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## USE OF MODERN TOOLS IN THE FORMATION OF STRATEGIC GOALS OF THE INSTITUTION OF HIGHER EDUCATION

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**Abstract.** The article examines the issue of the development of a higher education institution in conditions of change. A comparative analysis of the development strategies of four higher education institutions was carried out. The expediency of using SWOT analysis in the process of elaborating development and internationalisation strategies is substantiated. The SWOT analysis of domestic universities is provided, and the main results of the research in the field of international activities are presented. It is shown that the strategic process for universities is a rather effective and necessary tool for attracting stakeholders, the ability to take into account global trends in the development of higher education in modern conditions of change. It is shown that in the modern conditions of global changes the issues of formation and achievement of strategic goals are of particular importance for higher education institutions. For example, the priority “Creation of a favourable environment for attracting investments” is not a matter for the university alone, as this process requires the coordinated work of institutions and business entities. It was noted that it is important to take into account and coordinate the actions of all stakeholders, as they are the main agents of change, serving or ensuring the implementation of the necessary changes. A comparative analysis of the strategies of four universities made it possible to identify their strategic goals, mission and directions of development. The study showed that two universities used the SWOT analysis tool to describe the strategy, and opportunities for further development were identified. At the same time, we can say that the goals and priorities of the analysed universities are in line with the Sustainable Development Goals. The necessity to develop a strategy for the development of the higher education institution in terms of the internationalisation strategy with the use of SWOT analysis is substantiated.

**Keywords:** changes, strategy, goals, internationalisation, SWOT analysis, HEI.

**JEL Classification:** M10; O19; Z0

### 1. INTRODUCTION

In the conditions of a changing and flexible environment, the development and competitiveness of a higher education institution (HEI) is possible only under the condition of ensuring an effective system of forecasting and strategising with the involvement of scientific and pedagogical workers and other interested persons in the process. Higher education institutions face many challenges, because entering the global market of educational services requires not only the formation of a competitive strategy or environment, but also the relevant knowledge and competencies, both of the top management and of the academic staff; processes of internationalisation, consideration of the cooperation factor when evaluating the progress of European integration of higher education institutions. Today, higher education has entered the stage of development when the availability of a flexible development strategy, a modern management system becomes a guarantee of stable activity and further development of the higher education institution.

Some higher education institutions did not pay special attention to the development strategy and did not prescribe some categories of strategic planning, namely: mission, vision, goals, directions of development and internationalisation.

The analysis of the tools used in the strategy allows a thorough analysis of all the main components of the impact through SWOT, PEST(LE) and other frameworks.

Consider one of the most popular SWOT analysis tools. SWOT analysis is one of the most useful tools for analysing situations and identifying opportunities. This method can be used in many situations: business analysis, developing a new strategy, launching a product, testing a working hypothesis, and more. The method makes it possible to analyse both internal and external factors.

The peculiarity of using the SWOT method for diagnosing the environment of higher education institutions is that it combines analytical assessment and strategy selection in one procedure. The purpose of using the SWOT analysis is to maximise the strengths of the activity, minimise the weaknesses, use favourable opportunities for the long-term development of the university and determine which strategies should be implemented in a different combination of strengths, weaknesses, opportunities and threats (Verbovska, et al.).

The advantages of SWOT analysis are systematisation of knowledge about internal and external factors influencing the process of strategic management of higher education institutions, determination of their competitive advantages and formation of strategic priorities for further development, and periodic diagnostics of the market for educational services and university resources. Another undeniably positive feature of this tool is its simplicity and the possibility of involving a wide range of managers and specialists from different structural areas of higher education institutions in the discussion of the problems studied.

