

STRATEGIC PLANNING TECHNOLOGIES IN PROFESSIONAL TRAINING OF EDUCATION MANAGER

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Abstract

A significant component of the professional training of a modern education manager is the formation of his readiness for strategic management. Formation of readiness for strategic management involves the use of different educational technologies aimed at the development of future education manager's readiness to analyze the environment, the definition of the mission and purpose of the educational organization, the selection of its strategy, evaluation and monitoring of the strategy implementation.

The aim of the study is to assess the effectiveness of educational technologies used to develop future education manager's readiness to implement strategic management. The hypothesis of the study is that the development of readiness for strategic management will be effective if the system of their training will use specific educational technologies, group interactive activities focused on the design of the future (foresight technology, SWOT analysis, brainstorming, Delphi method, roadmapping technology, case-study). In the course of the research the methods of comparative and theoretical analysis, modeling, observation, questioning, pedagogical experiment, expert evaluation were used.

Keywords: strategic management, educational technologies, future design, training of managers of educational organizations

1. INTRODUCTION

An important component of the professional training of a modern education manager is the formation of his readiness for strategic management, which includes the processes of continuous planning, implementation,

monitoring, analysis and evaluation of everything that is necessary for an educational organization to achieve its goals and objectives in a certain direction of development. Research of readiness of the person to a certain type of professional activity (M. I. Dyachenko, K. M. durai-Novakova, L. A. Kandybovich, E. N. Koreneva, L. V. Kurochkina), allow us to distinguish in the structure of readiness of educational managers for strategic management components such as value-motivational, cognitive, operational-activity, control and evaluation (*Kurochkina L. V. (2015). Analysis of works of foreign authors (Hill C. W. L and Jones G. R., Thompson A. A. Jr., Strickland A. J. Mintzberg H., Ahlstrand B., Lampel J.)*, devoted to the problems of strategic management, it can be argued that the formation of these components of readiness for strategic management involves the use of adequate educational technologies aimed at the development of future managers of education readiness for the analysis of the environment, the definition of the mission and purpose of the educational organization, the analysis and selection of its development strategy, evaluation and monitoring of the implementation of the strategy (*Hill C.W.L, Jones G.R. (1992)*),

2. MATERIALS AND METHODS

The aim of the study is to assess the effectiveness of educational technologies used to form the future managers of education readiness to implement strategic management. The hypothesis of the study is that the formation of readiness for strategic management in future managers in education will be effective if the system of their training will use educational technology, involving group interactive activities focused on the design of the future (foresight technology, SWOT analysis, technology project activities, "brainstorming", Delphi method, technology roadmapping, case-study method). In the course of the research the methods of comparative and theoretical analysis, modeling, observation, questioning, pedagogical experiment, expert evaluation were used.

The experimental part of the study was implemented at the Mari State University. In total, 38 students enrolled in the master's program "Management of education" and 52 employees of educational organizations of the Republic of Mari El took part in the study at different stages. At the first stage of the experiment, the main difficulties experienced by managers of educational organizations in solving the problems of strategic management were identified. Among the most common difficulties included the definition of long-term development goals of the educational organization and its mission (83.3 %), the design of the organizational structure of the educational organization (82.2 %), the possession of technology to provide feedback on the results and development strategy of the educational organization (72.2 %), the choice of methods of management of the complex "structure – control strategy" (68.8 %), analysis of the external environment of the educational organization (57.8%).

During the experiment in the process of training future managers of educational organizations, interactive technologies were used that simulate expert methods that are used in modern strategic management: foresight sessions, brainstorming, SWOT analysis, expert panels, Delphi method, scenario building, development of "maps of the future", technological road maps, analysis of mutual influence, case-study.

One of the first tasks on strategic management was the SWOT-analysis of modern problems of management of educational organization – the base of students' practice (*Makarova O.A., Maltseva E.V., Biryukova N.A. et al. (2018)*). This technology allowed future education managers to assess external and internal opportunities and risks in the development of the educational environment of the school, to determine the strategy and internal potential of its development, to specify and justify innovative technologies of educational process management. When studying the discipline "Management of educational systems and organizations" to form the readiness of future managers for strategic management, the case-study method was regularly used. Students studied a specific situation, the problems associated with the management of an educational institution, put forward the effective solutions.

