

JEL Classification: A22; I23; P36

UDC 339.138

DOI: 10.30857/2415-3206.2020.1.7

UNIVERSITY REBRANDING AS AN EFFECTIVE TOOL OF COMPETITION

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Introduction. Efficient functioning of educational organizations is impossible without scientifically grounded activity on creation and promotion of a brand of educational services rendered by them. The problem of increasing competitiveness in front of modern Ukrainian universities, which have faced in the last decade with a decrease in the number of applicants and the need, in this regard, to strengthen the branding of their capabilities in the market of educational services, is particularly acute.

The research hypothesis. The creation and promotion of educational services of a modern university will be carried out effectively if the tools of rebranding educational services are used.

Purpose of the article: development of the rebranding system as a component of the university development strategy, factors and tools, conditions of its implementation

and evaluation of the efficiency of its use.

The methodology of the study: methods of system, structural, situational approaches, survey methods, expert evaluation method, SWOT-analysis.

Results. The developed concept of KNUTD rebranding allows to determine the main directions of KNUTD rebranding based on domestic and foreign experience and the basic directions of the university rebranding in modern conditions.

Conclusions. The developed concept of KNUTD rebranding allows to determine the main directions of KNUTD rebranding based on domestic and foreign experience and the basic directions of the university rebranding in modern conditions.

Keywords: competitiveness, brand, rebranding, university, SWOT analysis.

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**РЕБРЕНДІНГ УНІВЕРСИТЕТУ ЯК
ЕФЕКТИВНИЙ ІНСТРУМЕНТАРІЙ
КОНКУРЕНТНОЇ БОРОТЬБИ**

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Вступ. Ефективне функціонування освітніх організацій неможливо без науково обґрунтованої їх діяльності зі створення та просування бренду надаваних ними освітніх послуг. З особливою гостротою постала проблема підвищення конкурентоспроможності перед сучасними українськими університетами, що зіткнулися в останнє десятиліття зі зменшенням контингенту абітурієнтів і необхідністю, в зв'язку з цим, посиленням роботи з брендінгу своїх можливостей на ринку освітніх послуг.

Гіпотеза дослідження. Створення і просування освітніх послуг сучасного університету буде здійснюватися ефективно, якщо буде використаний інструментарій ребрендингу діяльності.

Мета даної статті: розробка системи ребрендингу як складової стратегії розвитку університету, факторів і інструментів, умов його впровадження і оцінки ефективності його використання.

Методи дослідження: методи системного, структурного, ситуацій-

ного підходів, опитувальні методи, метод експертних оцінок, SWOT-аналіз.

Результати. Виявлено ключові фактори маркетингу, що дозволили виділити головні компоненти для успішної розробки концепції ребрендингу Київського національного університету технологій та дизайну (КНУТД). Запропоновано механізм ребрендингу університету, під яким розуміється план заходів, спрямованих на інтеграцію соціальних та ринкових компонентів для ефективного використання потенціалу іміджу КНУТД.

Висновки. Розроблена концепція ребрендингу КНУТД дозволяє визначити основні напрямки ребрендингу КНУТД, виходячи з вітчизняного і зарубіжного досвіду та базові напрямки ребрендингу університету в сучасних умовах.

Ключові слова: конкурентоспроможність, бренд, ребрендинг, університет, SWOT-аналіз.

Formulation of the problem. Due to high competition in the market of educational services and introduction of market principles into the process of higher education institutions reform, universities everywhere strive to become more attractive for their potential clients – applicants, students, investors. In recent years, many higher education institutions have seen a way out of this situation – to create a strong and memorable brand. University brand is formed by the opinion of target groups, it is a subjective opinion, a process that is complicated by external and internal factors. With the help of the name, location, logo, history, corporate identity, website and other attributes can make an educational organization attractive and desirable in the eyes of the target audience. Based on this, we can conclude that the formation of a brand is a strategic task, which should be done on a permanent basis. If this task is not solved in time, the image of the university will be formed spontaneously.