## 2. RESEARCH METHODS

The theoretical foundations of strategic management are based on the works of most foreign scientists and practitioners, in particular M. Porter, G. Mintzberg, J. B. Quinn, S. Goshal (Mintzberg, et al. 2001) and others. The authors: D. Dzvinchuk, V. Petrenko, J. Yasinskaya (Dzvinchuk et al., 2018), A. Polyanska, D. Tymoshenko (Polyanska & Tymoshenko, 2019), O. Dzioba (Dzioba et al., 2019) studied the trends in development planning and strategising of higher education institutions in their works; O. Chernysh (Chernysh, 2018), O. Marukhlenko (Marukhlenko, 2017), B. Clark (Clark, 2014) studied strategy development based on the use of strategic analysis tools; A. Pavlenko, L. Antoniuk, N. Vasytkova, D. Ilnytsky (Pavlenko et al., 2014) studied international competitiveness.

In particular, I. Dybach (Dybach, 2020) studied the application of strategy through the implementation of corporate management in higher education institutions as a component of the corporatisation process, which consists in the fact that one of the most important components of its activity should be a market development strategy, if the higher education institution is oriented to work with consumers of educational services, as with clients; the implementation of corporate governance standards in the activities of higher education institutions is a prerequisite for their competitiveness in the context of globalisation of education.

An interesting view on the strategic development of higher education institutions in the context of internationalisation is presented by A. Polyanska and D. Tymoshenko (Polyanska & Tymoshenko, 2019), who claim that the higher education institution can have a single strategic priority, although in the conditions of a dynamic and competitive environment, several priorities can be given, which relate to different areas of its activity. However, they are related and complement each other, creating a synergistic effect. The emphasis in their research is on the fact that in the conditions of globalisation as a whole, international activity can be a strategic priority in conditions of high potential and prospects of development direction, and the educational direction works according to its own priority, which supports the strategic vision and strategic goals of higher education institutions, but forms the basis for

providing competitive services to international students.

V. Petrenko in his writings emphasises the strategic change programme, which is often associated with changes in its structure, strategy and culture. If the changes in the structure involve the reshuffling of positions and roles of managers, functions and links between working groups and structural units, then the changes in the strategy involve the possibility or necessity of changes in the entire set of actions with revision of priorities, goals and tasks.

D. Ilnytskyi (Ilnytskyi, 2014) in his research studied the current state of internationalisation of the educational services market of Ukraine, which, in his opinion, is closely related and should directly influence and to some extent determine the state policy of Ukraine in the field of higher education, the improvement of which should take into account the activation of globalisation processes in general and in the field of higher education in particular.

However, in spite of the research that has already been carried out in this area, there are still issues that have not been adequately addressed and require research. As you know, management in universities in the post-Soviet space is traditionally carried out in a typical organisational structure, which G. Mintzberg calls a professional bureaucracy (Mintzberg et al, 2001). This configuration is of the linear-functional type and has proven its effectiveness in serving the “serial” educational process (Porter, 2022).

Modern conditions require new approaches to the presentation of information, the delivery of lectures and communication at the student-teacher level. Management in modern universities requires a change of context or the so-called innovative (adhocratic) organisation with a matrix organisational structure, characterised by small teams, constant training of personnel, flexible distribution of functions and constant implementation of innovations. The effective use of an adhoc configuration is based on the voluntary participation of employees in the process of continuous improvement of joint activities. The main carriers of knowledge in such an organisation are professional experts, gathered in teams to solve problems that arise (Dzioba et al. 2019). Such structures are as flexible as possible, but they have a number of disadvantages related to the preservation of newly created knowledge due to instability, constant restructuring and relocation of employees. In these structures, the controllability of repetitive processes decreases and there is therefore a risk of a decrease in the efficiency of professional (expert) work (primarily teaching) (Mintzberg et al., 2001).

Sometimes, on the contrary, strategic plans contain priorities that are “overwhelming” for the educational institution. For example, priorities such as 'creating a favourable environment for attracting investment' are not the sole responsibility of the university. They require the coordinated work of a number of state institutions, local self-government bodies as well as non-state entities, including the private sector. In view of this, it is important to adhere to the principle of hierarchy in the process of developing a university strategy (Gura & Menyailo, 2020).

