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## **СТРАТЕГИЧЕСКОЕ ПЛАНИРОВАНИЕ РАЗВИТИЯ ПРЕДПРИЯТИЯ: ЗАРУБЕЖНЫЙ ОПЫТ**

Данная статья посвящена существующим подходам к стратегическому планированию на основе зарубежного опыта. Авторы рассматривают десять основных «Школ стратегий» по работе Г. Минтцберга, в которых раскрывается процесс разработки, специфические аспекты формирования стратегий и объединение всех их элементов. Авторы приходят к выводу, что основные школы, отражающие отдельные этапы развития стратегического управления, составляют три стадии формирования стратегий. Каждая школа предлагает свою структуру, последовательность и содержание разработки стратегия предприятия.

**Ключевые слова:** зарубежный опыт, стратегия, тенденция, экономика, развитие, школы.

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## **STRATEGIC PLANNING OF ENTERPRISE DEVELOPMENT: FOREIGN EXPERIENCE**

This article focuses on existing approaches to strategic planning based on international experience. The authors consider ten basic «Schools of strategies» on the work of G. Mintzberg and

others, which reveal the development process, the specific aspects of the formation of strategies and the unification of all their elements. The authors come to the conclusion that the main schools, reflecting the individual stages of the development of strategic management, comprise three stages of the formation of strategies. Each school offers its own structure, sequence and content of the development strategy of the enterprise.

**Keywords:** foreign experience, strategy, trend, economy, development, schools.

An effective solution to the problem of survival and ensuring the continuous development of a company consists in the creation and realization of its competitive advantages, which to a large extent can be achieved on the basis of a competently developed and effective development strategy. In recent years, in many industrialized countries, the tendency of transition to a strategic form of indicative planning has become quite clear. This form of planning fully meets the principles of targeted planning, as well as the current conditions and trends of the global economy. The area of strategic management is distinguished by a large thematic diversity (for example, enterprise restructuring, a strategy to increase enterprise value, dynamic key competencies, a knowledge management strategy, information technology and strategy, etc.) and the presence of different points of view on the strategy building process. conducted by G. Mintzberg and others. In the work of the «School of Strategies» G. Mintzberg, B. Apstrend, J. Lampel did a great job of classifying and analyzing the developments of various schools of strategies and outlined ten basic schools [2].

Ten schools are divided into three groups. The developers of the first three schools are interested in how strategies should be formed, and not how they are actually formed. These schools are prescriptive.

*The School of Design* has developed a model for shaping the development strategy of an enterprise as an achievement of matching the internal and external capabilities of its development [2]. The School of Design proposed a very interesting approach to the formation of a strategy evaluation system:

- Sequencing: an enterprise development strategy should not contain conflicting goals and programs.

- Consistency: the strategy should include an adaptive response to the external environment and changes occurring in it.
- Advantage: the strategy should provide opportunities for creativity and (or) support of competitive advantage in the chosen field of activity.
- Feasibility: a strategy should not involve excessive expenditure of available resources and should not lead to intractable problems.

*The School of Planning* originated almost simultaneously with the school of design and recognizes most of its initial positions. The origin is associated with the publication of the work of I. Ansoff «Corporate Strategy» [1].

According to the model of formation of the strategic plan of I. Ansoff, the process of strategic planning begins with the determination of the initial goals of the development of an enterprise, which are a reaction to external segments. In accordance with these integers, analysis and assessment of the resource potential of the enterprise and the external business environment is carried out. The purpose of this kind of analysis is to identify opportunities for making major strategic decisions on the further penetration into the market and diversification of production.

*School of Positioning* occurs with the advent of the work of M. Porter «Competitive Strategy» [3]. A significant contribution to the theory of strategic planning can be considered the development of M. Porter's value chain, which has established that at each stage of economic activity its own values are formed, which are recognized and paid for by consumers. He substantiated the principles of the emergence of competitive advantages of an enterprise, which are formed by creating at each stage of their values.

The following six schools, from the School of Entrepreneurship to the School Environment, called descriptive, focused on specific aspects of strategy formation, that is, they sought to link the explanation of the principles of strategy formation and deployment of the strategic process over time.

