

Research on the Strategic Management of Local Universities under the Background of Comprehensive Reform of Universities

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Abstract

How to promote the high-quality development of universities from the strategic level is a hot and difficult problem in theoretical research under the background of comprehensive reform of universities in my country. This paper firstly analyzes the outstanding problems and causes of the strategic management of local universities, and then analyzes the conditions for the effective formulation of the school's strategic management, and puts forward the strategies for the effective implementation of the school's strategy. On the other hand, it also provides methodological guidance for the practice of school strategic management.

Keywords: comprehensive reform of universities, local universities, school strategic management

1. Research Background and Significance

At the seminar on “African Universities and Their Leap-forward Development” held by Maseur in Africa, many experts suggested that “in the face of the sluggish economic situation and the difficulty of graduate employment, as well as the increase in the demand for school-running funds caused by the expansion of enrollment, etc. ,universities should emphasize strategic planning more than ever in order to find a way out.” According to our recent survey of universities, although the strategic management of universities is important, the strategic management of universities is still a corner that is forgotten by school management, especially in local universities. How to develop higher education from a strategic perspective, avoid falling into the blind spot of “headache and foot pain”, explore new higher education development models and paths, and improve the quality of talent training are both theoretical and practical issues before us. In the late 1970s, the term strategy was introduced into the field of higher education. In 1983, G. Keller (1992) published “Academic Strategy: The Management Revolution in American Higher Education”, which gave birth to the concept of strategic management in higher education. In my country, with the intensification of market competition, people have deeply realized the important role of strategic management in organizational development. Today, in addition to being widely used in enterprise development, strategic management is also widely used in government agencies, hospitals, and educational organizations.

The comprehensive transition from a planned economy to a market economy has made schools feel the pressure of educational competition. To be the “fittest” in a competitive educational environment, no matter what type of school, they must attach great importance to the school's development strategy management and strategic planning. The main reasons are shown in the following four aspects: First, the scarcity and limitation of school control resources. Since no school has unlimited resources, the development of the school must build, integrate and adjust its own resources and ability advantages in a planned way, and select and adjust the school's business scope and scale according to them, so as to cultivate students that meet the needs of social development. Excellent talents, which force the school to use the strategic management theory to make scientific plans for the development of the school. Second, the environment facing schools has fundamentally changed. The educational environment faced by schools is similar to the market environment faced by enterprises in my country in the late 1980s and early 1990s. The first to enter the state of “student poverty” must be those schools that lack strategic management and management. Frogs in warm water”, lack of awareness of dangerous environments. Third, the marketability, diversity and flexibility of the school-running system. With the growing maturity of my country's market economic system, the school-running system of our country is increasingly socialized, diversified, industrialized and internationalized, and the school-running systems of various types and levels of schools have also shown greater flexibility and diversity. In the context of this educational transformation and development, if

the school decision-makers do not have the ideology of strategic school running, and lack the means and methods of school strategic management, they may miss good school development opportunities. Fourth, the requirements for the development of schools in the era of marketization and branding. Under the background of decreasing student sources, whether it is kindergarten, primary school, or middle school, they are all competing for student source. Some schools that do not pay attention to changes in the education market (composed of schools, teachers, parents, students, etc.) Embarrassing situations have begun to occur in terms of recruiting students. Implementing strategic management is an inevitable choice for new colleges to adapt to changes in the internal and external environment of the school, participate in competition, and seek school development (Kang, 2018). In the era, only those schools that use the concepts and methods of strategic management to scientifically formulate and implement the school's development strategy can continue to develop in the highly competitive educational environment in the future.

