

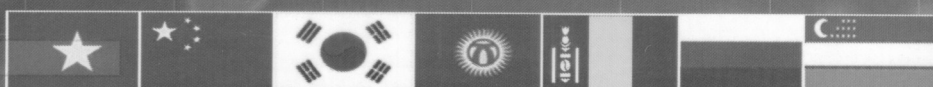


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# Proceedings of The 6th International Joint Conference

**“Seeking Ways for Business &  
Economic Cooperation  
among the Nations along the Silk Roads”**

May 29 - June 2, 2008  
Kumoh National Institute of Technology, Gumi  
Learning Center of Daegu Bank, Daegu, Korea



*Korean Association of Logos Management  
Yeungnam University & Kumoh National Institute of Technology*

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## MANAGING UNIVERSITIS IN RUSSIA: TWICE-TOLD TALE OR A NEW STORY

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**Summary.** There are a few reasons why university management is trying to reconsider university philosophy while seeking for new forms of educational activities. Among them is an obvious desire of the Russian Far East universities to cooperate with their Asia-Pacific counterparts, crisis of classical university education, shifts in traditional sources of financing, and continual loss of the university autonomy. As a rule, new ideas in this area are limited by the traditional management paradigm where differences are determined by the scale, volume and type of supervision over the university teaching staff. Among the factors which may hinder university development are the vague hierarchy, rudimentary public governance, sluggish response to the market challenges, and poor feedback from consumers and owners (i.e. state in the case of national or public universities) in terms of educational services quality.

Nowadays educational market is characterized by the tough competition for high-school graduates, federal financing, corporate 'orders' for educational services, and commercial partnership projects. This competition has already expanded throughout the international borders. Universities are making endeavors to surmount drawbacks of classical education by perfecting various aspects of their traditional activities. Thus, a number of US universities have turned into non-profit corporations and are 'upgrading' their technologies in partnership with IBM, DEC, Apple Computer, Microsoft, etc.<sup>1</sup>. In recent years universities of the Russian Federation have been actively introducing rating systems of students' performance evaluation, TQM, ISO 9000<sup>2</sup>. Nevertheless, better awareness of the university administration of the quality and activities of teaching staff and academic departments, accompanied by the increase in administrative pressure, has lead neither to better adaptability of the staff to the market changes nor to the increase in synergy effects because they both are based on academic freedom for teaching staff. Thus, the beginning of the 21 century has witnessed contradictions

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<sup>1</sup> Roubtsov S. If we are so educated, why so ineffective?// New Market, № 2.2001.

<sup>2</sup> Arkachenkov A.D. Experience of Introducing Quality Control System in University Students Training / Education and Society, № 3, June 1, 2007; Khasbutdinova L.V. Ladanova M.A. Quality management System at the Kemerov Institute (branch) of GO VPO Russian State University of Commerce and Economic: specific features, experience and perspectives / Education and Societ, № 4, 2007; Grudkina T.I. Development of quality control system in Agrictural Universit: experience and perspectives (by theexample of Orlovsky State Agricultural Univsity) / Education and Societ, № 6, 2007).

between the opportunities offered by modern organizational and management theories, stemmed from traditional management paradigm, and the needs of society, owners of resources and universities. This situation is impeding any growth of university efficiency.

Interdisciplinary approach to the publications analysis allows us to distinguish the following theoretical and methodological approaches to university functions:

- 1) based on links and relationships among people (sociology);
- 2) based on university aims/goals (theory of management).

Each of these approaches specifies its university structures (social, functional, organizational, legal), its social mechanisms and processes, its links and relationships in the regional community.

Thus, the sociological approach is based on three organizational models:

- 1) bureaucratic – a university as a bureaucracy<sup>3</sup>;
- 2) liberal – a university as an academic community<sup>4</sup>;
- 3) competitive – a university as a complex conflicting organization consisting of groups competing for influence, power, and access to resources<sup>5</sup>.

Another approach, based on the university aims/goals (A.M. Osipov, S.V. Ivanov, N.S. Rozov)<sup>6</sup>, is based on the following approaches:

- a) nonproductive approach – a university as a “Temple of Science”;
- b) entrepreneurial approach;
- c) political and economic approach - based on people freedoms and government interests;
- d) value-based approach – based on innovations and social environment needs.

Comparative analysis of the two approaches to the university operations developed in different scientific areas together with corresponding models and types of management structure is given in Table 1.

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<sup>3</sup> Stroup H.H. Bureaucracy in Higher Education. 1966.

<sup>4</sup> Millet J. The Academic Community. 1962.

<sup>5</sup> Baldrige J. Power and Conflict in the University. Research in Sociology of Complex Organizations. N.Y. 1971.

