicate the employers who employ the graduates and verify their competences and skills in the area of their duties. One should note that in identification of such a number of groups of customers universities face challenges connected with shaping management strategy, which involves the necessity for creation of separate activities enabling realization of tasks directed at each of the identified groups.

The identification itself is a first step in the process in forming management strategy, the second step should be defining the roles of customers in relation to higher education institutions as well as to one another.

4. ROLES PLAYED BY CUSTOMERS AT THE UNIVERSITY

A closer look at the specificity of processes that take place in universities leads to the conclusion that depending on the relationship context customer plays different, equally important roles. Recognition of these roles enables to consciously form internal relations, and hence improve the management process.

Using two analytic tools, i.e. buyer activity cycle, which reflects stages connected with the participation of a customer in the service process and life cycle of a buyer reflecting his need for the service in longer term, one can single out the following basic roles played by the core customer of higher education institution – the student:

- **candidate** – i.e. a customer before the period of service process;
- **student** – i.e. participant of the process of service within one of the offered modes and forms of education;
- **graduate** – a person who finished the education within one of the offered modes and forms of education.

Distinguishing of those three groups requires more precise and detailed analysis with emphasis on their importance in the process of university management. The detailed analysis of the roles played by the student is presented in table 1.

Basic conclusion stemming from the above analysis is a statement that appropriate formation and sustaining relations with a candidate who starts studies gives prospects for dynamically and multi-directionally developing relations with a student and a graduate. The condition for such activity is first of all organizational ability to build relations, which is expressed mainly by the process of enhancing service quality. Secondly, such an activity requires developing efficient systems of monitoring the relations with each of the students.

Table 1. Analysis of roles played by a customer in educational services

Role name	Description
Candidate	
<i>Potential candidate</i>	A person which is aware of university existence, considers the possibility of taking up studies at the university.
<i>Formal candidate</i>	A person who applied in the process of recruitment.
Student	
<i>Studying</i>	The role reflects basic forms of participation in the education process. At this stage the student is also a direct verifier of the quality of the provided services, which should be directly connected with the process of enhancing education quality.
<i>Member of university authority</i>	As a member of student parliament, department councils, university senate, senate committees, the student becomes a partner in the process of university management.
<i>Employee</i>	During the studies, according to their needs students take up work in internal university units as well as participate actively in research work.
<i>Member of student organisations</i>	During the studies a student can be a member of various student organisations as well as take active part in their foundation.
Graduate	
<i>Employer</i>	A decision-maker who has influence on graduate employment.
<i>Training organiser</i>	A decision-maker who has influence on the offer of training programmes for students.
<i>Opinion-maker</i>	As a practitioner, it is a person who can present his opinions on teaching programmes.
<i>Member of graduate organisation</i>	An active participant of graduate organisation.
<i>Sponsor</i>	As a decision-maker, he can actively influence the initiatives taken by the companies he is directing, the initiatives which are connected with supporting various kinds of permanent and on-off undertakings organized by universities.
<i>Customer – student</i>	After finishing one of the modes and forms of education a graduate can take up other studies: - of the second degree; -of the third degree - postgraduate; - MBA Or participate in conferences and trainings organised by various organisational units of the university.
<i>Customer - client</i>	This role relates to the possibility of buying services provided by universities, concerning analysis and consultancies. The other form of client activity is paying for their employees' studies or even commissioning organization of closed for others postgraduate studies.
<i>Scientific and didactic, and administrative employee</i>	The relation of a graduate with university is a basic form of development of scientific and didactic staff and administrative staff.
<i>Lecturer – practitioner</i>	A graduate who puts theory into practice can participate, as a guest, in classes or specially organised lectures conducted by practitioners.
<i>Representative of local and regional authorities</i>	Member of local and regional authorities who has influence on the form of cooperation between the university and local and regional environment.
<i>The subject of research</i>	As an active representative of economic life a graduate is a basic source of information for scientific research conducted by universities.

Source: own.

5. THE ANALYSIS OF RELATIONS NETWORK BETWEEN UNIVERSITY AND STAKEHOLDERS

The problem of defining university environment has been a subject of discussion in the community dealing with this subject for a long time⁴. As R. Tadeusiewicz and J. Woźnicki state [1999:43]: „University is an integral element of complex systems: society, state and the whole international community. It is a system relatively peculiar, which can mean that between it and its system environment may and should occur multiple relations”.

As B. Minkiewicz writes „If a university was a „purely market” subject, then its goal would be aiming at maximization of profit and the links with the environment would also have only market character – purchase and sale of educational and scientific-research services for other subjects. ... The character of the bond university – its environment, however, is much richer and more differentiated [Minkiewicz 2003:33-34].”

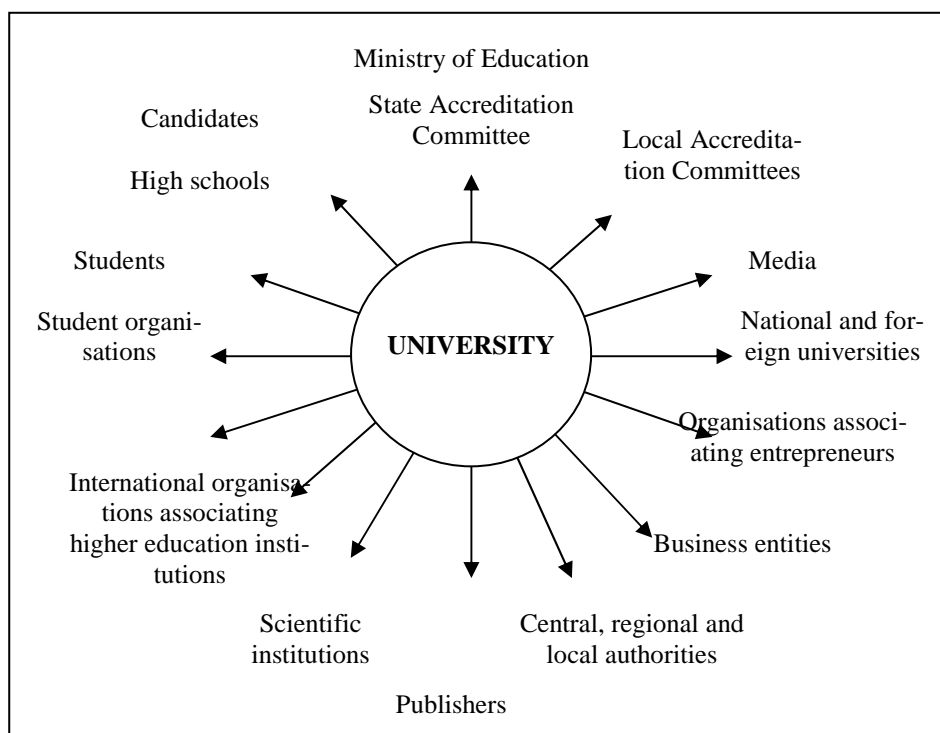
More and more often environment is described as stakeholders, who more or less influence activities of a university. Stakeholders are business entities, institutions and groups of people.

The method which allows for more detailed analysis of relationship network between university and its environment and gives possibility to look at the problem more thoroughly is the analysis based on selected criteria which are as follows:

- **Functional criterion** – reflecting the functions realised by the university, i.e. didactics, scientific and research work, external communication, finance, social activities, staff management, etc.
- **Subject criterion** – relating to the addressee of university activities, i.e. employee, candidate, student, graduate, companies, etc. We can follow this classification further, e.g. students can be divided into stationary, extramural, evening courses. Each of these groups has special needs, which should not stay out of university interest.
- **Voluntariness criterion** – which lets distinguish subjects and institutions in relations into which university gets introduced to legal and formal conditions, infrastructural dependencies and relationships voluntarily formed on the basis of the undertaken strategy. From the point of view of image creation and competitive position, there is a special meaning in voluntary relations.

The choice of analysis criteria lets us focus on limited scope of activities, and if we assume that it is done with the assistance of people connected with this scope, it gives a full picture of relationship network. The result of relationship markets analysis should be decisions related to introduction of new subjects into the relationship network or decrease of the number of relations in these areas. One of the fundamental assumptions of relationship markets formation should be active approach to this activity. It means the necessity for constant monitoring of relationship network and its active development.

⁴ The examples are the attempts of defining and analysis of university environment in publications such as: *Uczelnie i ich otoczenie – możliwości i formy współpracy*, ed. by B. Minkiewicz, SGH – Oficyna Wydawnicza, Warszawa 2003; *Model zarządzania publiczną instytucją akademicką*, ed. by J. Woźnicki, ISP, Warszawa 1999 and articles published in „Nauka i szkolnictwo wyższe”.



Source: own.

Figure 1. The analysis of relationship network – a university example

For the sake of analysis of relationships of a university one can use the concept of six relationship markets defined by A. Payne [A. Payne 1996:51ff.]. Its aim is to indicate the need for identification of organisation relationship network and building the system which enables its management. This means the necessity to review the relations of the university and to recognize the roles which separate groups play in the university or the relations between those groups. The model approach to the relationship markets includes: customer market, inside market, intermediaries market, supplier market, potential employees market, influential institutions market, and it requires going further into details.

The form of activity in relation to its environment which is chosen by university depends on a few, interrelated factors. This is market approach to activities, rules of institution financing, priorities and organisation culture.

However, it should be remembered that a strategy is decided by people and their attitude to the role which the subjects belonging to the university environment play in functioning of the university, all these factors can influence the commitment to intensification of the search for external partners .

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KRZYSZTOF LEJA

CHAPTER 8

ORGANIZATIONAL CREATION OF KNOWLEDGE IN THE MODERN UNIVERSITY⁵

1. INTRODUCTION

Modern-day universities⁶ are under considerable pressure from their business surroundings and local governments. They are expected to create, impart and use knowledge in a consistently improved manner. It has become the necessity of modern times to function in the so-called triple helix, consisting of the university, authorities and business context, where the exceptional social responsibility rests on the higher-education component. A way to achieve this model is to carry out an analysis of conversion mechanisms between tacit and explicit knowledge, creating a helix of knowledge within the university. The result is an outline model of knowledge creation in the university seen as a “living” organization rather than a stiff structure.

2. PROCESSES OF ORGANIZATIONAL CREATION OF KNOWLEDGE

Achieving added value, which is a measure of success in any organization, depends on the quality of knowledge flow in the following relations: individual competences – internal structure – external structure of the organization [Sveiby 2005:49]. Knowledge flow is two-directional and is based on converting knowledge: from tacit to tacit (socialization), from tacit to external (externalization), from external to tacit (internalization) and from external to external (combination). Knowledge conversion may also take place in a single-object system, where the sender and recipient is one and the same person [Perechuda 2005a:42]. Socialization is a process in which the master-disciple

⁵ The text has been accepted for publication in Polish in: K. Perechuda K., M. Sobińska (eds.): *Scenariusze, dialogi, procesy zarządzania wiedzą (Scenarios, dialogues and knowledge management processes)*, Publisher: Wydawnictwo Difin, Warszawa 2007.

⁶ The term “university” is used here to denote any type of higher-education institution, irrespective of its type and characteristics; the main focus, however, is on public universities.

relations are of key importance, the latter seen as a partner whose task is to grasp the essence and meaning of the knowledge imparted by the master. Nonaka and Takeuchi call this process “building a field of interaction” [Nonaka, Takeuchi 2000:95]. Tacit knowledge, in order to become accessible to a broader audience, should be conveyed via metaphor and analogy. The process of externalization may be carried through various means of data transmission, which on the one hand facilitates the message, but on the other – increases the probability of distortions [Perechuda 2005b:93]. Another important process of converting knowledge is combination, which allows systematizing available knowledge. It functions well in the Japanese “middle-top-bottom” management model, where middle managers play the key role. They have the best recognition of customer needs and expectations and communicate the right signals to the company’s top management, which is a way of laying the foundations of a corporate vision [Nonaka, Takeuchi 2000:92]. Finally, the knowledge conversion process known as internalization, is founded on the idea of including systematized accessible knowledge into the framework of tacit knowledge of the organization. The key elements here include gathering experience from customers (especially those who are not satisfied) and activating employee creativity, which leads to more efficient work thanks to creating a vision of particular benefits to achieve [Nonaka, Takeuchi 2000:95-98; Perechuda 2005a:47]. The knowledge helix has two overlapping dimensions: epistemological, i.e. referring to “extracting covert knowledge from available knowledge”, and ontological, showing the range of relations [Perechuda 2005a:48].

3. CONVERSION OF KNOWLEDGE IN THE CONTEMPORARY UNIVERSITY

Knowledge has its special significance in universities, places where it is created, transmitted to students of various courses, and used to form relations with the broadly understood surroundings. Social responsibility is still an important element of a modern university’s function, as the share of budget funds allocated to finance public institutions of higher education remains dominant despite various attempts to change the situation⁷.

The clear and visible redundancy of knowledge and competence in universities is not accompanied by their optimum use. It is connected with a stronger identification among academics with the disciplines they represent than the universities they work for [Jablecka 2004:15], which is especially evident in the case of departments employing staff that specializes in a wide range of disciplines. Another barrier is the loose university structure, sometimes called a federation of departments, that leads to a certain isolation of its organizational units [Jablecka 2004:15].

Explicit and tacit knowledge

In his paper *Are universities examples of unintelligent organizations?*, Stefan Kwiatkowski analyses the factors that are assessed before a higher-education institution in Poland is granted financial assistance. It turns out that each of those factors represents external knowledge – the decisive elements include the number and qualifications of the

⁷ The issue may not be particularly contentious in the case of its teaching aspect, but as far as research and development are concerned, it is difficult to accept.

academic staff, the number of students and doctoral candidates, cost analysis of particular courses, and the amount of subsidy granted in the previous year.

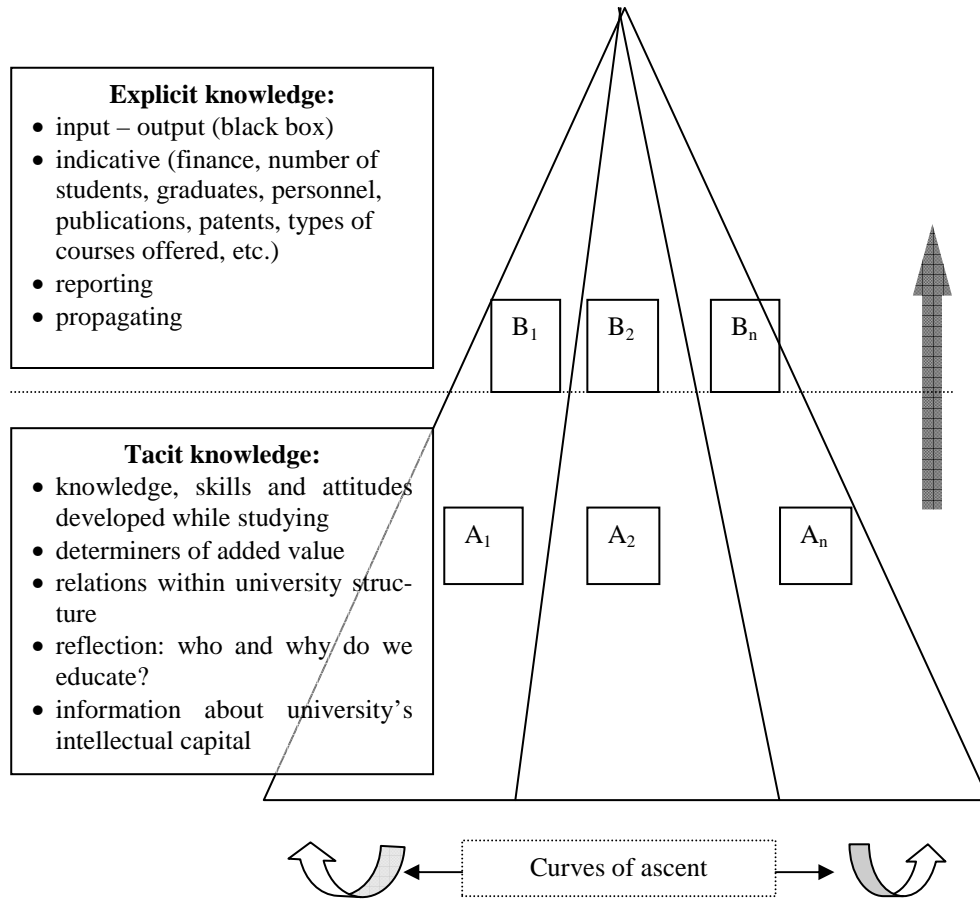
External knowledge is important but highly superficial. It brings little effect in terms of improving the real quality of education and services provided to students. Similarly, little use comes from the data concerning e.g. the number of students who graduate from a particular university in a given academic year if their further careers are not known. This situation is most probably a result of mass education. Also, some members of academic staff work elsewhere, with the result that they are often rare guests in their own universities.

