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DISSERTATION

**DEVELOPMENT OF ORGANIZATIONAL CULTURE IN THE SYSTEM
OF HIGHER EDUCATION QUALITY IMPROVEMENT**

Specialisation 051 Economics
05 Social and behavioral sciences

Applying for the Doctor of Philosophy (PhD) degree

The dissertation contains the results of own research.

The use of ideas, results and texts of other authors have links to relevant
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ABSTRACT

Sandra Plota. Development of organisational culture in the system of higher education quality improvement. Qualifying scientific work on manuscript rights.

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In the context of the formation of the knowledge economy, the intellectualization of labour, the acceleration of information exchange processes due to the digitalization of all spheres of public life, the role of education is increasing every year, knowledge and modern educational technologies are becoming increasingly important. A developed organizational culture is one of the important elements of the mechanism for the effective management of educational institutions and ensuring the high quality of educational services of universities. Organizational culture's increasing role in the activities of educational institutions is also associated with trends in the socialisation of the economy, orientation towards sustainable development and the need to obtain long-term competitive advantages. Strategies and plans for the development of educational institutions are largely formed under the influence of existing corporate values, principles and traditions, which have formed during many years of their activity in the educational services market.

The need to improve existing and develop new conceptual approaches to managing the development of organizational culture and improving the quality of higher education in the face of modern challenges led to the choice of the topic of the dissertation, its goals and objectives.

The *aim* of the dissertation research is the development of theoretical and methodological foundations for the study of organisational culture in the field of education and the development of modern tools for managing the development of organisational culture in the system of higher education quality improvement.

The *object* of the research is the processes of development of the organisational culture of educational institutions for the higher education quality improvement.

The *subject* of the research is the theoretical, methodological and practical foundations for the development of organisational culture in the system of improving the higher education quality.

The dissertation describes the essence, functions and significance of organizational culture for the development of the knowledge economy, its nature and features in the field of human capital formation, as well as the system for ensuring the quality of higher education and its significance for the sustainable development of universities. Based on the results of the study, the most common characteristics of organizational culture are identified, on the basis of which the author's classification of approaches to its essence in modern conditions is proposed (value-oriented approach, element-oriented approach, result-oriented approach, essence-oriented approach, person-oriented approach), and on the base of these approaches, the own definition of organizational culture focused on improving the quality of higher education is proposed. A number of basic and specific functions of organizational culture is identified, which are characteristic of modern realities and formed under the influence of the formation of the knowledge economy, digitalization of the economy, the COVID-19 pandemic and the war in Ukraine.

It has been determined that organizational culture also acts as a factor in the development of human capital, and combines economic and social elements, as a result of which a model for the formation of human capital has been developed in the system of interaction with the organizational culture of an educational institution, which functions through a system of situational and individual components, tools of organizational culture, motivational, communication and managerial factors. The proposed model makes it possible to analyse the existing and missing elements, relationships of organizational culture, to identify its strengths and weaknesses, impact on quality assurance of higher education, and determine the effectiveness of the formation and use of the potential of human capital.

It is proved that the interrelationship between the quality of higher education and the organizational culture of a university is reflected in the education quality culture. In educational institutions the culture of education quality as a value and collective responsibility of all educational process participants contributes to the establishment of effective internal and external quality assurance procedures in their complementarity and focus on the implementation of the principles of transparency, trust, partnership, objectivity, subsidiarity, academic integrity, academic freedom, communication, collective responsibility, etc. At the same time, the quality of education is an important tool for sustainable development and ensuring of the growth of well-being not only of educational institutions, but of the entire society, since a modern university is a social institution that accumulates human capital of the highest quality.

The methodology for assessing the organizational culture of educational institutions is proposed, the empirical study of the organizational culture of higher education institutions is performed, and reserves for the development of the organizational culture of educational institutions are identified in the context of improving the quality of higher education and sustainable development of universities. The proposed theoretical and methodological approach to assessing the organizational culture of educational institutions combines six stages: development of a system of indicators for evaluating the organizational culture of educational institutions, taking into account their characteristics as objects of evaluation; normalization of indicators; determination of indices for each of the three blocks of indicators and the Integral Index for evaluating the organizational culture of educational institutions; visualization of the results of evaluation of the organizational culture of educational institutions; characterization of the organizational culture of educational institutions using qualitative and quantitative methods that are most widely used in the scientific literature; identification of reserves for the development of organizational culture to improve the quality of higher education and development of recommendations for their implementation in the existing socio-economic conditions.

It has been stated that most of the evaluated educational institutions have a very high level of development of organizational culture and are leaders in international educational ratings. For the assessed educational institutions having lower indicators, reserves were identified for increasing the level of development of organizational culture through the development and approval of corporate culture codes (codes of ethics, codes of values), the formation of value-oriented development strategies and improving the quality of educational services.

The challenges that affect the activities of educational institutions and higher education quality in modern conditions are characterized, a strategy for the development of organizational culture and corporate social responsibility is developed, which is an element of anti-crisis management of educational institutions in the conditions of Russian military aggression against Ukraine. Directions are proposed for the transformation of organizational culture to ensure competitiveness and innovative development of educational institutions.

It has been stated that in modern conditions the functioning of the national higher education system and the educational services quality are influenced by the following factors: the COVID-19 pandemic and other epidemic threats, the intellectualisation of the labour market and the expansion of opportunities for remote employment, Russia's aggression against Ukraine, the further globalization of the educational services market, the socio-economic crisis, a clear evidence which is the difficulty to control inflationary processes. The proposed scientific and methodological approach to determining of the factors which influence the activities of educational institutions contributes to a more effective development of the Strategy for anti-crisis management of educational institutions, which combines the following elements: the development of the organisational culture of educational institutions and its adaptation to a changing external environment; creation of reserve funds of educational institutions by attracting international grants; development of educational programmes to increase the internationalisation of the university; improvement of the quality of services of higher education institutions; use and development of distance learning technologies. The advantages of this

strategy are that it provides for the implementation of activities that do not require significant financial resources and is more focused on the use of the existing resource support of educational institutions, the effective use of existing human, intellectual and social capital.

The proposed directions for changing the organisational culture to ensure competitiveness, innovative development of educational institutions, and improving the quality of educational services combine the following: changes in the management of educational institutions, and in the field of scientific and didactic activities. These areas cover the main aspects of the activities of educational institutions in the context of digitalization, globalisation of the educational services market and the increasing impact of the socio-economic crisis on all spheres of public life.

The scientific and practical significance of the work is in the development of modern tools for managing the development of organisational culture and improving the quality of higher education.

In the framework of the research the personal contribution of the author is in the development of the theoretical foundations for the study of organisational culture in the system of higher education quality improvement, the analytical characteristics of organisational culture in higher education institutions and modern tools for managing the development of organisational culture in the conditions of modern challenges.

Based on the results of the research, 10 scientific papers were published, of which: two articles were published in publications included in the SCOPUS scientometric database; two articles were published in professional journals of Ukraine; three articles were published in foreign specialized journals three publications were published in the materials of scientific conferences.

Keywords: organisational culture, quality of higher education, educational services quality, organizational culture transformation, national higher education system, educational institution, higher educational institution, university, university

competitiveness, corporate social responsibility, knowledge economy, human capital, sustainable development.

АНОТАЦІЯ

Сандра Плото. Розвиток організаційної культури у системі підвищення якості вищої освіти. – Кваліфікаційна наукова праця на правах рукопису.

Дисертація на здобуття наукового ступеня доктора філософії за спеціальністю 051 Економіка (05 Соціальні та поведінкові науки). – Національний університет «Чернігівська політехніка», Міністерство освіти та науки України, Чернігів, 2023.

В умовах становлення економіки знань, інтелектуалізації праці, прискорення процесів обміну інформацією, зумовленими цифровізацією всіх сфер суспільного життя, з кожним роком зростає роль освіти, знання та сучасні освітні технології набувають все більшого значення. Розвинена організаційна культура є одним із важливих елементів механізму ефективного управління освітніми установами та забезпечення високої якості освітніх послуг університетів. Зростання ролі організаційної культури в діяльності освітніх установ також пов'язане з тенденціями соціалізації економіки, орієнтацією на сталий розвиток та необхідністю отримання довгострокових конкурентних переваг. Стратегії та плани розвитку освітніх установ багато в чому формуються під впливом існуючих корпоративних цінностей, принципів, традицій, що сформувалися під час їх багаторічної діяльності на ринку освітніх послуг.

Потреба у вдосконаленні існуючих та розробці нових концептуальних підходів до управління розвитком організаційної культури та підвищення якості вищої освіти в умовах сучасних викликів зумовили вибір теми дисертаційної роботи, її мети та завдання.

Метою дисертаційного дослідження є розробка теоретико-методологічних засад дослідження організаційної культури у сфері освіти та

розробка сучасного інструментарію управління розвитком організаційної культури в системі підвищення якості вищої освіти.

Об'єктом дослідження є процеси розвитку організаційної культури навчальних закладів для підвищення якості вищої освіти.

Предметом дослідження є теоретичні, методологічні та практичні основи розвитку організаційної культури в системі підвищення якості вищої освіти.

У дисертації охарактеризовано сутність, функції та значення організаційної культури для становлення економіки знань, її характер та особливості у сфері формування людського капіталу, а також систему забезпечення якості вищої освіти та її значення для сталого розвитку університетів. За результатами дослідження були визначені найбільш поширені характеристики організаційної культури, на підставі яких запропоновано авторську класифікацію підходів до її сутності в сучасних умовах (ціннісно-орієнтований підхід, елементорієнтований підхід, результаторієнтований підхід, сутнісноорієнтований підхід, людиноорієнтований підхід), та виходячи з цих підходів запропоновано власне визначення організаційної культури, орієнтованої на підвищення якості вищої освіти. Виділено низку основних та специфічних функцій організаційної культури, характерних для сучасних реалій та сформованих під впливом становлення економіки знань, цифровізації економіки, пандемії COVID-19 та війни в Україні.

Визначено, що організаційна культура виступає і як фактор розвитку людського капіталу, та поєднує економічні і соціальні елементи, у результаті чого розроблено модель формування людського капіталу у системі взаємодії з організаційною культурою навчального закладу, яка функціонує через систему ситуаційних та індивідуальних компонентів, інструментів організаційної культури, мотиваційних, комунікаційних та управлінських факторів. Запропонована модель дає можливість здійснювати аналіз наявних та відсутніх елементів, зв'язків організаційної культури, виявляти її сильні та

слабкі сторони, вплив на забезпечення якості вищої освіти, визначати ефективність формування та використання потенціалу людського капіталу.

Доведено, що взаємозв'язок якості вищої освіти та організаційної культури університету відображається у культурі якості освіти. Культура якості освіти як цінність та колективна відповідальність усіх учасників освітнього процесу у навчальних закладах сприяє налагодженню дієвих внутрішніх та зовнішніх процедур забезпечення якості у їх взаємній доповнюваності та спрямованості на реалізацію принципів прозорості, довіри, партнерства, об'єктивності, субсидіарності, академічної доброчесності, академічної свободи, колегіальної відповідальності тощо. При цьому якість освіти є важливим інструментом сталого розвитку та забезпечення зростання добробуту не лише навчальних закладів, а й усього соціуму, оскільки сучасний університет є соціальним інститутом, в якому акумулюється людський капітал найвищої якості.

Запропоновано методологію оцінки організаційної культури освітніх установ, проведено емпіричне дослідження організаційної культури закладів вищої освіти, а також визначено резерви розвитку організаційної культури освітніх установ у контексті підвищення якості вищої освіти та сталого розвитку університетів. Запропонований теоретико-методичний підхід до оцінювання організаційної культури освітніх закладів об'єднує шість етапів: розробка системи індикаторів оцінювання організаційної культури освітніх установ, що враховує їх особливості як об'єктів оцінювання; нормування індикаторів; визначення індексів щодо кожного з трьох блоків показників та Інтегрального індексу оцінювання організаційної культури освітніх установ; візуалізація одержаних результатів оцінювання організаційної культури освітніх установ; характеристика організаційної культури освітніх установ з використанням якісних та кількісних методів, що набули найбільшого поширення в науковій літературі; визначення резервів розвитку організаційної культури для підвищення якості вищої освіти та розробка рекомендацій щодо їх реалізації в існуючих соціально-економічних умовах.

Встановлено, що більшість оцінюваних освітніх закладів мають дуже високий рівень розвитку організаційної культури та є лідерами міжнародних освітніх рейтингів. Для оцінюваних освітніх установ із нижчими показниками визначено резерви підвищення рівня розвитку організаційної культури за рахунок розробки та затвердження кодексів корпоративної культури (етичних кодексів, кодексів цінностей), формування ціннісноорієнтованих стратегій розвитку та підвищення якості освітніх послуг.

Охарактеризовано виклики, що впливають на діяльність освітніх установ та якість вищої освіти у сучасних умовах, розроблена стратегія розвитку організаційної культури та корпоративної соціальної відповідальності, яка є елементом антикризового управління освітніми установами в умовах військової агресії росії проти України. Запропоновано напрями трансформації організаційної культури для забезпечення конкурентоспроможності та інноваційного розвитку освітніх закладів.

Встановлено, що на функціонування національної системи вищої освіти та якість освітніх послуг у сучасних умовах впливають такі фактори: пандемія COVID-19 та інші епідемічні загрози, інтелектуалізація ринку праці та розширення можливостей дистанційної зайнятості, агресія росії проти України, подальша глобалізація ринку освітніх послуг, соціально-економічна криза, яскравим свідченням якої є складно контрольовані інфляційні процеси. Запропоновано науково-методичний підхід до визначення факторів, що впливають на діяльність освітніх закладів, сприяє більш ефективній розробці Стратегії антикризового управління освітніми установами, що поєднує такі елементи: розвиток організаційної культури освітніх установ та її адаптація до зовнішнього середовища, що змінюється; створення резервних фондів освітніх установ за допомогою залучення міжнародних грантів; розвиток освітніх програм підвищення інтернаціоналізації університетів; підвищення якості послуг закладів вищої освіти; використання та розвиток технологій дистанційного навчання. Перевагами даної стратегії є те, що вона передбачає реалізацію заходів, які не потребують значних фінансових ресурсів, та

більшою мірою орієнтована на використання вже наявного ресурсного забезпечення освітніх установ, ефективного використання наявного людського, інтелектуального та соціального капіталу.

