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## INNOVATIVE BASES OF RESEARCH AND ANALYSIS OF STRATEGIC DIRECTIONS AND PROSPECTS FOR DEVELOPMENT OF DOMESTIC HIGHER EDUCATION INSTITUTIONS

The approaches to forming the strategy of higher education institutions development are investigated. The target approach is determined to be the priority. The sequence of forming of the strategy of higher education institutions development according to the target approach is formulated and described as follows: the definition of the purpose of the strategy; formation of a strategic imperative of development; study of the internal and external environment of the institution of higher education; identifying opportunities and obstacles for development; choice of development model; detailing (if necessary) strategies in separate functional strategies; formation of strategic maps for strategy implementation. Each stage of strategy formation is described. The strategic imperatives of the development of the higher education institutions are recommended to be further elaborated in line with strategic development, since they are the main priorities and long-term orientations. If the goal of the strategic development of higher education institutions can be descriptive, strategic imperatives should be described in detail, and justified in the form of specific strategic indicators, which level should be reached in the process of implementation of the strategy. The main strategic models of the development of higher education institutions are determined depending on their market position and strategic development scenarios on the basis of evaluation of internal and external factors. The generalization of the research of competitive positions of higher education institutions allows distinguishing such competitive positions as "leaders", "following the leaders", "middle peasants", and "outsiders". On the other hand, strategic development depends on the potential of enterprise development and its strategic orientations, which is reflected in the development scenarios. Moreover, they distinguish such strategic development scenarios as pessimistic, most likely and optimistic. The importance of the formation of strategic maps was determined. The formulation of information in the field of development in the form of strategic cards actually visualizes what indicator is necessary to "move" the institution of higher education in order to achieve the strategic goal and who is responsible for it. The strategy of development of the higher education institutions is to be implemented on the basis of developed strategic maps. A strategic map for the direction of development of "International Positioning" was proposed.

**Keywords:** development strategy; target approach; strategic imperatives; strategic maps.

**Introduction.** Ukraine's strategic development depends to a large extent on the strategic development of its branches. The importance of the strategic development of education in general, and higher education, in particular, lies not only in ensuring the growth of the national economy, but also an important factor in the purposeful formation of an intellectual society. Modern conditions of the development of the higher education system are characterized by the intensification of globalization processes; increase in the desire to receive knowledge of different categories of the population (the concept of "continuous education"); introduction of innovations in educational technologies,

which necessitates changes in the organization of the educational process; reorientation of training programs for market demands. Successful functioning in a dynamic competitive environment, overcoming of constantly arising problems and obstacles to development, achievement of key indicators of success require the formation of higher education institutions (HEI) modern, adequate conditions for management, scientifically based strategy of development.

**Analysis of recent researches and publications.** The formation of such a strategy for the development of institutions of higher education requires the use of an effective methodological toolkit for strategic planning. The theoretic-

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**Цитування за ДСТУ:** Bublyk M. I., Zhuk L. V., Duliaba N. I., Petryshyn N. Ya., Drymalovska K. V. Innovative bases of research and analysis of strategic directions and prospects for development of domestic higher education institutions. Науковий вісник НЛТУ України. Серія Економічна. 2018, т. 28, № 9. С. 35–39

**Citation APA:** Bublyk, M. I., Zhuk, L. V., Duliaba, N. I., Petryshyn, N. Ya., & Drymalovska, K. V. (2018). Innovative bases of research and analysis of strategic directions and prospects for development of domestic higher education institutions. *Scientific Bulletin of UNFU*, 28(9), 35–39. <https://doi.org/10.15421/40280906>

cal basis for the strategic planning of higher education institutions is the study of the essence and significance of the strategy presented in the writings of I. Ansoff, M. Porter, A. Chandler, D. Gluck, V. Gerasimchuk, A. Kovtun, M. Bubyk. Some issues of formation of the strategy of development of domestic institutions of higher education are highlighted in the works of O. Marukhlenko, S. Natroshvili, O. Lyashenko, L. Karamushki, O. Pometun, N. Ostroverkhova, V. Maslova, M. Potashnik.

**Unsolved aspects of the problem.** However, the analysis of existing studies reflects the lack of a comprehensive integrated approach to the formation of a strategy for the development of institutions of higher education, adequate conditions of management, in accordance with the requirements of time and society.