Another cause for concern is the fact that mass education leads to student anonymity. To label a university by means of external criteria is a convenient solution, both for the departmental (and university) authorities and the majority of students, but it is a near-sighted approach. This policy is too narrow as each university's duty is to prepare graduates for further intellectual work. Thomas Davenport points out that thinking earns a professional's living, while trust builds relationships in work teams [Davenport 2006:16]. Assuming that a certain proportion of university graduates aspire to become knowledge-relying professionals later in their lives, they should be treated as such when they are still students. Admittedly, it requires time and effort to acknowledge the significance of tacit knowledge, this exceptional and little-exploited capital of every university. Universities should no longer be treated like black boxes [Kwiatkowski 2001:231] in which the only criterion for eligibility to acquire financial assistance (subsidies for teaching activities constitute about $\frac{3}{4}$ of all their public funding) will be the quantitative factor, i.e. external knowledge about the university.

To look into this black box means to learn about the university's tacit knowledge, the only truly decisive indicator of the value of its intellectual capital. It would require assessing the knowledge, skills, interests and attitudes of first-year students, and then the same analysis after their graduation. This kind of mapping of an intellectual process in terms of its efficiency might lead to a situation in which the university becomes a valuable source of information about its students and graduates [Kwiatkowski 2001:232]. Another way to explore the tacit knowledge of universities would be analysing relations among students, their teachers and the administrative staff, an important link in the process. It would be interesting to learn which students are e.g. involved in self-governing and which of them stay away from any form of public activity and constitute the passive majority. Perhaps in this way we could finally find the reasons for the recent decline of the so-called student culture. This "dismantling" of the university, meant to excavate the layers of covert, tacit knowledge, should include a debate on the fundamental question: who do we educate and what for? The debate should not exclude the students themselves, sometimes called "clients", sometimes "partners" and – on occasion – even "intruders" by an odd member of the administrative or teaching staff.

The university's tacit knowledge is formed at the organizational level of its particular units. Mass education has dramatically shortened the time for reflection: who do we educate and why? (Fig. 1). Universities are still enclaves of relative peace, and the changes that do take place in forms of education and programmes of study tend to cause a great deal of resistance. Most academic circles are interested in defending their status

quo and limit the description of intellectual capital to explicit knowledge. The crucial elements in the development of universities are the factors that allow the iceberg to ascend (see the curves of ascent in Fig. 1).



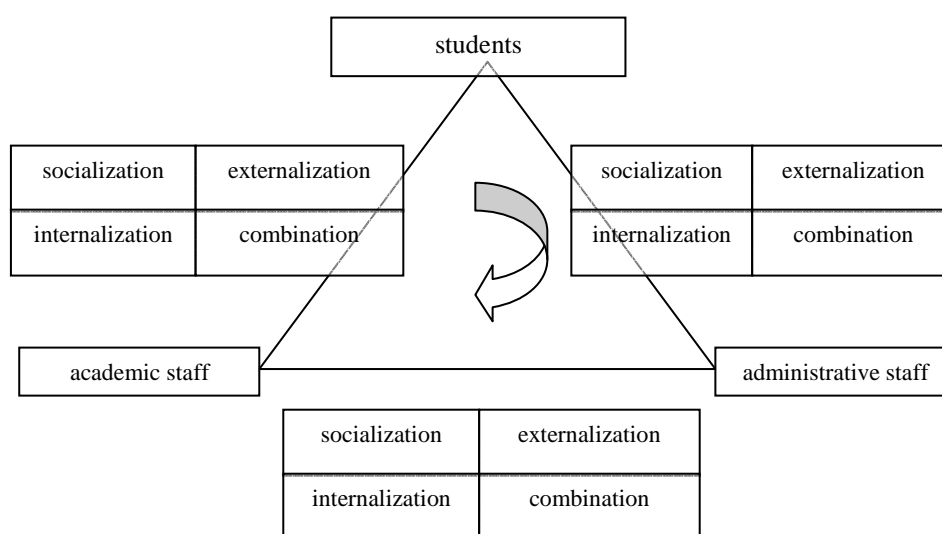
Legend: A_1, A_2, A_n – tacit knowledge of departments 1, 2, ... n
 B_1, B_2, B_n – explicit knowledge of departments 1, 2, ... n

Source: own, based on Perechuda [2005a:166].

Figure 1. Tacit and Explicit Knowledge Iceberg

The conversion of tacit knowledge into explicit knowledge includes processes in the following relations:

1. academic staff – administrative staff – students (Fig. 2),
2. academic staff – internal structure of departments (faculty or department members) – external structure of departments (members of other departments, university's surroundings (Fig. 3).



Source: own.

Figure 2. Conversion of Knowledge in the University (A)

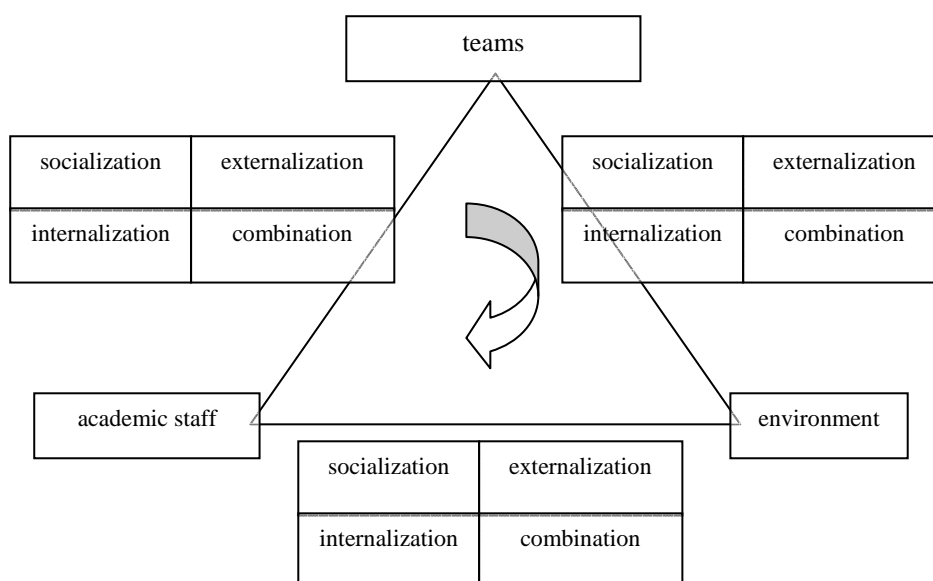
Further parts of this paper present examples of knowledge conversion observable in contemporary universities. They refer to both tacit (Fig. 2) and external relations with surroundings (Fig. 3), the latter becoming more and more significant nowadays.

Socialization

An important factor in the process of educating students is the quality of classes taught. Unfortunately, not all university teachers have the necessary teaching qualifications. Courses or in-service trainings do not sufficiently address the problem of deficient pedagogic skills among some academics. That is why it is paramount for each newly employed university teacher (disciple) to be mentored by an experienced colleague (master). It is also a good – if seldom practised – custom to look for teaching talents among young academic staff, as well as to select the mentor without necessarily assuming seniority of degree as the only criterion. The process of socialization of knowledge may e.g. involve the obligatory presence of an assistant at his/her professor's lectures⁸.

Another manner of socializing knowledge is cyclical class observation by the professor, who then discusses all possible methodological problems arising from his/her junior colleague's teaching. In medical universities, students must perform a number of nursing duties on patients, supervised by qualified doctors who then confirm that the displayed skills are sufficient. Medical students of the last years assist surgeons in simpler procedures or help as operating nurses, at the same time observing the qualified doctors at work. After graduating, still supervised by specialists, they turn to operating, gradually proceeding from simpler surgeries to more complex operations.

⁸ At the Department of Physics and Applied Mathematics of the Technical University in Gdańsk, junior academic staff are required to take part in the professor's lectures and observe his/her methods of explanation, presenting some physical phenomena to students if necessary.



Source: own.

Figure 3. Conversion of Knowledge in the University (B)

In general, socialization of knowledge is important, especially in conveying knowledge that requires understanding rather than just memorizing. It is also crucial in acquiring skills. Alongside the master-disciple level of socialization with an equal share from both parties involved, we may observe an independent development of tacit knowledge, without its transfer outside. This tacit socialization [Perechuda 2005a:42] may mean observing the master-professor without communicating this fact to him/her.

Externalization

In universities, the conversion of tacit knowledge into explicit knowledge is observed when textbooks for students are published, as long as they cover issues that require understanding the essence of the subject, not just their superficial review. There are academic scripts for students that qualify as those that prof. Leopold Infeld, a distinguished physicist, encapsulated in one sentence: “A scholar may either share his knowledge by showing how interesting and simple it is (when it is understood), or by proving to his students how wise he is (which can hardly be questioned by any student, no matter whether the subject is understood or not)”. Good examples of knowledge externalization are various kinds of popular-science publications, science festivals or picnics. They show the beauty of knowledge, at the same time cultivating co-operation between universities and schools. It is a well-known fact that presenting knowledge to young audiences is far more difficult than to students in regular classes. It is especially true of sciences (e.g. physics or chemistry), but it is possible to overcome this obstacle thanks to experiments, which facilitate converting tacit knowledge into an explicit form. Mathematical descriptions of processes become secondary then, because the main aim of experiments shown to young people is to demonstrate “how things happen”. As a result, some of those schoolchildren may decide to follow this path and they often end up as

students of the subject. Publications that externalize knowledge of mathematics are e.g. Szczepan Jeleński's books *Lilavati* and *Pythagoras' Path* that show how beautiful this branch of science is. Generally, externalization of knowledge serves the purpose of propagating science, thus fulfilling the postulate of social responsibility of the (public) university by creating a climate of respect for knowledge, at the same time stimulating the need for its exploration as early as at the post-elementary and secondary levels of education. A practical offshoot of knowledge externalization is also educating future academics thanks to raising the awareness of social, economic and natural phenomena.

Combination

Examples of structuring external knowledge in the university include students' preparation to exams, lecturers' preparation to teaching, as well as writing scripts that are often reviews of existing literature on a given subject. Course books should not be classified as examples of combination because they are only compilations of other authors' output. Students do not like them, claiming they are reproductive and often error-laden. The process of combination takes place when programmes of study are prepared, both for university courses and other forms of education. For example, postgraduate students expect programmes to provide them with either well-systematized knowledge or more practical skills. A reason to enlist on the appreciated and expensive MBA courses may be e.g. to implement the latest concepts of marketing in the strategy of a given company. In this way combination of knowledge becomes a starting point in creating added value in a business enterprise. Combination of knowledge is also becoming more and more important due to the information paradox, i.e. the situation in which access to information is easy, and at the same time recognition of its quality becomes more and more difficult. Combination of knowledge is the reason for emerging new professions, e.g. those of knowledge brokers or knowledge management specialists (although in this case the essence of organizational knowledge creation plays the main role). Another example of combination in universities is preparing standard programmes of study, a task that calls for a number of specialists from different fields working together, as well as the necessity to adhere to formal requirements.

Internalization

A shift from accessible, explicit knowledge towards covert, tacit knowledge in the university may be observed in the case of modifying forms of classes in certain courses. The knowledge possessed by a group of employees is used to prepare syllabi and forms of teaching in the way that would best cover course content and allow to apply methods that reach the deepest layers of students' tacit knowledge. The inclusion of explicit knowledge in the university is also manifested in the practice of assessing academic staff by students themselves. By means of expressing their opinion, often critical, students are given an opportunity to communicate their explicit knowledge to their teachers and department authorities, who may then include it in the realm of tacit knowledge. Remarks and comments, especially the critical ones, concerning forms and methods used in teaching and staff-students relations, should be thoroughly analysed in order to implement the conclusions in everyday practice. In other words, they should form a mental model of the department (or university). Once the model is permanently introduced, it may become an element of the unit's organizational culture [Nonaka, Takeuchi 2000:94]. Another example of knowledge tacitization in the university is the tradition of documenting academic anecdotes and collecting memorabilia, books or exhibits left by prominent scholars. This custom also contributes to enriching the university's organiza-

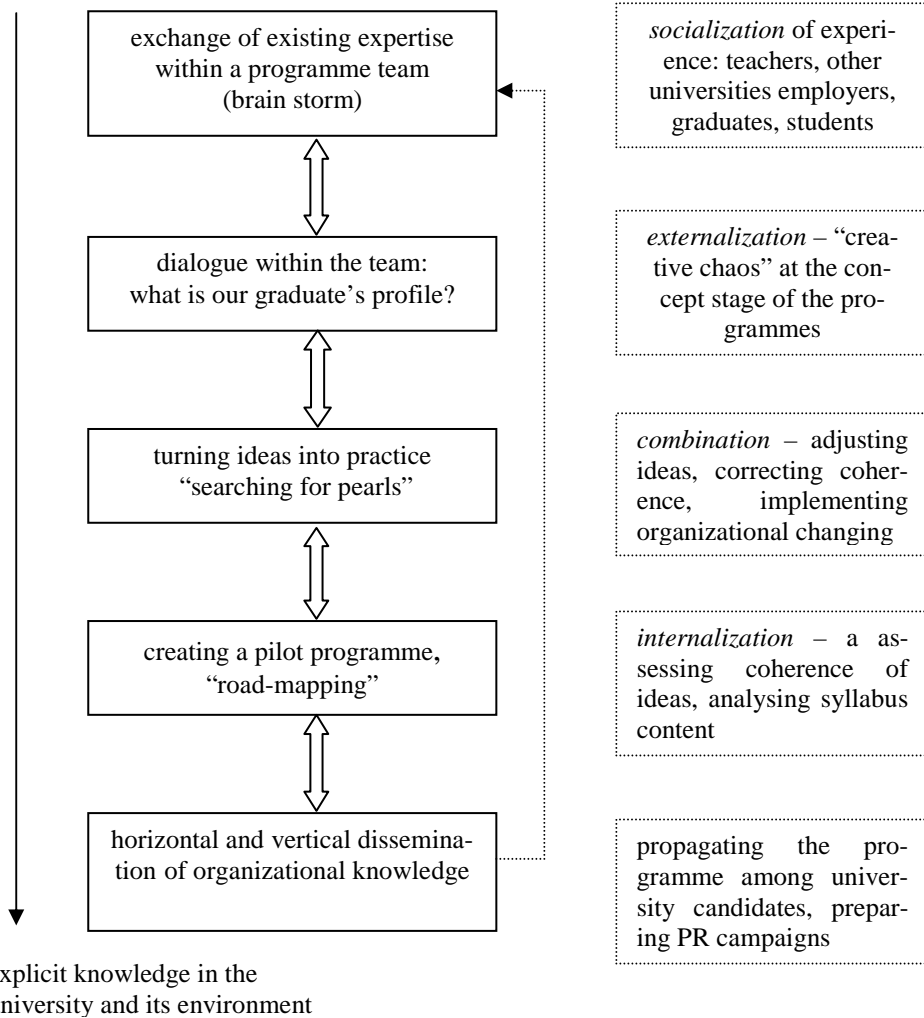
tional culture. Internalization is a form of learning by doing – a good example may be the introduction of e-learning that is so well-received by students.