Запропоновано напрями зміни організаційної культури для забезпечення конкурентоспроможності, інноваційного розвитку освітніх закладів поєднують та підвищення якості освітніх послуг: зміни у сфері управління освітніми установами, у сфері наукової та дидактичної діяльності. Дані напрями охоплюють основні аспекти діяльності освітніх установ в умовах цифровізації, глобалізації ринку освітніх послуг та посилення впливу соціально-економічної кризи на всі сфери суспільного життя.

Наукове та практичне значення роботи полягає у розробці сучасного інструментарію управління розвитком організаційної культури та підвищення якості вищої освіти.

Особистий внесок автора у рамках проведених досліджень полягає у розробці теоретичних засад дослідження організаційної культури у системі підвищення якості вищої освіти, аналітичній характеристиці організаційної культури в закладах вищої освіти та сучасного інструментарію управління розвитком організаційної культури в умовах сучасних викликів.

За результатами дослідження опубліковано 10 наукових праць, з них: дві статті – у виданнях, що входять до наукометричної бази SCOPUS, дві статті – у фахових журналах України, три статті – у зарубіжних спеціалізованих виданнях, три публікації – у матеріалах наукових конференцій.

Ключові слова: організаційна культура, якість вищої освіти, якість освітніх послуг, трансформація організаційної культури, національна система вищої освіти, заклад вищої освіти, університет, конкурентоспроможність університету, корпоративна соціальна відповідальність, економіка знань, людський капітал, сталий розвиток.

LIST OF PUBLICATIONS ON THE DISSERTATION TOPIC

Scientific works in which the main research results of the dissertation are published

Articles in scientific and professional journals of Ukraine and other countries,

which are included in the international scientometric databases:

1. Plota, S. (2021) Evaluation of the Organizational Culture of European Education Institutions. *Вісник Львівського університету. Серія економічна*, 61, P. 282-293. ISSN: 2078-6115. Retrieved from: <http://publications.lnu.edu.ua/bulletins/index.php/economics/issue/viewIssue/480/48> (0.83 printed sheets). [international scientometric databases: *Index Copernicus*, etc.]
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3. Pilege, E., **Plota, S.**, Pilegis, G., Zivitere, M. (2021) ACT Digital: The Strategic Role of Analytics, Creativity and Technologies for Cultural and Creative Sector and Education. *Digital Presentation and Preservation of Cultural and Scientific Heritage*, 11, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS, p. 135-149. ISSN: 1314-4006, eISSN: 2535-0366. Retrieved from: <https://dipp.math.bas.bg/dipp/article/view/dipp.2021.11.12/pdf> (1.7 printed sheets). [international scientometric databases: **SCOPUS**, *Index Copernicus*, *Directory of Open Access Scholarly Resources*, etc.] *Personal contribution of the applicant – specified the role of the creative and cultural sector and higher education in the digital age* (0.8 printed sheets).
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INTRODUCTION

Topicality of the theme of the dissertation. Increasing the competitiveness of educational institutions in the context of the formation of the knowledge economy and a significant level of instability in the external environment, the increasing impact of various threats and reducing financial resources due to the socio-economic crisis, can be achieved through the development of organisational culture, which in modern conditions is an important factor in the sustainable development of educational institutions in long term, an important part of their policy, which is reflected in their development strategies and plans. Educational institutions face many new problems under the influence of new challenges, the most important of which are globalization, digitalization, and the war in Ukraine, the global pandemic, the socio-economic crisis, and migration processes. The growing role of organisational culture in the activities of educational institutions is also associated with the trends in the socialisation of the economy, the increasing role of corporate values and principles that have been formed over many years of activity in the educational services market. The relevance of the dissertation topic is due to the fact that an effective organizational culture is an important element of a competitive educational institution, as in the context of the socio-economic crisis and a high level of instability and uncertainty about the future, it is organisational values and norms that can become the basis for increasing employee involvement, increasing efficiency of their work in the conditions of standard and remote employment.

With the increase in the proportion of employees working remotely and the time of remote work, organizational values and culture have partially gone digital, and in connection with this, new tools for organising work in virtual teams, as well as modern forms of team building, have become necessary.

The need to improve existing and develop new conceptual approaches to managing the development of organizational culture and improving the quality of education in the conditions of modern challenges led to the choice of the topic of the dissertation, its aims and objectives.

The study of theoretical, methodological and applied problems of the development of organizational culture are considered in the works of R. Ackoff, M. Burke, S. Glaser, O. Grishnova, O. Grinkevich, D. Denison, T. Deal, C. Cameron, R. Cooke, F. Manfred, M. Mark, D. Matsumoto, S. Medoc, W. Ouchi, T. Parsons, R. Harris, C. Handy, L. Tsymbal, E. Shane and other scientists. The issues of improving the quality and competitiveness of higher education, as well as the sustainable development of universities are considered in the works of N. Azmuk, D. Bryde, M. Drozdova, I. Kalenyuk, S. Hintea, G. Khladkova and other scientists.

Relation with scientific programmes, plans, and themes. The dissertation was performed in accordance with the research plan of Chernihiv Polytechnic National University in the framework of scientific research: «Integrated Model of Competitive Higher Education in Ukraine under the Quadruple Helix Concept» (state registration No 0117U007258), within which the author proposed scientific and practical recommendations for improving the organisational culture of higher education institutions to ensure their competitiveness in the market of educational services; «Activation of the Development of the Education System as a Factor in the Innovative Development of the National Economy» (state registration No 01114U003139), where the dissertator justified the directions of transformation of the organisational culture of higher education institutions for the activation of their innovative development.

Aims and objectives of the research. The aim of the dissertation research is the development of theoretical and methodological foundations for the study of organisational culture in the field of education and the development of modern tools for managing the development of organisational culture in the system of higher education quality improvement.

To achieve the set goals, the following objectives were set and completed:

- to characterize the essence, functions, and significance of organizational culture for the development of the knowledge economy;

- to determine the nature and characteristics of organizational culture in the field of human capital formation;
- to characterize the system of quality assurance of higher education and its importance for the sustainable development of universities;
- develop a methodology for assessing the organisational culture of an educational institution;
- to conduct an empirical study of the organisational culture of higher educational institutions in the conditions of the knowledge economy development;
- to determine the reserves for the development of organisational culture in the context of improving the quality of higher education and the sustainable development of universities;
- to analyse the challenges affecting the activities of educational institutions in modern conditions;
- to develop directions for the development of organisational culture and corporate social responsibility in the strategy of anti-crisis management of educational institutions;
- to determine the directions of transformation of organisational culture to ensure competitiveness and innovative development of higher education system.

The object of the research is the processes of development of the organisational culture of educational institutions for the higher education quality improvement.

The subject of the research is the theoretical, methodological and practical foundations for the development of organisational culture in the system of improving the higher education quality.

Methods of the research. To achieve the set aims and solve the problems, the methods of scientific knowledge, analysis and synthesis, historical and logical approaches were used in the process of studying the evolution of the concept of organizational culture and substantiating the choice of elements of the quality assurance system of higher education. In the course of the research, general scientific and special methods of scientific knowledge were also used, which are: comparative

analysis - to substantiate the nature and characteristics of organisational culture in the field of human capital formation; expert assessments - when interviewing employees of the Latvian College of Culture to analyse its organisational culture; synthesis, classification, decomposition - for the analytical substantiation of the system of quality assurance of higher education and its significance for the sustainable development of universities, and to characterise the challenges that affect the activities of educational institutions in modern conditions; structural and functional analysis - to improve the system of indicators for assessing the organisational culture of educational institutions, to determine the elements of the strategy of anti-crisis management of educational institutions.

Information base of the research are the normative and legal documents of educational institutions posted on their official websites (codes of corporate culture, codes of ethics, codes of values), legislative and regulatory acts in the field of higher education, statistical materials, scientific papers, materials of scientific and practical conferences and seminars.

Scientific novelty of the obtained results is in the substantiation and development of conceptual approaches to the study of organisational culture in the field of education, the formation of modern tools for managing the development of organisational culture in the system of higher education quality improvement, namely:

first:

- a theoretical and methodological approach has been developed for evaluating the organizational culture of educational institutions, which combines the following stages: development of a system of indicators for evaluating the organizational culture of educational institutions, taking into account their characteristics as objects of evaluation; normalization of indicators; determination of indexes for each of the three blocks of indicators and the Integral Index for Evaluating the Organisational Culture of Educational Institutions; visualisation of the results of evaluation of the organisational culture of educational institutions; characterisation of the organisational culture of educational institutions applying qualitative and

quantitative methods; identification of reserves for the development of organisational culture to improve the quality of higher education, and development of recommendations for their implementation in today's difficult socio-economic conditions. The proposed approach provides for an assessment of internal and external factors that affect the level of development of organisational culture in the context of improving the quality of educational services;

improved:

- the concept of organisational culture, which is defined as the basic element of the internal environment of a higher education institution, characterised by moral norms and values dominating in it, accepted traditions, customs and patterns of behaviour, capable of integrating the achievement of the target outcome of the institution's activities and increasing the development level of educational services, which together reflects the essence and nature of the organisation itself;

- a model of human capital formation in the system of interaction with the organisational culture of an educational institution, the functioning of which is determined through a system of actions of situational and individual components, organisational culture tools, motivational, communication and management factors. The backbone constructs of the improved model are the following: the goals of the educational institution, organisational values, and norms of behaviour, traditions, regulations, and standards of higher education quality. The system of influence on human capital is formed of personal-cognitive, axiological, communicative-motivational and effective-behavioural components, which are characterised by special elements and relationships;

- a system of indicators for evaluating the organisational culture of educational institutions, based on taking into account important dimensions of organisational culture and its elements (the quality of educational services is a defining integral indicator of the effectiveness of educational institutions; the main elements of organisational culture are the basis for characterising the level of its development; sustainable development and adaptation to changes in the external environment - taking into account the factors which affect organisational culture in modern

conditions), analysis of information about educational institutions from open sources and the method of expert assessments based on a clear system of evaluation criteria;

- a strategy for anti-crisis management of educational institutions, which combines the following elements: the development of the organisational culture of educational institutions, adaptation of to the national higher education system a changing external environment, and ensuring the growth of the quality of educational services; creation of reserve funds of educational institutions by attracting international grants; development of educational programmes to increase the internationalisation of educational institutions; the use and development of distance learning technologies. Unlike those developed earlier, the advantages of the proposed strategy are that it provides for the implementation of activities that do not require significant financial resources and is focused on the use of existing resource support for educational institutions, the effective use and development of human, intellectual and social capital;

further developed:

- classification of approaches to the essence of organisational culture in the system of higher education quality improvement on the basis of value-oriented, element-oriented, result-oriented, essence-oriented and human-oriented concepts;

- theoretical approaches to the definition of specific functions which are characteristic of modern realities and formed under the influence of the formation of the knowledge economy, digitalisation of the economy, the COVID-19 pandemic and the war in Ukraine, on the basis of which the educational function, the transformational function, the source of identity function, and the stabilizing function were identified;

- scientific and applied foundations for changing organisational culture to ensure competitiveness and innovative development of educational institutions, covering such aspects as the management of educational institutions, scientific and didactic activities, which, unlike other approaches, ensure the identification of priority areas for changes in educational institutions to improve the quality of educational services in the conditions of modern challenges and threats;

- scientific and methodological approach to determining the factors that affect the activities of educational institutions and the quality of educational services in modern conditions, which allows us to assess the direction and strength of their influence. The following factors were identified as the main ones: the COVID-19 pandemic and other epidemic threats, Russia's aggression against Ukraine, further globalisation of the educational services market, the socio-economic crisis, the intellectualisation of the labour market and the expansion of opportunities for remote employment.

Practical significance of the obtained results. The scientific and practical conclusions and recommendations developed in the process of scientific research, in particular: factors affecting the activities of educational institutions were used in the development of the Crisis Management Strategy of ISMA University of Applied Sciences (Certificate No. 1-23/102-22 dated 19.09.2022); the theoretical and methodological approach for evaluating the organisational culture of educational institutions was used in the activities of the “Petniecibas centrs SEMS” (Certificate No. 23-1904/EU-2022 dated 12.09.2022); the directions of organizational culture changes recommended by the author to ensure the competitiveness and innovative development of educational institutions are used in the practical activities of the Department of Education and Science of the Chernihiv Regional State Administration in strategizing the development of the educational system of the region in the conditions of modern socio-economic and geopolitical challenges (Certificate No. 04-24/551 dated 16.02.2023). The scientific developments of the dissertation are used in the educational process of the Chernihiv Polytechnic National University, in particular, in the educational and methodological support of teaching the course «Organization of Business» (Certificate No. 202/08-1668/BC dated 18.10.2022).

Approbation of the results of the dissertation. Various theoretical and practical aspects of the dissertation were covered by the author at international scientific and practical conferences: International Conference on Digital Presentation and Preservation of Cultural and Scientific Heritage - DiPP2018 (27-

29 September 2018, Burgas, Bulgaria), International Conference on Digital Presentation and Preservation of Cultural and Scientific Heritage - DiPP2020 (24–26 September, 2020, Burgas, Bulgaria), The 20th International Scientific Conference in Information Technologies and Management (21-22 April, 2022, Riga, Latvia).

Personal contribution of the applicant. The dissertation is an independent scientific work, which reflects the author's own ideas and developments, which made it possible to solve the tasks. The work includes theoretical and methodological provisions and conclusions formulated by the dissertator personally. The ideas, provisions or hypotheses of other authors used in the dissertation have appropriate references and are used only to reinforce the ideas of the applicant.

Publications of the main provisions of the dissertation. On the results of the research, 10 scientific papers were published with a total volume of 8.82 printed sheets (of which 5.26 printed sheets belong to the author personally), including 7 scientific articles with a volume of 4.33 printed sheets, 3 publications of approbation nature.

Structure and volume of the work. The dissertation consists of introduction, three chapters, conclusions, the list of references and annexes. The total volume of the dissertation is 195 pages, in particular, the main text is 162 pages. The work contains 14 tables, 11 figures, 5 annexes and the list of references of 178 positions.

