

# УПРАВЛІННЯ ЕКОНОМІКОЮ: ТЕОРІЯ ТА ПРАКТИКА

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## BASIC VECTORS OF MANAGEMENT OF JOINT COOPERATIVE INSTITUTIONS OF HIGHER EDUCATION

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*The article highlights the issues of management of joint cooperative institutions of higher education, substantiates that the formation of cooperative institutions of higher education is an effective form of organization of economic activity in many national markets of educational services. It is proved that joint cooperative institutions of higher education are economic organizations created with the participation of institutions of different countries. Therefore, such institutions have all the attributes of economic organization, but with certain features. The article defines the goal, which consists in the development and scientific substantiation of theoretical and methodological foundations, methodological approaches and practical recommendations for the management of cooperation of higher education institutions for the development of global competitiveness. In accordance with the set goal, the following tasks were formulated and completed: theoretical principles of management of cooperation of higher education institutions in a global environment were investigated; the role and main forms of development of cooperative structures in conditions of global competitiveness are outlined; the economic essence of the cooperative management of higher education institutions in market conditions is substantiated. It is substantiated that the autonomy of higher education institutions in developed countries is a management tool that in the social environment, provides a continuous process of socialization of the individual, allows management to focus on purely educational and research tasks. It is determined that in recent years the mechanisms of knowledge production and transfer have changed dramatically, the amount of knowledge and professionally relevant information is growing rapidly. Unlike the higher education institutions of the past, modern institutions operate in a competitive market environment, trying to provide themselves with more income from the provision of more educational and other services. It is estimated and substantiated that alternatives for the development of higher education institutions will be based on balancing the stated goals, environmental challenges and available resources. Different higher education institutions focus on different results: some strive to be leaders in the number of students, others aim to gain research status, others maintain a positive reputation in a particular field of science and education, others focus on high profitability and so on. Accordingly, individual development vectors will be considered in each case. These scenarios will be more accurate if they take into account as many significant factors as possible.*

**Key words:** open university, diversification of resources, innovative development, corporate university, corporations, business commercialization, cooperation, consolidation, synergy, joint cooperative institution of higher education, cross-border educational institutions.

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**Problem statement.** In addition to the classical institutions of higher education, new forms of higher education institutions are emerging in the world today, the so-called specialized free educational institutions. These include corporate universities, business universities, open universities, network universities and cross-border educational institutions. For example, a corporate university is an educational institution created by a large corporation and provides services, usually in postgraduate education, and prepares students

for work in this corporation. Such free economic zones are a real alternative to the usual educational institutions and have their own characteristics. Corporate universities operating within multinational corporations are called upon to carry out practical training of highly qualified personnel at the international level. The practice of so-called business universities has long been known. Their main goal is to do business and make a profit. There are open universities in countries such as the United Kingdom, France, Spain, India, etc. They

are accessible to all segments of the population and provide new opportunities for today's lifelong learning. All these types of universities have arisen in connection with the need to strengthen the practical orientation of higher education and are becoming widespread in various countries around the world.

**Analysis of recent research and publications.** The issue of managing joint cooperative institutions of higher education has been repeatedly covered by both foreign and Ukrainian scholars. researchers I. Grishchenko, S. Zakharin, V. Kremen, I. Tarasenko, and others.

The analysis of research and publications on this issue shows that the issue of research on the basic vectors of management of joint cooperative institutions of higher education still remains open and needs to be improved.

**Research methods.** The theoretical and methodological basis of scientific research was the fundamental provisions of modern economic science, general scientific and special methods of knowledge of economic phenomena and processes were used. In the process of research, attention was paid to the study of practical aspects of management of cooperation of higher education institutions.

**Previously unresolved parts of the study.** The system of higher education, in the narrow sense – is a set of organizations (institutions) that produce (provide) educational services, so that individuals (consumers) receive higher education. The system of higher education includes higher education institutions, as well as other organizations – licensing, certification and accreditation; scientific institutions that carry out analytical research on the problems of higher education development; monitoring organizations that supervise the quality of higher education; media; NGOs; donor organizations. This system should be focused on achieving maximum efficiency and effectiveness of educational activities.

The purpose of the study is to identify and substantiate the basic vectors of management of joint cooperative institutions of higher education.