3. CURRICULUM DEVELOPMENT AS AN EXAMPLE OF ORGANIZATIONAL CREATION OF KNOWLEDGE IN THE UNIVERSITY

The most recent higher-education laws in Poland give universities the right and opportunity to prepare their own syllabi for newly established courses (i.e. those not on the so-called “minister’s list”). This process consists of the following stages (Fig. 4):

- Sharing tacit knowledge (socialization) – members of the team responsible for preparing the programme exchange their expertise and identify what exactly may be included in the newly introduced syllabus. Opinions of experienced staff as well as those of students and future employers are equally important. The “creative chaos” has another advantage – it may lead to reflection on existing programmes of study.
- Looking for ideas – at this stage of socialization tacit knowledge is externalized, which requires an answer to the question: who exactly do we want our graduate to be? Both metaphor and analogy are helpful here, as well as a dialogue in which all members of the team present different points of view and various interests. The more varied the team is, the more creative it tends to be. Also, redundancy of information helps find optimum solutions at this stage.
- Model formation (combination) is the process resulting in the preparation of an educational standard for teaching the new course. It requires a “road map”, i.e. a timetable for implementing the proposals, indicating necessary organizational changes, preparing new teaching materials and the financial aspect of the undertaking.
- Confirming concepts (internalization) is the process of verifying ideas that refer to the content and methods of teaching. The process also confirms that they comply with the organization’s mission and serve the purpose of its social responsibility. It is giving ideals a practical, workable shape, at the same time selecting the best concepts – “searching for pearls”, i.e. innovative ideas. The process also involves ways of persuading the academic community that it is a good idea to open a new course.
- Knowledge implementation is the process of putting the new concepts into practice, which requires a transfer of ideas from the team level to the department level. It should be accompanied by advertising the new programme of study among potential university entrants. As Nonaka and Takeuchi observe [2000:116], it must have both a horizontal dimension (an opportunity for permanent updating of existing programmes according to the requirements of modern times) and a vertical one (the proposed innovations may inspire other organizational units of the university to implement changes as well). Changes in University X, if successful, will also inspire University Y and many others, as they will be determined to remain competitive by offering new courses and innovative educational ideas themselves.

tacit knowledge in the
university and its environment



Source: own, based on Nonaka, Takeuchi [2000:111].

Figure 4. Creating Knowledge in the curriculum development

The process illustrated in Fig. 4 is the first cycle in the concept of organizational creation of knowledge, in this case connected with curriculum development. The end of this cycle is the beginning of another – socializing experience, dialogue, review of ideas and then implementation again. Improving programmes through a sequence of interactions is a requirement of our times, otherwise there is a danger that students may be exposed to outdated knowledge.

4. CONCLUSIONS

Curriculum development for a new university course is a complex project. Anticipated obstacles include a possible conflict of interests of people and teams, as well as unpredictability of the programme's reception on the part of university candidates. Expected benefits include the innovative edge resulting from consultations among people with tacit knowledge, and originality of the project, which may serve as a magnet for the interested parties.

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PART IV

CASE STUDIES

DAVID DENTON

CHAPTER 9

WHATE'ER IS BEST ADMINISTERED IS BEST

Quality in Administration: A Case Study

1. INTRODUCTION

One of the features of the higher education system in the United Kingdom is the proliferation of league tables, for such is the age in which we live league tables govern everything! Yet, while they rank the performance of universities in research, teaching, student accommodation, library spending etc, they make no attempt to address the quality of the administration of the various institutions. Of course universities are about teaching and research but, given their economic value, the absence of the evaluation of, let alone the means of evaluating, administrative performance might be seen to be an abrogation of management responsibility.

This paper is born of a desire to understand the dynamics of a higher education institution in the context of ever increasing external imperatives. It reflects on a case study and draws some conclusions about the role of different parties (and partners) in the delivery of an effective outcome. It is not based on a particular volume of literature; it is a starting point for a discussion that may in turn lead to the development of a series of quality benchmarks that have wider application within the public and voluntary sectors.

For the purposes of this paper, terms are defined as follows:

- “administration” – the infrastructure that supports the institutional purpose;
- “The Administration” – a collective term for the administrative departments; an “administrative department” is therefore a department such as Finance, Human Resources, Buildings and Estates, Student Services etc.;
- “The Council” – the institution’s governing body;
- “The client” – the particular department or individual using the services of the administrative department;
- “The administrative function” – the partnership between the administrative department and the particular client in the implementation of the particular administrative procedure or practice;

- “The Senate” – the institution’s academic governing body;
- “The Senior Management Group” – the group that advises the institution’s chief executive and takes/recommends operational and strategic decisions;
- “The Staffing Department” – equivalent to a Personnel/Human Resources Department;
- “The Staffing Officer” – equivalent to Director of Personnel/HR.

Summary

The Fair Employment (Northern Ireland) Act, 1989 had major implications for, and brought about major changes in, employment practices in Northern Ireland. The Act required the monitoring of the composition of employers' workforces and the regulation of their recruitment, training and promotion practices, so as to ensure equality of opportunity for all, regardless of religious or political belief.

The University of Ulster⁹ was one such employer.

Detail

Employment in Northern Ireland was (and, some might want to suggest, is still) bedevilled by open and blatant discrimination on the grounds of religious belief and political opinion. As late as in the 1950’s and 1960’s, job advertisements would state “Catholics [or Protestants] need not apply”. Interviews could be just as blunt: “Are you a Protestant?” did not become more subtle because it was replaced by “What school do/did you go to?”. It would be nice to say that this was not a feature of subsequent decades: but it was – with barely greater subtlety.

Something had to change: legislation was necessary. There was self evidently a need, within the Northern Ireland community as a whole and within the workplace in particular, to reduce the waste of talent, to commit to diversity within employment, to enhance equality of opportunity and to remove antediluvian prejudices. This was to be a process of dealing with the self-inflicted wounds arising from a refusal to recognise a fundamental right to hold a different religious belief or political opinion or to associate with those of “the other” religion. The purpose of the legislation was to address discrimination; the concept, or the agenda, of inclusivity was one alien to the majority of employers, even those who were attempting to deal with gender and, to a lesser extent, racial equality.

The first fair employment legislation was enacted in 1976, ie broadly at the same time as the early Race Discrimination and the Sex Discrimination Acts¹⁰ (applicable also in Northern Ireland). It was not effective: discrimination on the grounds of religious belief

⁹ Following the publication of the Chilver Report in 1982, the University of Ulster was formed by the merger of the Ulster Polytechnic and the New University of Ulster. (Both institutions had been established following the recommendations of the Lockwood Committee in 1966.) This merger, managed by a Steering Group chaired by Sir Peter Swinnerton Dyer was the first cross binary line merger in UK Higher Education.

¹⁰ The Sex Discrimination Act 1975; The Race Relations Act 1976. These statutes provide the basic definitions of discrimination: Direct Discrimination occurs when an individual is treated unequally on the grounds of his or her sex or marital status or on racial grounds. Indirect Discrimination describes inequality resulting from the common application of a rule or a practice which is neutral on its face, but which has a disadvantageous effect upon members of one sexual or racial group as opposed to another. (*Simon Deakin and Gillian S Morris – Labour Law*).

remained a feature of employment in the province. The Fair Employment (Northern Ireland) Act 1989 was altogether more stringent and demanding of employers. It introduced: monitoring of the workforce; submission of annual returns to the Fair Employment Commission; and the introduction of penalties for public sector employers who failed to comply (persistent non-compliance would result in their being excluded from applying for government funded contracts). A Fair Employment Tribunal could award a compensatory payment of up to £30,000 in the event of a successful claim of unlawful discrimination on the grounds of religious belief or political opinion.

There were as many views about the legislation as there were people expressing opinions: employers seeking to maintain the traditions of yesteryear cynically set aside sufficient funds to pay the compensatory payments ordered by the Tribunals; employees, or indeed the unemployed, who had been, or had perceived themselves to have been, discriminated against in the past rarely changed their attitudes; and applications to the Fair Employment Tribunal increased with varying degrees of success. Notwithstanding these negatives, the legislation challenged serious minded employers to review their practices and to embrace the letter, but more importantly, the spirit of equality of opportunity.

The 1990 analysis of the staff profiles of the Universities¹¹ in Northern Ireland identified a majority of Protestant employees. The location of the Universities and University campuses within or adjacent to predominantly Protestant areas of the Province would have tended to suggest such a Protestant majority. However, the Magee University College¹² campus, not more than half a mile from Londonderry's¹³ strongly Catholic Bogside, employed a majority of Protestant manual and ancillary staff at variance with the expectation that such staff would normally be recruited from the immediate locality. This situation demonstrates the need for the change envisaged in the enactment of the legislation.

It is more difficult to understand the phenomenon of an academic staff dominated by Protestants but that was simply the situation. This, together with the fact that academic staffs were still predominantly male, led to a *perception* that the universities discriminated in favour of Protestant males. The same perception applied to non-academic staff, and there is some evidence that the familiar community loyalties tended to influence the appointment of non-academic staff. There was scope for unlawful discrimination – whether there was wilful unlawful discrimination is of course another question but one which, with the passage of time and greater experience of the subtleties of prejudice, becomes ever more difficult to deny.

The Fair Employment (Northern Ireland) Act 1989 called for all companies in Northern Ireland with more than ten employees working more than 16 hours per week to register with the Fair Employment Commission (FEC) for Northern Ireland. In order to fulfil the requirements of the legislation, the agenda for the University of Ulster was:

¹¹ At the time of the implementation of the Fair Employment legislation in 1989, there were two Universities in Northern Ireland: the University of Ulster (see Note 1 above) and The Queen's University of Belfast, a 19th century foundation.

¹² Magee University College was founded as Magee College in the memory of Mary Martha Magee in 1845 to provide theological training for those seeking to enter the Presbyterian ministry.

¹³ The use of "Londonderry" is perceived to reflect the Protestant tradition: the Catholic community is perceived to favour "Derry".

- a) to prepare a profile of the workforce;
- b) to promote best practice in recruitment and selection and in promotion;
and
- c) to promote equality of opportunity in the workplace.

It sounds simple – but behind the legislation lay three hundred years of, at best, antipathy and, at worst, violence between the two sides of the Northern Ireland community; and the legislation came at a time when Northern Ireland had been engaged in continual conflict for 20 years.

The Staffing Department at the University of Ulster was charged with the introduction and implementation of the legislation and the consequent changes in organisational practices. The fact that one particular administrative function would be charged with bringing about institutional change was enough to provoke an apoplectic comment from one senior professor that “no administrator is going to tell me what to do”! This new situation required administrative intervention: it could not be diluted or manipulated by the whims of a committee system: Mitchell’s Law of Committees¹⁴ most certainly did not apply: “Any simple problem can be made insoluble if enough meetings are held to discuss it”.

This was an external imperative over which internal decision making had no control; its implementation was going to be a) regularly and critically reviewed by a government agency; and b) rigorously enforceable, with penalties, in law. If ever there had been any dubiety about the parameters within which a university (and indeed any other organisation) operated, the ambiguity was now removed: external legislation could now intrude, in a way that had not hitherto been envisaged, let alone practised, into those internal practices and procedures that had been devised through the internal and external organs of governance peculiar to the Higher Education system. But a more shocking truth began to emerge: people who did not hold senior *academic* positions were expected to formulate and dictate matters of governance.

The introduction of the Fair Employment legislation was the manifestation of the reality of external regulation; the University of Ulster and other employers in Northern Ireland were required to conform penalties would be imposed on those who failed to do so.

2. THE CASE STUDY – COMPLIANCE WITH THE LEGISLATION

Summary

The formation of the University by the merger of the Ulster Polytechnic and the New University of Ulster had been controversial and there were many tensions as the polytechnic and university traditions were brought together. That the University developed and established its identity was attributable to the visionary leadership of the then Vice-Chancellor, the Pro-Vice Chancellors and the senior administrative team. The task was difficult but by 1989 the University had established itself as a viable and distinctive institution. Merger meant harmonisation of the practices of the former institutions – it

¹⁴ European Small Business Alliance (ESBA) Bulletin: Vol. 3 - No 9.

did not mean necessarily a review of practices to see whether they sat easily with current imperatives.

*Originally, it seemed that there were three questions that would be posed by the new legislation: what would the statistics show; what would be the implications for those departments that had, advertently or otherwise, selected from their traditional community; and would those involved in recruitment and selection agree to participate in the programme of training and induction that was to be introduced and developed **in-house** by the Staffing Department. But in fact there was an even more fundamental question: would the institution recognise that there was an issue.*

The new legislation exposed, in a way that the debates about merging the academic and other programmes of the new institution had not, the inter "tribal" tensions that had hitherto been suppressed. (The use of the word "tribal" was and is still fraught and emotive but no apology is made for using it.) Not least of these was the perception that Magee College in Londonderry, despite its Presbyterian origins, was predominantly Catholic while the other campuses were predominantly Protestant.

In the event, the process was probably one that every change manager should experience: it was challenging; it was emotionally demanding; it was creative; and it resulted in the formation of dynamic and creative alliances. Indeed it is probably fair to say that, by 1992, the University of Ulster had developed recruitment practices and procedures that were then (and indeed still are, in many cases) well in advance of any others in the UK.

Detail

The Ulster Polytechnic and The New University of Ulster had been established following the report of the Lockwood Committee¹⁵. However the Chilver Committee, reporting in 1982¹⁶ found that

"1.10 The New University of Ulster [did not achieve] the role that was envisaged when it was set up in 1968. On its present model of operations it [faced] such severe and increasing problems of academic and financial viability that it was necessary to question whether or not it could make any long term contribution to higher education provision in Northern Ireland.

1.17 The Ulster Polytechnic is a young institution which has displayed commendable energy and initiative in developing a wide range of courses. The Polytechnic should increase its commitment to vocational studies, and should consolidate its activities following the considerable growth that has already taken place..."

(Report of the Higher Education Review Group for Northern Ireland – January 1982)

¹⁵ The Report of the Lockwood Commission (1965): the Commission headed by Sir John Lockwood of London University, was appointed by the Minister of Finance to review the facilities for university and higher technical education in Northern Ireland and to make recommendations. The committee's findings, published as the Lockwood Report, enabled the government to make far-reaching plans for higher education in Northern Ireland. They recommended the establishment of a second university which would be complementary to Queen's University.

¹⁶ Following the publication of the Chilver Report in 1982, the University of Ulster was formed by the merger of the Ulster Polytechnic and the New University of Ulster. (Both institutions had been established following the recommendations of the Lockwood Committee in 1966.) This merger, managed by a Steering Group chaired by Sir Peter Swinnerton Dyer was the first cross binary line merger in UK Higher Education.

The government decided to blaze a new trail with a merger across the binary divide. It was perceived by many as a shotgun marriage (the alternative was closure of the NUU) with the Polytechnic being the dominant partner. The first few years brought to the fore the challenge of addressing the academic, administrative and territorial tensions; the Staffing Department fielded many of those tensions as it sought to bring together two disparate traditions of Higher Education as well as the two perceptions of success (as perceived of the Polytechnic) and failure (as perceived of the New University of Ulster).