CHAPTER 1. THEORETICAL FOUNDATIONS FOR THE STUDY OF ORGANISATIONAL CULTURE IN THE FIELD OF EDUCATION UNDER THE KNOWLEDGE ECONOMY DEVELOPMENT

1.1. Organisational culture: the essence, functions, and significance for the development of the knowledge economy

The primary source of the use of the term "organizational culture" was the study of the organizational environment and its characteristics, conducted in the 60-70s. XX century. Then the object of research was the so-called "organizational climate". The term "organizational culture" gained currency among managers and sociologists engaged in cultural research and the development of organizational theory in the 1980s, when "In Search of Excellence" was published – bestselling business consultants Peters T. and Waterman R. In the work, the authors came to the conclusion that it is the organizational culture that can become the decisive factor that will lead to the success of the company, since it is directly related to job satisfaction, employee loyalty, organizational efficiency and permeates all areas of the company (Carpenter, 2012, p. 46). Subsequently, this assumption was fully confirmed by practice. A survey conducted globally by Bain & Company found that 91% of senior executives surveyed agreed that culture is one of the most important components of a strategy for achieving successful results, while 81% of respondents noted that its absence will lead to inevitable negative consequences (Azanzaa G., 2013, p. 3). As a consequence, these results have contributed to the emergence of numerous studies and scientific papers, which have established a whole variety of views, concepts and approaches to the essence and concept of organizational culture.

Based on the analysis of works on the problems of organizational culture, several classical conceptual approaches were identified to the phenomenon of organizational culture, which consider its essence from the point of view of such concepts: rational-pragmatic, phenomenological, reflexive.

The rational-pragmatic concept is reflected in the works of Western scientists T. Deal, A. Kennedy, G. Trice, T. Peters, E. Shane. Formation of organizational

culture in this context acts as a result of intra-organizational changes and manageable processes. In accordance with this, representatives of this approach consider organizational culture as an attribute of the organization, that is, meaning and norms, unique characteristics, part of the organizational potential (Schein Edgar H., 2018).

Representatives of the phenomenological concept (M. Mescon, A. Pettigrew, S. Robbins, F. Hedouri, etc.) believe that the rules of people's behavior are developed by the members of the organization themselves and constitute an agreed social reality, activity in which is regulated by the rules of behavior that are products of the members of the organization, and for each specific decision-making, they are interpreted with certain meanings, the carriers of which are individuals (Meskon M., 2008; Pettigrew A.M., 1979).

The third conceptual approach to the consideration of organizational culture is reflexive (Yu. Hassard, S. Sharfi, M. Elvesson, etc.). This approach develops a diagnostic version of managerial influence on organizational culture, in which organizational culture is considered as a tool for diagnosing its further development and making appropriate managerial decisions.

The concept of organizational culture, according to the approach of L. Smircich, involves consideration of organizational culture, respectively, of three aspects: as an independent component introduced into the organization from the outside; as an internal component of the organization; as the essence of the organization (Smircich L., 1983, p. 342). According to the first approach, organizational culture is considered as a system of ideas, values, and social and economic relationships that form society in a person. The second approach is to understand organizational culture as a system of rules, values and rituals common to all employees. The third approach characterizes organizational culture as the conceptual essence of the organization that determines the overall value system of the company.

B. Hardy explores the nature of organizational culture also in three conceptual directions: integration, differentiation and fragmentation. The integration approach is based on the assertion that organizational culture is determined by carefully

examining everything that is common or agreed upon within the organization; differential – on the belief that "cultural consensus" can only take place in a specific group (among top management, specialists, technical workers, etc.); fragmentation is based on the absence of both the same perception and significant differences in views and behavior (Hardy B., 2010).

Ukrainian scientist V.L. Gevko distinguishes only two approaches to studying the essence of organizational culture: managerial and socio-psychological. According to the management approach, organizational culture as a set of organization features is reflected in a system of rules, norms, regulations, etc. The main goal of the development of organizational culture, according to this approach, is the commercial success of the enterprise in terms of adaptation to the dynamics of the external environment. Unlike the managerial one, the socio-psychological approach to understanding organizational culture is based not on achieving an economic result, but on establishing a high-quality system of cooperation and mutual understanding within small groups. The determining factor in this approach is the psychological microclimate and the atmosphere in the team, and the key indicator of development is the influence of each individual on the support of the organizational culture of the company (Gevko V.L., 2018).

Another Ukrainian scientist, K. B., on the contrary, identifies ten scientific approaches to the study of modern organizational culture: 1. Sociological approach (provides for assessing the impact of society on the cultural system of the organization, social structure, ideology, etc.). 2. Cultural approach (focused on identifying the dependence of the cultural processes taking place in the organization on the national culture). 3. Normative-value approach (provides for the identification of the significance of cultural phenomena for the organization and the individual, their evaluation from the point of view of social norms of justice, freedom, etc.). 4. Institutional approach (aimed at studying the institutions within which a particular organizational culture is formed and developed). 5. Anthropological approach (studies the conditionality of the culture of organization by the nature of the human race, the needs inherent in each individual). 6. Psychological approach (focused on

the study of the subjective mechanisms of an individual's behavior in an organization, a specific organizational culture, individual qualities, character traits, etc.). 7. Activity approach (allows you to evaluate the dynamic picture of organizational culture, it involves considering culture as a specific type of living and materialized activity of people, as a cyclic process that has successive stages and stages). 8. Critical-dialectical approach (focused on a critical analysis of organizational culture, identifying its internal contradictions, conflicts as a source of its self-development, the driving force behind cultural changes in the organization). 9. Comparative (comparative) approach (refers to the characteristics of different countries and peoples in the study of organizational culture). 10. A systematic approach (provides a holistic consideration of organizational culture, its components, their relationship and interaction) (Bannikova K., 2019).

Also of interest for further research is the classification of the scientist T.I. Lepeiko, which highlights the symbolic, cognitive and systematic approaches (Lepeiko T.I., 2013), and the classification of O.A. Grishnova, V.I. Karyuk, according to which all definitions of organizational culture can be considered from the point of view of three concepts – value, instrumental and behavioral (Grishnova O.A., Karyuk V.I., 2022).

Thus, the analysis of scientific literature shows that there is no single scientific classification of approaches to the definition of organizational culture. Based on this, in order to identify and systematize the main conceptual features of organizational culture, we analyzed and summarized various scientific views on the interpretation of the concept of "organizational culture" (Table 1.1).

As you can see, in the works of individual researchers, the essence of organizational culture is characterized too broadly, or vice versa, too narrowly, there is disorder and discrepancy in the interpretation of this concept. Based on Table 1.1, it should be noted that some authors consider organizational culture from several positions, which means that they can be simultaneously attributed to several groups of concepts that we have identified.

Table 1.1

The study of different approaches to the definition of the essence of the category "organizational culture"

№	Author of the definition	Organizational culture definition	Concept
1	2	3	4
1	D. Denison, R. Hooijberg, N. Lane (Denison D., 2012)	Is underlying values, protocols, beliefs, and assumptions which are well-rooted in the structure of the organizations held by organizational members that demonstrate and strengthen those basic principles.	Rational-pragmatic, managerial ...
2	L. Guiso, P. Sapienza, L. Zingales (Guiso L., 2015)	Is a set of norms or values widely applied to an organization.	Rational-pragmatic, managerial ...
3	J. Graham, C. Harvey, J. Popadak, S. Rajgopal (Graham J., 2022)	Is the unspoken code of communication among members of an organization.	Phenomenological, socio-psychological ...
4	Alam, S. (Alam S., 2019)	Is typically defined as a set of assumptions, symbols, organizational beliefs, routines, shared language, and myths; it appears in the way people behave and making sense.	Phenomenological, socio-psychological ...
5	E. Braun (Bannikova K., 2019)	A set of beliefs, values and learned ways to solve real problems that have been formed over the life of an organization and tend to manifest itself in various material forms and in the behavior of organization members.	Rational-pragmatic, managerial ...
6	A. Eldridge, A. Crombie (Bannikova K., 2019)	A unique system of norms, values, beliefs and behaviors that characterizes how people and groups of people come together to do something.	Rational-pragmatic, managerial ...
7	K. Bannikova (Bannikova K., 2019)	This is, first of all, a set of values, norms, symbols, which are guidelines for the behavior of employees. Taking into account the values of the organization, management decisions are made and production tasks are solved, the system of values and rituals acts as a set of rules for the approved behavior of employees of the organization.	P Rational-pragmatic, managerial ...
8	E. Schein (Schein E., 2018)	A set of core beliefs learned or developed by a particular group as the company learns to solve the problems of adaptation to the external environment and internal integration, which have proven effective in order to be considered valuable and transferred to new team members like the right way. perception, thinking and attitude to specific problems.	The value, "essence" of the organization ...

Continuation of table 1.1

1	2	3	4
8	A. Svidler (Swidler A., 2001)	The repository of ideas is a tool that allows you to solve everyday problems in a given context, linking the organizational culture of the company and its activities.	Reflective, instrumental ...
9	E. Canning (Canning E.A., 2020)	The priority of behavior within the organization, according to which people interact with each other, participate in decision making, believe in rules, adapt to change, develop moral leadership and demonstrate consistency with company policy.	Phenomenological, socio-psychological, behavioral...
10	O. Engert (Engert O., 2019)	The result of the vision or mission of the company, the values that determine the behavior of employees, management methods, norms and attitudes.	Value, behavioral...
11	L. Kong-Seng, Y. Nor'Aini (Kong-Seng L., Nor'Aini Y., 2011)	A system of shared assumptions, values, and beliefs that tell people what behaviors are appropriate and unacceptable in the workplace is characterized by a particular style of behavior in an environment where people are not told what to do.	Value, "essence" of the organization ...
12	V. Gordienko (Gordienko V. I., 2005)	This is a system of formal and informal rules and norms of activity, customs, traditions, personal and group interests, behavioral characteristics of the organization's personnel, management style, characteristics of employee satisfaction with working conditions, the level of cooperation and compatibility of employees and prospects and development.	Rational-pragmatic, managerial ...
13	O. Legky, A. Yuskevich (Yuskevich A.I.)	The totality of spiritual traditions, values, historical moments, a set of symbols of the organization, norms of behavior and rules that are included in the work and are valued by every employee of the company.	Rational-pragmatic, managerial ...
14	A. Fenham, B. Günther ()	Widely held beliefs, attitudes and values that exist in any organization. Culture is the "social glue" and creates a "common sense", thus counteracting the processes of differentiation that are an integral part of organizational life. Organizational culture offers a common system of concepts for employees, which is the basis of communication and mutual understanding.	Phenomenological, socio-psychological ...
15	S. Divan (Divan S. M., 2012)	The way in which management achieves objectives.	Instrumental ...
16	L. Karamushka, A. Shevchenko (Karamushka L. M., 2013)	A system of relationships, actions and artifacts that stands the test of time and forms a rather unique psychology common to its members in a person of a certain cultural community.	Phenomenological, socio-psychological ...
17	G. Hayet (Karamushka L. M., 2013)	The system of values, beliefs, beliefs, ideas, expectations, symbols, as well as business principles, norms of behavior, traditions, rituals, etc., established in the organization and accepted by the majority of employees.	The "essence" of the organization, symbolic ...

Continuation of table 1.1

1	2	3	4
18	V. Sate (Karamushka L. M., 2013)	The nature of the decisions made, the choice of control mechanism, the degree of cooperation between people and structural units, the content of communications, the closeness of the emotional connection of employees with the organization.	Systematic...
19	R. Queen, J. Rohrbach (Karamushka L. M., 2013)	A powerful tool that allows you to orient all departments of the organization and individuals to achieve common goals, mobilize the initiative of employees, cultivate loyalty to the organization, improve the communication process, correct behavior.	Reflective, cognitive, instrumental ...
20	S. Ivanov, N. Rynkevich (Ivanov S.V., 2019)	It is considered as a material and emotional environment within the enterprise, based on ideas, fundamental values, attitudes and views, which are carried by management and staff. And it is a set of material, spiritual, social values created by the employees of the enterprise in the process of labor activity and reflecting the uniqueness, individuality of this organization.	Phenomenolo gical, socio- psychological , internal component of the organization ...
21	O. Krupsky (Krupsky O.P., 2014)	A tool to increase the competitiveness of an organization by creating an atmosphere of fairness, responsibility, commitment to the company in order to achieve targets and implement the mission.	Reflective, instrumental ...
22	S. Gaiduchenko (Gaiduchenko S. O., 2016)	This is a social phenomenon that occurs in any organization and is a system of values, beliefs, as well as norms, roles, rules that guide the activities of the organization (enterprise), forms relationships and connections between employees and divisions of the organization.	Phenomeno- logical, value ...
23	O. Apostolyuk (Apostolyuk O., 2016)	This is the procedure for organizing labor, which is aimed at the efficient use of labor resources, in order to increase profits, increase competitiveness, etc.	Rational- pragmatic, managerial ...
24	E. Vnukov (Vnukov Y. O., 2016)	This is a relationship that has developed on the basis of existing principles, ideas and accepted norms of behavior to fulfill the mission of the organization.	The internal component of the organization ...