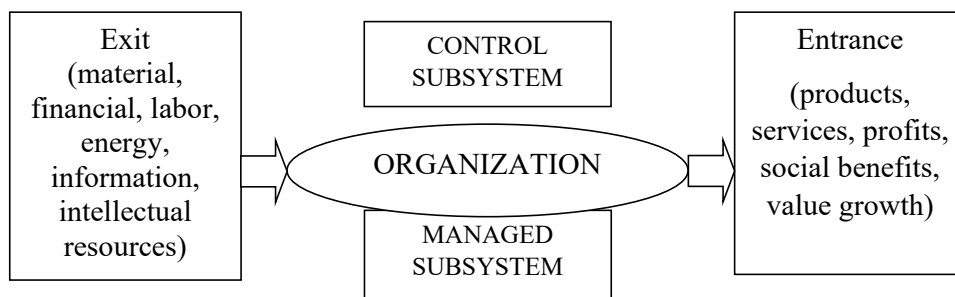
**Presentation of the main results.** Joint cooperative institutions of higher education have become an

effective form of economic activity in many national markets for educational services. Such institutions use their competitive advantages, mainly by attracting more affordable economic resources of participants.

Joint cooperative institutions of higher education are economic organizations established with the participation of institutions from different countries. Therefore, such institutions have all the attributes of economic organization, but with certain features. The scheme of economic organization as an operating system is shown in Fig. 1. The platform of this approach is the theory of adaptation of the organization to consumer requirements. It is argued that the organization should focus on achieving key success factors, which are a comprehensive description of products that fully meet consumer expectations.

Strategic management in the vast majority of organizations is based on a certain management technology, which in practice is a set of standardized methods and tools for developing, approving and implementing management decisions based on strategic guidelines [3, p. 54]. In management technologies, the management process is divided into stages, stages, procedures, which are the basis for calendar-element planning and coordination of units.

The Joint Cooperative Institution of Higher Education (hereinafter SKZVO), as a subject of the market of educational services, has a number of features due to its special status. First, such an institution provides educational services to consumers on the basis of various funding programs (some study at the expense of budgets, others – through grants, others – at their own expense, fourth – at the expense of legal entities, etc.). Due to this, the higher education institution is forced to produce services that are sold to different consumers at different prices. Secondly, SKZVO is an institution with established traditions and a certain reputation, it is an institution not only commercial, but also spiritual, public. Third, the state regulates educational activities, as it feels responsible to society for the training of future professionals, and therefore higher education institutions should act as "leaders" of state educational



**Figure 1 – Scheme of economic organization as an operating system**

Source: compiled by the author according to [2; 9]

policy. Fourth, such institutions are created by entities of different countries (at least two), and therefore in the process of operational activities must take into account the interests of all participants, based on their national characteristics, for some it may be profit, for others – prestige, for others – access to technology, etc.). Fifth, SKZVO are organizations that a priori operate in the context of internationalization, and therefore the processes of internationalization of higher education for such organizations are fundamental.

Any higher education institution is a highly diversified organization that carries out several activities simultaneously. Therefore, for higher education institutions, one of the priority problems is the optimal distribution of resources between different activities [3].

The model of management of a joint cooperative institution of higher education largely depends on the traditions of higher education of the countries of origin of each of the participants, formed in specific countries under the influence of historical, social, economic, political, scientific, religious and other factors.

In the modern literature there are four main concepts of the university [2]:

1. Humboldtian (German) model. According to the Humboldtian model, a higher education institution (university) should be engaged in cognition, truth-seeking, accumulation and transfer of relevant knowledge. The higher education institution must teach the graduate to think effectively. Curricula should be aimed not only at mastering a particular profession (specialty), but also at mastering the methodology of cognition of complex phenomena and processes occurring in the natural and social environment. Research should be carried out in a higher education institution, which is also a source of new knowledge and serves as a means of mastering the methodology of scientific knowledge. Key principles of the Humboldt model: cooperation between teacher and student; academic freedom; creativity; freedom of scientific creativity; priority of basic research.

2. Newman (English) model. This model assumes that the functioning of higher education should be aimed at achieving specific practical objectives. The main among these tasks – to ensure the process of learning and mastering the laws of nature and society, as well as to educate a smart and kind person. Scientific activity is not considered as an element of the educational process, learning (educational activity) is separate from science (scientific activity). Key principles: development of the citizen and the person; leading role of the academic community; the predominance of lectures as a type of classroom activities.

3. The American model. The main goal of the higher education institution is to educate the "intellectual elite", which will ensure the advanced development of society. Research of teachers and students is supported.

It is believed that only those who have achieved high results in scientific creativity have creative potential. The higher education institution must demonstrate the possibilities of combining theory and practice, show the applied nature of the acquired knowledge. Key principles: openness to the world; academic mobility; service to society; balance between educational activities and market realities.

4. Napoleonic (French) model. According to this model, a higher education institution should provide adequate training for the public sector. Training should be based on the implementation of certain educational standards, and include the study of a certain amount of knowledge (information acquisition). The graduate must have a certain set of knowledge, skills and abilities. The competence approach is used in the educational process. Key principles: concentration on mastering educational information (knowledge acquisition); public nature of the functioning of higher educational institutions; tangible influence of the state on the nature of educational activities; the management of a higher educational institution is determined by the state (state body).

