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## PROCESS MANAGEMENT OF EDUCATIONAL SERVICE BUSINESS MODEL FORMATION

Du H, Mazorenko O. *Process management of educational service business model formation.*

The article considers the issues of forming a business model of an educational service in transforming the modern educational space, increasing competition among educational institutions, and the actualization of the needs for flexible, innovative approaches to managing educational processes. The topic's relevance is due to the need to find practical management tools that allow educational institutions to adapt to rapid market changes, improve the quality and attractiveness of educational products, and ensure sustainable competitiveness. One of such tools is process management, which allows for holistic and systematic analysis, modeling, and improvement of key processes that form the basis of the business model of an educational service. The article aims to provide a theoretical justification and develop a methodological approach to managing the formation of a business model of an educational service based on process management principles. The study clarifies the essence and content of the concept of the "business model of educational service", which is defined as a multidimensional structure that combines economic mechanisms, innovative technologies, effective business processes, and value-oriented educational activities aimed at meeting the needs of students, the labor market and society in the context of digital transformation and global competition. The author's methodological approach to process management of the formation of an educational service business model is proposed, which involves the isolation of key processes (analysis of consumer needs, design of a value proposition, formation of an educational service, selection of service delivery channels, provision of resources and monitoring of results), determination of their interrelationships, efficiency criteria and management mechanisms. Particular attention is paid to the developed approach's practical significance. It can be applied in higher and vocational education to increase managerial effectiveness and achieve the institution's strategic goals.

**Keywords:** Business model, business model of educational service, process approach, educational service, management, business processes, value proposition, value creation.

**Statement of the problem in general.** In the current dynamic development of the educational environment and the digitalization of society, there is an urgent need to rethink approaches to forming business models of academic services. Traditional models are losing their effectiveness due to growing competition, changing consumer expectations, the need for personalization of learning, and the integration of innovative technologies. Managing the formation of a business model of an educational service requires a systematic, process-oriented methodology that considers organizational activities not as isolated functions but as interdependent and purposeful processes. Managing the formation of a business model of an educational service requires a systematic, process-oriented methodology that considers organizational activities not as isolated functions but as interdependent and purposeful processes. This determines the relevance of the process management study as a systemic tool for the effective formation, adaptation, and development of business models in education.

**Analysis of the latest research and publications.** In recent years, the concept of a business model has been the subject of much scientific research in management. The essence and types of business models have been examined by scholars such as Krasovska O., Amit R., Zott K., Osterwalder A., Pigneur Y., Afua A., Yurchyshena L., Shvydanenko G., Zelenin Y., and others [1 – 7]. A business model describes how an organization creates, provides, and receives value for its customers [3]. In [8], a business model was defined from the point of view of how an organization functions and achieves its goals.

Research on using a process approach to model the business processes of educational institutions, i.e., the methods of providing educational services, is conducted in the publication of Shlikhta H., Annenkova I., Filyuk G., Shaulska L., Tarasenko L., Stankevych I. V., Dumas M. [9–14].

It should be noted that most studies consider individual business processes in educational institutions without focusing on managing the formation of an educational service's business model.

**The article's purpose is** to justify a methodological approach to managing the formation of a business model for an educational service based on a process approach.

**Presentation of the primary material of the research.** Scientists consider the business model differently: some emphasize the priority of the innovative component, others focus on the formation of a value proposition, and some focus on the selection and optimal use of material and intangible resources for its creation. Followers of the structural approach [7, 15] consider its structure and organization to be key factors in the effectiveness of a business

model. From the point of view of the process approach [2–4], the focus is on the interconnection of business processes. In contrast, the operational approach considers the business model through operations. The economic approach [3] focuses on the financial results of the company's activities and the parameters of the value proposition. In contrast, the strategic approach [16] defines the business model as a tool for implementing the enterprise's overall strategy.

At the same time, many scientists, such as Zelenin Yu., Osterwalder A., Pigneur Y., Shvydanenko G., Revutska N. [3, 6, 7], consider the concept of "business model" much more broadly, focusing on its multi-vector nature. Therefore, we can use the so-called mixed or hybrid approaches to interpreting a business model.

Thus, a business model is a comprehensive concept that defines the principles of organization and functioning of an organization, considering its role in the value chain, the choice of target audience, the characteristics of the product range, and the pricing strategy. In addition, it contributes to the introduction of innovations in creating consumer value, increasing the added value for the enterprise, and increasing its market capitalization.

The definition of "educational service business model" was determined by analyzing the approaches and definitions of the concepts of "business model" and "educational service" [17].

The analysis of scientific publications [2–5, 7] showed that today, the scientific literature does not define the concept of a "business model of educational services." But in modern conditions, when transitioning from "education as a public good" to "education as a commodity," it is advisable to introduce such a concept.