Source: compiled by the authors based on their own research

Thus, our analysis of approaches to the definitions of organizational culture makes it possible to determine the characteristics that are most often emphasized by the authors and, based on these characteristics, offer the author's classification of approaches to the essence of the organizational culture of an organization in modern conditions (Fig. 1.1):

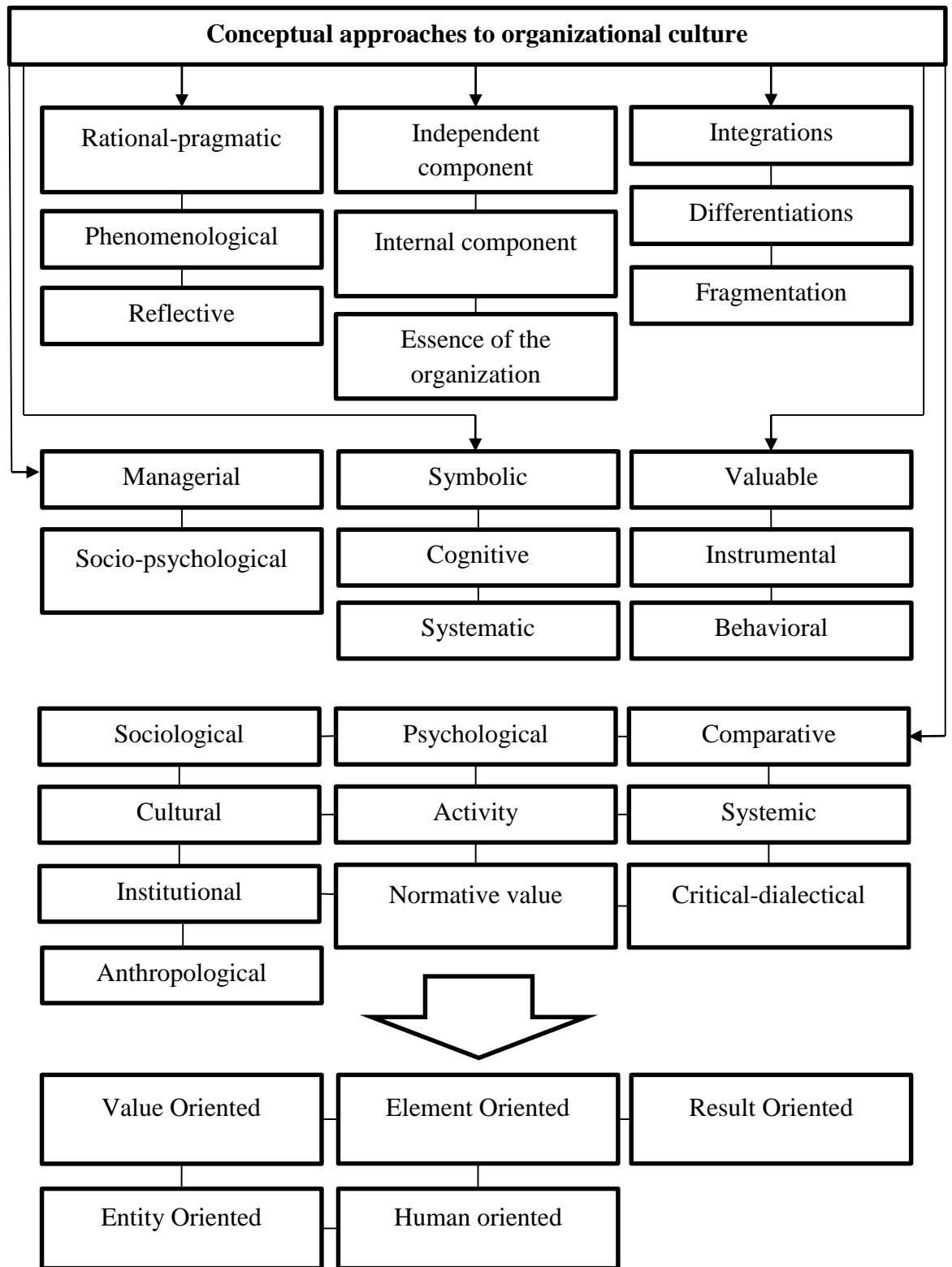


Fig. 1.1. Improvement of conceptual approaches to the organizational culture of the company

Source: formed on the basis of author's research materials

- value-oriented approach – the basis of organizational culture is the values and beliefs of people who are the founders or employees of the organization;
- element-oriented approach – organizational culture combines such components as value, symbolic, normative, communicative and managerial, etc.;
- result-oriented approach – organizational culture affects organizational interaction, organizational behavior and organizational effectiveness;
- essence-oriented approach – organizational culture is a reflection of the very essence of the organization;
- human-oriented approach – organizational culture contributes to the gradual strengthening of the role of the subjective and individual in a person, professional growth of the individual.

After examining the most common definitions of organizational culture, we came to the conclusion that most of them are imperfect, that is, they do not reflect all aspects of this concept in the current conditions of organizational development. In our opinion, the concept of "organizational culture", based on the approaches proposed above, should be as comprehensive as possible due to the growing importance of organizational culture today. It should reflect the place of organizational culture among other elements of the organization as a system, reflect the significance of values and beliefs for the employees of the organization, briefly characterize its elements and structure, summarize the target result of organizational culture, emphasize the dual nature of organizational culture (culture is both a cause and effect, and is an important element that ensures the stable and effective functioning of the organization and, at the same time, is a characteristic of the organization) and its focus on the person.

According to the specified requirements for the formulation of the concept of "organizational culture", we have defined its own interpretation. In our study, organizational culture is considered as a basic element of the internal environment of the organization, characterized by moral norms and values that prevail in it, accepted traditions, customs and patterns of behavior, able, through the effective

interaction of structural elements and the activation of human potential, to integrate the achievement of the target result of the organization's activities and increase the level of its development, which together reflects the essence and nature of the organization itself (Kovalova V.I., 2019).

In the process of studying organizational culture, it is essential to highlight its functions. An analysis of the literature and a theoretical analysis of the problem showed that organizational culture performs a number of functions. In particular, we singled out the following as the main ones: managerial, planning, adaptive, implementation, modeling, design, communication, integration, personnel, developing, coordinating, motivational, spiritual value, innovative (Androsova O. F, 2017, p. 22; Gevko V.L., 2018; Rinkevich N.S., 2019, p.125; Zakharchin G.M., 2017). Let's consider these functions of organizational culture in more detail.

The managerial function helps to achieve the goals of the organization, increase the efficiency of its management, interaction between different departments: the head, deputies, employee associations, etc. Provides all employees with real rights to participate in management, and also plays an important role in creating a management system appropriate to the specifics of the organization. The managerial function plays the role of a factor in increasing competitiveness, the adaptability of the organization, the efficiency of service delivery.

Planning – refers to the important functions of organizational culture, since a clear coordination of actions, coordination of all organizational procedures is possible thanks to a pre-drawn plan, which will fully describe the functions and performers, indicating the deadlines and personal responsibility.

The adaptive function implies the adaptation of the organization's culture to the overall strategy of its development, coordinating the goal, mission and values, as well as taking into account the trends in the influence of the external environment on the formation of organizational culture.

The implementation function is aimed at the real embodiment of the conceived image of the organizational culture in life with the optimal expenditure of effort, time and overcoming the resistance of personnel to innovation.

The modeling function involves the development of different directions of organizational development based on taking into account different aspects of organizational culture.

Security function - organizational culture creates a specific system of values, norms and rules that serves as a barrier to the penetration of undesirable tendencies and negative values from the environment.

Regulatory function. Through values, norms, standards, organizational culture determines the behavior of people both in the organization and outside it.

The design function of organizational culture serves to establish stable relationships between parts and the whole, fixed both in the spiritual, including legislative, and in the material culture of people working in the organization and helps to move from complex horizontal and vertical structures to simple organizations consisting of autonomous self-governing communities. This function of organizational culture improves communication processes by reducing barriers in the mechanism of information exchange between team members.

The communicative function is designed to establish the process of communication between members of the organization and its external agents.

The integration function is consonant with the organizational culture, one of the characteristics of which is integration, which means the degree of compliance with norms, values, ethical standards and goals between different structural divisions of the organization.

The personnel function of the organizational culture is aimed at ensuring the effectiveness of the activities of the organization's team, which mainly depends on the development of labor resources. The system of methods used by the internal management of the development of the potential of employees includes professional orientation and social adaptation of employees in the team by official and informal means of organizational culture.

Developing function, helps to develop the professionalism and creative qualities of employees, the formation of entrepreneurial ethics, maintaining high responsibility for the quality of work. Organizational culture activates the personal,

spiritual resources of human potential, especially those associated with the ability to innovate and, thus, puts forward quality priorities.

The coordinating function of organizational culture is manifested in the fact that it, with the help of established procedures and rules of conduct, solves the problem of coordination, and also helps to minimize the discrepancies between the values and beliefs of employees, which makes the management process more efficient.

The motivational function is that the elements of organizational culture motivate the activities of employees and the socio-psychological mentality of the organization. Organizational culture develops the motivation of belonging to an organization, the prestige of activity in this particular organization, develops socio-psychological mechanisms of reference, expanding individual goals and values, forming traditions, motivation of duty, service and responsibility, satisfaction with activity. This function is carried out by explaining to employees the content of the work performed, its goals and results.

The spiritual value function focuses on a sense of community, belonging to a common cause, consistently creates an image of the organization for its employees and a system of values specific to it. The ideological significance of organizational culture makes it a strong unifying, constructive and spiritualized beginning in the activities of modern organizations.

The innovative function contributes to the creation of a culture of cooperation, interaction, participation and consensus, transparency and priority of initiative and creativity in the organization.

A detailed analysis of the above functions makes it possible to obtain a complete and objective understanding of the essence of organizational culture, but, based on the realities of today (the emergence of the knowledge economy, the digitalization of the economy, the COVID-19 pandemic and the war in Ukraine), as well as the specifics of our study, we consider it necessary to highlight new priority functions of organizational culture, the main among which are:

- educational and educational function - the level of organizational culture affects the educational level in the organization and the higher the general educational level in the organization (higher educational institution), the greater the desire of individual employees to improve their educational level. Thus, a high organizational culture contributes to the improvement of the "human capital" of organizations and, above all, educational institutions. Based on this function, an effective system of knowledge management and exchange is created (the formation of a knowledge economy);
- transformational function – through organizational culture, it is possible to promote changes in the content and structure of labor activity inherent in the development of the digital economy (digitalization of the economy);
- stabilizing function allows employees to maintain balance during crises and unforeseen situations (COVID-19 pandemic);
- identity source function - organizational culture acts as a source and stimulus of human value experiences, contributing to the search for agreement between the universal perspective and its personal perception and development, comparison with the factors of conscience, honor, national identity (the war in Ukraine).

The complex of functions analyzed by us, including the proposed specific ones, is presented in Fig. 1.2.

Integral sets of the functional elements of organizational culture analyzed above reflect the principles and rules that ensure a harmonious combination of economic and social factors. As a result, the culture of the organization, when all functions are involved, unites its elements and contributes to the well-coordinated work of the organization's personnel.

Today, as the intellectual component in the development of economic systems increases, it is necessary to pay more and more attention to the state of organizational culture. Organizational culture is one of the basic elements of the successful functioning and development of organizations of any size and any field of activity. Conscious development of organizational culture ensures the harmonization of

social and economic factors, increases the stability and competitiveness of organizations. Organizations with a high level of organizational culture can be more successful even with a relatively lower level of logistics and technological support.

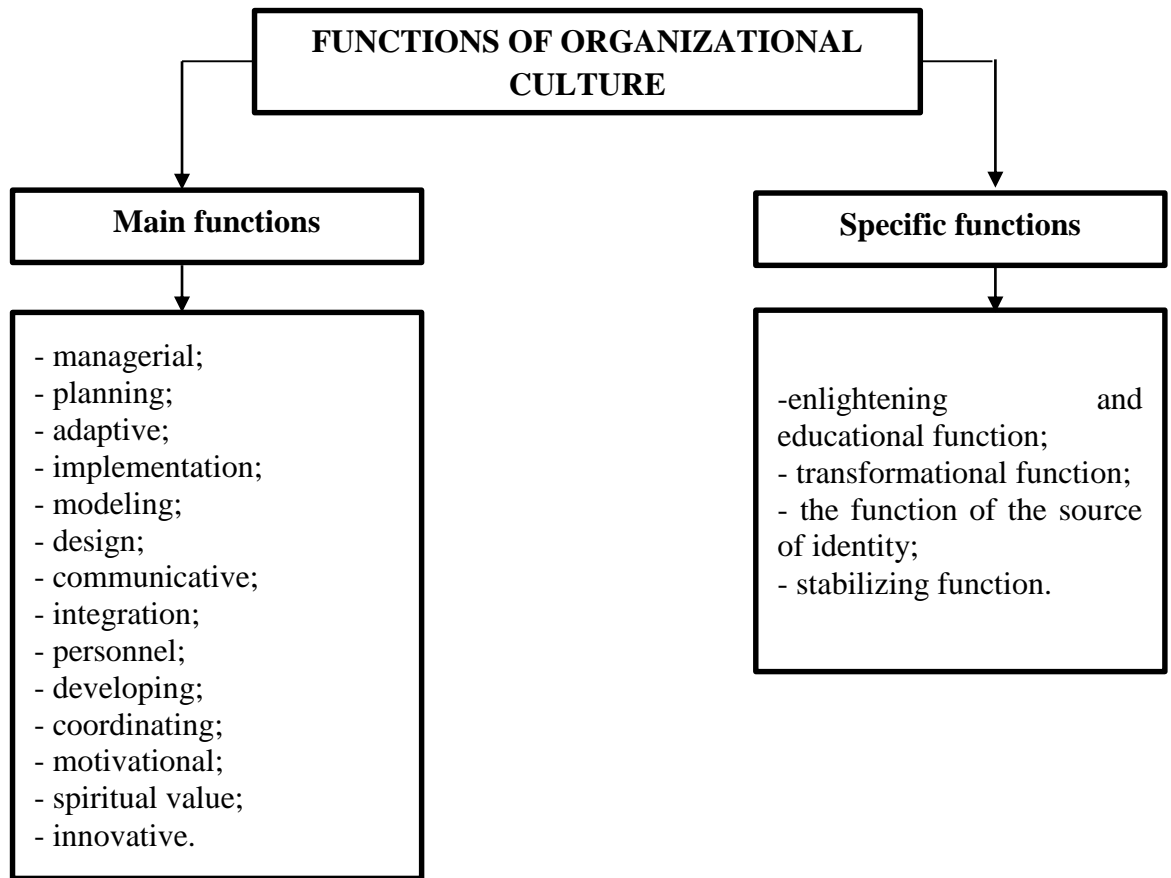


Fig. 1.2. Systematization of the functions of organizational culture in the context of modern realities of economic development

Source: formed on the basis of author's research materials

In this context, the need to study organizational culture as the most important factor in the development of the knowledge economy is actualized, because it is the formation of a corporate culture focused on quality and knowledge that determines the continuous development and improvement of the activities of both organizations and educational institutions (Charles A. O'Reilly III, et al., 1991).

Every organization must implement new management tools to compete and survive in the current changing business environment. In today's knowledge economy, organizations are systems of knowledge and learning, and how they learn and manage knowledge is reflected in how they are organized (Taylor M, 2006).

