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DEVELOPMENT STRATEGIES FOR HIGHER MILITARY EDUCATIONAL INSTITUTIONS OF UKRAINE: ANALYSIS BASED ON BENCHMARKING

The article analyses the development strategies of higher military educational institutions of Ukraine on the basis of benchmarking (studying the best practices of Ukrainian and foreign universities with a view to introducing them into the management activities of higher military educational institutions). The general trends in the positioning of development strategies of higher military educational institutions on the map of strategic alternatives, as well as strategies similar in positioning (with a similar vision of their own place in the system of higher military education, competitive advantages, etc.) It is established that the priority functional areas of development of higher military educational institutions are education, research and internationalisation, and the strategic goals of these institutions are mostly different from the strategic goals of leading Ukrainian universities, although some of them are common. Proposals are made to update the development strategies of higher military educational institutions in view of global changes in the external environment.

Keywords: *higher military educational institutions, development strategies, strategic management, map of strategic alternatives, benchmarking.*

Statement of the problem. The Law of Ukraine "On Higher Education" of 2014 created preconditions for profound transformations in approaches to the management of higher education institutions (HEIs). The fundamental ideas of the European Higher Education Area, including the autonomy and responsibility of higher education institutions for the quality of training, the inseparability of teaching and research, and the introduction of strategic and information management tools, are gradually being implemented in Ukrainian higher education institutions. Although the use of strategic management in the management of higher education institutions in Ukraine began in the early 21st century due to a number of objective factors, systemic changes in this direction have only now become noticeable.

These developments are evidenced, in particular, by the introduction of quality assurance systems for educational activities and higher education quality (internal quality assurance systems) in Ukrainian higher education institutions. From the point of view of management theory, the internal quality assurance system is a tool for managing an organisation that ensures compliance with the goals

of its strategic development [1]. Such goals are determined by the Academic Council [Article 36 (2) (1) of the Law of Ukraine "On Higher Education"] and, as a rule, are formally reflected in the internal documents of the higher education institution on its development strategy.

The vast majority of higher military education institutions (HMEIs) have developed and published their own development strategies. This study aims to find out how modern approaches to the management of educational organisations in the field of higher education are implemented in the strategies of higher military educational institutions.

Analysis of recent research and publications.

A number of scientific publications raise the issue of strategic management of higher education institutions, formation and choice of university development strategy. Thus, B. Kholod and O. Dashevskaya [2] note that as of 2011, only 30 % of Ukrainian higher education institutions systematically implement strategic management of the educational institution and have a clear unique mission. The researchers identified the main stages of strategic planning as: conducting a situational

analysis (analysis of the current state of the HEI, analysis of the external environment); defining strategic goals, vision and mission; selecting a model and methods of strategy implementation (drawing up a strategic map); formulating target indicators for achieving strategic goals; developing an action plan; developing an organisational structure for implementing the chosen strategic model. Scientist O. Rodionov [3] substantiated the prerequisites for the introduction of strategic management of a higher education institution, in particular, an increase in the level of citizens requirements for the quality of educational services, unpredictable changes in demand for these services, and competition in the international educational market. The researcher identifies the following functional areas of strategic management of higher education institutions: economic, educational, scientific, methodological, marketing, repair and construction, management, economic, and international activities. A. Zhyvets [4]'s 2015 analysis of the development strategies of HEIs in Ukraine and other countries shows that the main strategic directions that ensure the competitiveness of universities are: creation of organisational entities that combine science, HEIs and production; creation of research and production clusters, technology parks, etc.; focusing HEIs on the development and maintenance of certain mega- or meta-technologies; constant generation of new knowledge; concentration of education and science in large innovation-oriented universities; creation of global university brands. According to the researcher, strategy development involves the following sequence of actions: defining the mission of the HEI; defining strategic directions of development; formulating strategic goals for each direction of development and the period of its achievement; establishing key performance indicators for each direction of development and their values by periods of achievement; developing separate detailed strategies for departments and management functions; developing action plans with the determination of resource requirements. Scientist S. Natroshvili [5] notes that Ukrainian higher education institutions have a fragmented practice of developing strategic decisions, and they are mostly not drawn up in the form of a separate document (strategy). In her study of the development strategies of foreign higher education institutions, O. Kravchenko [6] found that one of the