None of the presented models of organization of higher education institution is dominant. In real practice, the world's leading higher education institutions try to take into account the positive aspects of all models (concepts).

From the point of view of the methodology of economic science, a modern joint cooperative institution of higher education can be characterized from different points of view. First, as already mentioned, a higher education institution is an economic organization in which people unite to carry out certain economic activities (activities in the field of higher education) in order to obtain a certain economic result (income, wages, realization of their own intellectual potential, etc.). Secondly, a higher education institution is, in essence, a highly diversified organization, as such an organization provides educational and related services (in fact, it is a matter of several activities). Thus, the management of higher education institutions is faced with the problem of optimal allocation of resources between different activities [6]. Third, the higher education institution is a kind of "educational corporation" in which the interests of different groups (managers, faculty, employers, students) collide, and the corporation itself provides both private market goods (individual educational services) and public goods. having a non-market nature. Fourth, the institution of higher education is an intellectual organization, because the main amount of added value in such an organization is created through the mechanism of realization of the results of intellectual work. Fifth, the institution of higher education of state and communal forms of ownership acts as a budgetary institution,

which imposes certain restrictions on economic activities (subject to the requirements of budget legislation).

The higher education systems of the world's leading countries use the so-called "pragmatic approaches to education", which involve the introduction of entrepreneurial (commercial) elements of higher education, especially in terms of market demand for graduates (as a special product) [6]. Higher education institutions introduce, in particular, elements of strategic management, which include the development of strategies (strategic guidelines) for development, target programs, a number of mutually agreed measures in accordance with the declared goals and objectives [9]. This problem is especially relevant for joint cooperative institutions of higher education, as they must take into account in their management practice and "accumulate" the experience of managing educational corporations around the world.

This experience should be studied and processed by Ukrainian science, as well as in an expert environment, which will be the key to successful integration of

the higher education system of Ukraine into the global market of educational services.

**Conclusions.** The results of the study indicate that any commercial organization, including a joint cooperative institution of higher education, should form its own strategy of interaction with the external environment based on maintaining its own competitive potential, developing competitive advantages in a dynamic market environment. Thus, the urgent problem of strategic management of higher education in the context of minimizing the negative challenges of the environment is the development of competitive advantages, ie attractive in the eyes of consumers qualities and characteristics of manufactured (provided) product (educational services) compared to other institutions. This task in modern conditions is solved through the support of innovation, because real competitive advantages (ie those advantages that are developed for the first time and have the potential for commercialization) can be produced (obtained) through innovation (product or process).

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### **ОСНОВНІ ВЕКТОРИ УПРАВЛІННЯ СПІЛЬНИМИ КООПЕРАТИВНИМИ ЗАКЛАДАМИ ВИЩОЇ ОСВІТИ**

У статті висвітлено проблематику управління спільними кооперативними закладами вищої освіти, обґрунтовано, що формування кооперативних закладів вищої освіти є ефективною формою організації господарської діяльності на багатьох національних ринках освітніх послуг. Доведено, що спільні кооперативні заклади вищої освіти є економічними організаціями, які створені за участю інституцій різних країн. Відтак, такі заклади мають усі атрибути економічної організації, але з певними особливостями. Обґрунтовано, що автономія закладів вищої освіти у розвинутих державах є управлінським інструментом, який в умовах соціального середовища, забезпечує безперервний процес соціалізації особистості, дозволяє менеджменту зосередитися на суто навчальних та науково-дослідних завданнях. Визначено що протягом останніх років кардинально змінилися механізми продукування та передачі знань, обсяг знань та професійно значущої інформації стрімко зростає. На відміну від закладів вищої освіти минулого, сучасні заклади функціонують у конкурентному ринковому середовищі, намагаючись забезпечити собі більший обсяг доходу від надання більшого обсягу освітніх та інших послуг. Оцінено і обґрунтовано, що альтернативи розвитку закладу вищої освіти здійснюються на основі збалансування сформульованих цілей, викликів середовища та наявних ресурсів. Різні заклади вищої освіти орієнтуються на різні результати: одні прагнуть бути лідерами за кількістю студентів, інші націлені отримати дослідницький статус, інші підтримують позитивну репутацію у певній галузі науки та освіти, інші орієнтуються на високу прибутковість тощо. Відповідно, у кожному випадку розглядатимуться окремі вектори розвитку. Ці сценарії будуть точнішими, якщо враховуватимуть якомога більше значущих факторів.

**Ключові слова:** відкритий університет, диверсифікація ресурсів, інноваційний розвиток, корпоративний університет, корпорації, комерціалізація бізнесу, кооперація, консолідація, синергія, спільний кооперативний заклад вищої освіти, транскордонні навчальні заклади.

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