P. Gottschalk (Gottschalk P., 2005) argued that the knowledge-based view of the firm suggests that organizational success depends on heterogeneous knowledge flows and the creation of appropriate knowledge integration mechanisms to improve market response capabilities. This heterogeneity needs to be maintained over time because it explains why an organization is different (Cepeda-Carrion I., 2017). Therefore, knowledge management is usually seen as a critical requirement for gaining a competitive advantage over competitors (Aichouche R., 2022).

Based on the fact that organizations are trying to find an effective way to successfully manage their knowledge assets, as the practice of European countries shows, organizational development issues are becoming an increasingly priority in the activities of heads of educational institutions, but such an intangible resource for the development of higher educational institutions as organizational culture, today day is underused.

According to most researchers, the term "organizational culture" can mean the culture of any type of enterprise, including schools, non-profit organizations, universities, authorities and management, business structures (Corporate culture The view from the top, and bottom. Bosses think their firms are caring, 2011).

Despite this, the concept of the organizational culture of an educational institution has some specifics and is interpreted by scientists as an integration education, consisting of a personal-cognitive, axiological, communicative-motivational and activity-behavioral component, determined by intra-organizational relations, syncretism of mental, emotional and social types of intelligence, personal and organizational values, socially significant norms and rules, models of behavior of the subjects of the educational process that determine the state of organization and self-organization of the institution (Trushkina N.V., 2020, p. 234).

Based on the complexity of this definition and the importance of organizational culture for the development of the knowledge economy, the untapped potential of the organizational culture of educational institutions requires scientific study in a number of aspects that are completely new and little studied.

1.2. Nature and characteristics of organisational culture in the field of human capital formation

In the modern world, there are tendencies to change priorities in the development of organizational culture of various types of organizations in the direction of increasing its role in the qualitative development of human capital, increasing the innovative activity of employees. There is an intensification of scientific research on organizational culture from the standpoint of social development of teams, harmonization of social and labor relations, enrichment of forms and methods of organizational culture in the interests of the effective use and development of human capital (Azmuk N., et al., 2022; Kalenyuk I., et al., 2020). The specificity of such changes in the nature and characteristics of organizational culture is explained by the manifestation of a number of trends: the globalization of world development; aggravation of international competition in world markets; the transition of mankind to the information society (the intellectualization of labor activity is spreading, the role of innovative labor is growing); recognition of the ability for creativity and innovation as a priority factor in the growth of material and spiritual wealth (Mckeown M., 2008; Walczyk J. et al., 2007).

As for the organizational culture of educational institutions themselves, in the context of modern development and globalization of the educational process, the diversity of personnel and applicants in educational institutions means that these organizations are becoming more heterogeneous in terms of age, nationality, gender, skill level, positions, ability to self-educate and etc. The blurring of boundaries in the global economy and modern challenges such as digitalization, the COVID-19 pandemic, the war in Ukraine, etc. are also the reason why the likelihood of working in another country is growing; the possibility of working with foreign workers in one's own country is growing. This further complicates communication and the fulfillment of assigned managerial tasks. Managers need to change the philosophy of their behavior and the concept of the established organizational culture of educational institutions. A properly built organizational culture allows you to

improve the skills of responsibility, feedback, delegation of authority, and the creation of productive work teams. Organizational culture allows managers to develop group decision-making skills. Management in a rapidly changing modern environment also provides for the participation of employees in the decision-making of the educational institution.

It is necessary to look for ways to form the desired organizational culture of the educational institution (that is, such a culture that would unite the interests of the case, management personnel, performers and students). We believe that organizational culture should focus on the personality of a person and contribute to the disclosure of the best features of his character, talents, intellectual abilities and work opportunities, satisfying the diverse needs of a person. At the same time, the tasks of the leadership of an educational institution should not go beyond the goals of creating and effectively operating an educational institution.

The work of a person in an educational institution is a process of constant interaction with its organizational environment. Organizational culture is most fully realized in the field of job satisfaction, since organizational culture is often represented by a system by which employees fit into the culture and subculture of the educational institution or the unit in which they work. The imbalance between the type of culture that is established in an educational institution and the type that a new employee brings with him leads to various negative consequences, including: low job satisfaction; increased stress at work; total tension; a general decrease in the effectiveness of the functioning of personnel, etc. (Adkins B., 2004, p. 971).

As you can see, without creating a team of like-minded partners who, thanks to common goals and uniting values, are able to strive to update knowledge, develop innovations necessary to create competitive educational institutions, their effective activity is not possible. The organizational culture of successful modern educational institutions, despite individual differences and characteristic specifics (its own traditions, values, rituals), is united by the attitude of managers and staff to positively perceive the values of educational and professional development, the development of the intellectual and innovative component of human capital. At the same time, the

leaders of these educational institutions, on the basis of partnerships, not only encourage the assertion of such values, but also stimulate a sense of cohesion in their implementation, focusing on improving the quality of human capital (Semikina M.V., 2015).

Thus, an important role in the formation of human capital by promoting the values of organizational culture belongs to the management staff of the educational institution. The way managers convey organizational values with a focus on people is called translation. In this context, translation (from Latin *translatum* - to transfer, transfer) is the transfer to employees of the leadership's vision (current or new) regarding the basic rules, norms, values and behavior in the organization (educational institution). The main channels of such broadcasting are: a personal example of the leadership; conducting an information policy to explain the features of changes in organizational culture; direct work with staff to develop reasonable adjustments regarding individual rules of the educational institution. At the same time, it is necessary to simultaneously adjust the features of the motivational policy.

The result of a purposeful transformation of the organizational culture of an educational institution by influencing the staff can be three scenarios:

1. There are changes in culture without changes in behavior, that is, individual value priorities of the employee in relation to the educational institution change, but his general system of behavior remains stable.

2. There are changes in behavior without changes in culture. This situation occurs when a small group of people seeks to change individual elements of the organizational culture. In this case, they partially change their system of behavior and try to persuade colleagues to it.

3. Changes are taking place in behavior and culture. The situation takes place when the entire staff of the educational institution is focused on development, improvement and directs its efforts to this (Gevko V.L., 2018, p. 12).

The main features that characterize the effectiveness of organizational culture in the field of human capital formation, described in the scientific literature, are such

concepts as the direction of culture, the penetration of culture and the strength of culture.

The direction, in this case, is the direction towards which the organizational culture constantly pushes the staff of the institution. The direction of culture is inextricably linked with such a characteristic of human capital as intelligence. Intellectual factors today are key to ensuring economic growth and high competitiveness not only of educational institutions, but also of countries as a whole (Kalenyuk I., Tsymball I., 2021). Intelligence, as L. M. Kalinina proves (Kalinina L. M., 2013, p. 10), should be considered in the "syncretism of the mental, social and emotional intelligence of the individual and the team." This combination forms the collective intellect of the educational institution, integrates the accumulated experience of activity, behavior patterns, determines the circle of communication in interpersonal interactions, promotes social adaptation, understanding one's own emotions and the emotions of other people, provides the necessary quality of education and the quality of the educational activities of the educational institution. Ideas, goals, interests, ideals, beliefs and perceptions, combined together, determine the direction of the individual. The orientation of a personality is its moral qualities, attitudes, relationships with other people, the system of dominant goals and motives of activity that determine its self-worth and social significance.

Synonymous with penetration is the concept of the breadth of coverage with which the organizational culture is distributed among the members of the collective of the educational institution. The more members of the team share one view of the organizational culture, the wider it is, the depth of its penetration is determined by the number of elements of culture on which members of the team share a common opinion (Bannikova K., 2019; Armstrong M., 2009; Euraxess, 2022).

The degree of convergence of views on the organizational culture of the members of the team determines the strength of the penetration of culture within the educational institution. In conditions of a strong organizational culture, individuals and the team control themselves, which leads to high efficiency of their work and contributes to the smooth functioning of the educational institution, since adherence

to a certain set of shared values reduces the number of conflicts and misunderstandings in the team. At the same time, the main factor that needs to be overcome in the process of transforming organizational culture is to solve the problem of resistance to change. Based on this, we have identified the features of a strong organizational culture of an educational institution, which is based on the rational use of the human factor (Table 1.2).

Table 1.2

Characteristic features of a strong organizational culture of an educational institution

№ 1	Feature 2	Description 3
1	Honesty	<ul style="list-style-type: none"> – providing accurate and complete information on any issues; – honest and tactful exchange of experience, opinions, conclusions, knowledge; – avoiding misuse of information in one's own interests; – setting up a communication system
2	Academic Integrity	<ul style="list-style-type: none"> – respect for copyright; – control and promotion of academic integrity; – responsibility for violation of academic integrity
3	Openness	<ul style="list-style-type: none"> – consideration of alternatives during decision-making; – development of various criteria for the analysis of alternatives; – refusal to fit facts to criteria; – willingness to think outside the box, accept a different opinion and / or defend one's own, take risks if necessary
4	Justice	<ul style="list-style-type: none"> – ensuring the protection and support of employees, especially those who make a significant contribution to the development of the educational institution; – in case of conflict, turning it into an advantage for everyone; – the inadmissibility of receiving remuneration by one group at the expense of another; – correspondence of motivation to merit, punishment - to guilt; – predictability of both the first and second for all employees without exception
5	Results optimization	<ul style="list-style-type: none"> – delegation of authority, taking into account abilities and qualifications; – the ability to inherit the best experience of other educational institutions; – attempts to share their own acquisition, special skills, inventions that have increased the efficiency of work; – creation of a team, each member of which is able to replace the other if necessary

Continuation of table 1.2

1	2	3
6	Sources of experience	<ul style="list-style-type: none"> – own success and mistakes; – the ability to be responsible for miscalculations and failures, analyze their causes, predict consequences and develop measures to prevent recurrence; – the ability to make fundamental decisions both for each individual and for the team as a whole; – conscious desire to improve skills
7	Awareness of the need	<ul style="list-style-type: none"> – the benefits of observing the organizational culture that each employee should find for himself (promoting career growth, acquiring new skills, increasing self-esteem, the complexity of tasks, the degree of responsibility; the emergence of a sense of belonging to a group, indispensability, etc.)
8	Friendliness and congeniality	<ul style="list-style-type: none"> – friendly relations, which are manifested, including outside the walls of an educational institution (when success depends on well-coordinated teamwork and is a reliable tool for improving the efficiency of work of all team members)

Source: compiled by the author based on his own research and data (Lincoln J. R., 2004; Krupsky O. P., 2014, p. 31)

Summarizing the above characteristics and characteristic features of organizational culture, we can say that the organizational culture of an educational institution as a whole includes two concepts: the organizational culture of the staff and the culture of the educational institution itself. The organizational culture of personnel is a set of human attitudes, behavior and work activities of groups of employees that affect the activities of the organization (educational institution) to which they belong. This is the behavior of the staff inside - the labor activity of people, their actions and behavior that affect the activities of the educational institution. The culture of an organization (educational institution) is a broader, more complex concept, since it includes the activities of the legal entity itself, the behavior of its staff and the behavior of students, and therefore, in order to influence the behavior of an educational institution, it is necessary to first manage the organizational behavior of its staff and students. The heterogeneity of the team (according to nationality, age, gender, positions) has a different impact on the activities of the educational institution, shaping the culture of its behavior.

As practice shows, in modern conditions, the processes of developing the human capital of educational institutions are characterized by disorder, and in order to avoid this, it is necessary to promote the creation of an effective organizational culture. To achieve this, it is very important for managers of educational institutions to pay great attention to the formation of personnel values on which their activities are based. Team development can be achieved by improving professional skills through training, retraining and self-development. Modern educational institutions are often characterized by the lack of an effective system for promoting and consciously developing organizational culture, professional skills, and competencies of employees, which in turn leads to a lack of interest in continuous development. At the same time, the quality of the human capital of educational institutions requires thorough and modern professional knowledge, skills, a high level of education, high principles and moral attitudes, which puts forward certain requirements for organizational culture, in particular:

- respect for individuality;
- integrity of each employee;
- encouragement of high labor productivity;
- creation and maintenance of an atmosphere of research, creativity, innovation activity;
- creation of conditions for realization of human rights;
- encouragement to take responsibility in difficult situations;
- introduction of a fair wage system;
- career advancement, etc.

It is these principles that will contribute to the creation of an atmosphere for the development of human capital through organizational culture and the motivation of the team to realize the goals of the activities of the educational institution (Mizina O. V., 2020).

An important element of organizational culture that influences the formation of the human capital of universities is also academic integrity. Academic integrity is

a set of moral principles and rules defined by law that should guide participants in the educational process during learning, teaching and scientific (creative) activities in order to ensure confidence in learning outcomes and / or scientific (creative) achievements. The education of the fundamental values of academic integrity and their rooting in the behavior of young people lays the foundation for the socially responsible behavior of students even after graduating from a higher educational institution, and the assimilation and observance of the institutions of academic culture and integrity (the code of honor) has a positive effect and determines the attitudes, values of the student and outside the educational institution (Uniwersytet Ekonomiczny w Poznaniu, 2002).

Thus, the development of human capital through the organizational culture of the educational institution can be achieved by better stimulation and increasing the interest of staff in the most effective performance of work and in social cohesion. That is, organizational culture can be considered an integral and effective tool for improving the quality of human capital only with a properly formed structure and dominant values of an educational institution, which should become the basis of the essence of organizational culture (Nikiforenko V. G., 2017).

O. A. Grishnova notes that not only values affect the functioning of organizational culture, but organizational culture itself affects the values of employees (Grishnova O. A., 2010, p. 238). The structure of the motivation for the development of the human capital of an educational institution will change as the goals are achieved and the needs are met at a certain stage of the human life cycle. An important element of motivation today is the willingness of a person to identify himself with a certain group, team due to common values that are the basis of organizational culture. In this case, the role of organizational culture as an internal source of human motivation increases extremely, since the norms and rules of behavior formed on the basis of organizational values make it possible to regulate the behavior of employees. An important point in the assimilation of the values of the educational institution is also the universal recognition and encouragement of those employees who become models for other employees. This approach is

widespread and effective in educational institutions with a strong organizational culture and leads to a high motivation for human development and the rapid assimilation of organizational values.

Organizational culture also influences the status achieved by an employee in the company, forming formal and informal relations within the company that determine the level of involvement of employees in management processes, their level of competence and, accordingly, their importance in the social environment.