2 Prominent Problems in the Strategic Management of Local Universities

2.1 The Concept of Strategic Management is Lacking, and the Strategy is Difficult to Decompose and Implement

We know that school principals are the pilots of school development. Whether they have the ability to plan school development and other aspects determines the speed and quality of school development to a certain extent. However, according to the investigation of our research group, many school principals seriously lack professional knowledge in school strategic management, and many schools have exposed the lack of advanced concepts such as strategic concepts, competition awareness, and market orientation in the rapid development (Liu, & Zhang, 2022). In my country, the development of local economy, policy adjustment, and location changes will all affect the strategy formulation and implementation of universities (Xu, 2010). The strategic planning of many universities has a huge contrast in practice, and some college leaders even heard that they wanted to formulate strategic plans. From the 1970s to the present, my country's universities have experienced a long transition from development planning to strategic planning, but they have not really entered the track of strategic implementation (Guo, et al., 2022). The primary purpose of strategic planning is to help universities adapt to the changing social environment, at the same time formulate feasible plans for the future of universities, and adjust the plans according to the changing situation (Zhang, 2018). A clear and unique overall strategy is the basis for developing low-level strategies or specific plans, otherwise the strategy cannot be broken down and implemented. According to the statistics of the overall development strategies of 22 universities jointly built by provinces and ministries, most of the strategic development goals of these universities are "domestic first-class", "internationally famous", "high-level", "comprehensive", "research-oriented universities", etc. (Liu, & Liu, 2010), and further follow-up research also found that this lack of diversified selection strategy ultimately makes it difficult to guide universities to enter the popular ranks. It can be seen that the mission is simple and inaccurate, the goal is general and too high, and the strategy is lacking, which is a common problem in the strategic planning of ordinary universities today.

2.2 The Strategic Positioning is Vague, and the Phenomenon of Development Homogeneity is Obvious

Judging from the status quo of the development of universities in my country, many domestic universities, especially some local universities, have entered the misunderstanding of development: looking upwards, busy with upgrading; seeking large scales, tired of seeking perfection; lack of competitiveness in disciplines and majors; talent training "High failure, low failure", the training goal is not clear, etc. At the same time, there are also some universities that do not have their own characteristics and blindly pursue large and comprehensive; there are also some specialized universities, which do not consider the actual situation and market demand, and try their best to "upgrade"; in the field of higher education in my country, "building a comprehensive the words "independent, research-oriented universities" can be seen everywhere (Chen, 2021). These phenomena are concrete manifestations of the vague strategic positioning of universities.

In addition, due to the influence of the planned economic system in the past and the lag in the reform of my country's higher education management system, problems such as the consciousness of "official standard" and "administrative tendencies" caused by the centralized management system of higher education still exist widely. Some universities only try their best to pursue the comprehensive development of the school just to pursue the administrative level. The administrativeization of universities, driven by instinct, leads to the pursuit of homogeneity in the orientation of universities, and homogenization is relative, and heterogeneity is objective. It can be seen that the "administrativeization" of universities is the direct cause of the blurred strategic positioning, and the advent of the era of multiple values has sounded the alarm for the administrativeization of college management, and also made the dilemma of the blurred strategic positioning of universities more prominent.

2.3 Insufficient Attention to the Evaluation and Revision of University Strategies

First of all, whether a university or an enterprise fully analyzes its internal and external environment, it will guide decision-makers to make scientific positioning and strategic choices, so as to determine the development goals and strategic planning suitable for their own units. Secondly, judging from the current situation of domestic universities, the strategy formulation of most universities is based on qualitative analysis, and quantitative research is rarely carried out. In fact, there are many universities in China. If no detailed research is carried out, the result will be the same strategy. For universities with similar types, if they can make quantitative comparisons through specific numbers, they may be able to find differentiated strategies and competitive strategies that suit their own conditions, and truly take their own characteristic development path. In addition, through analysis, we call on universities to pay attention to the evaluation and revision of strategies, but according to the actual survey and statistics, the development strategies of many universities are just a decoration, which only shows that the leaders have this idea, but they do not have their own strategies in the actual work process. Implementation path, departments also go their own way, according to the traditional way of work. Therefore, after the strategy is clear, the implementation of the strategy becomes more important.