**The aim of article.** The main purpose of the article is to generalize the main theoretical and methodological approaches to the formation of a strategy for the development of institutions of higher education. Achieving this goal necessitates the following tasks: general description of the strategy and its place in the management of higher education institutions; definition of features of strategic planning of institutions of higher education; study of the main methodological components of the formation of a strategy for the development of the HEI; definition of the main priorities of the strategic development of domestic HEI.

**The main part.** In economic literature, there are many studies of the essence and role of strategy in the development of organizations and enterprises. It is known that the etymology of the term "strategy" is associated with military terminology, derived from the Greek. "stratos" – army and "ago" – lead, which reflects the direction of hostilities, the conduct of the troops, and so on.

In economic literature, the strategy is associated with the plan (Chandler, 1962; Ansoff, 1980), a set of actions to achieve the long-term goal (Mintzberg, 1994; Markides, 2000), the positioning of the enterprise (Bubyk & Komarnytsky, 2008), the totality of the mission, goals, ideas (Marukhlenko, 2017; Natroshvili, 2015; Slovyk, 1973), etc. Detailed consideration of existing points of view allows us to formulate the general view that the strategy is a long-term perspective plan for the mission, achieving the goals of the enterprise, formed in the form of a document with detailed measures to achieve the goals.

The best way, in our opinion, is to define O. V. Marukhlenko's definition of the strategy on the subject of research, which are institutions of higher education. "The strategy of a higher educational institution is a comprehensive, long-term plan of system actions and their real implementation on the basis of a comprehensive study of all laws, external and internal circumstances, set goals and objectives that ensure the effectiveness of the institution of higher vocational education. It includes, on the one hand, the study of the laws, conceptual foundations of higher education in the context of the development of society, analysis of external and internal conditions, forecasting trends and possible options, defining tasks, developing technologies, methods, organizational forms that can ensure the progress towards the goals set. On the other hand, the strategy of the university involves multidimensional, long-term, thought-out, active, persistent and corrected, as appropriate, the actions of management and all personnel, providing a step-by-step effective solution of tasks, achieving goals, fulfilling the mission of a higher educational institution" (Marukhlenko, 2017, p. 256).

The formation of a strategy for the development of institutions of higher education is carried out using well-known theoretical and methodological approaches. However, in fact, the strategy itself, the product of strategic planning, takes into account the specifics of the field of management – higher education and should reflect the specifics of each individual educational institution.

Among the main components of the theoretical and methodological foundations of the development strategy are the actual methodological approaches, various strategic planning tools, the methodology of strategy formation and its components. The current management methodology of the organization considers three main methodological approaches that include relevant, inherent techniques and tools for forming a strategy – target, process and system.

According to the theory of adaptation I. Ansoff, who argues that "the organization's strategy should be a combination of the most profitable areas of activity, taking into account the factors of the environment" (Ansoff, 1980, p. 68), the goal-oriented approach to shaping the development strategy is to achieve a specific goal, to the end result. Target approach is the most well-known and most used. Formation of strategy is combined with the definition of the long-term development goal, which is usually detailed for purposes. Formation of goals in the functional areas of activity necessitates the formation of functional strategies.

The process approach to shaping the development strategy of an organization or enterprise is generally linked with the consideration of the latter as a set of processes that it performs to meet the needs of the consumer and the manufacture of products (services) necessary market. "The process approach implies that the organization's development strategy should include the organization's development goals, the main processes involved in achieving these goals, the peculiarities of the implementation of these processes, the process evaluation, the system for monitoring the quality of the processes and the product, the indicators for assessing the efficiency of the processes, the measures for improvement of processes, etc." (Natroshvili, 2015, p. 40).

The essence of the system approach is based on considering the organization as a whole, as a system, "as a set of certain elements, with the subsequent integration of the results into a single whole, as well as the definition of opportunities for the effective interaction of these elements" (Natroshvili, 2015, p. 39). Formation of a development strategy for such an approach is, on the one hand, fundamental, on which the formation of a strategic set of enterprises depends, on the other – a set of strategic decisions that cover all its constituent elements and correspond to the organizational structure of the enterprise.

When forming a strategy for the development of institutions of higher education, it is best to use a targeted approach that allows, on the basis of the established long-term goal, to diversify it into goals, different, in terms of achievement and functional affiliation.

It is advisable to apply a generally applicable sequence of strategy formation, which is detailed in the following stages:

1. Define the purpose of the strategy.
2. Formation of the strategic imperative of development.
3. Investigation of the internal and external environment of the institution of higher education.
4. Identify opportunities and barriers for development.
5. Choice of development model.

6. Detail (if necessary) strategies in individual functional strategies.
7. Formation of strategic maps for strategy implementation.