Strategic management of higher education institutions has a number of conceptually important features related to the specific characteristics and organisational features of technical higher education institutions (Verbovska et al., 2019):

- State-commercial nature of activity;
- large scale of activity (for large technical institutions);
- avant-garde role in ensuring the transition to a creative economy with a dominant intellectual component;
- a structuring role in the system of professional higher education in certain fields;
- specific characteristics of higher education as an organisation that “produces” products with “special characteristics”;
- multidisciplinary activity and different options for its future development;
- a wide variety of stakeholders.

The purpose of this article is to justify the expediency of using modern tools of strategic analysis by higher education institutions in creating a flexible competitive development strategy; to justify the use of

SWOT analysis for environmental diagnostics; to create an internationalisation strategy.

The peculiarity of the SWOT analysis is that it allows you to examine the internal and external environment at the same time, to identify strengths and weaknesses, opportunities and threats. The qualitative SWOT analysis carried out shows which strengths of the activity need to be developed in order to take advantage of opportunities for future development. In addition, the SWOT analysis allows to diagnose the environment of HEI, systematise knowledge about internal and external factors, determine competitive advantages and form strategic priorities for the development of higher education institutions.

The results of the SWOT and comparative analyses of the development strategies of Ukrainian and Polish universities were formed on the basis of the analysis of open sources and data presented on the websites of higher education institutions and freely accessible on the Internet.

### 3. RESULTS AND DISCUSSION

The importance of the research topic is due to modern changes in the global dimension that directly affect higher education institutions. In the 21st century, leaders of higher education institutions have come to understand that it is necessary to pay attention to comprehensive strategic thinking about change management; strategic flexibility; internationalisation.

In most cases, the driving force behind the changes has been representatives of the teaching and administrative staff, who have work experience, internships or studies in foreign universities and are interested in the development of higher education institutions and scientific research. In order for the university to embark on the path of integration into the European educational and scientific space, there must be great effort, desire and stubbornness on the part of all departments and the management of higher education institutions; understanding of strategic flexibility, which is provided by the ability to respond quickly to external challenges (Mandragelia, 2021).

The authors of the article (Polyanska & Tymoshenko, 2019) argue that the strategy of a higher education institution is a strategic plan for its development, which determines the priorities of the institution's activities and ways to achieve them.

Dynamic processes of change and updating require the top management of higher education institutions to respond quickly to challenges, taking into account the needs of the local market. The author's team (Pavlenko et al., 2014) with the results of a review of literary sources found that the international competitiveness and internationalisation of universities is primarily related to:

- Highly productive factors at their disposal - talented researchers, teachers and students, resource base and management system of the university institution;
- competitive advantages of higher education institutions in the field of science and provision of educational services - conducting groundbreaking research, integration of research and educational activities of students;
- a developed system of state support - state financing of university research and investment of funds in the development of infrastructure to ensure a high-quality educational process.

For this purpose, it is important to take into account the conditions of coordination of actions of economic entities as the main departments that perform the main functions of changes, as well as departments and organisations that serve or ensure the implementation of these changes. Achieving a state of harmonisation as a basic principle of interaction of business entities in change processes cannot be isolated from other processes and events both in organisations involved in changes and in society in general, therefore it is important to understand what obstacles may arise and to act on the ways of their harmonisation of interaction in the process of change management, as well as to determine what advantages and disadvantages of this process may arise for business entities and what measures should be planned for its successful implementation (Petrenko et al., 2021).

As the authors note (Verbovska et al., 2019), to ensure sustainable competitive advantages of higher

education institutions, an important role is played by international activity, the priorities of which are intensification of international research, academic exchange of students and teachers, career guidance abroad, dual degree programmes, international scientific-technical cooperation, decent education of foreigners, active innovative and didactic activities. The high level of international reputation of the higher education institution is guaranteed by the existence of permanent scientific and educational relations, internationalisation, diversification of international research and publications, participation in many grant programmes, presentation of projects of domestic universities at international forums, exhibitions, conferences, symposia, constantly growing citation indexes and academic ratings.

Table 1 presents a comparative analysis of the development strategies of selected universities. In order to assess the development strategies, we have selected four higher education institutions, in particular two Ukrainian and two Polish institutions, which are partners among themselves.