The Fair Employment Legislation was not helpful in addressing the agenda implicit in the longer term implementation of the merger. It served to reinforce some of the divisions; it proved to be a catalyst for some outspoken comments and recriminations about the University's staff profile; and the surfacing of latent and not so latent political affiliations left few in doubt that an imbalance existed and required to be corrected. In the memorably naive statement of one administrative head of department - "I don't know what all this discrimination stuff is about; we don't have any Catholics in the Department" - lay the manifestation of the challenge for the organisation. Some did not understand, others did not want to understand.

The legislation demanded that employers with more than 16 employees should monitor their workforces by religious affiliation and gender. This was not as simple as it sounds! Gender is generally self-evident - to ask the question creates a credibility gap. To ask people to declare their religion was, in the context of 300 years history since the Battle of the Boyne, a gross intrusion into their privacy and a deeply political question with all sorts of assumptions being made. The legislation provided for one of two approaches: the direct question "Are you a Protestant?" "Are you a Roman Catholic?"; or the more oblique question: "Which primary school did you attend?". Where employees declined to respond, the employer was entitled to infer their religion by reference to their personal files from which information was available about their address, their interests etc.

The individual employer was free to determine the way in which monitoring would be approached. The University decided to discuss the *modus operandi* openly before questionnaires were issued - responsibility lay with the Staffing Office (anything unpalatable was generally the responsibility of the Staffing Office!!). Staff representatives recognised the value of the legislation: they were supportive of the management's approach; and they were particularly helpful in encouraging employee participation. Another key player in the process was the Fair Employment Commission with whom the University had, a first, a difficult relationship. That this was so was, in retrospect, understandable - the Protestant emphasis of the employment profile was self-evident with the implication of discriminatory practices in the past; the Commission had to be satisfied that appropriate steps were being taken to implement the legislation. However, The Commission's support grew and its antipathy diminished as the University's commitment to the implementation of the legislation became more evident.

All employees were informed of the decisions that the employer had taken about their religious affiliation; they were given the opportunity to correct any misperceptions or misinformation. The issue was taken extremely seriously partly as a consequence of top level commitment to the process and partly because of the extensive consultation. Maybe

a benchmark of a successful administrative venture is that people feel confident and comfortable to such an extent that they are able, without rancour, to correct sensitive information.

Monitoring was based upon the catchment area: the local demographics should be reflected in the workforce. Thus, manual staff (cleaners, porters, security staff etc) lived in areas relatively close to the four campuses – so the distribution of the manual staff at, e.g., the Coleraine campus should ideally have been 80% Protestant and 20% Catholic because that was the demographic distribution; secretarial and technical staff lived further a field but probably within 20 miles of the relevant campuses and their distribution should have reflected the demographics of the area from which they were in the main drawn; academic and administrative staff were expected to travel to work and their place of residence was not considered to be particularly relevant. Tensions arose when aggregate information was published indicating under-representation. Under-representation was perceived to be the result of “institutional” exclusion ie discrimination; not of self exclusion.

The second aspect of the legislation was to ensure that those involved in recruitment and selection and in promotion were trained in best practice. This was not of itself controversial but it was viewed with considerable disdain. Managers in general do not understand that they need to be trained in personnel/HR issues; few, if any, academic managers felt a need to be inducted into best practice; they resented the intervention of an administrative department and in particular a Department (HR equivalent) which, in any organisation, tends to be viewed with some scepticism: “It is not difficult to ask questions; and fancy procedures are not going to enhance the quality of applicants!” was a fairly typical of spoken and unspoken attitudes. An important step in acceptance then took place: the Staffing Officer engaged in a programme of extensive consultation about the content of new procedures while at the same time offering induction into recommended best practice. Thus those being inducted – some might say trained! – enjoyed a sense of ownership of the procedures; they were being familiarised with what they believed they had created!

The outcome of the monitoring is the subject of another paper on another topic(!) and the content of the training programmes in recruitment and selection provides another discussion. What *is* relevant to the present paper is the fact that the University of Ulster, through the commitment of a number of people and agencies, brought about a change in the culture of an organisation by a process of engagement and involvement. Partnerships and alliances were formed that set the institution above others in its commitment to best practice. Many roles were played by many people, yet none was played in isolation; they were interdependent; they required commitment; and with these elements in place they worked to the benefit of the organisation.

3. THE CASE STUDY – SOME INFERENCES

Summary

“An organisation exists for a particular purpose and is subject to internal and external regulation”. The University of Ulster, in common with other universities, had a purpose (indeed it still has a purpose but it is redefined in the context of a Vision and a Mission Statement) that was enshrined within its Charter and Statutes. In addition, the

University, in common with other organisations in Northern Ireland, was constrained by specific external legislation designed to ensure the absence of discrimination on the grounds of religious belief or political opinion; it was thereby required to review its internal procedures.

That the University implemented the revised legislation in procedures, widely accepted throughout the institution, was the outcome of a series of dynamic processes (albeit unrecognised at the time) that may provide benchmarks for assessing the quality of administration, however defined.

There are six considerations to be borne in mind:

- *an organisation in pursuing its purpose must comply with internal and external conditions;*
- *administrative departments should ensure compliance and create an environment for the fulfilment of purpose;*
- *the administrative function involves more than an administrative department;*
- *the administrative function should facilitate institutional purpose;*
- *a service agreement will only be a quality agreement if it embraces a quality function; and*
- *reciprocity.*

Modern society regulates, through legislation and practice, personal and organisational behaviour. The delivery of an organisational purpose will not survive unless it complies with external regulation. A student can be taught by whomsoever but the appointment of a particular lecturer is regulated; staff may be rewarded according to the whims of the Vice-Chancellor but Equal Pay legislation may intervene; and students may be admitted according to institutional criteria but the university may be penalised if the government's commitment to widening access is thwarted. The challenge for the Administration is to ensure that internal and external regulations are implemented - creatively and dynamically as a means to the ends of institutional purpose.

*"No longer is it remotely possible to run a university with 'three men and a boy'...There has grown up since the end of the Second World War, and particularly since the fifties, a large new career in university administration. This reflects not only the greater numbers of people involved but also the increasing specialisation of function within the bureaucracy."*¹⁷

In the 1970s there was a clear development as administrators sought to develop their skills in order that academic colleagues might be divested of some of their more time consuming administrative chores (examination time-tabling was one of the first rationalised activities and indeed it was the beneficiary of the first attempt to introduce computers into administration). Administrators began to meet to discuss generic administrative issues with, first, the Meeting of University Administrative Staff (MUAS) followed by the Conference of University Administrators (CUA) and more recently by the Association of University Administrators (AUA), these organisations being matched by successive gatherings of particular groups of administrative staff such as Finance Officers, HR staff etc.

¹⁷ Power and Authority in British Universities: Moodie and Eustace.

The fact is that the administration now has a responsibility that extends beyond providing the infrastructure for the academic effort : it is of course there to support the development of the purpose of the institution or organisation; but it is also there to enable the organisation to develop within the context of ever increasing external demands. Higher Education now requires administrators to engage in the Four Cs or, onomatopoeically, the Forces: Creativity; Communication; Compliance; and Custody.

This having been said, it is important to recognise that administrative departments are not responsible for the administration of the institution. While it may expect (wrongly as this paper will suggest) that the Director of Personnel should deal with the Employment Tribunal that addresses the issue of unlawful racial discrimination in the selection process, what University would allow the Director of Personnel/Human Resources to select the Professor of Nuclear Physics? That function of recruitment and selection is undertaken through the operation of a co-operation and ideally a partnership between the Department of Physics and the Personnel Department. The Personnel Department does not promote a technician; the Finance Department does not spend the Careers Office's budget; the Examinations Office does not set the first year paper in Modern History. The administrative department facilitates the organisational outcome – not by intruding into the area of expertise but by providing the procedural framework that, ideally but not universally, should ensure that consistency across the organisation.

So what then is the role of the function? Three seem to emerge: to Discuss; to Apply and Adhere to; and to Determine (Decide). While separate from the roles of the administrative department they are nevertheless reciprocal and inseparable.

Administrative departments are criticised for being slow; this leads to assumptions about quality; this in turn leads to assumptions about quality and the belief that quality can be established by the application of service agreements. These assumptions are frequently misplaced: delay is frequently occasioned by the failure of the function rather than of the department. Service agreements with an omnibus applicability have little meaning.

There is a need to identify partnerships, whether they work and the impediments to their working. There is a need to look at the fitness for purpose of the organisation's administration ie the infrastructure; the Administration i.e. the collectivity of administrative departments; the particular administrative department involved in the process; and the administrative function ie those who in partnership deliver the outcome. This is not about the traditional tensions between academic and administrative departments; it is about the dynamic of the interaction between the constituent parts of an organisation.

Detail

Although there had been Fair Employment Legislation since 1976 it had been paid scant regard by employers. The new legislation was different; it meant business. The Commission were serious in their intent to eradicate discrimination on the grounds of religious belief and political opinion; employers ignored its intentions at their peril. There was no dubiety at the University of Ulster. The University with its four campuses in different parts of the Province was an obvious candidate for the attention of the Fair Employment Commission. The University was proactive in its approach: early and continuing discussions took place between *senior* (this was not typical of other employ-

ers) officers of the University and the Fair Employment Commission, better enabling the formulation of the University's approach to the imperatives of the legislation.

In short, the University recognised that there were issues of social integrity that had to be addressed, irrespective of issues of social conscience, social engineering or financial penalty. The legislation was for real; the penalties would bite; and the University's reputation could suffer: but the demand on the University was not that it should fear repercussions, but that it should ensure that its practices were beyond reproach and founded solely upon the ability of applicants. There was a need for the University institutionally to commit itself and the Senior Management Group was committed to setting appropriate measures to win over the actions, if not the hearts and minds, of managers and staff. The legislation was about staff and so it was the Staffing Department that was charged with the drafting, negotiating and delivery of new practices.

In "Fair Employment in Northern Ireland – a Generation on", published in May 2004, Professor Bob Osborne concluded that there had been major changes in fair employment since 1974.

"There has been a substantial improvement in the employment profile of Catholics, most marked in the public sector but not confined to it;
Catholics are still more likely than Protestants to be unemployed. As unemployment levels have fallen back, lack of employment is a contributory factor to disadvantage and poverty but not its main determinant;
There are emerging areas of Protestant under-representation in the public sector most notably in health and education;

- There has been a considerable increase in the number of people who work in integrated workplaces;
- Educational qualifications are now virtually the same for Catholics and Protestants but there are two areas which will have a huge influence on future trends in the labour market: there is clear evidence that Protestants from poorer backgrounds do less well than Catholics from the same sort of areas; and the exodus of Protestants to universities in Britain who do not return means that graduates competing for higher level jobs are more likely to be Catholic;
- A generation ago the chances of individuals doing better than their parents in the job market were significantly determined by their community background; evidence now suggests that education mainly determines social mobility and that religion plays no part;
- Strong legislation has played its part. Employers have indicated that it has helped to change practices;
- Public attitudes towards fair employment strategies and equality in general have changed; Catholics and Protestants are broadly supportive of equality; fewer Catholics have major concerns about fairness in relation to employment but increasing proportions of Protestants are starting to have concerns about their position in the workplace."

4. THE “FORCES” OF ADMINISTRATIVE DEPARTMENTS

What follows is the outcome of extended reflection; it was not self evident at the time of implementation; and it is unsupported by reference to more learned and informed literature.

The role of the Staffing Department in the implementation of new procedures (in pursuit of the implementation of new legislation) leads to a nice play on words and thereby to the definition of the “Forces” (four Cs) of administrative departments: Creativity; Communication; Compliance; and Custody.

Creativity. It was self evident to anyone with an interest in equality of opportunity that practices were flawed and required to be substantially modernised; but the equality debate commanded little respect amongst managers who had “always done it this way”. This being the case, the legislation was viewed as the catalyst of change and the introduction of best practice rather than as a restriction on what had been done, literally, for decades. In other words, the Staffing Department’s role was not to police (and thereby tell managers what they had done wrong) but to innovate and thereby to allow for greater imagination in the recruitment, selection and promotion of staff.

There were two tangible outcomes for the employer: better appointments (and it was not entirely clear what that would mean); and since role descriptions and person specifications tend to be colour blind (whether orange and green or black and white) and gender neutral, the University’s diversity agenda was advanced – perceptions of the University as an employer were modified. There were also two tangible outcomes for staff and putative staff: clearer selection criteria; and wider participation, reduced self exclusion.

The intangible reward was that the programme of workshops engaged staff at all levels: people were able to air their concerns and prejudices in what was, in fact, a dynamic environment. The most intransigent manager would be required to adhere to the University’s practices if he/she wished to recruit staff. There were furious arguments; there were threats; there were allegations of political bullying and harassment; and there were acerbic debates about tribalism. But at the end of the day, the revised practices were introduced and, more importantly, accepted. Why were they accepted? – because people felt that they had been able to participate in their formulation.

Overall, the cathartic impact was immense; it was the first time that many had been prepared to air their prejudices. It was a bold step by the senior management to allow for such a wide debate. Change does not happen by edict; it evolves by the participation in the debate of those to whom it will apply. Discussion does not remove obstacles; it identifies them; and being identified they can be addressed. Discussion allows for the sharing of the creativity and the ownership of the outcome.

Communication. The creativity that emerged, for catharsis is creative, was a direct consequence of the implementation of a process of Communication. “No man is an Island, entire of itself; every man is a piece of the continent, a part of the main”. It is doubtful that John Donne would have dreamt that one of his Meditations would be used in support of a discussion about higher education administration in the twenty-first

century. Yet one of the mysteries of management in higher education is the process of communication by osmosis: “Why have I not been paid?” to which the answer was “Because I didn’t know that we were employing you” was an actual situation. The endemic failure to communicate is bizarre: it seems to imply a) “I’ve done my bit”; b) “I don’t belong to any other process”; and c) “Anyway, I’m the expert”. This seems to be the only explanation of a comment by an admissions officer that “the academics will not understand so they don’t need to be involved” in the formulation of an admissions policy; and of another comment by a former colleague who observed that the “procedures are so involved that I am the only person who fully understands them and so I have to be consulted on every occasion that they are invoked”.

Communication produces dynamic outcomes. The process at Ulster engaged the internal stakeholders; they were real and dynamic (or at least most of them were) partners. They derived ownership of the resultant procedures through the iterative processes of consultation and induction. It was not necessary to comment on the price of failure to conform (the policing role); the imperatives were understood through a process of sharing (the creative role).

Compliance. The proliferation of internal and external procedures and regulations requires Compliance. The head of an administrative department is responsible for the formulation and implementation of and compliance with internal rules and regulations that may be institutionally driven (admissions policy) or externally required (conformity with employment law). These multiple roles can give rise to the traditional academic/administrative antipathies. There is a perception that the administration constrains, rather than to interprets, facilitates and enables. In many cases the perception is justified; and in many cases it is not!

The consistent and creative interpretation of the rules of compliance creates a positive dynamic tension enabling the institution to thrive; but the converse is also true ie a failure to comply damages the credibility of the administrative department or process concerned and in the longer term may damage the institution.

This may be illustrated by reference to a specific situation in which a member of staff is unsuccessful in his or her application for promotion; the head of department invokes special pleading contending that the individual is about to be offered, or indeed has been offered, a promoted post elsewhere: the outcome is the promotion of the individual by the application of “special powers”. (It was normal for the Statutes of the 1960s universities to include within the Statute pertaining to the Vice Chancellor a section such as: “The Vice Chancellor.....may, on occasions which he considers to be occasions of necessity, take such steps as he may deem expedient in the interests of the University...” – while this was intended to reflect states of emergency, there are instances in which the retention of a particular scholar was deemed to be in the interests of the university.) What happens in this instance is that special pleading becomes the norm (for those in the know) encouraged by heads of department and other senior managers. This in turn leads to a weakening of established procedures; it also undermines the various partnerships that should be working together to ensure that the institution operates a transparent and fair reward strategy.