essential features of these strategies is the orientation of the university's activities: educational, research, or research and education (the most common). After analysing the development strategies of Ukrainian universities, she identified the twenty most popular strategic goals for improving the quality of education in terms of the frequency of their use [7] and developed a detailed map of choosing a strategy for the development of a higher education institution (a map of strategic alternatives) [8]. Scientists M. Savchenko and O. Boyenko [9] proposed to develop a higher education institution by its potential components: financial, economic, personnel, scientific, marketing, educational and social. In order to formulate a strategy for the development of higher education institutions in all these areas simultaneously and to take into account the experience of leading universities, they consider it appropriate to use benchmarking as an effective tool for strategic planning, which makes it possible to implement the best practices of competitive organisations in the activities of a particular higher education institution by studying the activities of competitors and using their experience. The researcher T. Popovych [1] defines benchmarking as a method of systematic comparison of own activities with the work of the best organisations (leaders, competitors, analogues) in order to achieve excellence. Based on the results of studying the national experience of developing strategies for the development of higher education institutions in Ukraine, P. Boichuk and O. Fast [10] formulated the following methodological recommendations: the choice of strategy should be made in the space of strategic alternatives, taking into account the probability of success of a particular strategy according to the criteria of consistency with previous achievements, resource consumption, place of the higher education institution in the rankings, the way to achieve competitive advantages, the timing of strategy implementation, etc. The main structural elements of the higher education institution development strategy are: historical background on the key milestones of the institution's formation; characteristics of its current state, the level of its infrastructure; mission and vision of the institution (vision of its prospects); values of the higher education institution; analysis of strengths and weaknesses, threats and opportunities; a set of strategic goals and objectives,

criteria for assessing their achievement and ways of implementation; expected results. The author of [11], T. Desyatov, believes that the introduction of a strategic management system in higher education institutions is necessary to reduce the gap between what universities offer and what society actually needs. According to the researcher, the strategic goals that specify the mission of higher education institutions are: creation of a management system that ensures a high level of quality of higher education and is a condition for the professionalism of staff, their social protection and the desire for lifelong learning; introduction of innovative educational technologies that meet modern educational and industry standards and guarantee the quality of training and educational services; modernization of the material and technical base of higher education institutions; improvement of the comprehensive educational, methodological and didactic. The methodological issues of forming a development strategy for a higher military educational institution on the example of the National Defence University of Ukraine were studied by M. Koval, Yu. Punda, V. Artamoshchenko [12]. They reasonably believe that during the strategic analysis, one should study the macro environment, immediate environment, internal environment and formulate the mission and vision of the higher education institution.

Thus, previous scientific studies have considered the issues of determining the factors that led to the introduction of strategic management tools in the management of higher education institutions, the formation of methodological approaches to strategic management and planning, the development of strategies for higher education institutions (including higher military educational institutions), as well as the study of the experience of implementing development strategies in domestic and foreign universities. At the same time, the analysis of development strategies of higher education institutions on the basis of benchmarking has not been carried out before.

The purpose of the article is to analyse the development strategies of higher military educational institutions on the basis of benchmarking.

The empirical sample of the study includes the development strategies of ten out of twelve higher military educational institutions of Ukraine,

published on their official websites. The data for the benchmarking were obtained from scientific publications containing the results of research on the development strategies of leading Ukrainian and foreign higher education institutions. The abbreviated names of higher education institutions are used in accordance with the information provided in the register of higher education institutions of the Unified State Electronic Database on Education: National Defence University of Ukraine (NDUU), Kruty Heroes Military Institute of Telecommunications and Information Technology (MITIT), Ivan Kozhedub Kharkiv National Air Force University (KNAFU), Hetman Petro Sahaidachnyi National Ground Forces Academy (NGFA), National Academy of the State Border Guard Service of Ukraine (NA SBGSU), National Academy of the National Guard of Ukraine (NA NGU), Kyiv Institute of the National Guard of Ukraine (KI NGU), National Academy of the Security Service of Ukraine (NA SSU), Korolyov Zhytomyr Military Institute (ZMI).