3 The Logical Framework for Solving Strategic Management Problems in Local Universities

3.1 Clarify the School's Strategic Goals and Straighten out the Strategic Thinking

In the current era of diversification, universities of different types and levels have different development goals and obviously different development strategies. For example, some universities mainly measure the quality of development by academic level, while others insist on the development quality oriented by social needs. view, and some adhere to the interest-oriented view of development quality, such as community colleges in the United States. For such universities, student satisfaction is the goal, and social needs are the means. Each college chooses the leading development strategy according to its own development strategy plan. From a macro perspective, the functions of modern universities have been more differentiated, from a simple teaching function to a variety of functions of teaching, scientific research and social services. The leading functions of different universities are different, and the training goals of schools are also different. Judging from the existing classification of universities, there are various types, mainly including teaching colleges, research colleges, and vocational colleges. The same talent training quality standards cannot be used for evaluation. Therefore, when the country conducts higher education quality management, it must stand at a strategic height, according to the higher education development strategic plan and the training objectives of different levels and types of universities to carry out quality evaluation and quality management in a hierarchical and differentiated manner. The practice of "subdividing higher education quality management objectives" in American higher education quality management is worthy of our reference. The goal of the so-called subdivided higher education quality management is to differentiate and certify according to the type, region and discipline of each university. In this way, the objectives of education quality management are subdivided, so as not to deviate from the development direction of higher education of various types and levels, and to ensure the diversified development of higher education and meet the diverse needs of society. At the same time, we should also pay attention to the fact that the development goals of universities are not constant. According to the strategic positioning of the school, we should timely innovate the strategic management measures and revise the strategic development goals.

3.2 Clear the School's Strategic Environment and Respond Scientifically to Opportunities and Challenges

We know that "survival of the fittest, elimination of the unfit" is a famous thesis put forward by the biologist Darwin when he analyzed the origin of species. In fact, this is not only the evolution of species, but also the development of for-profit and non-profit organizations such as schools and enterprises. Yes, this has long been confirmed by management practice. School strategic management is always carried out in a certain environment, and is deeply restricted by the external environment. Therefore, when carrying out strategic management activities, schools must examine and analyze the environment in which the school is located, identify the opportunities and threats contained in the school environment, use opportunities to avoid threats, and actively adapt to the environment, create the environment, and even transform the environment. To ensure that the school can better survive and develop. The school environment is the soil for the survival and development of the school. It not only provides the necessary conditions for the education and teaching activities of the school, but also plays a certain restrictive role in its development, because the various resources required for school education and teaching need to be subordinate to the external environment. For any school, they can only determine the specific content and direction of their educational and teaching activities according to the type and quantity of educational resources that the school's external environment can provide. At the same time, the students trained by the school using educational and teaching resources must also seek jobs in the external talent

market of the school. So before and during the training, schools must consider whether these students can be accepted by employers and whether they are welcomed by the talent market. The internal environment of the school is the basis for the development of the school, and its structure and nature directly determine the ability and direction of the school's development. However, both management theory and management practice have confirmed that analyzing the environment and discovering opportunities and threats is not enough to bring a competitive advantage to an organization. That is only the premise and foundation for an organization to formulate a development strategy. As a special social organization, schools, of course, are No exception. However, we must make it clear that changes in certain factors in the social environment affect different types of schools, and even different development periods of the same school, in different ways and degrees. That is, a certain educational environmental factor, such as the increasing urbanization of society, is an excellent opportunity for some schools to develop, but can be a fatal threat to others. Therefore, school strategic managers need to continually analyze the school's internal environment to identify strategic factors within the school: those key strengths and weaknesses that most likely determine whether a school can seize opportunities and avoid threats. The external cause is the reason for the change of things, and the internal cause is the basis for the change of things. Therefore, we should stand at a certain height, from the perspective of strategic management, identify and develop the internal resources of the school, and analyze the existing capabilities of the school. Only in this way can we establish the school's competitive advantage, promotes the sound and rapid development of the school.