In short, compliance should be implemented consistently at a level that the stakeholders understand; the expertise of the professionals provides the refinement that is necessary for, and in, the formulation of overall policy.

Custody. The final responsibility of the Department is the Custody of the procedures and records. This is frequently misunderstood and, as a result, a range of micro-systems is developed each of which is likely to serve a different purpose. A record system is highly complex and there are numerous examples of disastrous attempts to set them in place. The nature of organisations tends to be interventionist; the good practice of consultation is doomed to fail unless a focus is maintained on the purpose of the system and its custodians. Thus, in the formulation of a personnel/payroll system, the head of personnel and the head of payroll should be clearly identified as the responsible officers; they should consult to ensure the inclusion of essential information; they should identify exportable data that can be used for setting up local micro-systems; and they **must** direct the systems analysts. That they did not do so in a particular instance (in itself a fascinating case-study in project management) was a failure on their part and the outcome was doomed; but that they were unable to do so (or, indeed as was actually the case, impeded from doing so) was a failure to recognise that at the end of the day *the responsibility for the custody and accuracy of the data* lay firmly with them. There is no such thing as vicarious custody.

The Administrative Function

In the late 1960's and the early 1970's there was a real tension between academic and administrative departments. The academic community perceived itself to be constrained by "the administration"; and "the administration" too often observed that academics were "trying it on" – again! Discussions about the "collegium" excluded the commonality of interest between academic and administrative colleagues – the collegium was definitively academic. Academics were offended by the constraints of bureaucracy; administrators were insulted when their regulations are ignored. Both were blinkered in their perceptions. A sweeping generalisation, but nevertheless difficult to gainsay, is that academic colleagues were overwhelmed by a welter of bureaucracy that accumulated and was never rationalised. The administration was caught between the Scylla of external demands and the Charybdis of enabling academic effort. Despite the substantial changes in the internal and external climate in the intervening period, much of that tension remains.

Herein lies the conundrum of the institution as an organisation seeking to deliver its academic mission and the institution as an organisation seeking to conform to public and private legislation. Ulster's induction to the Fair Employment legislation sought to resolve the conundrum by the application of best administrative practice: the administrative department identified the external imperatives which were then explored with the stakeholders in the context of their particular needs; and thereafter there was a reconciliation of diverging needs albeit with emphasis on conformity with the legislation. In the event the reconciliation was not particularly difficult.

The pragmatism of reconciliation may be demonstrated as follows: equality of opportunity in recruitment demands that appointments are not earmarked for particular people and yet a head of department has a particular candidate in mind. How can this be

achieved in a way that satisfies both the law and the interests of the department? This is the challenge for the creative HR Department. Equality is only abused when either the role definition cannot be justified in terms of departmental needs or the person specification cannot be justified by the role definition; or when the manager is motivated by bias and prejudice. While it is not for the HR Department to appoint a particular individual or to discipline a recalcitrant member of staff, it is its responsibility to set the guidelines and the way of achieving the objective. Thereafter the HR Department and the Stakeholder, *together comprising the function*, deliver the outcome and share the responsibility for it. In the same way, it is not the Finance Office that fails to keep within the budget devolved to the Department of Classics; and it is not the Examinations Office that is responsible for the late submission of the first year paper on Roman Law.

So what does the function do? It is suggested that it has three roles: to **discuss**; to **apply and adhere to**; and to **decide**.

We have already identified the importance of the Department's role in communication. Although it may come as a surprise to some (!), communication is neither telling nor being told! The purpose of a process of communication is to allow for understanding; "I'll meet you at the Alhambra" will mean a myriad of things to a myriad of people ranging from a tryst in romantic Granada to an evening at the local movie theatre (for those old enough to remember the profusion of Alhambra cinemas). So communication for those who do not understand must allow for question, discussion and comment. Thus the first and most important element in the administrative function is **Discussion**. Those who are not responsible for administrative practices and procedures have a major role to play in their formulation (and they must be provided with the opportunity to do so). To decline to participate in the formulation of practices and procedures in their formative stage is an abrogation of responsibility as much as is a failure on the part of an administration to promote the discussion. Agreed procedures have to be implemented; they are more easily implemented when one has a sense of ownership of them; they are certainly better understood when one has had an opportunity of contributing positively (or even negatively) to their formulation. A former Vice-Chancellor of a prestigious university maintained that, provided every member of the Senate was given the opportunity to express a view, his summarising of a debate (in his own favour) would never meet dissent!

Unfortunately, after the discussion stage and the subsequent implementation of agreed practices and procedures, those who have willingly participated in the discussions seem reluctant to **Apply** and **Adhere** to the outcomes. At one institution, despite the introduction of recruitment and selection procedures, there was a view that the best way of selecting professorial staff was to use an international network of contacts (one hesitates to use the term "old boy" network because that was not (quite) true) on the perfectly sustainable grounds that if candidate X was known as a star by senior and respected academics in such diverse places as Melbourne, Cape Town, Los Angeles, Boston, Beijing and Marseille then there would be little to gain by going to an external advertisement. In practice this was an effective system and poor appointments were never made. Was it a good system: academically there was little doubt that it was; in terms of a best practice that would stand up to external scrutiny (by an employment tribunal for example) it was "unfair".

It is difficult to argue that the appointments practice, described above, is unlawfully discriminatory; it is irregular and it should be discouraged, if for no other reason than the fact that the same result could be achieved by the application of best practice. While taking short-cuts is never wise, even for those with extensive experience, there are times when they are necessary. Practices do not have an infinite lifespan; they have to be adapted to meet changing needs through an iterative process in which either changes are made or the rules are reinterpreted.

The bottom line is that procedures are meaningless unless there is an outcome: administrative function is about **Decision**. An institution cannot advance unless decisions are taken; procedures can be beautiful and they can satisfy every critic but unless they can deliver they are meaningless. Recruitment and selection procedures at one university clearly failed the Dean who lamented that "they had only enabled him to appoint one person and that was the only person whom [he] did not want"! (Was it the procedures at fault or his understanding of them?)

Quality and Service

The implementation of a procedure requires the ascription of duties to certain of the players. This is part of a service agreement; but a service agreement is not necessarily an indicator of a quality process. A specific example unrelated to the world of academia demonstrates the point. A phone call at 11.30 am to a local garage secured an agreement that a replacement headlamp bulb could be fitted by noon if the car could be made available within the next ten minutes. The car was presented on time; the mechanic was available; at noon the part had been fitted. Deal done! However, the headlamp failed after ten miles: the wrong bulb been fitted and the mechanic had failed to notice an exposed lead which shorted when water splashed on the connection (and there is no shortage of precipitation in Scotland). The service agreement was fulfilled; but there was an absence of quality.

The quality process drives the service agreement and not vice-versa. One Personnel Department, following a series of discussions with Deans and Heads of Department agreed the following schedule for the recruitment and selection of staff (and interestingly, the greater use of the internet does not necessarily reduce the time scales set out in the following example – therein lies yet another debate about the effectiveness of the proliferation of e-mail communications – who was ever capable of replying meaningfully to fifty communications in one day!):

- Receipt of a full set of further particulars to date of last advertisement – 3 weeks,
- Appearance of last advertisement to closing date – 3 weeks ending on a Friday,
- Submission of applications to department – not later than the Wednesday following the closing date,
- Receipt of the shortlist from the department – not more than 10 days after the receipt of the applications,
- Interviews – not less than three weeks and not more than four weeks from the receipt of the shortlist,
- Letter of appointment to be issued the day after the interviews.

The purpose of this schedule, *to which participants in the function had agreed*, was to ensure that the implementation of best practice and that the university was engaging in a quality process. Implicit in the process were: time to process the paperwork in a proper manner; and the fact that anyone wishing to enquire about the status of his or her application could be informed of the stage reached in the process.

The service agreement collapsed from time to time because of pressures put on the partners to the function: delays in advertising, the volume of applications, the return of shortlists, or in the issuing of invitations to interview. In short, these constituted hiccups in delivery but they were caused by adherence to best practice. There were others: late applications; applications solicited by and submitted to Heads of Department; demands to change interview dates to accommodate favoured applicants. These constituted breaches of best practice as well as disrupting the service agreement. Measures of quality are as much to do with the willingness of client group to play their allotted role as it has to do with the ability of the department to deliver fluctuating demands within the parameters of best practice.

The foregoing has been specific in that it has related to the quality of an administrative *function*; the service agreement is coincidental. However a quality review of an administrative *department* is, by definition, about quality not service. It should be concerned with individual and collective competence; leadership and the response to leadership; continuing professional development; and fitness for purpose. It is also about the department's credibility amongst the client group – an effective department can deliver despite the leader; a competent leader can deliver despite the department.

Whether the review is about service or quality, function or department, it must be set in the context of the institution's expectations of the administrative department under consideration. Therein lie many questions! A university has expectations of an academic department in terms of the Research Assessment Exercise and the Teaching Quality Assessment; it can set the goals; and it can note progress towards those goals taking such remedial action as it may think fit. Institutional expectation of the function need to be separated from the institutional expectation of the department – the challenge is to ensure that both are considered.

The emphasis of this paper has been on administrative departments and the dialogue between individual administrative departments and the client group. Those engaged as non professionals in an administrative function need to understand the processes and the reasons for compliance; they must be prepared to accept responsibility commensurate with their participation and involvement in the process. On the other hand, the professional administrator must not forget that the university is about teaching and research; it is therefore incumbent on him or her to enable and advance those purposes. The administrator should see the roles of the administrative department as furthering the objectives of the academic organisation; the academic engaged in teaching and research must recognise that, for better or for worse, the organisation is regulated in the interests of the community at large.

There is a need for real communication. One way streets cannot exist in the modern organisation. Client groups must know of administrative stipulations; administrative departments must know of academic initiatives. Is it possible in the 21st century that a decision to close

an academic department could be taken without the knowledge of the head and members of the department and the Director of Personnel? The answer might surprise you!

5. POSTSCRIPT

It is gratifying that the administration – i.e. the partnership between the Staffing Department and the client groups – of the University of Ulster made a significant contribution to the enhancement of equality of opportunity at the University. Comparing the employment profile of the University now in comparison with ten to fifteen years ago is evidence of the quality of the venture and thereby of one aspect of the University's administration.

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CHAPTER 10

INTERNAL COMMUNICATION

AS A FACTOR OF QUALITY IMPROVEMENT

IN HIGHER EDUCATION – CASE STUDY

1. INTRODUCTION

There is no doubt that the impact on the knowledge-based economy is performed indirectly by education, especially higher education, which provides society and economy with highly qualified human resources [Dąbrowa-Szeffler 2003]. Higher education institutions (HEI) determine the shape of the knowledge society and the knowledge-based economy. HEI existence including scientific research, education and innovations is to a large extent conditioned by activities in the field of knowledge creation and knowledge dissemination²⁰. The knowledge capture and knowledge dissemination result in improved skills and competencies of the work force and the development and commercialization of new technologies. From this point of view, HEI are specific kind of learning organizations specialized in the generation and dissemination of knowledge in a unique way [Conceição, Heitar, 2002:83]. HEI are under social pressure, which is the result of their direct impact on the process of producing elites and the economy. The economy depends on highly qualified human resources, which in turn is an essential condition on the way towards competitiveness on both the European and the global scale [Ciekot 2001].

The ability of meeting requirements which are set for HEI depends on established knowledge management system. Special concern should be given to scientific and or-

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²⁰ The role of universities in the Europe of knowledge, (COM(2003) 58), 10.01.2003 Brussels, <http://europa.eu.int/scadplus/leg/en/cha/c11067>, accessed: 09.09.2005.

ganizational knowledge. Scientific knowledge is produced during scientific research, which is an input to the codification and dissemination among the students and other stakeholders. The organizational knowledge is needed for the efficient management process and building competitive advantage and this knowledge aspect seems to be the key issue given the aim of this article.

Quality of education, apart from knowledge creation, knowledge capture and knowledge dissemination is a result of:

- implemented solutions, which should be perceived as positive conditions of functioning of HEI not necessary connected with educational process; and
- implemented solutions, which determine positive conditions of providing educational services [Kraśniewski, Woźnicki, Morawski, Antoszkiewicz 1996].

One of the above mentioned solutions is efficient internal communication, flow of information and control of documentation system, which are parts of the organizational knowledge and quality, or wider, knowledge management system in HEI.

The purpose of the article is to provide an example, suggested model and procedure of efficient internal communication, flow of information and control of documentation system, based on experiences of the Commodity Science Faculty at Poznań University of Economics. In the authors' opinion this is one of key conditions to be considered when striving towards quality improvement in higher education.

2. THE ROLE OF INTERNAL COMMUNICATION, FLOW OF INFORMATION AND CONTROL OF DOCUMENTATION IN QUALITY MANAGEMENT SYSTEM

The efficient internal communication process contributes to proper functioning of quality management system in any organization. On the other hand, many problems occurring in the quality management system in an organization may result from poor communication. Our society, let us call it the information society, requires a properly functioning information system. Efficient flow of information within the organizational structure, organizational work culture and work-related documentation management build together internal communication in a wide sense – it is also relevant for the university. It is needed to make a selection of appropriate communication channels and to develop specific flow of information management system. Effective information systems should be stimulating to development of areas, where units of the organization operate [Sasak 2007].

As the ISO 9001 standard requires, the top management is supposed to make sure that relevant communication processes are established in the organization and that communication related to the efficiency of quality management system is implemented. In the economic reality, however, we can observe misperception of good internal communication. This misperception leads to incidents, where wrong communication activities are taken up, as if their main goal was to occupy as little time as possible and to escape from difficult situations. [Dąbrowski, Rostek, Kurda 2003]. As far as quality management system is concerned, “communication” can be understood as a process of prepara-

tion and flow of information in different forms in order to ensure efficiency of realized processes. Information can thus be seen as a key asset, the value of which depends on its transfer speed and management effectiveness [Sasak 2007]. When implementing and improving management systems, including those conforming with ISO 9001, one has to consider an important role of internal communication in the development of the entire organization.

In the ISO 9001 standard you can find many requirements referring to the top management's responsibility to communicate with people across the organization, i.e.:

- quality policy and goals,
- importance of meeting with customer and legal requirements,
- promotion of awareness of customer's requirements in the organization,
- people's accountability defined, awareness of how adequate and important their activities are and how they contribute to achieving quality goals,
- ensuring, that staff know changed requirements and know when product's specific requirements will be changed.

Also the ISO 9004 includes some reference to communication and recommends that the management should define and implement an efficient and effective process of communicating quality policy, requirements, goals and achievements. Providing such information might be helpful in improving organization's functioning and getting people directly involved in the process of achieving quality goals. It is recommended that the management should communicate with people in the organization and actively encourage them to give feedback as a way of getting them involved. Securing relevant communication processes should therefore include:

- identifying people – participants of the communication process;
- information to be communicated;
- means used in the communication process;
- method selected to monitor efficiency of the means used;
- documentation and records needed for verification that communication has taken place;
- activities within continuous improvement of the communication process.

Even if the employees know the quality policy, their goals and duties, rights and responsibilities, the assumption that internal communication is efficient is still far too exaggerated. Communication issues should be approached more deeply by introduction of additional communication tools, such as: information boards, intranet, Internet, meetings with employees etc., through which organization-related information is communicated [Wawak 2007]. What is useful in the process of information flow are so called knowledge portals, where different kinds of database are used as knowledge management tools or sources of information for the employees. Furthermore, the knowledge portals make various company data more easily accessible, which facilitates cooperation between units operating in different locations [Meier 2007]. As the results of GFMP Management Consultants' research show, most information reach the employees through meetings and electronic mail. Most of the official media, such as intranet, internal publishing department, memos and information boards play a minor role in passing vital messages to the employees. It is partially due to some natural constraints (e.g. it is

difficult for internal publishing depts to compete with e-mail speed). The key of internal communication is therefore to focus on information flowing in two directions [Crescendo 2006]. We can then say about something similar to feedback, which allows the managers to adequately react to occurring problems and eliminate reasons for potential conflicts [Wawak 2007]. Recently a sort of communication evolution has been observed in companies, which has been leading to interactive communication tools strictly associated with new telecommunication technologies used nowadays [Crescendo 2006].

