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MECHANISMS OF PUBLIC ADMINISTRATION OF STRATEGIC COMMUNICATIONS OF A HIGHER EDUCATIONAL INSTATUTION

The author improves the mechanisms of public administration of strategic communications of a university. The author notes that the basic task of mechanisms of public administration of building of external communications of a higher educational institution is to develop the concept of a university's image, since it largely determines the goals of communication and directly affects the identification of recipients of information messages, strategy and tactics of communications. The author concludes that a professionally developed mission is a determining factor in the competitiveness of a university – its ability to better than others find a compromise between its own interests and the interests of stakeholders in the educational services market.

Keywords: *public administration, mechanisms, energy security, higher educational institution, strategic communications.*

Formulation of the problem. In the theory and practice of communications there is no clear division between the strategic and operational aspects of communications. However, we propose the substantiated multi-level principle, which consists in the fact that communication management processes should become the object of strategic, operational and situational management in a university. Accordingly, this section will discuss aspects of strategic communications management at a university. Let us note that the issues of strategic management of external and internal communications are not only

closely interrelated, but often cannot (and should not) be differentiated. For example, the issue of forming of the basic values and principles of a university directly affects the issues of creating an image, which relates to the strategic management of external communications, and the issues of forming of a corporate culture, which constitutes the content of the strategic management of internal communications. Moreover, corporate principles, agreements, regulations and standards, the development of which, of course, represents the level of operational management of internal communications, must be conceptually developed at the strategic level of management, both external and internal communications. Thus, we will consider the problems of forming of the basic values of a university both from the point of view of forming of the concept of image and from the point of view of creating of a corporate culture of the university.

Analysis of recent research and publications. The author of the work (Jaswinder Dhillon, 2000) argues that knowledge, information and communication are critical to organizational efficiency and are key to an organization's ability to respond to change. This article reports on the progress of a research and development project at a modular multi-chamber university aimed at improving the quality and transmission of information to students and other users. The study identified problems that prevent the development of an information and communication strategy in a large organization and offers ideas which can assist other organizations in evaluating their own processes and procedures to effectively transfer knowledge and information within the organization.

The paper (Entradas M., Bauer M.W. & Marcinkowski F., 2023) offers a look at the emerging practice of managing the external relations of a modern university, and the role of scientific communication in this. With a representative sample of research universities in four countries, the authors seek to expand understanding of the function of scientific communication and its niche in a modern university. This study shows that little attention is paid to scientific communication in central structures, which proves that this is not a practice that is easily consistent with corporate communication at the university, but scientific communication may increasingly occupy its niche in decentralized places of activity.

The research (Uslu Baris, 2018) is aimed to identify the components of communication systems in universities and study their impact on academic life. To collect the data, interviews were conducted with academics from Australian universities. The author argues that access to senior leadership and mentoring between senior and junior scholars are other important types of communication. The results showed that good communication systems are an important component of an inclusive, collaborative and interdisciplinary work environment, and such a positive communication environment markedly contributes to the individual and collective performance of scientists.

Taking into account the large number of scientific papers on the issues of communications in higher education institutions, it should be noted that currently insufficient attention is paid to strategic issues of their construction.

Accordingly, the purpose of the work is to improve the mechanisms of public administration of strategic communications of a university.

Presenting main material. The basic task of mechanisms of public administration of building of external communications of a higher educational institution is to develop the concept of a university's image, since it largely determines the goals of communication and directly affects the identification of recipients of information messages, strategy and tactics of communications [2; 6].

The technology of forming of the image of a university is the following.

At the first stage, it is necessary to carry out corporate self-identification. It's meaning lies in the development by the management of the university of a common understanding of what this educational institution is, what its goals and values are, what its image and type of corporate culture should be. Formation of the image of a university should begin with the search for the concept of image, i.e., determining how well the capabilities of a given educational institution meet the expectations of stakeholders in the educational services market. At the same time, the competitive advantages of the university are identified, and a check is carried out for similarity with the image concepts of other universities. The most noticeable element in a university's image system is its name. All over the world, the name of a company, corporation, or organization is

considered so important that after holding various competitions and consultations with professionals, thousands of companies change it. This also applies to the names of universities. It should be quite euphonious, brief, reflect the specialization of the given university and certainly be easy to remember [4; 8].