Tab. 1

*Comparative analysis of development strategies of selected universities of Ukraine and Poland*

Indicator / country	Ukraine Ivano-Frankivsk National Technical University of Oil and Gas (Ivano-Frankivsk)	Ukraine Lviv Polytechnic (Lviv)	Poland University of Science and Technology AGH (Krakow)	Poland Poznan Polytechnic (Poznan)
The name of the strategy	IFNTUOG strategy until 2025 <a href="https://nung.edu.ua/content/strategiya-ifntung-do-2025-roku">https://nung.edu.ua/content/strategiya-ifntung-do-2025-roku</a>	Development strategy of "Lviv Polytechnic until 2025" <a href="https://lpnu.ua/sites/default/files/2020/pages/2316/strategiya2025.pdf">https://lpnu.ua/sites/default/files/2020/pages/2316/strategiya2025.pdf</a>	Development strategy of AGH University of Science and Technology <a href="https://www.agh.edu.pl/home/ckim/dokumenty/akty_prawne/Strategia_Rozwoju_AGH_Uchwala_Senatu_2_2017.pdf">https://www.agh.edu.pl/home/ckim/dokumenty/akty_prawne/Strategia_Rozwoju_AGH_Uchwala_Senatu_2_2017.pdf</a>	<i>Poznan University of Technology Development Strategy 2021-2030</i> <a href="https://www.put.poznan.pl/strategy">https://www.put.poznan.pl/strategy</a>
Mission	To provide quality educational services for the comprehensive professional, intellectual and creative development of individuals. Conducting scientific research, working with society for the sake of sustainable development and energy security of the state.	To develop future leaders who work wisely, creatively and effectively...	University of Science and Technology (AGH) is a modern state university that develops partnership cooperation with universities in the country, Europe and the world.	Education, research and development for society, science and the world

Vision/ vision	To be a research-led technological university that actively influences the nation's energy security and prepares educated, career-ready members of society for the local community, national and international economy.	To become the best university in Ukraine according to international and national rankings.	The priority of the University is to carry out the tasks that are united in the triangle of knowledge: education - research – innovation.	Poznan University of Technology is a technical university with a leading international position, which creates significant solutions to the key problems of the modern world thanks to the high quality of education and the highest level of scientific and research work
Strategic priorities/goals	<ol style="list-style-type: none"> <li>1 Formation of a competitive specialist.</li> <li>2 The University is a center of technology and innovation transfer.</li> <li>3 Formation and development of human potential.</li> <li>4 Development of scientific and educational infrastructure.</li> <li>5 Stable financial support: creation of conditions for an entrepreneurial university.</li> </ol>	<ol style="list-style-type: none"> <li>1 To attract talented young people motivated to study at the university.</li> <li>2 To create an environment conducive to learning, work and personal development.</li> <li>3 To improve the quality of personnel, to increase the share of young scientists in the composition of scientific-pedagogical and scientific workers.</li> <li>4 Take the first place among domestic universities in terms of the volume of international grants.</li> <li>5 Increase the level of the university's presence in the global information environment.</li> </ol>	<ol style="list-style-type: none"> <li>1 The priority of the AGH UST strategy in the field of education is the high quality of the educational process and the best position of university graduates in the labor market.</li> <li>2 The priority of the University's strategy in the field of science and innovation is to carry out scientific research and innovative activities at the highest level, integrated into the triangle of knowledge "Education - Research – Innovation".</li> <li>3 The priority of the strategy of AGH UST in the organizational sphere is the rational use and development of its resources, as well as active management in order to ensure the uninterrupted functioning of the university as an institution.</li> </ol>	<ol style="list-style-type: none"> <li>1 Quality education that prepares for work and functioning in the knowledge society.</li> <li>2 Scientific excellence - discovering the truth and conducting scientific research at the highest global level.</li> <li>3 Internationalization is a platform for the development of education and research with a global impact.</li> <li>4 High technical and implementation potential of research and development works of special social importance.</li> <li>5 A friendly university open to the needs of the environment.</li> <li>6 Modern University – "Green University of Technology"</li> </ol>
Analysis tool	SWOT analysis	SWOT analysis	Not specified	Not specified

