

ANALYSIS OF STAKEHOLDER INTERACTION PATTERNS IN IMPLEMENTING THE THIRD MISSION OF UNIVERSITIES AS AN ELEMENT OF LEADERSHIP STRATEGY DEVELOPMENT¹

Shvindina H.,

Doctor of Economics, Professor,

American University Kyiv, SBA, Ukraine,

Oleg Balatskyi Department of Management, Sumy State University, Ukraine

h.shvindina@biem.sumdu.edu.ua

ORCID: <https://orcid.org/0000-0003-0883-8361>

Petrushenko Y.,

Dr of Economics, Professor

Head of Department of International Economic Relations,

y.petrushenko@biem.sumdu.edu.ua

ORCID: <https://orcid.org/0000-0001-9902-7577>

Balahurovska I.,

PhD student, Oleg Balatskyi Department of Management, Sumy State University, Ukraine

i.balahurovska@biem.sumdu.edu.ua

ORCID: <https://orcid.org/0000-0003-3642-9506>

Onopriienko K.,

PhD student, Department of International Economic Relations, Sumy State University,

Ukraine

k.onoprienko@uabs.sumdu.edu.ua

ORCID: <https://orcid.org/0000-0001-6455-5329>

Modern Ukrainian universities are at the stage of integration changes caused by forming a single European educational space. The processes of society humanization, which are actively taking place in the modern world, require the creation of conditions to form a developed and educated society. These conditions are created in universities, which fulfill three missions: providing quality education, conducting research, and promoting the development of the socio-economic sphere of society.

The article deals with the study of external stakeholders and the peculiarities of their interaction with educational institutions during the implementation of the third mission of universities. The study shows that analyzing external stakeholders and their properties allows them to interact effectively. Based on this analysis, it is possible to form effective models of interaction between the university and external stakeholders in the implementation of the third mission.

The paper describes the key external stakeholder of universities in the implementation of the third mission - the state. The article presents the main external stakeholders of universities, which are organizations of various forms of ownership. Given the urgency of the third mission, the peculiarities and characteristics of the researched external stakeholders of universities are analyzed. The studied stakeholders of universities are widespread in the Ukrainian practice of interaction of educational institutions with them.

The study presents effective patterns of interaction between universities and external stakeholders in the third mission. The process of managing the relationship between educational institutions and external stakeholders in implementing the third mission is described.

The proposed article considers the leadership qualities of university leaders with different management levels, which contribute to the formation of effective ways of interacting with external stakeholders. Emphasis is placed on the need for universities to communicate effectively with external stakeholders to understand their needs to meet them accurately.

Keywords: *third mission of the university, patterns of interaction, stakeholders, leadership qualities, communication.*

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INTRODUCTION

Transformational processes in Ukrainian society in general and in the activities of universities, in particular, formed the impetus for the humanization development in the state. The understanding that people are invaluable resources for the country and that their development is a necessary driving force in improving socio-economic and national relations has led to the need to develop the third mission of universities.

The third mission of universities is to create conditions for forming a developed and scholarly society that seeks to acquire new knowledge, relevant skills for a certain period, and the ability to think critically about the changing environment. Universities aim to solve today's major social challenges in partnership with private and public enterprises. Such a partnership contributes to the socio-economic development of the state and leads to a higher living standard.

ANALYSIS OF THE RECENT RESEARCH AND PUBLICATIONS

Foreign scientists Secundo G., Elena Perez S., Martinaitis Ž., Leitner K. H. [1], Compagnucci L., Spigarelli F. [2], Lee J. J., Vance H., Stensaker B., Ghosh S. [3], Pinheiro R., Langa P. V., Pausits A. [4] studied the essence of the third mission of universities.

Peculiarities of the interaction of universities with external stakeholders in implementing the third mission were studied by such Ukrainian scientists as Hryhor O.O. [5], Azhazha M.A. [6], Sytnyk O.Yu. [7], Zhegus O.V. [8], Sakun O.S. [9], Mudra O. [10], Medvedev I.A. [11], Vorontsova A., Shvindina H., Mayboroda T., Mishenina H., Heiets I. [12] dwelled on effective ways of interaction between the state, as an external stakeholder, and universities in the implementation of the third mission.

Kubareva I.V. considered in detail the issues of managing the interaction of universities with external stakeholders [13]. Leadership qualities of university leaders have been studied by such scientists as Noland J., Phillips R. [14], Klochko A.O. [15].

PROBLEM STATEMENT

The aim of the work is to analyze the features of the main external stakeholders of the university, investigate and describe the effective patterns of external stakeholders' interaction in the implementation of the third mission of universities.