After defining the image concept, it is necessary to move on to the second stage – developing of a corporate philosophy. Corporate philosophy is a detailed statement of the basic values that guide a company in implementing its own mission. Here the sequence of actions is necessary: first, the mission (purpose) of the university is formulated, then the corporate philosophy (values) is determined, and finally a system of corporate agreements and standards (regulations) is developed. When developing a corporate philosophy, special attention is paid to defining the mission of a higher education institution. It is the most active element that links together the internal and external image of the university. Mission is the philosophy and purpose, the meaning of the organization's existence, in which the difference between this organization and similar ones is manifested; a statement as to why and for what purpose an organization exists. A correctly formulated mission, although it has a general philosophical meaning, must contain specifics that make it unique, characterizing exactly the higher educational institution in which it was adopted [3; 10].

When determining the mission of an organization, the following five factors should be taken into account.

1. The history of the organization, during which its philosophy was developed, the profile and style of activity, its place in the market, etc.

2. The style of behavior and mode of action of owners and management personnel.

3. The state of the external environment.

4. The resources that the organization can use to achieve its goals.

5. The distinctive features that the organization has [1; 5].

We share this opinion, but in our opinion, to analyze the external environment, it is necessary to first formulate a basic mission statement that defines the meaning of the university's existence, and then to obtain information and to extract from it the necessary

component to clarify and specify the mission. It is preferable to define the basic formulation in one or two sentences, which reflect what and why the higher education institution is currently doing or plans to do in the future.

Accordingly, the stages of work to determine the mission of a higher education institution are the following.

1. Conducting a strategic session to determine the goals and mission of the university. In our opinion, the creation of a mission statement should not be entrusted to one employee, which in practice occurs quite often (for example, only the vice-rector for marketing). Another example is inviting a professional consultant who independently formulates a mission. In both cases, the opinion of the university staff is excluded. Of course, this does not mean that all employees must be involved in developing the mission. In our opinion, the formulation of the mission should be carried out by the Department of Strategic Planning (Department of Development) and the University Communications Management with the direct participation of the rector (employees with the ability of strategic vision and creative thinking are attracted from the above departments). Thus, the above departments create a draft mission with a letter of comment, which should reflect the following characteristics of the university:

- the university's targets, business objectives to which the activities are aimed and what the university strives for in the long term;

- the field of activity of the university, its educational services and products, the position of the university in the market of educational services and the labor market;

- the philosophy of the university, which is manifested in the values and beliefs that are accepted in it;

- the opportunities and ways of carrying out the activities of the university, reflecting its unique distinctive features for existence in the long term.

If a consultant is invited, his role should be to conduct a facilitation session, which involves organizing a general discussion and certain professional tips, while the main provisions are generated by the participants themselves [3; 9].

2. A survey of key university employees (vice-rectors, deans, deputy deans, heads

of departments, etc.) with a request to comment on the project and give suggestions for its adjustment.

Sometimes the involvement in developing the mission of such key university employees as deans or heads of departments leads to the situation when they recognize it as inappropriate, and then the circle is limited only to vice-rectors. This situation is typical for those universities in which there are no common goals and values, interests are different and sometimes even opposite to each other, the university is "torn" between the directions of development of different faculties and departments, and the decisions made are not aimed at achieving general corporate goals. In this situation, it is almost impossible to formulate the mission of the university shared by all employees.

3.Processing questionnaires and presenting the results of the analysis to the top management of the university (various options for mission statements);

4.Clarification of the main provisions of the mission, selection of the final version.

The proposed options, adjustments and additions, as a rule, turn out to be more than expected at first. When considering them, it is necessary to summarize the main essence, which will be included in the final text of the mission, which should be simple and understandable [7; 8].