Forming an educational services business model requires a comprehensive approach considering economic, innovative, process, and value aspects. Integrating these approaches provides a holistic vision of academic institutions' functioning in the modern globalized environment and corresponds to contemporary trends in the transformation of the education sector [18].

The proposed comprehensive approach integrates economic, structural, process, innovation, and value approaches. Integrating the above approaches allowed us to formulate the author's concept definition. Thus, an educational service's business model is a multidimensional structure that combines economic mechanisms, innovative technologies, effective business processes, and value-oriented educational activities to meet the needs of students, the labor market, and society in digital transformation and global competition.

Thus, an educational service's business model is a conceptual framework that describes how the provider

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organizes its business processes to provide high-quality education and create value for students and stakeholders.

Since education ceases to be a public good and becomes a product, it is advisable to consider approaches to forming a business model for an educational service.

As the authors state [13], the process approach changes the organization's logic and management mechanism. Thus, the application of the process approach to management shifts the emphasis from the management of individual structural elements to the management of end-to-end business processes that manage the activities of structural elements and permeate the organizational structure horizontally [9]. Thus, the main subject of management becomes the system of an educational institution's business processes in providing educational services. In this regard, there is a need to allocate business processes within the framework of forming an educational service business model to implement the process approach.

According to Marginson S. [19], globalization in education is driven by mobility, marketization, and technological innovation, which require the use of new models of educational service provision. Veletsianos G. and Houlden S. [20] argue that digitalization and digitization in

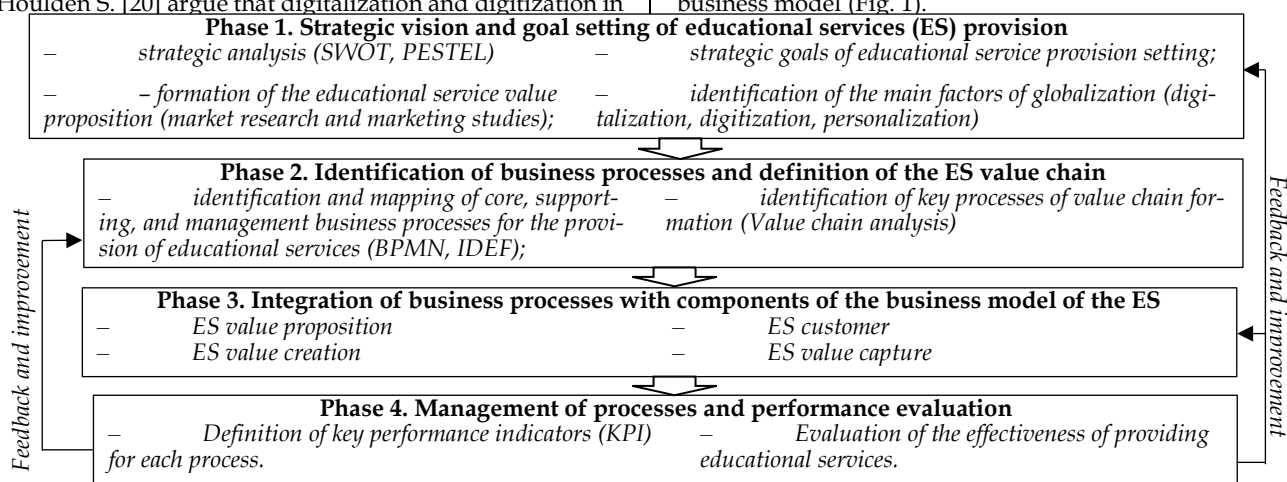
higher education are tools and act as a structural force that changes the process of providing educational services, management, and strategy of an academic institution.

Davenport T. and Dumas M. [14, 21] emphasize the relevance of applying a process approach in education. They argue that business process management ensures the structured provision of educational services by highlighting how "inputs" such as resources, infrastructure, and technologies are transformed into "outputs" such as competencies, customer satisfaction, employment, etc.

As noted in [14], the process approach offers a flexible framework for adapting educational business models to digital and global challenges. It focuses on creating value through interconnected, repeatable, and measurable actions.

Thus, the process approach allows you to structure and optimize interconnected educational, administrative, and technological processes, considering key factors of globalization.

The generalization of the above provisions on implementing the process approach and its integration with globalization factors allows you to develop a methodical approach to managing the formation of an educational service business model (Fig. 1).



**Fig. 1. Methodical approach to managing the formation of the business model of an educational service based on the integration of a process approach.** Source: developed by the authors

The proposed methodology for managing the formation of a business model for educational services based on a process approach is structured as a dynamic, iterative system that combines strategic vision, process design, business modeling, governance, and continuous improvement within a single coherent framework. It emphasizes the need to develop a business model that is not only structurally sound but also operationally sound and strategically adapted to the conditions of globalization.