RESEARCH RESULTS

The European integration of Ukrainian education contributes to the strong development of the third mission of universities. This mission is special because it cannot be considered as an isolated (or residual) function but complementary to the other two missions of universities (quality education and research) [1]. The uniqueness and relevance of the third mission is that it is a multidisciplinary, complex, evolving phenomenon linked to the social and economic mission of Universities in a broad sense [2].

The third mission of universities consists of economic and social (cultural) components [3]. From this statement it is clear that the third mission can be effectively implemented by interacting with external stakeholders. Their traditional roles and missions are being broadened as to accommodate activities that facilitate engagement with various stakeholder groups [4].

In their Stakeholder Regulations, Ukrainian universities identify the following external stakeholders as standard:

- the state;
- central and regional authorities of state power, local self-government bodies;
- employers (large, medium and small enterprises and organizations of various ownership forms and areas of activity) who are interested in competent professionals;
- schoolchildren, entrants and their parents who are at the stage of choosing a higher education institution, consumers of educational services, graduates of higher education institutions;

- investors who are interested in the development of research and innovative technologies, and partner organizations in the implementation of national and international programs for the development of education and society;
- educational institutions of different types, kinds and levels of accreditation, located in the region of the university;
- recruitment agencies interested in the finding of highly qualified specialists.

The interaction of the university with each group of stakeholders has its peculiarities. Table 1 describes the features of this relationship in the third mission of the university.

Table 1 – Features of the interaction of universities with external stakeholders in implementing of the third mission

External stakeholders	Interaction features in the implementation of the third mission of universities
1. University-state	The development of science, which became a state priority, had a strong and deep cumulative effect: the state's position in the scientific and technical sphere was strengthened, traditional mechanisms of interaction between individual sectors of national innovation systems changed, the role of science in socio-economic development increased [5]
2. University-central and regional public authorities, local governments	The effectiveness of modernization processes in the higher education system of Ukraine and the activities and development of the education sector in general in accordance with current trends and challenges of globalization largely depend on the proper performance of public administration functions assigned to them by public administration bodies [6]
3. University employers, recruitment agencies	The main areas of interaction between higher education institutions and employers include: the organization of student internships at enterprises; updating training programs according to the employers' requirements; participation of practitioners, professionals in the learning process; introduction of a dual education system, etc [7]
4. University students, entrants and their parents who are at the stage of choosing a higher education institution, consumers of educational services, graduates of higher education institutions	Relationships with entrants should be formed as with potential consumers, with students - as with real consumers [8]
5. University-investors who are interested in the development of scientific research and innovative technologies, and partner organizations in the implementation of state and international programs for the development of education and society	Companies are interested in constantly feeding with new inventions to modernize and increase the competitiveness of their products; scientists - in the practical implementation of their inventions and receiving royalties from this activity; faculties and departments of the university - in obtaining internships for students, new jobs for graduates, in updating its educational and scientific base with the help of companies; venture and investment funds - in search of new innovative projects that would allow them to make new profits [9]
6. University-educational institutions of different types, kinds and levels of accreditation, located in the region of the university	A peculiarity of the educational services is their openness for information, personnel and other exchange that makes cooperation of educational producers a priority services [10].

Source: constructed by authors based on sources [5, 6, 7, 8, 9, 7, 10]

As seen in Table 1, the state is the key external stakeholder of universities in the implementation of the third mission. It is due to the need to form a conscious and developed society and the state's socio-economic development. The state's interest in implementing the university's third mission is constant. Based on this, the practical interaction pattern between the university and the state should be based on the following principle: "the educational system is a mechanism for increasing social productivity; on the other hand, it is an opportunity to unite the nation" [11]. Empirical studies of Ukrainian researchers on the state's influence in education on the sustainable development of the national economy have shown that the educational environment harmonization has a more

significant impact on the effectiveness of sustainable development strategies of the national economy than the sectoral and technological specialization of the national economy [12].

The function of central and regional authorities of state power and local self-government bodies is to ensure the region's socio-economic development. Thus, the authorities should develop an interest in cooperating with universities to implement their third mission. While implementing their functions in society, public authorities positively impact the transformation processes taking place in universities. Promoting the region's socio-economic development is becoming a task for government agencies and universities, which are actively implementing the third mission.

An effective interaction pattern between the university and the employer is establishing a communication channel between representatives of these organizations in the framework of internship programs and internships for students, defense of project work on a topic relevant to the customer. Constructive dialogue makes it possible to identify the current needs of employers in employees and their competencies. Thus, the university has the opportunity to form qualified personnel who can develop the activities of organizations and the economy as a whole.