5.Familiarization of all teachers and staff with the mission of the university (the development of a special familiarization program is recommended).

A prerequisite for the effectiveness of the mission in the structure of the external image is its openness, truthfulness and deep rooting in the university.

After analyzing the presented formulations, we can conclude that the common features are: a guarantee of quality education, graduates obtaining promising and competitive professions, and the use of new educational technologies in teaching. The missions also highlight the unique characteristics of universities associated with their specialization [5; 6].

Thus, the following recommendations can be made for developing a university mission:

-the mission should determine what the university strives for in the long term;

- mission and vision, defining the field of activity of the university, should include a choice:

- list of educational and research services of the university;

- markets for such services;

- products produced by the university;

- models of vertical and horizontal integration of the university;

- when determining the mission of a university, the interests of stakeholders in the educational services market must be taken into account;

- the mission must contain distinctive features that make it possible to distinguish the university from others;

- the mission must indicate the need being satisfied [1; 9].

Ultimately, a professionally developed mission is a determining factor in the competitiveness of a university – its ability to better than others find a compromise between its own interests and the interests of stakeholders in the educational services market.

The third stage in forming the image of a university is the creation of a history (legend) of the organization. An educational institution focused on development and long-term operation in the educational services market should pay great attention to its history. History imparts credibility and reliability and contributes to the verbal perception of the organization. The formation of the history of the university is especially important for our country. Non-state "phantom" universities that flooded the educational services market at the initial stage, spontaneously disappearing, as a rule, along with the money of students and parents, have significantly undermined the public's trust in non-state universities. Today, this situation seems exceptional, but the fair stereotype of the consumer – "a university that does not have a past probably does not have a future" – remains [3; 7].

Corporate history should be oriented towards consistency with historical truth. Preserved documents or things will be of great help in creating history. Experts recommend that in addition to achievements, history should also include the university's

failures.

If there are problems with the story, a legend is created. Experts recommend that the legend should not be pure fiction, but should be presented beautifully, effectively and from the right perspective by real events. This direction is called myth design in science. Myth design develops methods and techniques for constructing myths and stories.

The story or legend may not be associated with the organization itself, but with its leader. Then it is the rector of the university who becomes the symbol of the university, its emblem. And the image concept is built "around the leader".

In any case, it is desirable that in the history of the university there is a hero (for example, its founder) who committed key, turning-point actions for the development of the university. The hero, in turn, must have both assistants – scientists, inventors, comrades-in-arms, and enemies (for example, ignorance, lack of information culture, lack of education, but competitors can also be enemies) [2; 9].

Having created the history or legend of the university, it is necessary to move on to the fourth stage of forming the image of the university – creating a visual image.

If the image of a university is associated strictly with the image of its founder (rector), then the visual image has already been found – this is the image of the founder himself. It is more difficult when it is necessary to construct this image, since in the future it will be constantly exploited, and if it is defined incorrectly, such an error will cost the higher education institution dearly. For example, the created visual image will evoke associations in consumers of educational services that are directly opposite to those that were expected. Or if competitors are already using a similar visual image, and in a more unusual and interesting interpretation [1; 5].

Conclusions. Most often, higher education institutions prefer the image of a building as a symbol of stability and reliability. The fact is that often a university with a loud and attractive name does not have its own premises, but rents them in a research institute, theater or the basement of a residential building. Therefore, serious universities that care about the high quality of educational services provided invest in their own development and create a material base. The buildings in which universities are located

often act as their visual images. However, this is not necessary. The image can be of any fantasy character. The purpose of such characters is to solve common problems within the framework of the corporate image, for example, such as:

- to create an additional base of distinctions of a higher educational institution;

- to increase the credibility of the corporate image;

- to induce favor among specific audiences;

- to contribute to the introduction of new associations into the corporate image, etc.

Such characters, as a rule, are developed as brands or myths, but not as images of living people. The name of such a character may not coincide with the name of the brand or university, but must be constant.

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