Communication across the organization may have different forms, can be realized in different directions and have many crucial functions, including the following [Malinowska 2002]:

- informative,
- understanding oneself,
- information exchange in order to program activities,
- defining importance of interpersonal relations,
- helping in research and attempts to change attitudes and behaviour patterns,
- satisfying needs of security, domination, conformism etc.,
- recognition, - settling (explaining problems, solving conflicts).

Internal communication to be efficient needs to be realized between employees involved in the process of understanding and achieving organizational goals and strategy. Internal customers (employees) should be treated equally to external customers in terms of their importance. It may result in establishing customer loyalty, which leads to stronger identification and association with the organization. It is specially important in the cases where one deals with some confidential data, which due to strategic reasons must not be disclosed to the outside world. Many insufficiently informed employees do not identify themselves with the company, which in practice means they are not involved in achieving organizational goals. Lack of information or delayed work-related messages mean worse quality of work and performance. Lack of information on important corporate events demotivates employees, because obviously an employee likes to be a part of corporate life. The role of internal communication is therefore not only to pass information, but also build a new system of values, creating ideology of changes which motivate and educate employees. Effective internal communication may become the key to increase of employees' motivation and involvement, increase of work efficiency, success of changes and building a positive internal and external image of the organization. Many companies striving to get their employees involved, apply modern and innovative solutions with respect to formal communication tools, resulting from those new technologies and innovations in the field of management [Kurda 2005].

When developing communication policy, one should take into consideration that:

- employees are not provided with as much information as they expect to,
- employees expect most information from their direct superiors,
- employees prefer direct communication,
- employees are more interested in the messages in more influencing themselves (their duties, salaries, work security).

In each communication process there can occur many obstacles, which decrease efficiency of management system in an organization. They are most often the result of

employees attitudes leading to their poor involvement in the corporate affairs. The medium-level employees, who, being some kind of filters, may make out something different of the information they get – can be seen as serious barriers to the flow of information. There are also managers, who do not want to communicate with their subordinates. It is often about building authority in the following way: „I possess important information, I am more important, if you want something from me, then...” [Dąbrowski, Rostek, Kurda 2003]. A crucial role will thus be played by the top management’s involvement in employees’ educational and motivational issues.

Efficient information management in each form (oral, document, e-mail) is a tool enabling better rendering of services in higher education. That is why it seems so necessary to improve communication processes depending on the management model, information flow, communication channels used and technical solutions both in and outside the organization.

3. INTERNAL COMMUNICATION, FLOW OF INFORMATION AND CONTROL OF DOCUMENTATION PRINCIPLES – PROCEDURE’S AIM, SCOPE AND DEFINITIONS

Procedure’s aim

The purpose of the procedure is to determine the principles of internal communication, flow of information and control of documentation implemented and executed at the Commodity Science Faculty at Poznań University of Economics.

Scope

The procedure is addressed to all Faculty of Commodity Science employees. The procedure refers to data and information, their flow and control of documentation in the scope which is needed to efficiently realize the process within quality management system.

Definitions

Communication – the process including preparation and flow of information in different forms to ensure efficient realization of processes.

Correspondence – the overall documentation produced in conventional as well as electronic form, needed to realize processes within quality management system.

PUT – Poznań University of Economics.

FCS – Faculty of Commodity Science.

QMS – Quality Management System.

KC – Knowledge Centre.

Responsibility and practice

1. General.

1.1. The main goals of the established internal communication, flow of information and control of documentation principles are:

1.1.1. Access to the up-to-date knowledge about realization of processes at the FCS, including scope of responsibilities of the FCS employees and all information needed to perform duties according to adopted requirements;

- 1.1.2. Correct information flow among all employees, FCS costumers and every unit of the organization within the implemented and maintained QMS;
- 1.1.3. Efficient flow of documents, which include specific data necessary to correct processes realization and their control.
- 1.2. Working organization and rules regarding employees' responsibilities, employees' rights and obligations are included in "The PUT Statute" and "The PUT Rules of Studies".
- 1.3. Each FCS employee is obliged to get familiar with "The PUT Statute" and "The PUT Rules of Studies" when commencing employment and has to respect all the principles included in the above mentioned documents.
- 1.4. The basic FCS communication tool is KC, which is accessible for each FCS employee through FCS intranet system (<http://szj.ae.poznan.pl>). Additionally, the flow of information at the FCS is being proceeded and supported by the following forms and tools:
 - 1.1.4. QMS Documentation,
 - 1.1.5. FCS Council Sessions,
 - 1.1.6. Heads of Departments with their Employees Meetings,
 - 1.1.7. FCS Commissions Meetings,
 - 1.1.8. FCS Dean's Office,
 - 1.1.9. FCS Trainings in the following areas:
 - QMS,
 - functional and general courses,
 - occupational health and safety and fire prevention,
 - 1.1.10. FCS Scientific Meetings,
 - 1.1.11. FCS Information Boards,
 - 1.1.12. Phone Connectivity,
 - 1.1.13. FCS Non-conformance and Recommendation Box,
 - 1.1.14. E-mail,
 - 1.1.15. FCS Employees Duty Hours,
 - 1.1.16. Internal Correspondence,
 - 1.1.17. Current Verbal Communication.

Knowledge Centre

- 2.1. The control of the KC is a responsibility of the Dean's Representative for Quality Management and the Documentation Professional.
- 2.2. Uploading the information and documents is the responsibility of the Documentation Professional upon the application and approval of the Process Owner.
- 2.3. The application regarding all updates and modifications in KC database can be submitted by every FCS employee in an electronic or handwritten form (incl. date and signature) and should be addressed to the Documentation Professional.
- 2.4. The Process Owner's opinion and approval of the update and modification can be confirmed by e-mail or conventional (written) form featured by date and signature.
- 2.5. In exceptional cases, opinion and approval of the update and modification may be issued by FCS Dean or the Dean's Representative for Quality Management.

- 2.6. Every update and modification in the KC becomes valid at the moment of sending e-mail information to all FCS employees by the Documentation Professional, which includes notification that the update or modification has been implemented with indication which process or area the implemented change refers to.
- 2.7. The Documentation Professional is responsible for the registration of all the updates and modifications, which should include the date and the name of the applicant, the authorized person's opinion and approval and the scope of modification.

QMS Documentation

- 3.1. QMS Documentation is available in KC and permanently under control. Procedures and instructions are under the Process Owners' supervision. Records are controlled according to the requirements defined in processes descriptions included in procedures or instructions contained in procedures as well as in the "QMS Records" document.
- 3.2. All the documents circulating as electronic files should be named depending on the type of document, i.e. (FCS_Coun_Mts) and the date of issue in the yyyy-mm-dd format should be indicated, (i.e.: FCS_Coun_Mts_2007-09-17).
- 3.3. Incoming and outgoing correspondence of all FCS units is controlled according to „The PUT Rector Recommendation, # 7/2005, 01/06/2005 referring to implementation and use at the PUT *“The Office Instruction. Instruction regarding organization and activities scope of Archives. Unified inventory of archival documentation”*.

FCS Council Sessions

- 4.1. The organization of the FCS Council Sessions is the responsibility of the Head of the Dean's Office, who:
 - 4.1.1. receives motions concerning the schedule of the FCS Council Session;
 - 4.1.2. distributes information on the date, the venue and the agenda of the session using the KC portal;
 - 4.1.3. produces the below mentioned documents:
 - 4.1.3.1. Annual Schedule of the FCS Council Sessions,
 - 4.1.3.2. FCS Council Session Schedule,
 - 4.1.3.3. FCS Council previous Session Minutes.
- 4.2. Each time the aforementioned documents require the FCS Dean's approval.
- 4.3. Each FCS employee has the right to submit a motion to be discussed at the FCS Council Session through the Head of the Dean's Office, no later than 9 days prior to the FCS Council Session. The motion should be accompanied by a whole documentation package.
- 4.4. In exceptional cases (less than 9 days before the FCS Council Session), the FCS Dean or vice-Dean can decide on including the issue in the Session's agenda.
- 4.5. The schedule of the FCS Council Session along with minutes of the FCS Council previous Session should be available in KC portal no later than 5 working days before the next Session.

FCS Commissions Meetings

- 5.1. FCS Commissions are established upon the new elected Dean's motion submitted during the first FCS Council Session.
- 5.2. FCS Commissions are established as a response to the needs resulting from new regulations and necessity of the implemented and maintained QMS improvement.
- 5.3. The number of the FCS Commission members depends on its activity scope and can range from 3 to even more than 12 persons. FCS Commission is headed by the Chairman and consists of Commission Members.
- 5.4. The Chairman of the FCS Commission may be neither the FCS Dean nor vice-Dean. Any exception to this rule is allowed upon FCS Council's approval only.
- 5.5. As the new elected FCS Commission commences its work, the FCS Commission Chairman and FCS Commission Members determine the FCS Commission's scope of activities.
- 5.6. The FCS Commission Meeting is organized by the FCS Commission Chairman, who is responsible for communicating the date and the venue to the FCS Commission Members no later than 10 working days before the planned meeting.
- 5.7. In exceptional cases (less than 10 days before the FCS Commission Meeting), the decision regarding the FCS Commission Meeting is made by the FCS Dean or vice-Dean.
- 5.8. The FCS Commission Meeting may be organized by the Dean of the FCS.
- 5.9. The minutes of the FCS Commission Meeting should be available in KC portal within 5 working days after the FCS Commission Meeting and should contain the date and the names of the participants. The minutes may be enriched by developed action plans.
- 5.10. Every FCS Commission should consider a development of the FCS Quality Policy in order to plan activities within the QMS.
- 5.11. The Chairman of the FCS Commission is responsible for the preparation of the FCS Commission Annual Report, which should include the assessment of the FCS Commission efficiency, considering meetings frequency, the participation, the FCS Commission Members active work and the degree to which planned objectives within implemented and maintained QMS have been met. The FCS Commission Annual Report should be available in the KC portal by May 31st.
- 5.12. The FCS Commission Annual Report including the assessment of the efficiency constitutes an input during the management review.
- 5.13. The FCS Commission efficiency provides a basis for verification of the FCS Commission Membership and helps justify the need of the FCS Commission current and further functioning.

FCS Trainings

- 6.1. QMS Trainings are organized by the Dean's Representative for Quality Management during the FCS Education Quality Commission Meeting.
- 6.2. The Dean's Representative for Quality Management is responsible for informing through the KC portal about the date and the scope of the QMS Training no later than 10 working days prior to the meeting.
- 6.3. The QMS Training records are supervised by the Documentation Professional.

FCS Scientific Meetings

- 7.1. The information regarding FCS Scientific Meetings is distributed via the KC portal no later than 10 working days before the meeting.
- 7.2. FCS Scientific Meetings are organized on the 1st and 2nd Friday of every month.

Work-related information

- 8.1. The following information channels are used by the FCS Deans and vice-Deans, the employees of the Dean's Office and the Heads of the Departments to communicate work-related issues to the FCS employees:
 - 8.1.1. e-mail,
 - 8.1.2. direct conversation,
 - 8.1.3. phone,
 - 8.1.4. internal correspondence,
 - 8.1.5. work-related note / memo.
- 8.2. The following information channels are used by the FCS employees to distribute work-related information to the FCS Dean and vice-Deans, the employees of the Dean's Office and the Heads of the:
 - 8.2.1. e-mail,
 - 8.2.2. direct conversation,
 - 8.2.3. phone,
 - 8.2.4. internal correspondence,
 - 8.2.5. work-related note / memo.

The rules described in this procedure come into force upon the FCS Dean approval.

4. CONCLUSIONS

As Dąbrowska noticed [2000:53] “The present world is a very unstable and unpredictable place. A continuous flow of information and technical innovation has become a dominating factor in reaching competitive advantage. Furthermore, knowledge together with education have become major economic resources [Soares, Maral 1999:11-21] In the 21st century innovations and ideas, combined with skills and knowledge are tools for success and wealth, just like physical labour and natural resources used to be of a prior importance in the 19th century” [Blackstone 2001:175-184].

The above mentioned sentence is the starting point in the consideration of the organizational aspect of managing knowledge in HEI. Firstly, an efficient quality management system should be implemented and maintained, the major part of which refers to the internal communication, flow of information and control of documentation. In the authors' opinion this seems to be a prerequisite on the way towards quality improvement and eventually to competitiveness on both the European and global scale.

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MAŁGORZATA ZIĘBA

CHAPTER 11
FACULTY OF MANAGEMENT AND ECONOMICS
OF GDAŃSK UNIVERSITY OF TECHNOLOGY
IN THE FACE
OF KNOWLEDGE-BASED SOCIETY CHALLENGES

1. INTRODUCTION

The world around us is perpetually evolving. The development of new information techniques and technologies has removed the boundaries and obstacles to free flow of information and knowledge. The primary resource in the economy is not land, work, or even capital, but knowledge. With constantly increasing volume of knowledge, the role of its efficient and successful management is unquestionable.

One of the places which come to one's mind when thinking about knowledge is the university. Over the centuries university has been a temple where the process of knowledge storage and transmission is taking place. Now, however, the role and character of the university have to be changed. "Modern higher education systems were established within the framework of a modern, urban, industrial, secular and scientific society. If such a society no longer exists, [...] the purposes of higher education too must change" [Scott 2002:61-75]. In the newly established environment where knowledge and intangible assets have become a source of competitive advantage in many organizations, the role of universities considered not only as places of knowledge storage and transmission, but also of knowledge creation and management has become of uttermost significance.

The aim of this article is to depict those new roles of universities in a knowledge society with regard to the case study of the Faculty of Management and Economics (FM&E) of GUT. The author describes the FM&E with regard to the Baldrige Education Criteria. The author is convinced that these criteria may help the Faculty achieve considerable results and cope with the challenges of knowledge society. The reason for choosing this particular faculty is such that the author studied at this faculty and works there and is

well acquainted with its curricula and structure. Furthermore, the author shares the opinion that the example of this faculty is particularly interesting due to several reasons:

1. It is only 15 years old, which is not much in comparison with GUT which was established more than 60 years ago.
2. It is of a special character, as it originated from the combination of Institute of Economics and Humanities with Department of Organization and Production Systems Design from the Faculty of Mechanics. This unique mixture since the beginning has determined the interdisciplinary character of the Faculty.
3. As the Faculty acts in a competitive environment of HEIs of similar character in the Tri-city and in Poland, it is forced to constantly improve its educational offer and faculty management. For that reason, the Faculty has started to pay greater attention towards knowledge management issues. One of the results was the creation of Device²¹ of Knowledge and Scientific Information Management in 2003.

For all the abovementioned reasons, the Faculty of Management and Economics is worth serving as a case study. One might impair the sense of analyzing and presenting only one faculty instead of the whole university; however, the author of this article is convinced that it is justified to evaluate each of the faculties separately due to their unique and individual character. Different solutions and strategies will be appropriate for particular faculties, depending on their present situation and characteristics. For these reasons, examination of a single faculty seems to be defensible.

For the Faculty analysis, some of the criteria of performance excellence of Baldrige National Quality Program are applied. The Baldrige Criteria for Performance Excellence offer “a systems perspective for understanding performance management and they reflect validated, leading-edge management practices against which an organization can measure itself” [2007 Education...]. A very important criterion is measurement, analysis and knowledge management, which is crucial for each organization willing to stay competitive. All the criteria will be described in detail in due course; first, however, some basic facts about the FME will be presented.