The university's interaction with potential students and their families is based on identifying and meeting consumer's needs. Since the university's third mission is based on the desire to develop society, its implementation is focused on this group of stakeholders. This trend is determined by the younger generation's desire in today's conditions for comprehensive development.

Every organization strives to work effectively and be competitive in the market. There is a need to create innovative science-based approaches in the activities of organizations to achieve this goal. Such methods can be created and implemented by motivated professionals to achieve high results in socially useful activities.

In the university's interaction with other educational institutions, an effective way of interaction is openness and willingness to cooperate. This interaction becomes effective and there is an opportunity to implement the third function of the university combining efforts to create conditions for the socio-economic development of society.

The process of managing the relationship with the university's target audience is proposed to be carried out through three successive stages: identification and definition of goals, cooperation and realization of interests, strategic partnership, and reputation building [13]. This effective management process depends on university managers' competencies and leadership skills, which ensure constructive communication on the partnership principles. Representatives of universities ought to initiate and facilitate respectful, honest and productive multilateral communication with their stakeholders [14]. That is, the leadership qualities of university leaders that ensure effective interaction with external stakeholders include the level of intragroup interaction, which are elements of the socio-psychological component - communicative competence, empathy, emotional restraint, interpersonal sensitivity, tolerance for people [15].

The formation of stakeholder interaction patterns is due to the repetition of successful actions and the development of the principles of cooperation with universities that have proven their effectiveness. Leading universities are becoming education leaders when they offer breakthrough technologies for acquiring and mastering best practices. Cooperation with employers, both private and state-owned, provides clear benefits for both the university, increasing its impact on the external environment of the educational market, and the employer, who orders the formation of the necessary competencies of future workers in response to turbulent changes in the business environment.

CONCLUSIONS

The interaction of universities with external stakeholders is necessary to fulfill the third mission, which is to build a democratic society. The effectiveness of this interaction depends on the formal competencies and leadership skills of university leaders.

The following leadership qualities described in work are inherent in managers with a humanistic interaction style with external stakeholders. That is, effective models of interaction between the university and external stakeholders in the implementation of the third mission are formed by using socio-psychological management methods, namely the formation of cooperation in a highly competitive environment by coordinating the interests of stakeholders.

АНОТАЦІЯ

Швідіна Г.О., Петрушенко Ю.М., Балагуровська І.О., Онопрієнко К. Аналіз патернів взаємодії стейкхолдерів при виконанні третьої місії університетів як елемент розроблення стратегії лідерства.

Сучасні українські університети знаходяться на етапі інтеграційних змін, які викликані формуванням єдиного європейського освітнього простору. Процеси гуманізації суспільства, які активно відбуваються в сучасному світі, потребують створення умов для формування розвинутого та освіченого соціуму. Саме ці умови створюються в університетах, які виконують три місії: надання якісної освіти, проведення наукових досліджень та сприяння розвитку соціально-економічної сфери життя суспільства. Третя місія університету покликана формувати та постійно вдосконалювати суспільство, яке прагне до отримання нових знань та навичок. Завдяки такому суспільству стає можливим стабільний економічний і соціальний розвиток в державі.

Стаття присвячена вивченню зовнішніх стейкхолдерів та особливостей їх взаємодії з закладами освіти в ході реалізації третьої місії університетів. Дослідження показує, що аналіз зовнішніх зацікавлених сторін та їх властивостей дає змогу ефективно взаємодіяти з ними. На основі такого аналізу можливо сформулювати результативні моделі взаємодії університету із зовнішніми стейкхолдерами при реалізації третьої місії. Запропоновані моделі мають практичну цінність.

В роботі описано ключовий зовнішній стейкхолдер університетів при виконанні третьої місії – держава, а також представлені основні зовнішні стейкхолдери університетів, які є організаціями різних форм власності. Проаналізовано особливості та характеристики досліджуваних зовнішніх зацікавлених сторін університетів з огляду на актуальність реалізації третьої місії. Досліджені стейкхолдери університетів є поширеними в українській практиці взаємодії освітніх закладів з ними.

В дослідженні наведені ефективні патерни взаємодії університетів із зовнішніми стейкхолдерами при виконанні третьої місії. Описано процес управління взаємовідносинами між закладами освіти і зовнішніми зацікавленими сторонами при реалізації третьої місії.

В запропонованій статті розглянуті лідерські якості керівників університетів різних рівнів менеджменту, які сприяють формуванню ефективних способів взаємодії з зовнішніми зацікавленими сторонами. Підкреслено необхідність університетів ефективно комунікувати із зовнішніми стейкхолдерами для точного розуміння їх потреб з метою їх задоволення.

Ключові слова: третя місія університету, патерни взаємодії, стейкхолдери, лідерські якості, комунікація.

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