The most productive innovative technologies of formation of readiness of education managers to strategic management include foresight technology, which allows to design the image of the future in the long term. The objectives of foresight technology are the prediction of alternatives to the development of the subject of study and the choice of the most appropriate of them; the design of the future (justification of the action plan, reference points, time frames, resources); joint construction of the image of the future. In this modern methodology of foresight brings together dozens of traditional and innovative expert techniques: brainstorming, SWOT-analysis, expert panels, Delphi method, scenario-building, the development of a "map of the future", technology roadmaps, analysis of mutual influence, etc. Us foresight-technology was used in the session "Inclusive education in the Russian school: development prospects and problems of control" in the form of Rapid Foresight methodology , which allows to achieve representative results in a shorter time than the classical foresight technology (*Rapid Foresight 0.4 (2017)*).

When planning the session, we took into account the features of the use of foresight technology in determining the strategy of educational organizations in the field of inclusive education (the complexity of the inclusion process, the latent nature and probability of threats and risks that can affect the educational process in terms of inclusion). At the stage of preparation, the moderator defined the plan of the session, the composition of the groups, concretized the problems of management of inclusive education in a modern school, which were offered to the participants of the session for discussion. At the stage of the session, the moderators introduced the participants to the stages of the organization of work, formulated its tasks, gave a brief introduction to the Rapid Foresight method, identified the working groups and the focus of their attention (topics). The stage of generation of ideas and projects of changes (actually foresight session) was implemented through the joint work of the participants on the "time map". The main objects of the map were trends, formats, technologies, events, regulations related to the system of management of the development of inclusive education in a modern school. Each object proposed by a member of the group was recorded on a separate card, which was placed in a specific time horizon of the map following the discussion. Thus, each group created an image of inclusive education management in a separate educational organization. The presentation of the results of the work of the group was made in the form of a short report with a demonstration of a "time map". The action stage as a result of the foresight session was presented by the working groups as a set of strategies and initiatives related to the development of inclusive education management system.

Thus, in the process of joint work of the expert groups was successfully implemented all the basic functions of technology of Rapid Foresight: forecasting the formation of a quick collective view on the likely options for the development of inclusive education in Russian schools; design, including the choice of optimal ways of development of inclusive education, definition of tools changes; programming the formation of project teams, ready to move in the direction indicated results; projecting the formation of a collective language and options for understanding the problems associated with the management of the development of inclusive education.

One of the conditions of high-quality training of students to solve the problems of strategic management is the involvement of practicing managers of education as teachers of individual disciplines and experts in research projects related to the solution of strategic management problems (*Biryukova N.A., Kolomiets D,L, et al. (2017)*).

At the end of the training program, the participants of the experiment were asked to rank traditional and innovative educational technologies, the most useful, in their opinion, for the formation of their readiness for strategic management. The priority technologies included the case-study method (89.5 %), project activity technology (84.2 %), foresight technology (68.4 %), SWOT analysis (55.3 %).

3. RESULTS

At the stage of generalization and analysis of the results of the experiment, a control diagnosis was carried out, aimed at identifying the level of formation of the readiness of future managers of education for strategic management. Analysis of the results suggests that the proportion of students with a high level of readiness for strategic management increased from 23.7% to 50.0%. At the same time, the greatest positive dynamics in the use of strategic planning technologies in the practice of training is diagnosed by operational-activity and control-evaluation components of readiness, ensuring the implementation of such components of strategic management as planning, organization, monitoring, analysis and evaluation of the conditions for achieving educational organization goals and objectives in a certain direction of development.

4. CONCLUSION

The data obtained in the course of the experiment confirm the hypothesis of the study and show the importance of educational technologies, involving group interactive activities focused on the design of the future, to form the readiness of future managers of education for strategic management.

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