As part of the formation of the human capital of a higher educational institution, a very important role is played by the formation of the organizational culture of students, which, through a system of conceptually formulated ideas, values, expectations, ways of thinking, norms and rules of conduct, traditions, etc. forms a special type of sustainable regulation of social relations and organizational methods for regulating the behavior of students that are adequate to their chosen specialty (Balika O., 2017).

Organizational culture with purposeful formation has great potential for facilitating and increasing the effectiveness of student learning, contributes to the development of the necessary qualities in them, in particular empathy and stress resistance. In comparison with the culture of organizations in other fields of activity, the organizational culture of a higher educational institution has the following features: a rapid change in the composition of the team, the student age of the target audience, conflicting relationships between teachers and students, the need to cultivate empathy and stress tolerance for further work in the field of social security. Taking into account these features allows us to formulate the values of the organizational culture of students and plan measures for the development of the human capital of an educational institution.

An important task of any organization in modern conditions is also the maximum use of the potential of its employees. Therefore, in the conditions of economic transformation, modern management technologies should be reoriented to motivation that takes into account the deep personal motives of employees. The latter determine which internal or external factors are the most valuable and

important for a person. The factors of internal motivation are: dreams, success, self-realization, creativity, self-affirmation, curiosity, health, personal development, the need for communication, etc. External motivators are material goods, career, prestige, etc. (Semenenko D., 2021, p.39).

Based on this. organizational culture acts as a factor in the development of human capital, and combines economic and social elements. The interdependence of the formation of human capital and the organizational culture of educational institutions is manifested through a system of actions of situational and individual components, organizational culture tools, motivational, communication and management factors and can be represented as the following model (Fig. 1.3).

As we see from fig. 1.3, in the model of organizing the culture of an educational institution, human capital is revealed as an object of influence, and the system is formed from personal-cognitive, axiological, communicative-motivational and effective-behavioral components, which are characterized by special elements and relationships, as well as tools, levers, factors and methods of influence of organizational culture. An important role in this model belongs to the impact of the components of the organizational culture of an educational institution on human capital.

So, the personal-cognitive component of the model includes: worldview, intellect, personality orientation (goals, ideas about organizational culture, interest in it, perception, ideals, beliefs), individual typological personality traits and internal organizational relationships, values as the norm and basis of life. The axiological component includes values (humanistic, personal, teaching, organizational), a person as the highest value, organizational culture as a personal value, goals and intra-organizational relations.

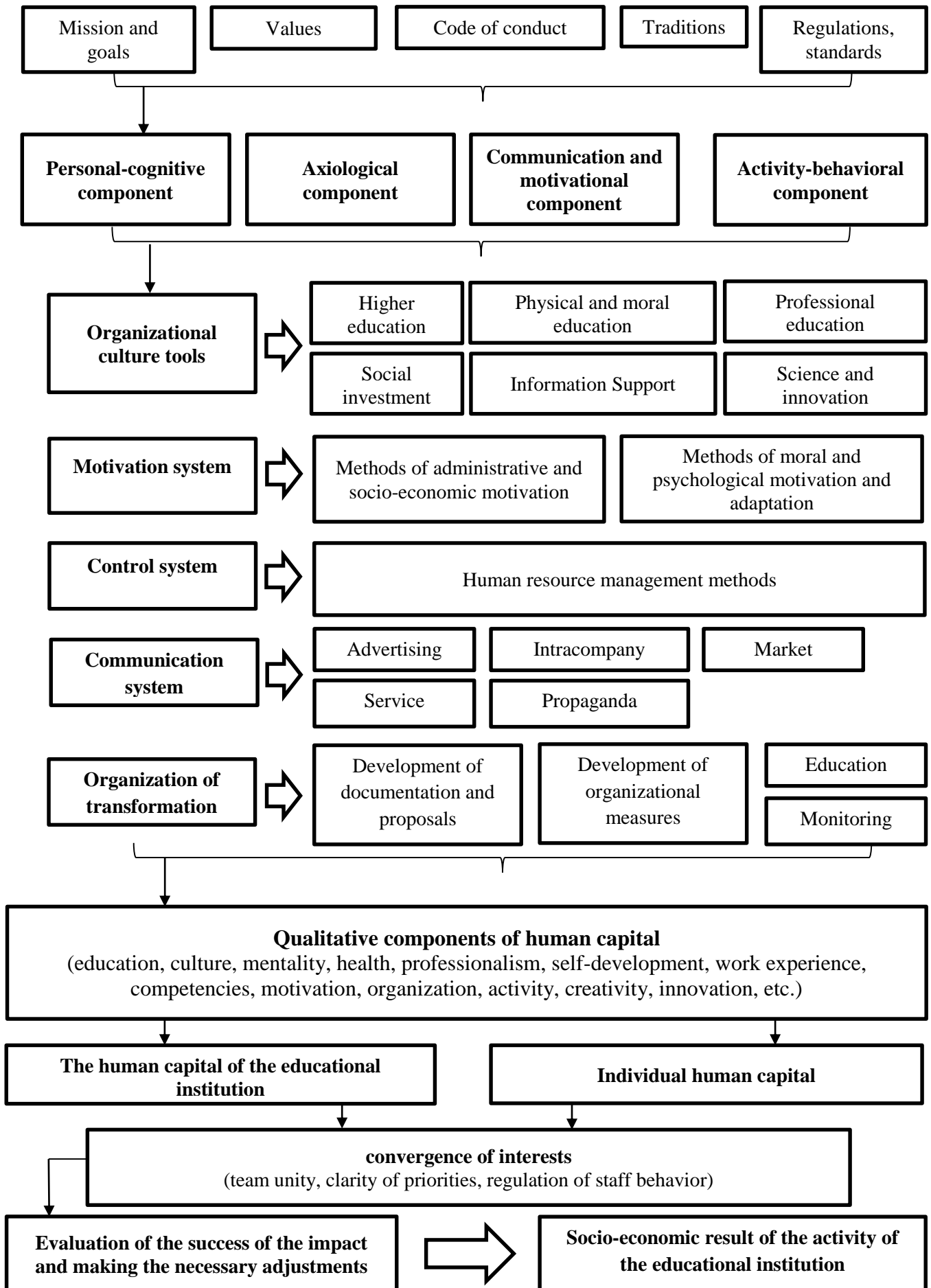


Fig. 1.3. Model of the formation of human capital in the system of interaction with the organizational culture of the educational institution

Source: formed on the basis of author's research materials.

The communicative-motivational component consists of communication channels; language of communication, conative relations, interaction (between subjects and for different types of activities), trust, ability to negotiate, search for consensus, types of communication, internal and external motivation; incentive systems. The activity-behavioral component includes goals, strategies, models and patterns of behavior, standards of professional pedagogical activity, intra-organizational relations, interaction, principles, types, methods, characteristics, performance results, rules and norms, procedures, rituals (Nidzieva V., 2020).

In the proposed model of human capital formation in the system of organizational culture of an educational institution, it is also important to take into account the backbone constructs: the goals of the educational institution, organizational values, norms of behavior, traditions, regulations and standards, since it is on their basis that the whole essence of the process is formed. The main goal of the organizational culture created in accordance with this model is to ensure the self-organization of the socio-economic system by focusing on personnel. Achieving this goal is possible only by increasing the level of development of the human capital of an educational institution, and directly such characteristics as morality and the ability to work in a team, creativity, activity, organization, education, professionalism, working time resources, professional culture. The established characteristics of personnel as a carrier of organizational culture necessitate constant adaptation of their behavior to changes in the conditions of functioning of an educational institution, which form the basis of its culture.

Organizational values are the foundation of the life of the team, the basis for the implementation of the strategy, success, efficiency, attractiveness, trusting relationships and sustainable development of the educational institution. It is important for the head of an educational institution to know everything about the values of teaching and their classification, since values contribute to the approval of the teacher in society; influence the development of communicative culture; promote self-improvement and self-expression.

As a result, the transformation of the organizational culture of an educational institution should be aimed primarily at the formation of such an organizational culture, which, on the one hand, unites employees into professional teams, contributes to the implementation of a strategy focused on personal development, and, on the other hand, ensures mobility, digitalization of educational and management processes, modernization of the content of education, continuous training of teachers, changes in the structure of the educational institution.

The proposed model provides an opportunity for a holistic vision of the organizational culture of an educational institution, helps managers to analyze the existing and missing elements, connections, identify the strengths and weaknesses of the organizational culture, determine what changes will contribute to its development and can be implemented in practice, and most importantly, determines the effectiveness formation and use of the potential of human capital, its return, in order to achieve the economic and social goals of the educational institution.

1.3. The system of assurance of higher education quality and its importance for the sustainable development of universities

High-quality higher education is now considered by the world community as a tool for social, cultural and economic growth. Based on this, the emphasis in quality management of higher education is already being placed with the understanding that quality education requires the development of an organizational culture based on shared values, necessary competencies and professionalism. The new generation of students in modern conditions is more focused on change, innovation, development than on control and compliance with rigid norms. In this sense, the quality of education is increasingly perceived not only as standards defined by experts, but also as a concept that allows you to combine cultural elements, structural dimensions and competencies into a single integrated system that allows stakeholders to develop common values and beliefs embedded in the organizational culture of an educational institution.

The quality of higher education has been the epicenter of attention not only for scientists, but also for the participants in the Bologna Process for a long period of time. In 2000, in order to promote European cooperation in the field of quality assurance in education, the European Network for Quality Assurance in Higher Education (ENQA) (European Association for Quality Assurance in Higher Education) was created. In 2004, it was transformed into the European Association for Quality Assurance in Higher Education (ENQA). This organization disseminates and develops the experience of quality assurance in education, is part of the group of four main advisory members to accompany the Bologna process and unites agencies and organizations for quality assurance in higher education. In 2008, to improve the transparency of the quality of European higher education, the European Higher Education Quality Assurance Register (EQAR) (European Quality Assurance Register for Higher Education; Enhancing Quality: Audits in Finnish Higher Education Institutions 2005–2012) was created, the founder of which was a group of four main advisory members to support the Bologna Process (Development energy security systems in Ukraine: informational and analytical review, 2015).

Thus, ENQA experts, in the process of studying the essence of the quality of higher education, came to the conclusion that this concept has the following aspects of consideration:

- the quality of higher education as confirmation of compliance with the mission of the university, its goals or a certain set of standards and criteria for its activities;
- the quality of higher education as the achievement of positive changes in the educational activities of students, their personal development, in the activities of the educational institution, the educational system as a whole;
- the quality of higher education as a responsibility to various stakeholders for the optimal use of available resources;
- the quality of higher education as perfection, a unique and obvious property that does not need to be confirmed, and which is necessary to achieve high standards (Sbrueva A.A., 2019, p.41).

As you can see, the quality of higher education is a multifaceted category, and therefore the criteria for its assessment can be different. Thus, the UNESCO European Center for Higher Education refers to the criteria for assessing the quality of higher education:

- institutional mission and purpose of the educational institution;
- parameters of the educational model;
- certain standards of the given program or disciplines;
- guaranteed fulfillment of basic standards and standards;
- achievement of set goals at different stages of training (at the entrance, in the process, at the exit);
- the ability to meet the demand and expectations of educational services and participants in the educational market;
- striving for continuous improvement of the educational process;
- the quality of staff, determined by the degree of academic qualifications and research staff of higher educational institutions, the quality of staff and the quality of educational programs in combination with the process of teaching and research, subject to their compliance with public demand, determine the academic quality of education;
- the quality of student training in the diversification of educational programs, overcoming the multifaceted gap that exists between secondary and higher education;
- increasing the role of mechanisms for educational and vocational guidance and motivation of young people;
- the quality of the infrastructure and physical learning environment of the university, covering the “whole set of conditions” for their functioning, including computer networks and modern libraries;
- the quality of the implementation of the educational process through the level of skill of the teacher and the level of achievement of those who receive knowledge in the educational process;

- the quality of the conditions for the implementation of the educational process;
- the quality of management of the education system in a particular educational institution (Garashchuk O.V., 2019).

The quality assurance system of higher education consists of internal and external systems.

The internal quality assurance system is a general policy, strategy and procedures for the quality of educational activities and the quality of higher education at the university, the distribution of responsibility for improving the internal quality assurance system, which provides for a number of tasks, activities and procedures, monitoring and analysis of performance at all levels of the organizational structure of the university, including to ensure the qualitative acquisition of knowledge, skills and other competencies in accordance with the standards of higher education.

The system of external quality assurance of higher education includes:

- a list of tools, procedures and measures to improve the quality of higher education (standardization, licensing of educational activities, accreditation of educational programs, external independent evaluation of learning outcomes, monitoring of the quality of education, etc.);
- bodies and institutions determined by special laws responsible for external independent assessment of the quality of education and development of the quality assurance system, carrying out periodic inspections of the quality assurance system of higher education institutions, provide recommendations for improving the quality assurance system of higher education, report to society on the basis of transparency, accessibility and intelligibility.

At the same time, under the influence of modern trends in the development of world and European educational policies to ensure the quality of higher education, within individual countries, various national and sociocultural contexts for the implementation of the European strategy for ensuring the quality of higher education

were formed, which caused some differences in the essence and structure of national systems ensuring the quality of higher education (Vorobiova O., 2020).

As confirmation of this, our analysis of the key documents regulating the functioning of the quality assurance system of higher education in different European countries revealed the presence of diverse approaches that determine the features of the "quality of education" in different planes (Table 1.3).

Table 1.3

Definition of key concepts of the quality assurance system of higher education in European countries

№	The name of the country	Authority responsible for ensuring quality of higher education	Key concepts of the provisioning system quality of higher education
1	2	3	4
1	Austria	The Agency for Quality Assurance and Accreditation Austria, AQ Austria	Internal quality management system – a system created by an institution to control quality assurance and achieve goals in educational activities (Federal). External quality assurance - various measures that should be periodically applied to assess the quality improvement of the HEI in teaching, research and institute management (HS-QSG).
2	Bulgaria	The National Evaluation and Accreditation Agency, NEAA	Quality – a set of properties and characteristics that distinguish one object, phenomenon or process from those similar to it in terms of efficiency. The nature of quality is described in different terms: quality assurance; Quality control; quality support; quality control; quality assurance (The System of quality assurance in the activities of the National Evaluation and Accreditation Agency).
3	Great Britain	The Quality Assurance Agency for Higher Education, QAA	Academic quality – it is a way of describing how effectively the available educational opportunities help achieve a certain degree of relevance and effectiveness in terms of teaching, material security, assessment and learning opportunities (Glossary of QQA).
4	Denmark	Danish Evaluation Institute, EVA The Danish Accreditation Institution, DA	Quality assurance – general policy, strategy and procedure for quality assurance in an educational institution, allocation of responsibilities to support the internal quality assurance system. Quality assurance includes the implementation of a quality assurance system at all levels of the organizational structure of the educational institution and provides for work to strengthen and develop the quality and relevance of educational programs (Guide to institutional accreditation).