An analysis of recent research and an unresolved part of the problem. Leading domestic and foreign economists, such as D. Aucker [1], K. Keller [2], S. Coomber [3], P. Temporal [4], J. Trout [5], D. Aucker [5], D. Elzinga, J. Gordon [6], S. Wheeler, E. Hirsch [7], F. Wang, X. Zhang, M. Ouyang [8], J. Karabel [9], V. Shcherbak, S. Marchenko [10], G. Plisenko [11], V. Savon [12], E. Neretina, I. Neretina [12], and others. I. Gvozdetskaya, Yu. Korokoshko [13] and others paid considerable attention to the essence and peculiarities of rebranding development. These scientists understand rebranding as renewal, revival, brand improvement, and increase of its effectiveness. Leading foreign and domestic universities in recent years began to actively use it. At the same time, in the activities of many domestic universities there is an inefficient use of methods and techniques of rebranding, as well as their inexpedient application. Today, in Ukraine, for some universities the introduction of rebranding tools is inexpedient, while for others it is an important factor for competitive success in the market of educational services. Under such conditions, the problem of research into the specifics of the application of types, tools and conditions of rebranding implementation for higher education institutions becomes particularly relevant.

The aim of the article is to analyze rebranding as a component of marketing strategy of the higher school, factors and tools, conditions of its implementation in the university and evaluation of the effectiveness of use.

Research results. Domestic and foreign institutions of higher education realize the need to create a positive perception of their organization and use a well-known marketing tool – rebranding. Rebranding is a management process, which is aimed at the creation and development of important material and non-material characteristics of the university, which will allow it to be unique and stand out among similar ones on the market of educational services. Today, there are few domestic universities, which are ready to boast of their "name" at

least on the national scale. On this basis, there is a need to systematize the existing concepts of rebranding to apply them in practice in future work, as well as to create practical effective recommendations.

Rebranding is an active marketing strategy, which includes a set of measures to change the brand (both the company and its products) or its components: name, logo, slogan, visual design, with a change in positioning. It is carried out in line with the change of the conceptual ideology of the brand. This implies that if quite significant changes have occurred in the company (product), it is necessary to carry out restyling and repositioning of the brand as components of the rebranding process. The main purpose of this process is to strengthen relations between the brand and the consumer through the development of four components of brand quality, functional quality of the product, individual quality of the brand (values), social quality (respect) and communicative quality (ability to establish and maintain contacts with the consumer). There are many reasons for brand renewal: the brand is outdated, there is a competitor with a more interesting brand, the brand has to perform new tasks, the company changes or covers a new field of activity. Brand rebranding tasks: strengthening of the brand (i.e., increase in consumer loyalty); brand differentiation (strengthening its uniqueness); increase in the target audience of the brand (attracting new consumers).

The practice of branding activity of Ukrainian universities confirms the thesis that Ukrainian universities are actively searching for competitive advantages, including the university brand. The work on building and maintaining the brand is carried out in a constant mode by ensuring brand communication with the target audiences, monitoring the perception of the brand by the audience, the tone of media mentioning, covering various criteria of the educational system of the university rebranding leads to a holistic image of a prestigious university.

In the process of positioning the university brings to the target markets the main idea – its uniqueness. As the world practice shows, the leading world universities – Oxford, Cambridge, Harvard – carry out their positioning in this way. These universities focus on traditions, famous graduates, highly qualified teachers, freedom and democratic values in the process of education and research. Summarizing the Western experience, experts note that the main idea of positioning universities in Germany, Switzerland and Austria is a dual education, which is based on a harmonious combination of training future specialists both within the university and in the enterprise. The positioning of university brands in these countries often emphasizes the absence of a gap between theoretical and practical training of students. The brands of these universities are associated by applicants and their parents with job security and the demand for graduates [4, p. 16]. The idea of positioning the university is

designed to incorporate the values of academic and corporate culture of a particular university, which, as a rule, are synthesized in its mission. The mission is, as a rule, a brief formulation characterizing the uniqueness of the university through its strategic goal or perspective vision (Table 1).

Table 1

Features of national university concepts

Country	Features of national university concepts
Great Britain	<ul style="list-style-type: none"> - the concept of liberal education; - high attention to the formation of the learner's personality, his individual characteristics; - preference for graduates with broad intellectual abilities and personal qualities; - aspiration to fulfil the university's super task by educating individuals' personal characteristics; - striving for high quality of research and professional training.
France	<ul style="list-style-type: none"> - professional, educational model of education; - strict hierarchy of subordination to the state; - high degree of differentiation of scientific practice into intra- and extrauniversity ones; - activation of the university work in the direction of professionalization based on the results of pragmatically oriented university science.
Germany	<ul style="list-style-type: none"> - a strong emphasis on scientific research; - high cohesiveness and cooperation of students and teachers for science and research, interaction of their work for co-research; - high speed of processing of research results and their transformation into material for curricula and other educational purposes.
US	<ul style="list-style-type: none"> - the consistent implementation of three models of European education; - adoption of the English system model at the first level of higher education in the form of four-year colleges; - using the experience of French education, expressed in the form of universities with six-year training; - active use of the experience of German higher education in the form of research orientation; - a great deal of attention is paid to the master's degree.
Japan	<ul style="list-style-type: none"> - considerable planning in the field of education; - focus on long-term, well-established ties with certain social strata – elitism; - focus on priorities and expectations of consumers of educational services; - focus on organizations that are branded in terms of staff; - a high degree of orientation to the requirements to the intra-company atmosphere, to the traditions of the personnel; - caste and elite principles of the university model construction.