<sup>6</sup> Osipov A.M., Ivanov S.V. University as Regional Corporation/ Sociological Research, № 11, 2004. P. 105-110; zov N.S. On University Models in Present-Day Russia / Sociological Research. № 10, 2007. C. 7175

Table 1

**Identification of theoretical and methodological approaches  
to university operations and management structures**

Approach based on links and relationships among people	Approach based on the university aims/goals	Management structures	
		Model	Type <sup>7</sup>
Bureaucratic	Entrepreneurial, liberal (political and economic)	Hierarchical, theoretically without hard hierarchy	Administrative
Liberal	“Temple of Science”, governmental (political and economic), value-based	Organic <sup>8</sup>	Corporate
Competitive	Entrepreneurial, liberal (political and economic)	Combined: hierarchical - for administrative structures, organic – for academic structures	Mixed, entrepreneurial and corporate

Election procedure for teaching staff, heads of chairs/ faculties/ colleges is strictly regulated: first, the candidate is voted for/against by the chair meeting, then, he or she is voted for/against by the faculty council, after that - by the university personnel commission, and, at last, by the university academic council. In fact, university administration has the right to veto any chair or faculty decision. No wonder that in Russia elections of university heads or presidents have turned into a very formalized procedure.

The liberal model if compared with the other ones (Table 2) is characterized by the greatest freedom for academic departments together with the appropriate norms of behavior and elements of organizational democracy. Nevertheless, delegation is exercised top-down as it is in a typical hierarchy.

Owners of private universities have effective, on-the-fly, influence on their top management. In case of state-owned or federal universities, with all resources belonging to the state, there is no clear-cut feedback between those who own resources (i.e. society) and those who are entitled to effectively utilize these resources. In fact, university trustee funds, if any, pursue interests of various corporate groups rather than those of the university owners.

<sup>7</sup> Rousinov's Classification. Management (Contemporary Management): Textbook / Edited by F. M. Rousinov and M .L. Razoo. –Moscow: FBK-Fin-Press, 1998. P. 196.

<sup>8</sup> This herarchical structure consists of a great number of independent specialists (enjoying academic frdoms) and maintenance staf (Company Management: Textbook / Edited by A.G. Porshnev, Z.P. Roumyantseva, N.A. Samatin. – <sup>n</sup> Edition.. – Moscow: Infra-M, 1998. P. 128.

Table 2

**Basic characteristics of university management structures  
(theoretical and methodological approaches)**

Basic characteristics of university management structures	Theoretical approach		
	Bureaucratic	Liberal	Competitive
Building-up of administrative structures	Top-down	Top-down, candidates require approval of the university academic council	Top-down, candidates require approval of the university academic council
Appointment of teaching staff and heads of academic departments	Vacancy announcement, candidates require approval of the faculty and university academic councils	Vacancy announcement within academic freedom, candidates require approval of the faculty academic council	Vacancy announcement within academic freedom, candidates require approval of the faculty and university academic councils
Teaching staff supervision and department activities control	Administrative, rather tight and total as that in commercial organizations	Academic society supervision and control	Mixture of administrative and academic supervision and control
Academic freedom	Available 1) if traditional 2) for those, who contributes most to the overall performance results	Available	Available for those, who contributes most to the overall performance results
Students supervision	Attendance control	Academic performance control	Attendance and academic performance control

Thus, having analyzed contemporary theoretical and methodological approaches to contemporary university operations we are to state the following:

1) traditional organizational and management theories limited by traditional management paradigm are working at their breaking point and, therefore, unable to provide successful transfer of university management structures to a higher efficiency level;

2) the place of every teaching staff representative in the university hierarchy is still determined by the top management and does not depend either on

the teaching staff supervising/supervised initiatives or their academic freedoms. This requires more sophisticated mechanisms used to coordinate all levels goals and new methods aimed at personnel motivation to enjoy organizational synergy.

3) it is a new management paradigm – the paradigm of self-organization and self-development offered by the American researchers K. Cloke and J. Goldsmith<sup>9</sup>. – may help to solve the above mentioned problems. According to the basic idea of this paradigm people are able to take responsibility and work more effectively if self-organized (self-government based on cooperation and organizational democracy). Environment will lessen its resistance to the changes in management if these changes are introduced step by step, substituting gradually traditional management paradigm with its new counterpart;

4) the new approach, if implemented, will considerably improve adaptability of Russian universities and provide better opportunities for networking or horizontal, i.e. peer, cooperation between teaching staff of Russian and Asia-Pacific Region universities.

<sup>9</sup> Cloke K., Goldsmith J. The End of Management and the Rise of Organizational Democracy. JosseBasIn. 2002 . –StPetersbur:PEIE. 2004 – 368p. . 27-29).



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