The essence of *the School of Entrepreneurship* is revealed by the following fundamental provisions:

1. The development strategy of any firm exists in the mind of its leader in the form of a peculiar perspective, namely, the intuitive choice of the direction of movement and the prediction of the future of the firm.

2. The process of formation of a company's development strategy is based on the life experience and intuition of its leader, regardless of whether the idea of a strategy is born in his mind or he perceives it from the outside.

3. For strategic foresight, flexibility is typical, and an entrepreneurial strategy is both thoughtful and unexpected.

4. Entrepreneurial organization is distinguished by flexibility, since it is a relatively simple structure that is sensitive enough to the instructions of its leader.

5. Entrepreneurial strategy is to some extent protected from the influence of direct competition in a market niche.

*The Cognitive School (School of Knowledge)* regards the construction of a strategy as a mental process [4]. Representatives of this school, relying on cognitive psychology, analyze the strategic process from the point of view of human cognitive abilities. Within this school there are two completely independent directions. The first interprets the formation of a strategy as an attempt to create some kind of objective picture of the world. The second direction, based on the subjectivity of the process of knowledge, considers strategy as an interpretation of the world.

*The School of Learning* considers the process of developing a company's development strategy as an evolving process. The contents of this school reveal the following important provisions:

1. The development of the development strategy of the company should be considered as a form of the learning process.

2. The training procedure should be developing in character through behavior that contributes to retrospective thinking, aimed at understanding the actions taken.

3. Strategic initiatives are implemented by those who have the ability and resources to learn.

4. Successful initiatives in the process of developing a strategy form an operational experience that can develop into a specific scheme, i.e. developing strategy.

5. The role of the head of the firm is to manage the process of strategic learning where new strategies can develop.

6. According to representatives of the School of Education, strategies initially appear as schemes of actions from the past, which then turn into plans for the future.

*The School of Power (Authority)* treats the process of developing a development strategy for a firm as a process of negotiation. The development strategy of the organization in this case is spontaneous. Power structures view the strategy development process as an interaction based on the methods of persuasion and negotiation, and in some cases, direct confrontation. This point of view is reflected in the works of G. Allison, J. Pfeffer, G. Salsik, G. Astley and others.

*School of Culture* was formed in the field of strategic management due to the success of Japanese corporations. According to the ideas of the school of culture, the process of forming a strategy is considered as a process of social interaction based on common beliefs among the members of the organization. The beliefs of each individual are the result of the processes of initiation to a particular culture or socialization. Culture, including ideology, contributes not to strategic change, but to the preservation of the current strategy. Representatives of the school of culture E. Renman and R. Normann introduced the concept of «strategic resources» that provide sustainable benefits in a competitive environment.

*The School of Environment* assigns the organization a passive role, which consists in reacting to events occurring in the external environment. Forming a strategy in this case is a process of reflection. According to its content, the school of the external environment is based on the «theory of situational factors», which describes the relationship between specific dimensions of the environment and certain characteristics of the organization. The organization must respond adequately to changes in the external environment.

*School of Configuration* describes the consistent implementation of the strategy within steady states, broken by the action of random factors. For these purposes, within the framework of the school in question, the interposition of various dimensions of the organization in certain conditions is analyzed and the temporal sequence of changing different states of the organization's development is

considered. Representatives of the school of configuration proposed to identify certain stages in the development of the organization: development, stability, adaptation, struggle, revolution. Most representatives of the configuration school view changes in the organization as a quantum leap, which means the simultaneous change of many organizational components. They strive to unite disparate elements: the process of building a strategy, the content of a strategy, the organizational structure and its environment into separate successive stages of the organization's life cycle.

After analyzing the above schools of strategies, we can conclude that they are a reaction of researchers and managers of successfully operating firms to changes in the environment of firms and in terms of content and time of appearance, reflecting separate stages of development of strategic management. «The most important factor affecting the success of the enterprise as a whole is a competent statement of management tasks» [5, p. 171]. Each school offers a model, that is, the structure, sequence, and content of the development of an enterprise strategy. The model influences the analysis of reality and therefore plays a key role in the development of an enterprise strategy.

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