FME has its 15th anniversary in the year 2007. As it has already been mentioned, it was established by combining Institute of Economics and Humanities with Department of Organization and Production Systems Design of GUT and as such, it combined the skills and practical experience of academic staff possessing knowledge about engineering, economics, humanistic science, and management [Strategia...2004].

The unique character of the Faculty results from the combination of engineering and managerial knowledge with the ability to solve problems, therefore one can undoubtedly say that FME graduates obtain interdisciplinary education. This fact has been noticed by employees who are eager to employ FME alumni. Also ‘Polityka’ magazine and ‘Rzeczpospolita’ newspaper appreciate the value of FME as according to their rankings, FME is the best among faculties of management at technical universities in Poland²².

²¹ Presently Department of Knowledge and Information Management.

²² Official website of the Faculty of Management and Economics of GUT, www.zie.pg.gda.pl, accessed: 15.11.2007.

The more detailed information on the Faculty will be presented in due course, when FME will be evaluated according to some of the Baldrige criteria. The next part of the article will make the reader acquainted with the core values and concepts, which the Baldrige criteria are built upon.

2. CORE VALUES AND CONCEPTS OF THE BALDRIGE EDUCATION CRITERIA

There are several core values and concepts serving as the basis for the Baldrige education criteria. Among them are:

- visionary leadership,
- learning-centered education,
- organizational and personal learning,
- valuing faculty, staff and partners,
- agility,
- focus on the future,
- managing for innovation,
- management by fact,
- social responsibility,
- focus on results and creating value;
- systems perspective [2007 Education...].

All the aforementioned values and concepts play a considerable role in the organization's performance. They are embedded in each organization which aims at success and high-performance. They are also a set of guidelines for educational organizations willing to stay competitive in a knowledge-based society. Below they are described in detail on the basis of materials found on the Baldrige National Quality Program website.

Visionary leadership

The first concept is visionary leadership. It sets high responsibility on organization leaders, who should "set directions and create a student-focused, learning-oriented climate; clear and visible values; and high expectations. The directions, values, and expectations should balance the needs of all organization's stakeholders" [2007 Education...]. Furthermore, the leaders are also responsible for guaranteeing "the creation of strategies, systems, and methods for achieving performance strategies, systems, and methods for achieving performance excellence, stimulating innovation, building knowledge and capabilities, and ensuring organizational sustainability" [2007 Education...]. It should be the leaders' role to motivate and inspire academic staff and administration workers to perform their job the best way they can. As in most cases HEIs are scattered into many small units, the significance of visionary leaders who are able to prepare strategies guiding organization in all its units is enormous.

What is more, leaders should also be a source of best example both for inter and outer environment. They should "serve as role models through their ethical behaviour and their personal involvement in planning, communications, coaching, development of future leaders, review of organizational performance, and faculty and staff recognition" [2007 Education...]. All in all, the role of organization's leaders is of prior significance.

They should consider their organization as a place for constant improvements and visionary changes. Moreover, they should actively contribute to such an organization's governance, which would satisfy all stakeholders' needs and should also be responsible for organization's actions and performance.

Learning-centered education

The second concept to be described is learning-centered education. This issue stresses the need to focus on the learning part of education. What nowadays matters in education is satisfying the needs of students derived from the market. With increased demands on employees who want to become knowledge workers able to solve problems of interdisciplinary character, HEIs must not only follow market trends, but they must be ahead of them. Moreover, if they want to 'produce' graduates desired by employers, they have to concentrate basically on students' active learning and on the development of problem-solving skills. Additionally, they need to be sensitive to "changing and emerging student, stakeholder, and market requirements and to the factors that drive student learning, satisfaction, and persistence" [2007 Education...]. Flexibility with regard to curricula and offers to all organization's stakeholders is a crucial factor in obtaining sustainable competitive advantage on education market.

There are several features of learning-centered education. The first one is setting high standards for students and expecting a lot from them. This should result in high students' development and best students' results. The second one is having the awareness that students absorb knowledge in specific ways and at individual rates, and therefore it is necessary to constantly search for alternative ways to improve learning. The third feature is placing a strong emphasis on active learning, which can be done with a support of various techniques, materials, and other tools helping to catch student's attention and interest. The next two features are formative and summative assessments. The former kind of assessment is applied to measure learning at the early stage of learning process and is a useful tool for adjusting learning offer to individual needs and learning habits. The latter assessment, compared with external standards and norms, is used for measurement of student's progress. The last feature is concentrating on key transitions, e.g. school-to-work. There is a great role of HEIs to support their graduates in leaving universities and finding a job, as this is an important moment of their life [2007 Education...].

Organizational and personal learning

Organizational and personal learning should be of uttermost significance in each organization as it adds to the highest levels of organizational performance. Only organization focusing on organizational and personal learning is able to set itself new goals and approaches, and therefore adjust to changes in stakeholders' needs and expectations.

Organizational learning should be part and parcel of an organization, which means that it should:

- be a regular part of daily work,
- be performed at all organization's levels,
- be driven by opportunities,
- contribute to solving problems at their source,
- concentrate on building and sharing knowledge all over organization [2007 Education...].

To support learning processes of individuals in an organization such means as trainings, education and financial motivation may be used. Personal learning is a crucial factor in each HEI as it can result not only in more satisfied staff and organizational cross-functioning learning, but also in favourable environment for innovation – an important factor of competitive advantage.

Valuing faculty, staff, and partners

The fourth concept is valuing faculty, staff, and partners. This attitude seems to be entirely justified taking into account the fact that “an organization’s success depends increasingly on the diverse backgrounds, knowledge, skills, creativity, and motivation of all its faculty, staff, and partners” [2007 Education...].

An organization willing to reach high level of development and progression has to focus on two sorts of partnership: internal and external partnership. The former kind deals with cooperation among leaders, faculty, and staff, while the latter with students, other HEIs, suppliers, businesses, various associations, organizations and communities. Successes in internal and external partnerships commit to the establishment of creative and innovative organization’s environment and help in developing long-term objectives.

Agility

The next value, agility is increasingly vital for an organization. It determines how fast an organization can adjust to changes and demands of its students and other stakeholders. In a constantly changing world, where time is money, better flexibility can often bring improvements in organization, quality, and cost.

Focus on the future

The sixth concept is being focused on the future. Each organization eager to be competitive and reach performance excellence should be future-oriented and willing to make long-term commitments not only to external stakeholders like business environment, but also to internal organization’s community, i.e. students, faculty and staff. Furthermore, an organization, when preparing a strategy, should take into account many factors, like “changes in educational requirements and instructional approaches, resource availability, student/stakeholder expectations, new partnering opportunities, faculty and staff development and hiring needs, the evolving Internet environment, changes in demographics and in student and market segments, community/societal expectations, and strategic changes by comparable organizations” [2007 Education...]. A future-oriented organization sets development as its main goal and reaches this goal by implementing all the aforementioned factors into its strategy.

Managing for innovation

The next concept, managing for innovation induces improvements in organization’s curricula, services, processes, and operations undertaken in order to build new value for all the organization’s stakeholders. Innovation is a key element in making constant improvement, and thus it should be an inseparable part of the organization’s learning culture.

Management by fact

The concept of management by fact emphasizes the need for measurement and analysis of organization’s results. Various kinds of data and information should be calculated for

the management purposes in HEIs. Among them are “input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurement” [2007 Education...]. There are also various kinds of measurement areas, like “areas might include students’ backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, dropout/matriculation rates, and postgraduation success” [2007 Education...]. All the collected data may be segmented in a variety of ways, depending on their character and possible applications. All in all, collected data may serve as a guide for organization’s evaluation, decision making, and improvement; hence they should be given special attention.

Social responsibility

As far as the next concept, social responsibility is concerned, members of HEIs should serve as role models concentrating on ethics, protection of public health, safety, and the environment. The main responsibility for setting a good example lies on the organization’s leaders; however, the rest of organization’s community should follow this example. The importance of HEIs serving as an illustration of good citizenship practice is unquestionable and that is why “organizations should not only meet all local, state, and federal laws and regulatory requirements, but they should treat these and related requirements as opportunities for improvement” [2007 Education...]. They should also emphasize ethical manners in all their actions.

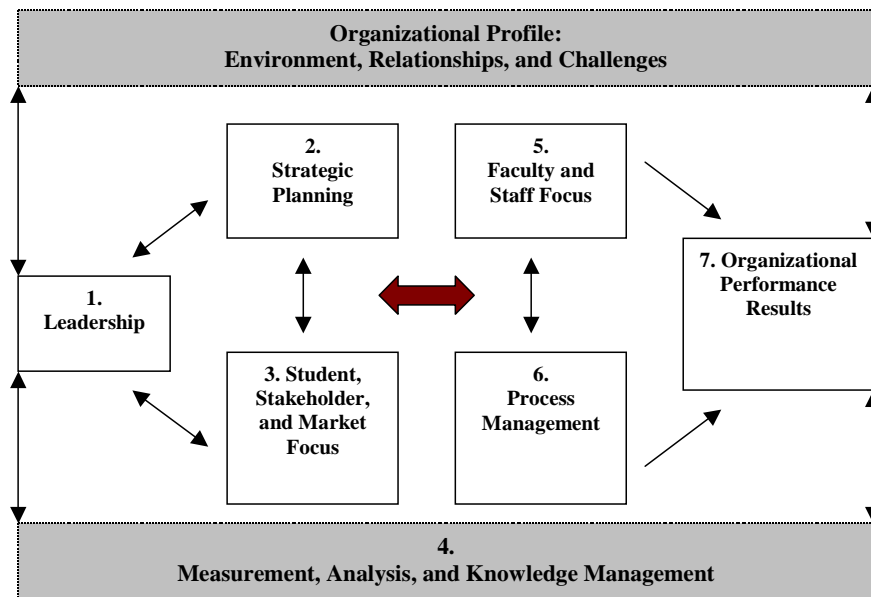
Focus on results and creating value

The tenth concept enhances meaning of key results in an organization. These results should create value for students and other university stakeholders, like parents, employers, academic staff, business community and the public. Furthermore, they should satisfy various stakeholders’ needs and expectations, contributing to development in overall education performance and constructing reliability.

Baldrige National Quality Program treats systems perspective as the last of core values and concepts, the author of this article, however, considers the concept of systems perspective as a very significant element in university management and, as such, will describe it in detail with regard to the FM&E context.

3. SYSTEMS PERSPECTIVE AND THE BALDRIGE CRITERIA

The Baldrige Criteria treat organization as a system with multiple constant interactions. They are a sort of guide for organizations willing to reach performance excellence. All the concepts and core values need not only to be embedded into organization’s structure, but also synthesized, aligned, and integrated. They are depicted in the picture below.



Source: http://www.quality.nist.gov/PDF_files/2007_Education_Criteria.pdf

Figure 1. Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective

As it can be seen in the above picture, university is dependent on outer environment, relationships, and challenges. A very important role in university management play its leaders, who examine, respond to and handle performance based on organization's results. Useful tools for this process are: measurement, analysis, and knowledge management, which deliver necessary information for decision making and performance study. In a nutshell, the major goal of HEIs should be to achieve best organizational performance results and by that to satisfy students, various stakeholders and the university environment. Systems approach supports university in proper management of all its units and contributes to its success.

Having described all core values and concepts serving as the basis for the Baldrige Criteria, now most of these criteria will be presented with regard to the FM&E. The last two criteria, i.e. process management and organizational performance results are omitted, as they have been somehow included in the descriptions of other criteria.

Leadership

The FM&E is governed by the Dean and three Vice Deans for Research, Education, and Lifelong Education, who are the main leaders of the Faculty. The administrative matters are managed by an administrative director. However, as the management of 8 departments and 4 divisions of the Faculty is a hard task, the directors of all the aforementioned units also contribute to the Faculty leadership. This scattered structure of power makes the FM&E management a real challenge.

Of great significance in the process of faculty management is its mission. Mission of the Faculty states that the FM&E is to become Poland's best management school among universities of technology in Poland. As the main goals the Faculty sets:

- providing the highest quality of education and research, which will guarantee preparation of its graduates for functioning in information society,
- and creating the basis for transfer of management knowledge into companies, making them competitive in a knowledge-driven economy [Strategia...2004].

These goals are very ambitious and achieving them requires active involvement of all faculty employees. The FM&E employees need to become acquainted with the Faculty's mission, key values and responsibilities. They must feel the spirit of their organization and be aware of its role in the knowledge society. As it has been experienced by many companies and organizations, only such employees who identify with their place of work can achieve highest results at work. Additionally, inviting external and internal stakeholders to present their suggestions of the Faculty's mission, vision and responsibilities might result not only in a greater number of creative proposals, but also in a better understanding of the Faculty's matters. Finally, a better involvement of the FM&E community in the faculty issues might be achieved by presenting all the FM&E achievements and new undertakings on its website, so that those interested could gather some information.

Important elements determining the Faculty leaderships are its key values and responsibilities. Presently the key values of the FM&E are:

- partnership,
- responsibility,
- knowledge,
- skills²³.

All these four values should be tightly bounded with all the FM&E actions and undertakings. They should be present at each stage of education offered by the Faculty. Among the FM&E responsibilities are:

1. building partnership among all those involved in the process of research and teaching,
2. ensuring state-of-the-art instruction and research,
3. shaping ethical public and social attitudes,
4. teaching managerial and engineering skills,
5. educating top specialists who can easily adjust to the changing requirements of European markets²⁴.

As far as building partnership is concerned, the FM&E cooperates with various European universities and HEIs in the field of exchanging students and academic staff. There are also several scientific and research projects carried out with the assistance of national and international centers. For research and teaching the most modern and recently developed methods, materials, and knowledge are used.

²³Official website of Faculty of Management and Economics of GUT, www.zie.pg.gda.pl, accessed: 15.11.2007.

²⁴Ibidem.

Another responsibility of the Faculty is forming ethical public and social attitudes. Public responsibility and citizenship are characteristic for the knowledge society and, as such, need to become rooted in the FM&E graduates. High ethical standards embedded in the Faculty's mission, strategic plans and performance contribute to maintaining the reputation of the Faculty. Among recent social actions undertaken at the Faculty are:

- material and morale support for Ukraine when democracy in this country was endangered,
- annual auction organized for the faculty members, revenue from which was given to the charity,
- other initiatives being an answer to various needs not only of the local community, but also of foreign countries.

In order to teach managerial and engineering skills, the FM&E should intensify the establishment of partnerships with local businesses, which representatives may either be advisors or adjunct faculty members. This would enrich the curriculum with practitioners' point of view and experience. The interdisciplinary character of curricula combining managerial knowledge with engineering could be enriched with practitioners point of view working in business, and at the same time, increase employability of graduates making them better prepared for market demands.

The ambitious task of being responsible for educating top specialists who can easily adjust to the changing requirements of European markets involves promoting a new kind of attitude by the FM&E leaders. They have to make the faculty aware of the need to create learning possibilities for a variety of students with different learning needs and styles. This does not mean lowering the level for those not able to cope with standard curriculum, but offering various ways of studying with diversified teaching methods. The FM&E leaders should foster future-oriented education rooted in innovative technology-based learning systems, like multimedia technology, teleclasses, telecourses, and on-line courses. They should also promote free on-line access for all students to selected e-books, journals, and other research materials.

The role of the FM&E leaders is very challenging for several reasons. The first reason is that the conditions in which the Faculty operates have changed completely. Fifteen years ago when the Faculty was established, the higher education market was definitely in favour of management school. Managerial education was possessed by only a few graduates of HEIs in Poland. Now, however, the situation is entirely different. In a perpetually evolving market of new needs and requirements which the Faculty has to face, a successful leadership is of uttermost importance. Secondly, the difficulty of successful leadership lies in the necessity to fulfil various stakeholders' requirements and demands, which sometimes are in opposition to each other. The key FM&E stakeholders are:

- students and lifelong learning participants,
- the faculty and staff,
- local, national and international employers,
- the surrounding community at large.