Continuation of table 1.3

1	2	3	4
5	Estonia	Estonian Quality Agency for Higher and Vocational Education, EKKA	Quality assessment of study programme group) – external evaluation, during which the compliance of the curriculum, as well as the educational process and related documents with legislation, national and international standards, is established; conclusions are formed in order to provide recommendations for improving the quality of education. This approach allows for a general assessment, in contrast to the assessment of a separate educational program (Universities Act, 1995).
6	Italy	The Holy See's Agency for the Evaluation and Promotion of Quality in Ecclesiastical Universities and Faculties, AVEPRO	Quality assurance – confirmation by the university of the effectiveness of the training program, its scientific activities through a number of tools: evaluation of scientific publications and applications for scientific grants through the peer review system; involvement of the academic community in teaching and research abroad; involvement of teaching staff as external experts at the international level; collecting information on the employment of graduates, continuing education in prestigious international programs in the system of postgraduate education; regular assessment teaching and learning (154. The Nature, Context and Purpose of Quality Assurance: Briefing Note for Ecclesiastical Universities and Faculties, 2008).
7	Latvia	Center for Quality Assessment of Higher Education (AIKNC), Higher Education Quality Agency (AIKA)	Internal security of quality is a set of processes carried out by the university itself to check the quality of the content and execution of educational programs, as well as to make changes to eliminate shortcomings and making improvements. Every university should have some kind of internal quality assurance plan.
8	Lithuania	Centre for Quality Assessment in Higher Education, SKVC	Quality assurance in higher education and research – carried out by HEIs and research institutes through the public disclosure of quality indicators and the promotion of a culture of quality in their activities in the field of higher education and research. Guaranteed by the internal quality assurance system of the university, external evaluation and accreditation of educational programs, external evaluation of scientific research, external evaluation and / or accreditation of the university (The Law on Higher Education and Research).
9	Netherlands	Accreditation Organisation of the Netherlands and Flanders, NVAO	Quality assurance – the process of confirming the conformity of educational activities (introduction, process and results) with stakeholder expectations or standards in according to pre-defined minimum training (Glossary of NVAO).

Continuation of table 1.3

1	2	3	4
10	Poland	The Polish Accreditation Committee, PKA	Learning Standards – a set of norms that determine the content of higher education in the implementation of the training of teaching staff, as well as staff for which the requirements for the learning process and its results are defined in the legal norms of the European Union (Ustawa z dnia 27 lipca 2005 r. Prawo o szkolnictwie wyższym. Dziennik Ustaw z dnia 30 sierpnia 2005 r. Nr 164. Poz. 1365).
11	Finland	Finnish Education Evaluation Centre, FINEEC	Quality assurance – an integral part of daily practice and thus a real culture of quality that is fully formed in educational institutions. Besides, quality assurance is an integral part of the strategic management and activities of a higher education institution as a whole. The personal profile of the institution is perceived within the framework of the management and quality assurance system, which confirms the legitimacy and honesty of all procedures of the educational institution (Enhancing).
12	France	Commission des Titres d'Ingénieur, CTI High Council for the Evaluation of Research and Higher Education, HCERES	Internal quality assurance policy – aims at continuous improvement of educational programs; should be aligned with the global strategy of the university and supported by the management staff of the institution (Accreditation Criteria, Guidelines And Procedures, 2012)
13	Croatia	Agency for Science and Higher Education, ASHE	Quality in science and higher education – multidimensional and dynamic concept, with emphasis to meet the generally accepted standards and expectations of society as a whole, the desire to constantly improve all processes and their results (The Act on Quality Assurance in Science and Higher Education passed by the Parliament of the Republic of Croatia, 2009).
14	Czech	Accreditation Commission Czech Republic, ACCR	Standards for study programmes – general minimum requirements for ACCR accreditation for processing applications for the granting, extension and renewal of accreditation of educational programs and their specialization. If the education program is divided into specializations, the requirements apply to specific specializations. Separate criteria can be defined for specific groups of specializations (Accreditation Commission Standards for assessment of applications for granting, expanding and extending accreditation of study programmes and their fields of study, 2015).

Source: formed on the basis of author's research materials

A variety of approaches to the conceptual essence of this process forms a comprehensive understanding of the pan-European system for ensuring the quality of education in higher education institutions, as well as the conditions, procedures, indicators and criteria for assessing quality.

Based on the analysis of the regulatory framework of European countries that regulates the issues of quality assurance in higher education, as well as the generalization and systematization of scientific research by modern scientists, it allows us to identify the following leading trends in the development of theoretical foundations for the formation of the European dimension of quality assurance in higher education:

- taking into account the rapidly changing socio-economic, socio-political, cultural and educational contexts of the development of the European Higher Education Area, which determines the dynamic nature of this process;
- awareness and taking into account the preservation of the individual pace of harmonization of national and European mechanisms for ensuring the quality of higher education, which is associated with historical traditions and features of the modern development of national educational systems;
- taking into account the interests of all leading stakeholders, primarily students, employers, the state in determining the goals, content and procedures for ensuring the quality of higher education;
- increasing attention to the quality of teaching, ensuring the student-centered nature of the educational programs of a higher educational institution;
- substantiation of the risks of expanding the range of aspects of the activity of a higher educational institution, which is the subject of ensuring the quality of higher education, namely, educational (teaching and learning), extracurricular, scientific research, administration, innovation and social activities;
- conceptualization of the risks of internationalization and commercialization of the activities of quality assurance agencies in the European Higher Education Area (Sbrueva A. A., 2017).

The relationship between the quality assurance of higher education and the organizational culture of the university is reflected in such a scientific term as "education quality culture". Modern European practice involves the development of a culture of quality in education through the introduction of quality management, which should ensure quality planning (selection of appropriate procedures or standards for a specific purpose); quality control (their proper application); quality assurance (permanent, continuous evaluation process, including the definition, monitoring, assurance, maintenance and improvement of the quality of the higher education system, educational institution).

The concept of "culture of quality in education" in modern conditions has become an integral part of the management of the educational process, both at the level of the university management system itself, and at the national and international levels.

The main principles of education quality culture today are: university autonomy; confidence; transparency; partnership; objectivity; subsidiarity; academic integrity; academic freedom; communications; collective responsibility; prevention of corruption. Based on this, the university is an institution focused on the holistic development of the student based on the integration of quality education and culture in accordance with the above principles, while the highest degree of implementation of educational activities is the formation of student knowledge, practical skills and value orientations.

The generally recognized indicators of a developed culture of quality in a higher education institution are the focus on the consumer of educational services and the support for the quality of teaching. It is the professional activity of teachers that is the basis for ensuring a high level of quality in the training of students, future specialists, which is determined by a number of interrelated factors, in particular: the competence of teachers, the openness of relationships between teachers, students and the administration of a higher educational institution, the presence of systemic feedback for all participants in the educational process. The European Association for Quality Assurance in Higher Education (ENQA) recognizes the diversity of

approaches in quality assurance in higher education. ENQA defines the culture of quality, first of all, as the organizational culture of a higher education institution, which is aimed at continuous strengthening of the quality indicators of its activities. It is characterized by the presence of two essential elements: cultural, which implies the presence of common values, beliefs and expectations among stakeholders, and managerial, which is represented by clearly defined processes for coordinating individual efforts of participants in the educational process to improve the quality of higher education (Avsheniuk N., 2020).

ENQA distinguishes four types of culture of quality in higher education, inherent in modern European universities:

- type A: weak involvement of administration, staff and students, which is an inefficient approach when no one is responsible for the quality of higher education;
- type B: an implicit commitment to quality assurance in education, which is manifested only in the performance of professional functions; the involvement of the administration is weak, which makes it impossible to develop a culture of quality in higher education;
- type C: the level of participation of the university administration is high, and the involvement of students is low, and therefore the view of quality is purely managerial, focused on the implementation of procedures for ensuring the quality of higher education;
- type D: the level of involvement of administration, teachers and students is high, which contributes to the development of a genuine culture of quality in higher education (Avsheniuk N., 2020).

Type D is an important prerequisite for ensuring the integrity and institutional identity of the university, its recognition and positioning in the national and global markets for educational services.

The culture of quality in education is associated with such elements as the organization of work, technology, and organizational structure. If we consider the culture of quality as a component of organizational culture, then it can be defined as

a set of collective and individual values and principles of all participants (stakeholders) of the educational process aimed at ensuring and improving the quality of education, as well as a product of a number of factors: strategy, consistency, style management, national culture, etc.

At the same time, higher education institutions are becoming more diverse in terms of missions, modes of delivery of education and cooperation, including increased internationalization, digital learning and new forms of educational service delivery. The role of the quality assurance system becomes crucial in supporting higher education institutions in their response to these changes. It ensures that the qualifications and competencies acquired by students and their higher education experience remain at the forefront of institutional missions (Kinuthia W., 2005). The positive experience of interaction between organizational culture and the quality assurance system of education becomes an advantage in any modern educational institution and has an effective impact on the formation of a culture of quality, which contributes to professional satisfaction, morality and efficiency, as well as training, the achievement of goals and the well-being of students (Guzar O., 2020).

Thus, the internal education quality assurance system is based on the unique internal culture of the higher education institution, its mission, traditions, appropriate quality policy, mutual respect and trust between all members of the university community. That is why quality assurance systems in education can be different in different higher education institutions.

The quality of education is an important tool for sustainable development and ensuring the growth of the welfare of the population. Particularly noticeable in recent years is the increasing role of the quality of education in the context of the transition to a high-tech, information society, in which the importance of the quality of human potential, the level of education and culture of the population is growing.

According to the concept of sustainable development, quality education and the promotion of lifelong learning are becoming one of the highest priorities of the 2030 Agenda for Sustainable Development, adopted at the UN Development Summit (2015) and the Education 2030 Platform for Action”, approved at the 38th

session of the General Conference of UNESCO (2015) (Tunitsia Yu. Yu., 2019, p.54).

The goal of sustainable development is primarily the goal of human development in all its dimensions. The sphere of higher education has a special role in the formation of culture and conscious adherence to the concept of sustainable development. One of its tasks is the formation of a social environment that accepts the idea and concept of sustainable development at all levels - from the state to the individual personal and actively participates in its implementation. Therefore, high-quality education, together with science, constitutes a block of humanitarian support for the transition to a sustainable development society for the formation of a person with a new morality, a new worldview, a psychological attitude to perceive the environmental imperative and the values of society as personal values.

At the same time, a modern university is a social institution that accumulates human capital of the highest quality. In order to fulfill this important social mission, he himself must acquire a new quality, overcome the current crisis phenomena in his functioning and development. First of all, this concerns ensuring the quality of the educational process. Thus, the competition in the field of higher education is not for achieving the optimal ratio of quality and cost of products, as is the case in other types of entrepreneurial activity, but for the high quality of education. Based on this, modern business models of higher education institutions should be aimed not at retransmission, but not at generating new knowledge on sustainable development, and turning it into a valuable resource for the sustainable functioning of the university by providing an appropriate quality of education (Lyashenko O.M., 2020; Drozdová M., 2008; Tunitsya Yu.Yu. et al., 2019).

An important factor in ensuring the sustainable development of universities by improving the quality of higher education is the proper management of the education quality assurance system. As world experience shows, the conditions for effective management of the quality of education, which makes it possible to realize the mission and main tasks of the sustainable development of higher education institutions are:

- institutional autonomy and academic freedoms;
- public administration;
- systematic monitoring and quality assessment, publication of performance results;
- maintaining competitive principles in the functioning and development of higher education institutions, their responsibility for the results of educational activities.

All these conditions are interconnected, which means that they are effective in the case of their systemic application.

Sustainable development within universities is a continuous process of harmonizing the interaction of internal stakeholders regarding the alignment of ongoing educational and research activities with the social, environmental, economic spheres and the transition to the sustainable functioning of universities. At the same time, universities contribute to sustainable development not only within but also outside the higher education community through courses, professional development programs, and public awareness activities (Pappas E., 2013).

The main elements of a sustainable development university are five interrelated concepts:

1. the concept of a green university that declares and actively uses the principles of environmental safety and environmental protection in its daily life;
2. the concept of a smart university that efficiently uses all resources and introduces modern information technologies to manage its key processes;
3. University of a healthy lifestyle, providing its students, teachers and staff with conditions for harmonious and comprehensive development, healthy nutrition, sports, giving up bad habits, etc.;
4. the concept of managing social and cultural diversity, cultivating national, racial, religious tolerance, respect for national traditions, promoting interaction and mutual enrichment of cultures, the realization of equal rights for men and women, etc.;

5. The concept of historical and cultural heritage management, which makes it possible to effectively use the historical and cultural values of the country, region, city, industry, university as intangible development assets.

Each of these concepts is an important factor in the sustainable development of the university and requires a systematic approach to the quality of education and strategic planning. At the same time, ensuring a high quality of education can accelerate the achievement of all the goals of sustainable development of the university and, therefore, should become an element of strategies to achieve each of them.

Chapter 1 conclusions

1. In the study of the economic essence of the category "organizational culture" in classical and modern economic science, the most common characteristics of organizational culture are determined, on the basis of which the author's classification of approaches to its essence in modern conditions is proposed: value-oriented approach; element-oriented approach; result-oriented approach; entity-oriented approach; person-centered approach.

The category of "organizational culture" in economics is independent, but rather complex, not complex and contradictory. Based on this, we have proposed an author's interpretation of organizational culture, which defines it as a basic element of the internal environment of the organization, characterized by moral norms and values that dominate it, accepted traditions, customs and patterns of behavior, capable of integrate the achievement of the target result of the organization's activities and increase the level of its development, which together reflects the essence and nature of the organization itself.