Strategy monitoring	Missing	Missing	Missing	Missing
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Source: Own development of the author (IFNTUOG Strategy until 2025, 2020; Development Strategy of "Lviv Polytechnic University until 2025", 2020; Strategy of the Development University of Science and Technology AGH, 2017; Strategy Development of the Poznan University of Technology 2021-2030, 2021)

The analysis of the content of the development strategies showed that the most important element is the goals and objectives, and their components are not primarily determined by the strategic planning due to the improvement of the quality of education and the positioning of higher education institutions as a competitive market of educational services, their adaptation to market conditions, the formation of a competitive specialist capable of working at the international level, the search and attraction of consumers, the analysis of the activities of higher education institutions, the analysis of the provision of educational services to consumers, the diversification of educational activities in order to enter the European market of educational services.

A comparative analysis of the strategies made it possible to describe the main strategic objectives, mission and directions of development. The strategies of the two universities are described through SWOT analysis and the possibilities for further development are indicated. The objectives and priorities of the universities' development correspond to the Goals of Sustainable Development.

From Table 1 we can conclude that the strategies of the two Ukrainian higher education institutions do not pay enough attention to international activities, which leads to considerable problems, threats and undesirable situations. Correctly described strengths and opportunities allow you to potentially strengthen your strategic competitive positions and advantages in the market of educational services.

Monitoring the activity and competitive environment of higher education institutions is carried out with the help of many analytical tools, including SWOT analysis. In the table we will present a summary SWOT analysis of domestic higher education institutions in terms of internationalisation, because the sphere of international activity of domestic universities is a litmus test that helps to predict their further development in order to form an effective internationalisation strategy.

The most rational set of factors, according to which it is recommended to conduct an analysis of the internal environment, is - analysis of various "slices": analysis of resource provision - state standards, financial conditions, potential of pedagogical personnel, material and technical base; analysis of the organisational system of management of higher education institutions - educational activity, educational process, methodical work, research activity, international activity; analysis of the results (efficiency) of the educational organisation - employment of graduates, their career development, financial indicators (Verbovska et al., 2019), (Table 2).

Tab. 2

*Combined SWOT analysis of domestic universities in terms of international activities*

<b>Strengths ( S )</b>	<b>Weaknesses ( W )</b>
Understanding the place and role of the internationalisation strategy in the development of universities ( S 1 )	Partially developed general system of values and strategic priorities of universities ( W 1 )
Sufficient level of ensuring the attractiveness, image and reputation of universities in the field of international cooperation ( S 2 )	Insufficiently developed internal university culture of international cooperation ( W 2 )
High level of communication between the center for international cooperation and institutes and departments of the	Insufficient potential for the development of international cooperation in universities ( W 3 )

universities ( S 3)	
Adequate level of qualification of staff involved in the international activities of universities ( S 4)	Inefficient system of objectives in the field of international cooperation in higher education institutions ( W 4 )
Understanding of teachers' strategic vision of the real results of participation in national and international projects ( S 5)	Weak / unsystematic level of determination of target groups of consumers of university activities ( W 5 )
Increased international mobility of students and teaching staff ( S 6)	Insufficient level of international scientific, educational and cultural relations ( W 6 )
Sufficient level of involvement of students in the work of international organisations of universities ( S 7)	Insufficient level of cooperation between universities and key international partner organisations ( W 7 )
	Low level of interest of university institutes and departments in developing international cooperation ( W 8 )
	Low level of integration between the Centre for International Cooperation and university institutes and departments ( W 9)
	Inefficient use by teachers of the results of the system of training and development of personnel involved in international cooperation ( W 10)
	Weak interest of teachers in international and project activities ( W 11)
	Insufficient level of provision of OPP in foreign languages ( W 12)
	Insufficient level of provision of teaching and methodological materials in foreign languages ( W 13)
	Insufficient level of participation of foreign students in international and project activities ( W 14)
Lack of modern space for foreign students' extra-curricular activities (coworking) ( W 15)	
<b>Opportunities to strengthen international activities ( O )</b>	<b>Threats to the university's international activities (T)</b>
Expansion of the areas of joint activity with foreign universities and partners ( O 1)	Insufficient position of domestic universities in international rankings (T1)
Expansion of types and mechanisms of interaction with international organisations in the field of education ( O 2)	Changes in education legislation in foreign partner countries (T2)
Achievement of learning conditions in accordance with world standards ( O 3)	Lack of a clear state strategy for the development of education in relation to international education programmes ( T 3)
Participation of students in international educational programmes ( O 4)	Low attractiveness of Ukraine on the international education market (T4)
Exchange of bilateral experience of participation in international projects (O 5)	Strengthening of the competitive environment in the market of educational services in relation to international cooperation ( T 5)
Interest of foreign citizens in educational services provided by the university ( O 6)	Increasing demands of consumers of educational services to existing OPPs and the level of material and technical support of the university ( T 6)
Local potential for the development of project activities (O7)	Corruption and inability of the country's legal system to commercialise scientific developments (T7)