Meeting the needs of all the aforementioned groups is a tremendous effort not only because particular groups have differentiated expectations, but also due to the fact that

among one group opposite attitudes are present. Finally, the faculty leaders need to have a visionary attitude towards their job and the surrounding environment.

Strategic planning

The present situation of the FM&E might be considered as stable due to several reasons. First of all, the financial situation of the Faculty is quite stable. Secondly, the number of academic staff required to keep the rights to lead engineering and master studies is sufficient and till 2010 there is no risk that the Faculty will have to suspend these courses of studies. Last but not least, several of the faculty members are supposed to acquire following academic titles, which may result in obtaining the right to lead doctorate studies. All in all, the situation of FM&E fosters introduction of novel projects and ideas. In the next few years the Faculty is going to focus on the following strategic goals:

1. obtaining full academic rights,
2. improvement of education quality,
3. raising the quality of scientific and research works,
4. increasing the economic effectiveness of the Faculty,
5. improvements in administrative service,
6. development of infrastructure,
7. intensification of educational services marketing by improving the methods and effectiveness of the Faculty's image creation [Strategia...2004].

To receive full academic rights, at least three academic teachers need to obtain the professor title²⁵. This condition has been fulfilled and the Faculty has applied for the right to confer the title of doktor habilitowany. Until now the decision has not been undertaken by certain authorities.

As far as improvement of education quality is regarded, there are various processes which may help to realize this strategic goal. One of them is better meeting of students needs and increasing satisfaction with programs offered by the Faculty. Another example is higher value of programs and their greater diversification (with a special impact on life-long learning and English courses/programs). Introduction of entirely interactive classes offered through the Internet and, in due course, full degree programs of this kind may also advance education quality. This novel form of education has many advantages as it does not involve investment in new facilities and helps to reach a special group of customers, e.g. people working 6 days a week, or young mothers, not able to study even part-time. The strategic objective of the Faculty should be the use of technologies to enhance learning. More information on these processes one can find in the following section.

In the face of restricted financial resources obtained from the government, the FM&E needs to search for other-than-governmental sources of revenues to achieve financial stability. The Faculty may obtain financial means from part-time students' fees, grants,

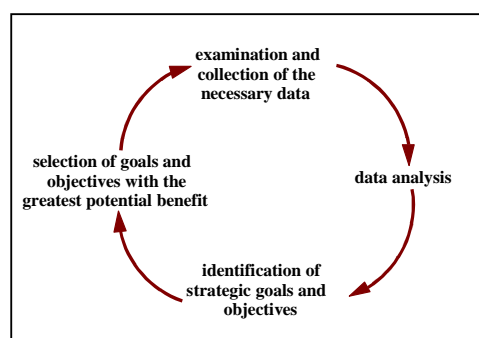
²⁵ Some academic degrees and titles vary in comparison with for example those in the US. The degree of *doktor habilitowany* is given to a person with the doktor's degree, who has considerable scholarly or artistic achievements, has submitted a dissertation (*rozprawa habilitacyjna*) and has gone successfully through the stages of review, debate and defense. The degrees of *doktor* and *doktor habilitowany* are awarded by HEIs and by other scientific and research institutes, while the title of *profesor* is granted by the President of the Republic of Poland. Source: <http://www.buwiwm.edu.pl/educ/educ.htm>.

research for businesses, donations and fundraising. The last three forms are not very popular and some actions may be undertaken to improve this state. However, not only a raise in the amount of collected funds is required, but also the increase of economic efficiency of spending them. The effect of synergy of these two actions might result in the desired development of the Faculty infrastructure.

The other strategic goals of the FM&E, i.e. raising the quality of scientific works and research, improvements in administrative service, and intensification of educational services marketing will be discussed in the remaining part of this chapter. What is significant for all strategic goals is the process of their verification. As the Faculty has limited financial resources to administer, it must decide on such strategic goals, which offer the greatest potential benefit. The process of strategic planning should be based on the following elements:

- examination and gathering the necessary data,
- analyzing data,
- identifying strategic goals and objectives,
- choosing goals and objectives with the greatest potential benefit.

Strategic planning process is depicted in the picture below.



Source: own.

Figure 2. The process of strategic planning

Representatives of all internal and external stakeholders should be involved in this process of strategic planning for the sake of the Faculty. These stakeholders are named below:

1. external stakeholders – accrediting agency, students and life-long learning participants, employers, local high schools,
2. internal stakeholders – faculty and administrative staff.

Accrediting agency, which is the State Accreditation Committee (Państwowa Komisja Akredytacyjna – PKA) controls the Faculty curricula every five years. The FM&E must meet the PKA requirements as these are the obligatory conditions for the Faculty functioning. The other groups of stakeholders, i.e. students, local employers, high schools representatives, faculty & staff could be examined via e-mail or with the help of students (surveys, interviews) to find out what are their requirements, present and future needs, and the level of satisfaction.

Student, Stakeholder, and Market Focus

A modern faculty well-functioning in a knowledge society must be student-, stakeholder-, and market-oriented. As the FM&E aims at being such a faculty, it must pay attention towards opinion of the abovementioned groups. In order to do so, employers together with current and former students should serve as advisors for the faculty in the field of academic expectations and needs of present and future students. It is justified by the fact that strong relationship of the Faculty with its graduates might contribute to some development in the adequacy of programs and the quality of services. Surveys of graduates one or two years after completing their studies could help to answer the following questions:

- Has the knowledge gained in the course of studies occurred to be useful in professional career?
- What could be improved in curricula to satisfy present and future needs of students and employers?

Apart from the Faculty graduates, also business representatives should be invited to take part in discussion about curricula and the future direction of the Faculty. Their opinion is valuable as they consider graduate as a sort of product, which they evaluate according to graduate's abilities and skills. Gaining the knowledge about employers' expectations, the Faculty can tailor a more suitable curriculum.

However, these are not only the Faculty's graduates and business representatives that should to some extent model curricula. The main receivers of the educational offer are also supposed to present their proposals how to improve the learning environment. A survey among students might bring new solutions to the existing obstacles in gaining knowledge and result in proposals of new courses and programs. Presently students at the FM&E evaluate the academic staff each semester. Moreover, not only the academic staff should be the object of evaluation, but also the quality of and satisfaction with courses, facilities and educational methods. If students present their opinion on facilities, the faculty leaders could set priorities on some of the spending and investments according to students needs. Additionally, the assessment of the level of students' services should be performed. Students should also be encouraged to propose possible new services improving the positive studying atmosphere at the Faculty.

When taking into consideration the results of all the above surveys and examinations, one can be sure that the Faculty's studies will be attractive to all its stakeholders. Nevertheless, to meet the challenges of constantly changing knowledge society, the Faculty must enrich its offer with lifelong learning forms. The FM&E seems to realize this task perfectly, proposing one of the greatest numbers of post-graduate studies among faculties of similar character. Presently around 20 courses of this kind are available at the Faculty.

As far as the form of studies is regarded, the Faculty should also prepare a variety of easily-accessible distance learning programs, preferably in English, based on new technologies, mainly the Inter- and Intranet. With such an offer, the Faculty could benefit from the idea of borderless education.

After a detailed analysis of the above demands and requirements, the author of this article would like to propose a few possible improvements, contributing to the better performance of the Faculty in the future. As these improvements are loosely linked together and hard to be classified, they are just listed and described in detail.

1. A greater number of obligatory language courses for students and establishment of a special kind of specialization with intensive English language program

Normally students of the FM&E attend 240 hours of language course (including 60 hours of business language). Although the standard of teaching assumes 120 hours of foreign language course, the amount of language hours offered at the FM&E is, in most cases, insufficient to become fluent in English. This may also be caused by the fact that there is a variety of lecturers teaching foreign languages who use various teaching methods and programs with not always good results. Perhaps the preparation of one teaching program for each foreign language with special attention paid towards speaking and writing skills might help to solve this problem. Also some consequences should be made towards lecturers poorly evaluated by students.

2. Intensification of contacts with Eastern European and Asian HEIs

This proposal is justified as a complete course of studies in English has been introduced at the Faculty. The reason for such geographical orientation is such that the costs of living in Poland are lower in comparison with other Western European countries and if English studies of high quality are offered, some foreigners from these regions might be willing to come. This thesis has been recently confirmed as a new course Bachelor in Management was started for the Chinese people.

3. Focus on cooperation with the US

Although exchange of students or academic staff with American HEIs is costly, it is worth trying. American HEIs are tempting partners for the FM&E because the attitude towards science is completely different there. Perhaps it is possible to find a small and eager to cooperate university, which would consider collaboration with a European institution as an advantage. Furthermore, some American non-profit institutions might be willing to partly finance the costs of this cooperation.

4. Intensification of student interactions with the local community

This goal could be achieved by introducing into curriculum courses requiring cooperation with the FM&E environment. An example of such a course can be 'Event management' or 'Social event management', where students could learn how to organize an event and, at the same time, help local disadvantaged groups, such as disabled people or orphans. Once organized event could be repeated each semester with some improvements made in organization and performance. Such courses could contribute to the creation of value added. Contribution to the local community should be an important element of studies.

Measurement, Analysis, and Knowledge Management

The process of measurement, analysis, and knowledge management (KM) is of utmost importance at the Faculty as it is supposed to take place continually. The object of measurement is data; the object of analysis is information, while the object of knowledge management is, of course, knowledge. A constant process of knowledge management should be taking place at the Faculty and then the reinforcing effect occurs. As an

example the process of satisfying stakeholders' needs can be quoted. Firstly, expectations of all stakeholders should be measured, secondly analyzed, and finally transformed into knowledge. The cycle should be continually repeated, resulting in the creation of knowledge at the Faculty. Such a cycle of knowledge management should be determined for all the processes which undergo evaluation at the FM&E. Apart from the expectations from stakeholders, among them are:

- evaluation of academic staff performance,
- evaluation of curricula quality,
- evaluation of financial performance, etc.

Efficient KM at the FM&E may contribute to greater success of the Faculty in various fields, as teaching or research.

Faculty and Staff Focus

Constantly evolving changes in stakeholders' needs foster the FM&E to obtain very dynamic and easily adaptable faculty and staff. The academic staff, in order to meet individual student's needs, has to be open to innovative learning methods and techniques. Furthermore, to increase the interdisciplinary character of research and teaching, effective communication and cooperation between academic staff from different faculties and divisions should be widely promoted. This could ensure faculty members development.

In a nutshell, the FM&E leaders should promote the development of the Faculty with regard to two areas:

- improved teaching performance,
- enhanced scientific performance.

Below there are described the proposed actions serving to improve the Faculty's performance.

1. Improved teaching performance

As it has already been mentioned, every member of the FM&E is evaluated at the end of semester; however, this evaluation has only informative character as there are no further consequences for the faculty with low-quality performance. If this powerful tool was used in a decisive manner, some poor academics could be deprived of the right to teach.

To prevent employing academic staff with low teaching abilities, in the process of recruitment each faculty candidate should prepare and present a presentation on a chosen topic with students and faculty members as audience providing feedback.

In addition, workshops and trainings on effective teaching methods, and presentation and oratorical skills should be offered to the FM&E members. In special cases, professional training should be provided when there is such a demand. Also intensive language courses for the Faculty members with a special stress on academic English (writing skills, presentation skills) should be delivered by a professional language school. Increasing English literacy among academic staff could help in establishing studies in English language.

For the sake of students' skills and abilities, cooperation with local businesses should be deepened. This cooperation could have diverse character. First of all, business representatives could share their practical experience with the faculty members, while the latter could share their theoretical knowledge with the first group. This could be a mutual interaction resulting in enriched knowledge of both groups' representatives. Secondly, students could prepare projects on the basis of information obtained from companies. Thirdly, students could be offered internship at companies, which could help them to find employment in these companies after graduating. Strategic alliances with local businesses may provide students with some practical experience at work before graduating. To sum up, the process of cooperation between the faculty and local businesses could result in the following benefits:

- a. for the faculty
 - the possibility for students to find an internship in one of local companies;
 - the opportunity for students to prepare projects on real examples, not just on theoretical data;
 - the chance for students to get acquainted with companies and perhaps find employment there after graduation;
- b. for businesses
 - the opportunity to meet some ambitious and talented students, who might become the company's employees;
 - the possibility to obtain free analysis from students working on their projects;
 - the chance to build relations with academic environment and enrich the practical experience with theoretical basis.

2. Enhanced scientific performance

The leaders of the FM&E should encourage academic staff to scientific development. One of the possibilities is to encourage academic staff to publish in the ISI journals by special gratifications. Unfortunately, the number of publications in ISI journals by the Faculty members is not very high. Perhaps some financial awards could be offered to those being most active in this field.

A crucial factor for the scientific development of the FM&E is literacy in foreign languages, especially in English. Academic staff with English fluency can obtain many grants and take part in international projects.

To conclude, the FM&E leaders should support staff development, as the development of the faculty members commits to the improvement in the whole faculty. Only elastic academic teachers may offer students the highest quality programs and satisfy all their needs. Satisfying needs, though, does not mean light workload and low risk of failure, but servicing well-tailored curricula which help to increase students' employability. Even if sometimes students do not appreciate a course in statistics, the teacher should "explain how it provides a necessary step toward the personal goals of the students ("If you want to become an auditor, you need to learn about sampling") [Armstrong 2003:371-374], not remove the course from the curriculum. The FM&E should also continue its development in scientific field, with special attention put towards research and scientific publications.

The process of faculty management in a knowledge-based society is a challenging task. There is a variety of phenomena taking place at the faculty, which have to be governed by its management and staff. The Faculty of Management and Economics which has been presented in this article, seems to cope with this task in an efficient and successful way. This, however, does not mean that there is no place for improvement. Demands of perpetually evolving knowledge society force the faculty development and flexibility. Only agility and openness to alternating environment will help the FM&E to stay competitive in the education market.

4. CONCLUSIONS

Universities have a central role to play in providing organizations with flexible professional employees, this task, however, requires several changes in university's environment, structure, and attitude. In order to educate a skilled and information literate employee, universities need to transform their curricula and forms of learning from out-of-date into future-oriented ones, which should be ahead of changes, not follow them with a delay. Secondly, HEIs should aim at diversified financing strategy and more efficient spending of resources. They should function as prosperous enterprises, where resources are allocated in a wise and justified way. Thirdly, they should quickly react to changes in their stakeholders' expectations and demands and adjust to new conditions faster than their competitors. Moreover, they should tend to cooperate with businesses and industries for exchange of experience and knowledge. They should endow their students not only with theoretical knowledge, but also with the abilities and skills increasing their future employability. All the abovementioned tasks require intensive work from universities, however, they are necessary for universities to be competitive and be successful at educating flexible professionals.

The Faculty of Management and Economics of Gdańsk University of Technology aims at educating flexible professionals in management. This faculty is rather young as it was established in 1993 and it was created to meet special market demand for employees with managerial background. Now, after over the decade of its existence, the Faculty facing new requirements from its stakeholders has to meet new challenges of the knowledge society. As a sort of guideline the Faculty might use the Malcolm Baldrige Education Criteria for Performance Excellence, which has been described in this article. These criteria consider organization as a unique system influenced by a variety of internal and external interactions. The FM&E has been analyzed as such a system with regard to the Baldrige Criteria.

The above analysis of the Faculty is just a small part of the evaluation which has to be performed within the Baldrige Criteria. The ideas suggested in this article are just a small part of possible actions as there is always a place for further improvement. Despite the fact that the situation of the FM&E seems to be stable, the faculty should constantly search for new challenges and aim at perpetual expansion. Only then it will remain competitive and will contribute to the development of a knowledge-driven society.

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