Summary of the main material. It is believed that a strategy is a generalised model of actions necessary to achieve the set management goals based on selected criteria (indicators) and efficient allocation of resources [3]. The development strategy can be both a component of the organisation's overall strategy and a separate area of its work [9]. The study of scientific publications [2, 9, 10, 12] shows that the main structural elements of effective development strategies of a higher education institution are: historical background, characteristics of the current state of the institution (analysis of strengths and weaknesses), characteristics of the external environment (analysis of threats and opportunities), mission, vision, values of the higher education institution, principles, strategic (functional) directions, goals and objectives, evaluation criteria (indicators), ways of implementing tasks, expected results. In particular, the development strategy of the Military Academy (Odesa) substantiates how the external environment affects the activities of the HEI. The Zhytomyr Military Institute named after Korolov in its strategy describes in detail its achievements in historical retrospect. However, all these structural elements are most fully presented in the development strategies of the NA NGU, the KI NGU and the NDUU (Table 1).

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Table 1 – Structural analysis of the development strategies of higher education institutions

Structural elements	NDUU	MITIT	KNAFU	NGFA	NA SBGSU	NA NGU	KI NGU	NA SSU	ZMI	Military Academy (Odesa)
Historical background									+	
Characteristics of the current state of the institution	+				+	+	+		+	+
Characteristics of the environment	+				+	+	+			+
Mission	+	+	+	+	+	+	+	+		
Vision	+	+		+	+	+	+	+		+
Values of a higher education institution		+				+	+	+		
Principles		+	+			+	+			
Strategic directions	+			+		+	+	+	+	
Goals and objectives	+	+	+		+	+	+			+
Evaluation criteria (indicators)	+					+	+	+		
Ways of implementation				+	+	+	+	+		+
Expected results	+	+	+			+	+			

Notes. Compiled by the author based on the results of the analysis of the development strategies of higher education institutions.

The most commonly used structural elements of these strategies are mission and vision (80 % of HEI strategies contain them), goals and objectives (70 %). The vision of a higher education institution is a vision of the institution's image in the future. There is no single approach to interpreting the content of the concept of "mission of a higher education institution". For example, O. Kravchenko [13] defines the mission through the following components: ideology (basic principles of the organisation); image (image that the organisation creates and maintains for the external environment). Scientist T. Desyatov [11] believes that the mission in the context of a higher education institution is a clear statement of its long-term vision and mechanisms for moving towards the goal. According to O. Rodionov [3], the mission helps to define the essence of the university's activities, scale, prospects and directions of growth, differences from other higher education institutions. In the development strategies of higher education institutions, the concept of "vision" is used in the generally accepted sense as an image, a vision of the institution's place in the future. In particular, five higher education institutions see themselves as leading in various areas of national security and defence. The concept of "mission" is generally interpreted by higher military educational institutions as their purpose, which determines the essence of their activities, i.e. in the sense proposed by O. Rodionov. To define the mission, higher military

education institutions use the following formulations: "meeting the needs of the security and defence sector agencies for leaders" (NDUU, MITIT), "creating conditions for quality training of specialists" (KNAFU, NA SSU), "formation of a fully developed personality" (NA SBGSU), "training of highly professional military specialists" (KI NGU), "contributing to the modernisation of Ukrainian society by training highly professional military specialists" (NA NGU).