Source: (Verbovska et al., 2019)



#### 4. CONCLUSIONS

In order to turn the development strategy into a competitive strategy, it is necessary, firstly, that the developed strategy becomes a management strategy at all levels of management; secondly, it is necessary to learn how to correctly interpret the developed strategy and effectively determine the competitive advantages of higher education institutions over others; thirdly, to apply monitoring of the strategy for its effective management; fourthly, to involve all interested parties in working on the strategy. In order for the university to be on the path of integration into the European educational and scientific space, there must be effort, desire and persistence on the part of all departments and management of higher education institutions; understanding of strategic flexibility, which is provided by the ability to respond quickly to external challenges.

Effective creation of competitive positions on the market of educational services is possible only thanks to the revision of already existing strategic plans and programmes, with the help of which the tasks, goals and mission of the higher education institution are achieved.

The development, adaptation and implementation of a competitive strategy taking into account modern realities and trends requires the involvement of many interested parties in the development process, taking into account many components in the strategy allows higher education institutions to strengthen their positions in the market of educational services.

It is justified that there is a need to develop a strategy for the development of universities, namely in terms of the internationalisation strategy.

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У статті досліджено питання розвитку вищого навчального закладу в умовах змін. Проведено порівняльний аналіз стратегій розвитку чотирьох закладів вищої освіти. Обґрунтовано доцільність використання SWOT-аналізу при розробці стратегії розвитку та інтернаціоналізації. Наведено SWOT-аналіз вітчизняних університетів, наведено основні результати дослідження в частині міжнародної діяльності. Показано, що стратегічний процес для університетів є досить ефективним і необхідним інструментом залучення стейкхолдерів, здатності врахувати світові тенденції розвитку вищої освіти в сучасних умовах змін. Доведено, що в сучасних умовах глобальних змін питання формування та досягнення стратегічних цілей набувають особливого значення для закладів вищої освіти. Наведено приклад того, що пріоритет “створення сприятливого середовища для залучення інвестицій” — справа не лише університету, адже цей процес потребує злагодженої роботи установ та суб’єктів господарювання. Зазначалося, що важливо враховувати та координувати дії всіх зацікавлених сторін, адже вони виконують основні функції змін, обслуговують або забезпечують реалізацію необхідних змін. Порівняльний аналіз Стратегій чотирьох університетів дав змогу виокремити стратегічні цілі, місію та напрямки їх розвитку. Дослідження показало, що два університети використовували SWOT - інструмент аналізу для опису стратегії, були представлені можливості для подальшого розвитку. Водночас можна стверджувати, що Цілі розвитку та пріоритети аналізованих університетів відповідають Цілям сталого розвитку. Обґрунтовано необхідність розробки стратегії розвитку закладу вищої освіти в частині стратегії інтернаціоналізації із використанням SWOT - аналізу.

**Ключові слова:** зміни, стратегія, цілі, інтернаціоналізація, SWOT аналіз, ЗВО.