The main goal of the strategy of the development of institutions of higher education is the development itself, or the provision of development. At the same time, under development in general, it is expedient to consider the process of quantitative, qualitative and structural changes aimed at ensuring the competitiveness of the institution of higher education, adaptation to changes in the environment, and to meet the needs of the population in quality educational services. Various institutions of higher education in their own way lay emphasis on their strategic orientations, in their own way formulate a strategic goal. At the same time, the study of existing strategies of domestic and foreign institutions of higher education reflects that their main promising goal is to ensure competitiveness, achieve competitive advantages both in the regional and global markets, and sometimes retaining leadership positions.

Detailing the strategic goal of institutions of higher education occurs when formulating a strategic imperative. The term "imperative" comes from the Latin. *imperativus* – imperious, from the Latin. *impero* – I order. In general, the "imperative" is regarded as "an unconditional, categorical requirement; command, order" (Slovnyk, 1973, p. 20). Also, strategic imperatives are considered as initiatives or key projects that are the means to achieve the strategic objectives of the enterprise; action plan, a program that is essential for achieving enterprise identification (Aaker, 2008, p. 109); priorities and objects of improvement that bring the enterprise closer to its vision, values and purpose; the key goal of a business, which at its achievement creates a significant competitive advantage, that is, the focus point in the process of transformation of the enterprise (Belgard & Rayner, 2004, p. 126). I. Yu. Ilchenko considers that strategic imperatives is "the dominant priorities for a certain period of time that are subject to the strategic objectives of the enterprise" (Ilchenko, 2010). It is the most correct and appropriate to the subject of our study of the definition of strategic imperatives.

When forming a strategy for the development of institutions of higher education, it is recommended that strategic imperatives determine the directions of development. In particular, among the main directions of development of HEI it is expedient to distinguish: 1) International positioning. 2) Educational activities and quality of education. 3) Scientific activity. 4) Information provision. 5) Material and technical support. 6) Control system. 7) Social work.

It should be noted that the direction of development can be more or less. Detailing or consolidation of information is determined by each HEI independently, taking into account the priorities of development, directions of management work. Further, strategic imperatives are defined for each direction of strategic development.

Among the main strategic imperatives of domestic HEI stand out:

- growth of international recognition of a higher education institution, increase in international educational rating systems;
- development of international cooperation with leading world universities, mobility of teachers and students;
- improving the quality of education;
- ensuring innovation of the educational process;
- improvement of the scientific work of the institution of higher education, in particular: the increase in the number of applied

scientific developments and the establishment of their commercialization, strengthening of fundamental scientific research;

- provision of high-quality information and logistical support of educational and scientific activity of the institution of higher education;
- providing decent living conditions for students to start and relax in dormitories;
- formation of an optimal management structure capable of ensuring the implementation of the HEI strategy;
- the development of an HEI as an educational and educational center focused on the education of highly moral, civic conscious youth.

It is recommended that the strategic imperatives of the development of the HEI be further elaborated in line with strategic development, since they are the main priorities and long-term orientations. If the goal of the strategic development of the HEI can be descriptive, strategic imperatives should be described in detail, and justified in the form of specific strategic indicators, which level should be reached in the process of implementation of the strategy. Here one should also take into account contemporary conceptions of the development of society, among which, according to M. I. Bublyk in work (Bublyk, 2010, 2011), there is a concept of ecologization of the system of degree education.

The formation of the strategy for the development of the HEI depends to a large extent on the depth and quality of the research of the external and internal environment of the HEI. In particular, it is advisable to take into account the following trends in the development of HEI in modern conditions:

- "ensuring access to education for different classes – education becomes inclusive;
- the growing mass of education (transition to general higher education in economically developed countries);
- commercialization of higher education;
- the competition moved from the local to the global level;
- the prestige of a foreign diploma in developing countries and countries with economies in transition;
- "concentration of minds" in leading universities;
- Rapid updating of information and communication technologies and development of new opportunities and forms of training on their basis;
- loss of relevance of knowledge (the need to update knowledge every 5–7 years);
- knowledge became a commodity;
- the period of return on investment in education is prolonged;
- the globalization of education, through the expansion of the possibilities of international cooperation, leads to the integration of education;
- education throughout life and self-education – become the basis of personal competitiveness;
- the transition from the concept of functional training to the concept of personality development;
- distance education through ICT (distance education), reduction of the number of graduates of schools, opening of the market of educational services for foreign universities" (Marukhlenko, 2017, p. 258).