3.3 Clarify the School's Strategic Resources and Capabilities, and Scientifically Formulate the School's Basic Competition Strategy

When analyzing the current capacity of the school, it must be based on an analytical framework of the dynamic capacity of the school. School dynamic capability analysis is a school capability based on school conventions, educational and teaching skills, and educational and teaching complementary assets. It is embedded with a large number of unique educational and teaching theoretical knowledge, school management knowledge and practical skills, so school capabilities are difficult to imitate and replicate. . Specifically, the school's core competence can also be measured from the following seven aspects: First, the ability to judge, design and choose the school's development path. Whether the school has developed can be analyzed from the following six factors: the expansion of the number of students, the improvement of the conditions for running schools, the enhancement of the school's moderate force to the external environment, the optimization of the school's organizational structure, the strengthening of the construction of the teacher team, the quality of teaching and the benefits of running a school Second, the ability to plan and enhance the school's brand; third, the ability to implement teaching innovation and management innovation; fourth, the ability to develop school planning; fifth, the ability to improve the quality of school education; sixth, the principal leadership skills of managers. Seventh, the school's influence on students' families and communities. After analyzing the opportunities and threats, advantages and disadvantages faced by the school's development, the school can formulate a scientific overall school strategy and basic competition strategy. The overall strategy of the school is completed by the top management of the school, mainly to determine the entire education and teaching scope of the school and the allocation mode and plan of school resources among different educational and teaching units. Educational unit strategies focus on determining how to compete within a given educational and teaching business (including various separate training programs). It has a narrower reach than a school strategy and applies to a single educational teaching unit. The functional strategy involves the activities of various functional departments, and its scope of activities is narrower than that of the education and teaching strategy. Our main content is mainly suitable for private schools in the fierce competition.

The basic competitive strategy is a form of corporate competitive strategy proposed by Michael Porter, a well-known strategic management scientist at Harvard Business School, when he studied the theory of corporate competition. Compared with the form of enterprise competition strategy, the basic competition strategy of schools can also be divided into three types: the strategy of leading the cost of running a school, the strategy of differentiating the model of running a school, and the strategy of centralizing the resources of running a school. Schools must choose one of these three strategies as their dominant strategy. Either control the cost of running a school to a lower level than the competition; or form a distinctive feature in the school service, so that students feel that you provide more value than other competitors; or the school is committed to serving a specific type of profession or a particular geographic area. These three strategies are very different in structure. Successful implementation of them requires different school education and teaching resources and education and teaching skills. However, due to the lack of some schools' strategic concepts, lack of school organization arrangements, etc., the strategies are "sandwiched in the middle". The school suffers as a result.

The strategy of leading the cost of running a school is one of the three basic strategies. It means that the school provides services acceptable to students at a lower cost of running a school through a series of activities in the education industry chain, so as to gain a competitive advantage, so it is also called Low school cost strategy. The school-running model differentiation strategy means that the school can provide a unique education and teaching model. However, compared with enterprises, due to the homogeneity of education in schools at the same level, this kind of "unconventional" can only be expressed as a school-running feature in order to demonstrate the school's personality. Take some newly-built private institutions of higher learning as an example, some private institutions of higher learning, as "quasi-existences" in institutions of higher learning, due to their own limitations, determine their inferior competitive position in the entire higher education system, then, For these schools to continue to develop healthily, they must pay attention to school characteristics, such as school-running ideas, management systems, excellent teaching and learning styles, discipline construction, and so on. At the same time, the region's long history and culture and the local government's emphasis on education are conducive to the formation of characteristics, such as mutual enrollment cooperation, mutual school-running cooperation, and the establishment of a talent flow mechanism between the two sides [8]. When universities expand enrollment, many universities are greedy for perfection, which leads to the phenomenon of "one thousand schools", which eventually leads to the waste of college resources and vicious competition for talent training, resulting in increased school running costs and social employment costs.

However, it is one thing to formulate a good and appropriate strategy, and it is another to implement the strategy effectively. In practical work, it often takes longer and more difficult to implement and execute a given strategy than to formulate this strategy. In order to implement a correct strategy, in addition to the feasibility and suitability of the strategy itself, management activities such as planning, organization, leadership and control are also required to cooperate with the implementation of the school strategy. For a school's overall strategy to be implemented, it must be decomposed into functional strategies and plans for better execution. To transform a strategic plan into a tactical plan is to expand the strategic objectives in the two dimensions of time and space, and specify what activities the school should engage in in each short period of time. In practice, the most effective methods to implement school strategy include rolling plan, target management, network plan technology and other methods. At the same time, in order to be able to respond quickly to changes, a contingency plan should also be developed. Because many qualitative and quantitative factors will affect the trend of school strategic control. The promotion and transformation of strategies is a dynamic process of continuous pulses, and for this reason, school strategies must be controlled. School strategic control must have the characteristics of suitability, feasibility, acceptability, overall interests and partial interests, inconsistency and diversity of long-term interests and short-term interests. School strategic control is a management activity that measures and corrects various educational and teaching activities done by teachers and students in the school to ensure that the actual process of education and teaching is compatible with the dynamics of educational and teaching goals.