Based on the results of positioning the development strategies of higher education institutions on the map of strategic alternatives by O. Kravchenko [8], certain conclusions can be drawn. On the one hand, this map, which was constructed for universities operating in an open competitive environment, does not fully correspond to the conditions of functioning of higher military educational institutions. Therefore, for the purposes of this study, it has been refined by eliminating the classification feature "complexity of development" and expanding the list of alternatives for the classification feature "method of market coverage" to include regional and national levels. On the other hand, due to the lack of experience in strategic management, the method of choosing alternatives and benchmarking were probably not used in the formation of HEI strategies, since some of the analysed strategies are rather difficult to position

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according to O. Kravchenko's map. At the same time, each of the ten strategies of a higher military educational institution was evaluated by the author of this article according to the classification features of the refined map of strategic alternatives (each

strategy was matched with a vector of strategic alternatives according to the defined classification features). The generalised profile of the development strategies of higher military education institutions is shown in Table 2.

Table 2 – Positioning of HEI development strategies on the map of strategic alternatives

Classification feature	Strategic alternatives	Share of HEI strategies
1. By the type of organisational culture and hierarchical relations	Corporate (portfolio, general)	60 %
	Business	10 %
	Supporting (functional, resource, operational)	30 %
2. By the focus of activity	For research	0 %
	For education	10 %
	For education and research	90 %
3. According to the vision of further development of the HEI	Growth	60 %
	Stabilisation (retention) and reorientation	40 %
	Reduction (protection, retreat, liquidation)	0 %
4. By the style of competition	Leadership	20 %
	A contender for leadership	60 %
	"Imitation" (following the leader)	20 %
	"Novichok"	0 %
5. By the way of achieving competitive advantages	Diversification	80 %
	Specialisations and differentiations	20 %
	Innovative value	0 %
6. By form	Strategies for gradual improvement	70 %
	Renewal strategies	20 %
	Innovative strategies	10 %
7. By the method of market coverage	Narrow segmentation	10 %
	Regional level	30 %
	National level	20 %
	National level with elements of internationalisation	40 %
8. By direction of action	Conservative	50 %
	Aggressive	20 %
	Competitive	30 %
	Defensive (protective)	0 %
9. By the nature of market behaviour	Active (offensive, expansive)	50 %
	Passive (reactive)	50 %
10. In terms of the strategy	3-5 years	0 %
	5 years	60 %
	5-10 years	40 %

Notes. Compiled by the author based on the results of the analysis of higher education institution's development strategies and materials [8].

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In addition, the correlation analysis of the vectors of strategic alternatives that correspond to the development strategies of HEIs shows that the strategies of ZMI and NGFA are close in positioning ($\chi^2 = 15.3333$; $p = 0.0041$), NDUU and NA NGU ($\chi^2 = 20.0000$; $p = 0.0179$), NA NGU and KNAFU ($\chi^2 = 19.7500$; $p = 0.0195$), KINGU and MITIT ($\chi^2 = 10.1000$; $p = 0.0388$), NDUU and NA SBGSU ($\chi^2 = 17.4444$; $p = 0.0422$). The value of χ^2 -Pearson's statistic for categorised variables (vectors of strategic alternatives) was calculated using the statistical analysis package STATISTICA. At $p < 0.05$ with a 95 % probability of statistical error, we can speak of a fairly high density of statistical correlation.

The majority of higher education institutions development strategies are designed for five years (60 %) and were implemented before the full-scale invasion of Ukraine by Russia (70 %).

In general, the strategies of higher education institutions cover, to a greater or lesser extent, the same functional areas that are highlighted as important for strategic planning in HEIs by scholars [3, 4, 9, 11]. Attention is primarily paid to educational activities (Figure 1). At the same time, unlike other universities, higher education institutions consider the introduction of information

technologies (digitalisation) and the formation of a culture of academic integrity as separate functional areas.

The strategic goals of the leading Ukrainian universities are focused on the introduction of new educational programmes and quality implementation of existing educational programmes, development and implementation of innovative educational technologies, involvement of leading domestic and foreign scientists in the educational process, cooperation with research institutions, scientific institutions and enterprises in Ukraine and around the world, implementation of the experience of the world's best educational institutions, and development of internal quality assurance systems. The most commonly used goals for leading Ukrainian HEIs are the desire to develop academic mobility, improve the standards of education at the university by introducing the experience of the world's best educational institutions into the educational process and involving employers in the educational process [7].