After detailed consideration of the internal and external environmental factors, it is advisable to conduct a strategic analysis using one of the chosen methods of SWOT, TOWS, ETOP, SPACE, etc.). The results of the analysis are the informational basis for the choice of the HEI strategy. Consequently, based on this information, strategic alternatives to the development of the HEI are formed.

The choice of a strategic development model for an HEI depends, on the one hand, on its existing competitive position. The generalization of the research of competitive posi-

ons HEI allows to distinguish such their competitive positions: "leaders", "following the leaders", "middle peasants" and "outsiders". On the other hand, strategic development depends on the potential of enterprise development, its strategic orientations, which is reflected in the scenarios of development. In particular, they distinguish such strategic development scenarios as pessimistic, most likely and optimistic. Taking into account the above, the choice of the strategic development model should be carried out according to Table 1.

Thus, institutions of higher education, on the basis of assessment of their own opportunities and prospects for the development of the environment should choose a model of strategic development. After choosing a specific model of strategic development, it is necessary to form a strategic set in the form of separate functional strategies. In particular, for higher education institutions it is expedient to allocate marketing, financial and as a production – educational and scientific strategy.

Functional strategy is inherently a "type of strategic strategy in a strategic set that defines the strategic orientation of a specific functional subsystem of enterprise management that ensures it achieves its goals, and (with intercon-

nected well-grounded functional strategies) controllability of the processes for implementing common strategies and missions firms" (Bublyk, et al., 2018). Thus, justification of socio-economic indicators for the long-term perspective should reflect what, how and by what means the strategy of development of HEI will be achieved.

The final stage of forming a strategy for the development of institutions of higher education is the formulation of strategic maps for the implementation of the strategy. According to I. M. Boyko, "All goals, tasks, processes are built on the map and are balanced vertically and horizontally – all activities of the company are interconnected and have indicators that show how the plan is implemented, at what pace is the achievement of goals" (Boiko, 2018). In our opinion, in its essence, the strategic card is a separate part of the development strategy, which reflects the goals and objectives of strategic development, strategic measures, timing of implementation of strategic measures, results of implementation of strategic measures (strategic indicators), responsible executors. It is advisable to form strategic maps in the context of strategic directions of development of HEI. In particular, the strategic map of the direction "International positioning" may look like this (Table 2).

**Table 1. The matrix of the choice of strategic alternatives for the development of the HEI, depending on the competitive position in the market and the strategic development potential**

		Competitive position of HEI			
		Leaders	"Leading Leaders"	"Middle Ages"	"Outsiders"
Strategic scenarios of development	Optimistic	Strategy for Intensive Development	Maintaining Leadership Position	Integrated Strategy	Combined development strategy
	The most probable	Leadership retention	Strategy for stabilization	Strategy diversified Development	Strategy Limited Development
	Pessimistic	Strategy Adaptation	Strategy Limited Development	Strategy Limited Development	Strategy abbreviation

**Table 2. An example of a strategic map of the development of the HEI in the direction of development of "International positioning"**

№	Strategic Goals/Tasks	Strategic Activities	Timeframe	Results of the implementation of the activities (Strategic Indicators)	Responsible executors
1	The entry of the university into the list of the best universities of international rankings	Analysis of indicators of international ratings	2019–2025	Times Higher Education Place № ... QS University Rankings Place № ...	Rector, vice-rectors
		Development of a ranking methodology of university teaching departments taking into account the indicators presented in international rating systems			
2	Strengthening academic mobility of scientific and pedagogical workers	Provision of the necessary prerequisites for the growth of the number of university NPPs participating in academic mobility programs	2019–2025	Level of international academic mobility of scientific and pedagogical workers 5 %	Vice-rector on scientific and pedagogical work and international relations, directors of educational-scientific institutes, heads of departments
3	Strengthen academic mobility of students	Providing the necessary prerequisites for increasing the number of university students who have taken part in credit mobility programs	2019–2025	Level of student credit academic mobility 2 %	Vice-rector on scientific and pedagogical work and international relations, directors of educational-scientific institutes, heads of departments

Source: proposed by the authors.

The formulation of information in the field of development in the form of strategic cards actually visualizes to what indicator it is necessary to "move" the institution of higher education in order to achieve the strategic goal and who is responsible for it. On the basis of developed strategic maps there is implementation of the strategy of development of the HEI.