4. Strategies to Improve the Strategic Management Performance of Local General Universities

4.1 Clarify the School's Vision, Mission and Goals, and Strengthen the Recognition and Confirmation of the Correct Education and Teaching behavior by the Teaching Staff

The school's vision and mission are clear because with the deepening of world economic integration and the development of China's market economy, market competition is intensifying, and people have deeply realized the important role of strategic management in organizational development. Today, in addition to being widely used in enterprise development, strategic management is also widely used in government agencies, hospitals, and educational organizations. The introduction of the "14th Five-Year Plan" education plan has brought unprecedented new characteristics to the educational environment in our country, and at the same time has made us clearly realize that the sustainable development of education must attach great importance to the management of educational development strategies. As an important function of school administrators, school strategic management is increasingly showing its importance in school management. In the process of formulating and implementing school strategies, school vision, school mission, and school values all directly affect the performance of school strategic management. The school's strategic plan serves to achieve the school's strategic goals, and the school's strategic goals must reflect the school's vision and school mission requirements.

In the process of formulating and implementing school strategies, school vision, school mission, and school values all directly affect the performance of school strategic management. The school's strategic plan serves to achieve the school's strategic goals, and the school's strategic goals must reflect the school's vision and school mission requirements. With the globalization of the economy and the rapid development of the knowledge economy, the globalization trend of educational resources competition is becoming more and more obvious,

which also leads to new changes in the school's strategic management objects, management objectives and management methods. Many school administrators deeply feel that some management methods that were regarded as effective in the past under the planned economy can no longer play a normal role, because many management concepts of the school have fundamentally changed with the changes in the school environment and educational objects. As a school management, a scientific strategic concept must be used to guide the school's management behavior, improve the school's management performance, and continuously promote the school's development. The school's strategic concept is the systematic and fundamental strategic management thought of the school. The school's strategic planning plays an important role in the development of the school, and it is very necessary to strengthen the research on the school's strategic planning (Liu, & Ma, 2022). Any management activity must have a fundamental principle or core idea, and all management activities must be carried out around this fundamental principle, which is the school's strategic concept. The school's strategic concept is the ideological basis and premise of the school's pursuit of continuous development. It is the recognition and confirmation of the correct education and teaching behavior of all students and the majority of teaching staff. On this basis, the development direction, belief and goal of the school's development are formed. It turns out that a clear, consistent, and precise set of school strategies can be extremely effective in schools.

4.2 Cultivate a Professional Management Team to Ensure the Effective "Implementation" of the Strategy

In a sense, cultivating high-quality talents is the common mission of all members of the organization, not the responsibility of a certain group of people. Therefore, the understanding and recognition of the strategy by all members of the organization will have a great impact on the effectiveness of the quality strategy operation. However, from the research and practice of corporate strategy theory, "managers are the most critical factor in the organizational strategy system", especially in universities. The upper-level leaders are the decision-makers of the school's strategy, in charge of the school's strategic goals and directions. Level (Liu, & Li, 2021); middle-level leaders are the strategic staff, makers, implementers of the implementation of superior strategic goals, and play a linking role. To this end, it is very important to focus on strengthening the strategic awareness and management professional level of the middle and upper management of the school. A professional management team can clearly express and publicize the quality strategy; be able to make timely adjustments to the formulation, implementation, evaluation and development of the quality strategy. The lack of professional teams is an important factor that makes it difficult to carry out many management activities in universities in our country.