The generalised strategic goals of higher education institutions are shown in Table 3. It is worth noting that the most popular strategic goals for improving the quality of education among leading foreign universities is to increase innovative research, in which students will participate together with teachers [6].

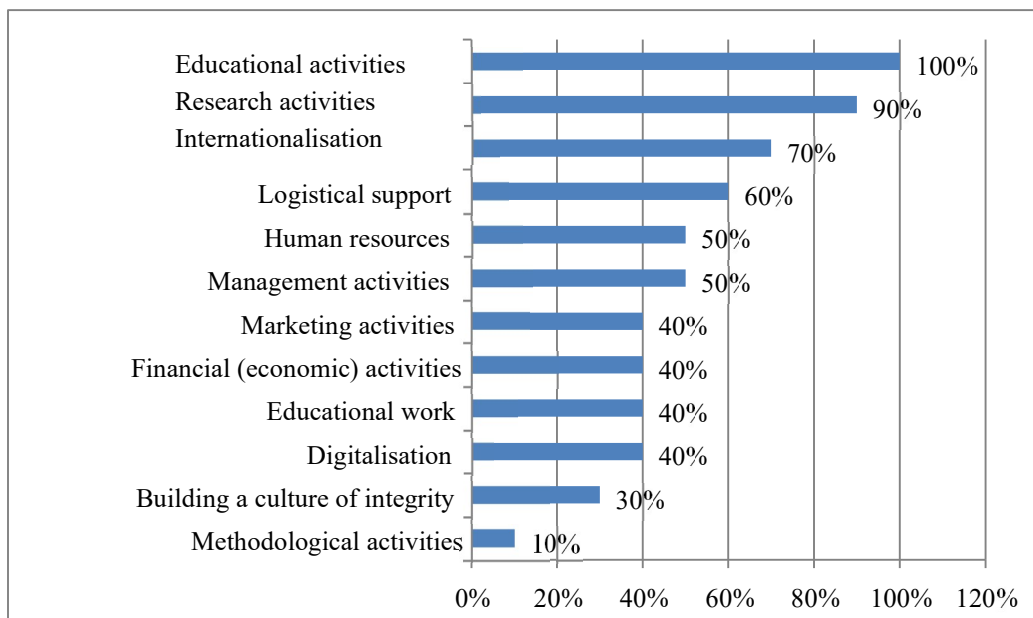


Figure 1 – Functional areas of activity of higher military education institutions in development strategies

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Table 3 – The most common strategic goals of higher education institutions

Objectives	Frequency of use
Improving the content of higher education standards and educational programmes, ensuring high quality of education and developing the necessary competences of students	70 %
Developing the capacities of research and teaching staff	70 %
Building an information environment, implementing IT	70 %
Optimisation of management processes, necessary balanced structural changes, wide involvement of members of the academic community in decision-making and implementation	70 %
Integration into the international educational and scientific space	60 %
Matching training to customer needs	50 %
Strengthening the image	50 %
Organic combination of education and science	40 %
Improving the efficiency of research and development activities	40 %
Relevance of research to the needs of practice	40 %
Implementation of NATO standards in the system of military training	40 %
Improvement of career guidance and the formation of a contingent of higher education applicants	40 %
Development of the material and technical base	40 %
Developing an internal quality assurance system	40 %
Improving the quality of educational work, fostering a harmonious, comprehensively developed personality, socially active and nationally conscious	40 %
Development of professional military education, training of military leaders, implementation of the principle of professionalisation of the system of higher military education in all specialisations	30 %
Creating an atmosphere of integrity	20 %
Improving the efficiency of financial and economic activities of the Academy	20 %