**Conclusions.** On the basis of the above-stated material it is determined that further development of domestic institutions of higher education is not possible without strategic management of it. Therefore, the strategy for the development of the HEI should become a priority management document in the context of the need for development.

The formation of a strategy for the development of the HEI in modern conditions is carried out mainly on the target approach, when the main goal, from which the goals and measures for their achievement are detailed, is the basis for the development of the strategy. The process of forming a strategy involves the implementation of certain, sequential stages, as it allows to obtain a document, which defines strategic guidelines, specified in specific indicators, distributed in specific areas of strategic development.

The prospects for further research in the formulation of a strategy for the development of the HEI are the details of the features of each strategic alternative of development, their advantages and disadvantages. Disclosing the peculi-

arities of each model of development will allow us to formulate ideas about behavior in the market for strategic prospects in the case of choosing such a development strategy. Developments require strategic maps for each strategic development of HEI.

The formation of the HEI strategy based on the investigated and described approach will effectively manage the implementation of the strategy to strengthen its competitiveness and ensure long-term development.

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## ІННОВАЦІЙНІ ЗАСАДИ ДОСЛІДЖЕННЯ ТА АНАЛІЗУВАННЯ СТРАТЕГІЧНИХ НАПРЯМІВ ТА ПЕРСПЕКТИВ РОЗВИТКУ ВІТЧИЗНЯНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Досліджено підходи до формування стратегії розвитку закладів вищої освіти. Визначено, що найпріоритетнішим є цільовий підхід. Сформульовано й описано послідовність формування стратегії розвитку закладів вищої освіти за цільовим підходом: визначення мети стратегії; формування стратегічних імперативів розвитку; дослідження внутрішнього і зовнішнього середовища функціонування закладу вищої освіти; виявлення можливостей та перешкод для розвитку; вибір моделі розвитку; деталізація (за потреби) стратегії в окремих функціональних стратегіях; формування стратегічних карт реалізації стратегії. Описано кожен етап формування стратегії. Визначено основні стратегічні моделі розвитку ЗВО залежно від їх ринкової позиції та стратегічних сценаріїв розвитку, визначених на основі оцінювання факторів внутрішнього і зовнішнього середовища. Запропоновано стратегічні імперативи розвитку ЗВО деталізувати за напрямками стратегічного розвитку, оскільки вони є основними пріоритетами, орієнтирами на довготривалу перспективу, які повинні бути і детально описані, і обґрунтовані у вигляді конкретних стратегічних показників, рівня яких потрібно досягнути в процесі реалізації стратегії. Визначено місце та роль формування стратегічних карт, які фактично візуалізують стратегічну роботу за певним імперативом та запропоновано стратегічну карту за напрямом розвитку "Міжнародне позиціонування".

**Ключові слова:** стратегія розвитку; цільовий підхід; стратегічні імперативи; стратегічні карти.

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## ІННОВАЦІОННІ ОСНОВИ ІССЛЕДОВАНИЯ И АНАЛИЗА СТРАТЕГИЧЕСКИХ НАПРАВЛЕНИЙ ПЕРСПЕКТИВ РАЗВИТИЯ ОТЕЧЕСТВЕННЫХ ЗАВЕДЕНИЙ ВЫСШЕГО ОБРАЗОВАНИЯ

Исследованы подходы к формированию стратегии развития заведений высшего образования. Определено, что наиболее приоритетным является целевой подход. Сформулирована и описана последовательность формирования стратегии развития заведений высшего образования по целевому подходу: определение цели стратегии; формирование стратегических императивов развития; исследование внутренней и внешней среды функционирования заведения высшего образования; выявление возможностей и препятствий для развития; выбор модели развития; детализация (при необходимости) стратегии в отдельных функциональных стратегиях; формирование стратегических карт реализации стратегии. Описан каждый этап формирования стратегии. Определены основные стратегические модели развития ЗВО в зависимости от их рыночной позиции и стратегических сценариев развития, определенных на основе оценки факторов внутренней и внешней среды. Предложено стратегические императивы развития ЗВО детализировать по направлениям стратегического развития, поскольку они выступают основными приоритетами, ориентирами в долгосрочной перспективе, которые должны быть и детально описаны, и обоснованы в виде конкретных стратегических показателей, уровень которых должен быть достигнут в процессе реализации стратегии. Определены место и роль формирования стратегических карт, которые фактически визуализируют стратегическую работу по определенному императиву и предложена стратегическая карта по направлению развития "Международное позиционирование".

**Ключевые слова:** стратегия развития; целевой подход; стратегические императивы; стратегические карты.