The methodology begins with a phase of strategic vision and goal setting. This phase formulates the goals of educational service provision, such as expanding accessibility, promoting innovation, and ensuring labor market relevance. It ensures that these goals are consistent with its core strategy. This phase is crucial for building a common understanding of direction among stakeholders and depends mainly on management commitment and participatory planning.

Following the strategic vision, the second phase focuses on identifying and mapping the key business processes of the educational service delivery. Core curriculum development, delivery, and assessment are distinguished from supporting processes such as IT services, human resources, and financial management. Tools such as IDEF diagrams and BPMN are used to visualize how the value of the educational service is generated and distributed. This process-oriented representation provides a structural map that identifies the educational service provider's internal capabilities and value stream, laying the foundation for integrating these ideas into a comprehensive business model [22].

In the third phase, the ideas from the process maps are transformed into business model components (customer, value proposition, value creation, value capture), thereby connecting internal business processes with market-oriented structures. The educational services' value proposition is derived from pedagogical and learning methods results, while customer segments include students, employers, and regulators. Once aligned with strategic objectives, the mapped activities inform the key activities and resources in the business model. At the same time, the cost and revenue logic are built on the efficiency and structure of these processes. This shift from internal operations to external deliveries, as considered in [3], helps transform educational service delivery's strategic and operational logic into a viable business configuration.

The fourth phase introduces a management layer to ensure the system remains manageable, accountable, and performance-oriented. Each key process is assigned an owner with clear responsibility for results and improvement initiatives. Key performance indicators (KPIs) are also defined to measure educational impact and operational efficiency, including dropout rates, graduate employment, and stakeholder satisfaction. This ensures that the elements of the business model are not static constructs but are monitored and managed with precision.

Ultimately, the methodology involves feedback and continuous improvement, institutionalizing learning and adaptability. Iterative tools can be used to improve processes and components of the business model. Internal data, student feedback, employer input, and emerging external trends

contribute to this cycle, ensuring the business model remains responsive and future-proof. In an environment marked by digital disruption and changing student expectations, such adaptability is essential, as emphasized by Christensen C. [18], who argues that educational institutions must use innovation to remain relevant in systemic shifts.

**Conclusions.** The proposed methodological approach transforms business model management into a structured,

evidence-based function integrated with the organization's operational core. This allows decision-makers to move from reactive adjustments to proactive data-driven design and execution. This process-oriented methodology enables educational institutions to create sustainable business models and manage and evolve them by strategic, operational, and global dynamics, ensuring competitiveness and sustainability in an increasingly complex educational ecosystem.

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**Abstract.**

**Ду Х., Мазоренко О. Процесне управління формуванням бізнес-моделі освітньої послуги.**

У статті розглянуто проблематику формування бізнес-моделі освітньої послуги в умовах трансформації сучасного освітнього простору, зростання конкуренції серед закладів освіти та актуалізації потреб у гнучких, інноваційних підходах до управління освітніми процесами. Актуальність теми зумовлена необхідністю пошуку ефективних управлінських інструментів, які б дозволили освітнім установам адаптуватися до стрімких змін ринку, підвищити якість та привабливість освітніх продуктів, а також забезпечити їхню сталу конкурентоспроможність. Одним із таких інструментів є процесне управління, яке дає змогу цілісно та системно аналізувати, моделювати і вдосконалювати ключові процеси, що формують основу бізнес-моделі освітньої послуги. Метою статті є теоретичне обґрунтування та розробка методичного підходу до управління формуванням бізнес-моделі освітньої послуги на основі принципів процесного управління. У межах дослідження уточнено сутність та зміст поняття «бізнес-модель освітньої послуги», яку визначено як багатовимірну структуру, що поєднує економічні механізми, інноваційні технології, ефективні бізнес-процеси та ціннісно-орієнтовану освітню діяльність, спрямовану на задоволення запитів студентів, ринку праці та суспільства в умовах цифрової трансформації та глобальної конкуренції. Запропоновано авторський методичний підхід до процесного управління формуванням бізнес-моделі освітньої послуги, що передбачає виокремлення ключових процесів (аналіз потреб споживачів, проєктування ціннісної пропозиції, формування освітньої послуги, вибір каналів надання послуги, забезпечення ресурсів і моніторинг результатів), визначення їх взаємозв'язків, критеріїв ефективності та механізмів управління. Особлива увага приділена практичній значущості розробленого підходу, який може бути застосований як у сфері вищої, так і професійної освіти для підвищення управлінської результативності та досягнення стратегічних цілей закладу.

**Ключові слова:** бізнес-модель, бізнес-модель освітньої послуги, процесний підхід, освітня послуга, управління, бізнес-процеси, ціннісна пропозиція, створення цінності

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