Conclusions

The article analyses the development strategies of higher military education institutions on the basis of benchmarking, which was used to study the best practices of Ukrainian and foreign universities with a view to introducing them into the management activities of higher military education institutions. The positioning of the current development strategies of higher military education institutions on the map of strategic alternatives conducted in the study shows the following general trends: higher military education institutions are mainly focused on both educational and research activities, most are growth-oriented, claim leadership, rely on diversification of competitive advantages, provide for gradual improvement and functioning at the national level. The strategies of the Koroliov Zhytomyr Military Institute and the Hetman Petro Sahaidachnyi National Ground Forces Academy,

the National Defence University of Ukraine and the National Academy of the National Guard of Ukraine and the Ivan Kozhedub Kharkiv National Air Force University, the Kyiv Institute of the National Guard of Ukraine and the Kruty Heroes Military Institute of Telecommunications and Information Technology, the National Defence University of Ukraine and the National Academy of the State Border Guard Service of Ukraine. These higher military education institutions have similar approaches to seeing their place in the military education system, defining their competitive advantages and strategies for achieving their goals.

The priority functional areas of development of higher military education institutions are education, research and international cooperation (internationalisation). The strategic goals of higher military education institutions differ from the strategic goals of leading Ukrainian universities. However, some strategic goals are common to them,

such as: ensuring high quality of education and training of competitive specialists; development of motivation and quality assurance of professional activities of the academic staff; integration into the international educational and scientific space; compliance of training and research results with the needs of employers (practical units, labour market); development of an internal quality assurance system. It has been established that higher education institutions, like any social institutions, are significantly influenced by the external environment. Therefore, the full-scale invasion of Russia has made significant adjustments to the activities of higher military educational institutions. In view of this, the development strategies of individual higher military education institutions need to be reviewed and updated to meet the challenges of repelling armed aggression, implementing NATO standards, and developing professional military education. When developing strategies, it is advisable to adhere to a structure that reflects the main stages of strategic planning, in particular, to position the institution on the map of strategic alternatives, which will contribute to a clear formulation of goals, coherence of components and integrity of the strategy, consideration of resource constraints and optimisation of their distribution, taking into account priorities, motivation and involvement of all personnel in its implementation.

Prospects for further research on the implementation of strategic management tools in the activities of higher military educational institutions are seen in the benchmarking of development strategies of military education institutions in other countries.

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СТРАТЕГІЇ РОЗВИТКУ ВИЩИХ ВІЙСЬКОВИХ НАВЧАЛЬНИХ ЗАКЛАДІВ УКРАЇНИ: АНАЛІЗ НА ЗАСАДАХ БЕНЧМАРКІНГУ

Проаналізовано стратегії розвитку вищих військових навчальних закладів України на засадах бенчмаркінгу (вивчення найліпших практик українських та зарубіжних університетів з метою упровадження в управлінську діяльність вищих військових навчальних закладів). Визначено загальні тренди у позиціюванні стратегій розвитку вищих військових навчальних закладів за картою стратегічних альтернатив, а також близькі за позиціюванням стратегії (з подібним баченням власного місця у системі вищої військової освіти, конкурентних переваг тощо).

Установлено, що пріоритетними функціональними напрямками розвитку вищих військових навчальних закладів є освітня, науково-дослідна діяльність та інтернаціоналізація, а стратегічні цілі цих закладів переважно відрізняються від стратегічних цілей провідних українських університетів, хоча деякі з них є спільними. Стратегічні цілі військових вищих навчальних закладів здебільшого відрізняються від таких же цілей провідних університетів України, хоча деякі з них є спільними (забезпечення високоякісної освіти, розвиток мотивації та забезпечення якості науково-педагогічного складу, інтеграція у міжнародний освітньо-науковий простір, вирівнювання підготовки кадрів, результати і дослідження з потребами роботодавця, поліпшення внутрішньої системи забезпечення якості).

Викладено пропозиції щодо оновлення стратегій розвитку вищих військових навчальних закладів з урахуванням глобальних змін зовнішнього середовища (захист від збройної агресії, прийняття стандартів НАТО, необхідність розвитку професійної військової освіти) та передового досвіду стратегічного менеджменту від провідних українських та закордонних університетів (узгодження структури стратегії з етапами стратегічного планування, позиціонування на карті стратегічних альтернатив тощо).

Ключові слова: *вищі військові навчальні заклади, стратегії розвитку, стратегічне управління, карта стратегічних альтернатив, бенчмаркінг.*

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