

INDUSTRY 4.0 AND THE MANAGEMENT OF A HIGHER EDUCATION INSTITUTION

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The constantly changing business environment is hyperdynamic, volatile, and ambiguous. Alongside this, the socio-economic landscape is highly unpredictable, and the national economy is undergoing structural shifts also due to increasing involvement and the level of participation in globalization processes. In this context, digitalization is considered as an objective and integral factor in a rapidly evolving society. The expansion of this phenomenon is widespread at different levels and in different directions. These conditions present a challenge for employers seeking workers who meet their professional requirements.

One of the key links in the formation of the human potential of the society is the higher education institution. The world is changing too fast, and higher education institutions are faced with the urgent need not only to adapt, but to change dramatically. In the modern educational scenario, educators must prepare students to use technologies that do not yet exist [1, c. 65].

Society is undergoing the fourth industrial revolution, Industry 4.0 [2], which integrates advanced technologies including the Internet, cloud technology, cyber-physical systems, artificial intelligence, big data analytics, and the Internet of Things.

The growth of a service society and a communications-based economy necessitates strong communication skills and competencies such as critical and creative thinking, emotional intelligence, resilience, problem-solving, cognitive flexibility, digital fluency, growth mindset, cross-cultural literacy, rapid decision-making under uncertainty, and risk management ability.

Computer-mediated communication is transforming the structure of the workflow in enterprises, in some cases dramatically decreasing the necessity for physical attendance at the workplace. In turn, one crucial criterion encompasses performing professional tasks within a digital smart environment. This paradigm highlights the need for a fresh outlook regarding education processes in higher education institutions, which remain pivotal in cultivating adept professionals.

The university is a part of formal education. In this context, the key challenge is the capacity to deviate from standardized uniform learning, by introducing changes that align with the trend toward personalized learning. Additionally, it's essential to create a strong value proposition that focuses on meeting individual preferences, customizing educational paths, and increasing opportunities for self-education. Interactive learning environments and EdTech tools, such as modern learning management system (LMS), like Moodle, offer great potential for planning, implementing, and assessing specific learning processes either alongside or in place of in-person learning.

On the other hand, today the education sector constitutes a relevant sector of the economy. «The global smart education and learning market was valued at \$260 billion in 2022, and is projected to reach \$1.4 trillion by 2032, growing at a CAGR of 18.4% from 2023 to 2032» [3].

A balanced organizational and economic mechanism (OEM) for managing higher education institution is essential to achieving significant progress in its development. Such coordination promotes the implementation of a qualitative leap that propels the institution forward. This mechanism ensures the synergy and synchronization of internal processes (including academic, research, and business operations) and external interactions (with university students, stakeholders, the state, and international partners). Operations management [4, p. 5] is a fundamental component of the management mechanism of an institution that is concerned with the management of resources that facilitate the creation and delivery of products and services.

The primary objective of an OEM for managing higher education institution is to ensure the relevant scientific-intellectual, financial, material-technical and organizational-administrative aspects necessary for such institution to function as a center of innovative knowledge creation and startup cluster. That includes also formation of academic and scientific-innovative center, integrated into the national production sector and European ecosystem of higher education, which also is manifested through the position in global rankings.

It is preferable for OEM for managing higher education institution to implement a strategy that emphasizes not only current but also strategic flexibility, since innovation changes constantly accompany the activities of the institution. Adapting an institution's value proposition requires constant market testing. Analysis and forecasting should take into account the feedback from university students and stakeholders. Such an approach ensures relevance, effectiveness and readiness to review and adjust the value proposition as needed.

A holistic approach to OEM for managing higher education institution also includes guaranteeing the safety of their internal and external communication

interactions. In a highly digitized and globalized society, cyber threats can pose significant risks [5].

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TQM ЯК ЕФЕКТИВНИЙ ІНСТРУМЕНТ УПРАВЛІННЯ ЯКІСТЮ У ФАРМАЦЕВТИЧНОМУ БІЗНЕСІ

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Якість надаваних послуг є важливим чинником конкурентоспроможності будь-якого аптечного закладу. Задля досягнення необхідного рівня якості товарів і послуг, а також економічної ефективності діяльності аптечних закладів в умовах високого рівня конкуренції на фармацевтичному ринку України, найбільш перспективним й оптимальним напрямком розвитку цих закладів є розробка і впровадження системи менеджменту якості.

Загалом система менеджменту якості охоплює усі бізнес- і технологічні процеси в організації задля підвищення якості продукції або послуг. Її