4.3 Establish a Sound Negotiation Mechanism, so that different Stakeholders can have Channels to express their Own Interests and Participate in the Strategic Management of Universities

From the perspective of the formulation process of university strategies, the formulation process of university strategies must be a communication process with extensive participation of faculty and staff. The strategic management of the organization should emphasize the awareness of full participation. In the whole process of strategic management, it is necessary to brainstorm, fully listen to the opinions of all parties, and understand the interests and needs of different groups. The whole process of the formulation, implementation, evaluation and development of the school strategy is also the same, and it is necessary to carry out in-depth communication between different interest groups. To this end, a good and sound consultation mechanism is very important. At the same time, universities should create a good information exchange system, so that the information exchange between universities, between universities, and between colleges and the external society is unimpeded, and information exchange and feedback can be carried out well. Whether it is a goal-oriented school development strategy or a market-oriented school development strategy management, the exchange of "information" is a very critical part. Universities need to keep abreast of changes in social needs, understand their position in the entire field, and master the degree of social acceptance and recognition of their "products", so as to evaluate, adjust and develop their school's development strategy.

4.4 Establish a School Strategic Management Performance Evaluation and Correction Mechanism to Continuously Improve the School's Core Competitiveness

School strategic management performance evaluation makes a comprehensive, systematic and scientific evaluation of the school's business performance, aiming to reveal the school's current operating conditions and development prospects, point out the direction of the school's future efforts, and improve the school's survival and development momentum in market competition. An important part of strategic management also belongs to the school's strategic management behavior.

The process of evaluating the company's strategic performance mainly involves how to help the school's strategic managers to supervise, inspect, guide, adjust and correct various activities in the school's strategic

management process and related people and things, so as to ensure the school's strategic management. The process can be carried out to perfection according to the predetermined plan, so as to achieve the expected strategic goals of the entire school organization. The school's strategic management goals achieved through performance evaluation include: first, through the school's strategic performance evaluation, it can discuss the advantages and disadvantages of the school's competitive strategy or form a school's competitive strategy; second, through the school's strategic performance evaluation for talent selection, so as to promote the school's talent team Thirdly, to effectively monitor the school's financial situation through performance evaluation to reduce the school's running costs; fourthly, to cultivate and strengthen the professional standards, job ethics and school cultural atmosphere of school staff and cadres with the help of performance evaluation. As far as principals are concerned, school strategic management is a new field that principals must re-understand, because the planned economy has been transformed into a market economy, and the comprehensive reform of compulsory education has made school principals feel the pressure of education competition and must be competitive. For the "fittest" in the educational environment, schools must attach great importance to the school's strategic management and continuously improve the management capabilities of principals.

5. Conclusion

As an important combination of the primary productive force of science and technology and the primary resource of human resources, higher education carries the important function of selecting and cultivating talents for the country, and its development level determines the quality and level of talent training. The reform and development of higher education has entered a new stage that focuses on improving quality and development level from scale expansion and quantity supply. However, the problem of higher education being "big but not strong" is more prominent. The problem of incompatibility is relatively obvious, and the deep-seated contradictions and problems that restrict the development of higher education and personnel training continue to emerge. Universities must be oriented by market recognition when formulating development strategies and conducting quality strategic management. In view of this, from the national level, it is necessary to establish a diversified higher education system according to its own national conditions and the diverse needs of the market, with levels and categories, and provide higher education content that suits people's needs in as many ways as possible. Similarly, the quality management system of higher education should also be diversified. Different types and levels of universities adopt corresponding quality standards and management methods, which cannot be one size fits all. From the perspective of universities, each college must analyze its own situation and combine the diverse needs of the market to clarify its own positioning, formulate development plans, and establish a leading quality view of education, teaching and scientific research. At the same time, it should be noted that the strategy of universities is not constant. It must be constantly adjusted with the development of society and changes in market demand, combined with their own actual conditions. The adjustment of college strategies means the adjustment of universities' quality concept and quality management system. In a word, how can local general institutions of higher learning effectively realize strategic management is a complex system problem. However, one thing is certain, that is, effective school strategic management must be clear about the school's vision and mission, the school's strategic goals, the school's environment, school's strategic resources and capabilities must be analyzed, and the school's strategic choices and strategic performance evaluation methods must be clear. Avoid school strategy mistakes and so on.

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