Practice shows that the models of education in each country are determined to a greater extent by the national structure: political system, mentality, set of

values of peoples, their history, traditions and the established social and economic system [5, p. 141]. Despite the fact that individual educational institutions reflect the characteristics of national models of higher education to varying degrees, in general, the outlined features are quite tangible. A SWOT analysis was carried out to develop a rebranding of the Kyiv National University of Technology and Design (KNUTD). This analysis allows identifying the factors directly affecting its activities and the most promising and effective areas of rebranding (Table 2).

Table 2

SWOT-analysis matrix KNUTD

	Strengths (S)	Weaknesses (W)
	Availability of budget seats; State subordination (status); The status of "university"; High accreditation figures; Location in the capital of Ukraine; Wide range of educational services; Stable team; Availability of social security mechanism for employees and students; Availability of: thesis defense councils, scientific schools, scientific journals of category B, international relations, employment service for graduates, hostels; Implementation of the system of continuous education; Demand for graduates; Recognition of achievements by the society and professional community; Ranked 62nd among the world's best fashion and design schools; High quality of students' training Ranks 71st in the world among the best medical and pharmaceutical schools in the world.	Impressiveness of technical professions; Low percentage of young scientific and pedagogical staff (SPS); Weak material and technical base (laboratories, workshops); Insufficient space; Lack of sponsorship funds; Insufficient relationship with employers; Lack of mobility of SPS; Small number of economic contracts; Small number of status graduates; Low percentage of foreign students.

End of Table 2

Opportunities (O)	SO-strategy	WO-strategy
Grants; Additional education in all specialties; Social and professional partnership; Contractual relations; Opening of "remote" departments, branches (subdivisions); Opening of small innovative enterprises; Development of distance education and learning technologies; Nostrification of diplomas; Strengthening of international relations.	Additional education on all specialties using remote technologies and with the involvement of foreign teachers	Strengthening ties with employers, attracting foreign students through international cooperation
Threats (T)	ST-strategy	WT-strategy
High level of competition; Demographic situation; Economic crisis; Public policy on education; Decrease in the state order for university services; Decrease in budget financing; Decrease in budget places; Profiling of universities; Lack of housing for newly employed workers.	Reduction of budget places, decrease in financing of demographic decline and decrease in the number of applicants in the next 3–5 years. Increased competition in target market segments: increase in the number of non-state universities in the region, dumping policy and wide use of modern educational technologies by competitors.	Lack of accommodation facilities for international students. Reduced demand for graduates in a number of specialties, problems with their employment. High and constantly growing level of expenses for maintenance of educational buildings and scientific and laboratory equipment. Availability of resource limitations in the implementation of complex programs..

The SWOT-analysis revealed the following prospects for the development of KNUVD: additional education in all specialties using remote technologies and with the involvement of foreign teachers; strengthening the relationship with employers; attracting foreign students in international cooperation. Besides, the following risks were revealed: demographic decline and decrease in the number of applicants in the next 5 years; decrease in demand for educational services due to high requirements on entrance tests and high cost of education; increase of competition on target market segments: increase in the number of non-state universities in the region, dumping policy and wide use of modern educational

technologies of education by competitors; decrease in demand for graduates on a number of specialties, problems of their employment; high demand for graduates on a number of specialties, problems of their employment and employment.

Conclusions and suggestions. The analysis of the KNUTD brand shows the increasing loyalty of consumers to the brand, positive satisfaction with the education received at the university, complex and not always clearly expressed perception of the brand leadership by clients (students). The increase of brand popularity requires considerable efforts of PR and advertising companies. We also believe that serious analysis requires the perception of brand values by internal audience. The individual features of the university brand are quite high. But in order for the public to feel the same way, a number of targeted PR-campaigns are required. Consumers in the market of educational services face the problem of differentiation of KNUTD brand and brands of other universities. The solution of this problem also requires strengthening PR and advertising campaigns. The same can be said about the general low awareness and public information about the university brand in Ukraine. In general, the history of KNUTD existence and development testifies to the successful and dynamic formation of its brand awareness. The market behavior of the university can be called effective.

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