2. The generalization and study of a significant number of theoretical works on the functions of organizational culture made it possible to assert that quite a lot of them stand out in modern science. However, some of them, in our opinion, are of a secondary nature or partially duplicate each other. Based on these provisions, we

believe that it is appropriate to single out the following main functions of organizational culture: managerial, planning, adaptive, implementation, modeling, design, communication, integration, personnel, developing, coordinating, motivational, spiritual value, innovative. In addition to the main functions of organizational culture, the study proposes to identify a number of specific functions that are characteristic of modern realities and formed under the influence of the formation of the knowledge economy, digitalization of the economy, the COVID-19 pandemic and the war in Ukraine: educational and educational function, transformational function, identity source function, stabilizing function.

3. It is recognized that organizational culture plays an important role in the success of an educational institution. The purpose of the organizational culture of the educational institution is to ensure the coordinated effective activity of the subjects of the educational process (administration, teachers, applicants for education, etc.) and its focus on the comprehensive development of the individual, the development of participants in the educational process and the resource of organizational development of the educational institution, which actualizes the social significance of this phenomenon for the development of the knowledge economy.

As a result of the study, the main characteristics that describe the effectiveness of organizational culture in the field of human capital formation, which are the direction of culture, the penetration of culture and the strength of culture, are identified and analyzed. The direction of organizational culture is the course towards which it pushes the staff of the institution and which, in modern conditions, is inextricably linked with such a characteristic of human capital as intelligence. At the same time, intellectual capital is a key factor in ensuring the economic growth of educational institutions. The more team members share the same view of organizational culture, the wider it is, and the depth of its penetration is determined by the number of cultural elements on which team members share a common opinion. The degree of convergence of views on the organizational culture of the members of the team determines the strength of the penetration of culture within the

educational institution and is determined by such characteristic features as honesty, openness, fairness, optimization of results, sources of experience, awareness of the need, friendliness and congeniality. Based on this, the organizational culture of an educational institution is formed on the basis of two concepts: the organizational culture of the staff and the culture of the educational institution itself, which as a result forms individual human capital and the human capital of the educational institution as a whole. An important role in the formation of human capital is played by the education of the fundamental values of academic integrity and their rooting in the behavior of young people, which lays the foundation for the socially responsible behavior of students both during and after graduation from a higher educational institution. At the same time, an effective educational process and organizational culture tools within a higher educational institution fully provide students with opportunities for self-realization in various areas of effort, which enhances interest in learning and is a direct factor in the formation of human capital.

4. A model for the formation of human capital in the system of interaction with the organizational culture of an educational institution has been developed, which functions through a system of actions of situational and individual components, organizational culture tools, motivational, communication and management factors. At the same time, the backbone constructs of the model are: the goals of the educational institution, organizational values, norms of behavior, traditions, regulations and standards. And the system of influence on human capital is formed from personal-cognitive, axiological, communicative-motivational and effective-behavioral components, which are characterized by special elements and relationships. The main goal of the organizational culture created in accordance with this model is to ensure the self-organization of the socio-economic system through personnel orientation. The developed model makes it possible to analyze the existing and missing elements, relationships of organizational culture, identify its strengths and weaknesses, determine the effectiveness of the formation and use of the potential of human capital.

5. The problem of the quality of higher education is reflected as a key one in all strategic documents of the Bologna process and is one of the directions for the development of higher education in European countries. The analysis of the regulatory framework that ensures the functioning of higher education quality assurance systems in Austria, Bulgaria, Great Britain, Denmark, Estonia, Italy, Latvia, Lithuania, the Netherlands, Poland, Finland, France, Croatia and the Czech Republic allows us to conclude that within individual countries different national and socio-cultural contexts for the implementation of the European strategy for quality assurance in higher education. At the same time, the European Association for Quality Assurance in Higher Education (ENQA) recognizes the diversity of approaches to quality assurance in higher education if they are based on a systematic basis and require the existence of clear, understandable and mutually agreed legislative norms, institutional forms, organizational mechanisms and procedures aimed at building and implementing open and trusting relationships between universities and stakeholders.

6. The relationship between the quality of higher education and the organizational culture of the university is reflected in the culture of education quality. The culture of education quality as a value and collective responsibility of all participants in the educational process in higher education institutions contributes to the establishment of effective internal and external quality assurance procedures in their mutual complementarity and focus on the implementation of the principles of transparency, trust, partnership, objectivity, subsidiarity, academic integrity, academic freedom, communication, collective responsibility, etc. If we consider the culture of quality as a component of organizational culture, then it can be defined as a set of collective and individual values and principles of all participants in the educational process aimed at ensuring and improving the quality of education, and also as a product of a number of factors: strategy, consistency, management style, national culture.

The quality of education is an important tool for sustainable development and ensuring the growth of well-being not only of universities, but of the entire

population. At the same time, a modern university is a social institution that accumulates human capital of the highest quality. To fulfill this important societal purpose and be effective, Education for University Sustainability must be based on a systematic approach to the quality of education, be comprehensive, focus on a much higher priority than just knowledge and consider the values and behaviors of students as the basis for improving their ability to solve modern problems. objectives and follow the principles of sustainable development. The main elements of a university operating on the principles of sustainable development are interrelated concepts: the concept of a green university, the concept of a smart university, a healthy lifestyle university, the concept of managing social and cultural diversity, the concept of managing historical and cultural heritage. Following and achieving the goals of the above concepts is a prerequisite for the sustainable development of the university and requires special attention to ensuring the quality of education as the basis for their formation.

The main provisions of the Chapter 1 of the dissertation are reflected in the publications of the PhD-student [82; 84; 94].

CHAPTER 2. ANALYTICAL CHARACTERISTICS OF ORGANISATIONAL CULTURE IN THE NATIONAL HIGHER EDUCATION SYSTEM

2.1. Methodology for assessing the organisational culture of an educational institution

The growing role of organizational culture in the activities of educational institutions in modern conditions is primarily associated with general trends in the socialization of the economy, orientation towards sustainable development and the need to obtain long-term competitive advantages. The policy of educational institutions, which is reflected in their development strategies and plans, is largely formed under the influence of existing corporate values, principles that have arisen during their many years of activity in the educational services market.

In modern conditions, the need to assess the organizational culture of an educational institution is due to increased international competition in the market of educational services, the importance of improving their quality, as well as taking into account the influence of dynamically changing environmental factors in the activities of educational institutions. Diagnostics of organizational culture may be necessary for a comprehensive analysis of the business processes of an educational institution, the development of measures to increase staff loyalty, determine the potential for restructuring, to ensure long-term sustainable development.

To develop the author's methodology for assessing the organizational culture of an educational institution, we will analyze various quantitative and qualitative methods for assessing organizational culture, which are most widely used in the scientific literature.

The use of quantitative methods for evaluating organizational culture most often involves the receipt and processing of statistical data on the organizations under study, they are usually the most reliable and provide a clear result. Quite often, quantitative methods involve the use of surveys, questionnaires, interviews and other methods that quantify various manifestations of organizational culture. The

advantages and disadvantages of quantitative methods for assessing the organizational culture of educational institutions are presented in Table 2.1.

Table 2.1

Characteristics of quantitative methods for assessing the organizational culture of educational institutions

Method	Method Essence	Advantages and disadvantages
1	2	3
D. Denison Organizational Culture Survey Model DOCS (Denison Organizational Culture Survey)	<p>The model defines 4 components of organizational culture: adaptability, involvement, interaction, mission. The evaluation of indicators within each component is carried out from 1 to 5 points, with 1 being the minimum score, 5 being the maximum score.</p> <p>The model is based on the study of the correlation between certain features of organizational culture and organizational effectiveness.</p>	<p>"+": taking into account the factors of the external and internal environment of the organization, high visibility of the constructed models, the possibility of evaluating the relationship between organizational culture and organizational effectiveness.</p> <p>"-": use of the method of expert assessments to build the model.</p>
Methodology for diagnosing organizational culture by K. Cameron and R. Quinn OCAI (Organizational Culture Assessment Instrument)	<p>The OCAI tool provides an assessment of 6 dimensions of organizational culture: the most important characteristics; general leadership style in the organization; employee management; the binding entity of the organization; strategic goals; success criteria. Each of the 6 questions included in the OCAI tool has 4 alternative answers. The points of the 100-point assessment are distributed among these four alternatives in the weight ratio that best corresponds to the value being assessed.</p> <p>organizations.</p> <p>The OCAI methodology suggests that there are four different models of organizational culture: clan, adhocracy, hierarchical and market.</p>	<p>"+": thanks to a simple and understandable questionnaire, you can cover a significant number of respondents, as well as conduct an assessment yourself without the involvement of consultants; research does not require a significant investment of time.</p> <p>"-": the scale does not allow an independent answer (the answer to alternative A in the question is related to the answer to alternative B in the same question), correlation analysis cannot be used to analyze the data obtained, which is based on the assumption of independence of answers for each item.</p>

Continuation of table 2.1

1	2	3
Cook and Lafferty's OCI (Organizational Culture Inventory) method	With the help of OCI, the opinion of the staff on what needs to be done now in order to succeed in the organization is studied. Then employees are asked to formulate criteria for working in the organization in which they would like to work. The results of the study are presented in the form of a profile on a circle, the sectors of which are the following criteria of organizational culture: philanthropy, support; established connections; Adoption; conventionality; addiction; evasion; resistance; strength, power; competition; perfectionism; success, achievement; self-actualization. The OCI methodology provides for the identification of 3 types of organizational culture: constructive - people tend to interact with each other and look for ways to reach a compromise on all issues; passive-protective - people believe that they should act carefully, without violating their safety in any way; aggressive-defensive - people actively fight, protecting their status and security.	"+": the OCI methodology can be used both for organizations and for individual employees; the technique continues to develop actively; OCI can be used to: identify areas where changes are needed, reduce the negative effects of changes; it is possible to carry out statistical analysis according to OCI data. "-": the technique is quite labor-intensive, and the interpretation of the results requires special knowledge and skills; evaluation usually requires the involvement of consultants.
Method O'Reilly, Chatman and Condwell OCP (Organizational Culture Profile)	When diagnosing, the following 7 dimensions are used: innovativeness and willingness to take risks; attention to detail; focus on the end result; people orientation; focus on team or individual work; aggressiveness; stability.	"+": provides an accurate description of the characteristics of organizational culture; very broad field of study. "-": a very time-consuming procedure for collecting information; the need to attract highly qualified specialists to process the results.
Methodology of S. Glaser and S. Zamanow OCS (Organizational Culture Survey)	6 parameters of organizational culture are assessed: teamwork, moral and ethical standards, information flow management, impact on the overall management of the organization, control and effectiveness of meetings and meetings. The OCS questionnaire contains 36 questions.	"+": covers many different aspects of organizational culture; high reliability of the technique. "-": high labor intensity of the methodology, since it provides for a personal interview by the interviewer of each employee of the company.

Continuation of table 2.1

1	2	3
Methodology D. Matsumoto MOCP (Multi-Level Organizational Culture Profile)	In the methodology of the MOCP, 5 parameters of organizational culture are assessed, affecting 3 levels of culture: individual level - cultural factors (commitment to the organization, attitude towards lifelong employment, participation in decision-making, etc.); intra-organizational level (system of human resources, performance factors, organizational structure); interorganizational level (environmental factors).	"+": the technique provides for taking into account the factors of the internal and external environment. "-": in the methodology, the main emphasis is on the psychological issues of organizational culture, and not on management, because the relationship between the proposed parameters and economic factors of competitiveness is not tracked.
Method of Van de Post and Koning	The methodology provides for the study of 114 parameters that characterize the culture of the organization. These parameters are grouped into 14 general aspects: management of culture; consumer orientation; propensity to change; participation of employees in management; clarity of purpose; the role of staff; identification with the organization the level of freedom; management style; purposefulness of the organization; organizational integration; performance oriented; reward orientation; task structure. For each question, there is a form of positive or negative statement, the agreement with which is ranked on a seven-point scale.	"+": the methodology takes into account environmental factors (in blocks, the organization's purposefulness, clarity of goals, consumer orientation); the ability to use in organizations of various types. "-": high labor intensity of the technique.

Source: systematized by the author.

Let us consider in more detail the methods of K. Cameron and R. Quinn, T. Deal and A. Kennedy, which are most widely used in the scientific literature.

The methodology for diagnosing organizational culture by K. Cameron and R. Quinn is based on the “System of Competing Values” by E. Shane, according to which organizational culture is projected in two dimensions: a) flexibility, discreteness and dynamism → stability, order and control; b) internal orientation, integration and unity → external orientation, differentiation, competition and rivalry. The space in these dimensions ranges from organizational cohesion and coherence to lack of unity and independence. They characterize four types of organizational culture that are subject to measurement and evaluation.

Characteristics of types of organizational culture according to the model of Cameron and Quinn in the dimensions of the framework of competing values of E. Shane are presented in Table 2.2.

Thus, this approach allows diagnosing the dominant strategy of the organization based on the four main types of culture, the strength of the organization's culture, the type of culture and cultural coherence.

The clan culture is so called because it resembles a family-type organization. The leaders of the organization are perceived as mentors and educators, having the image of parents. The core values are loyalty, cohesion, collective performance of tasks. In this type of culture, consumers are seen as partners. The main goal of the leader here is to create conditions for the participation in the work of all members of the organization, which in turn demonstrate their commitment to the work and the organization itself. Teamwork, participation in leadership and reaching consensus on contentious issues are encouraged. Traditions are very important in an organization.

Table 2.2

Characteristics of types of organizational culture according to the Cameron model and Quinn in the dimensions of the framework of competing values of E. Shane

Characteristic	Type of organizational culture			
	Bureaucratic	Market	Clan	Adhocracy
1	2	3	4	5
Orientation	Internal focus and integration	External focus and differentiation	Internal focus and integration	External focus and differentiation
Flexibility	Stability and manageability	Stability and manageability	Flexibility and privacy	Flexibility and privacy
Guide Type	Coordinator, mentor, organizer	Supervisor, competitor, producer	Assistant, teacher, parent	Innovator, entrepreneur, prophet
Performance criterion	Profitability, timeliness, continuity and stability of work	Market share of services and products, achievement of goals, superiority over competitors	Cohesion, morale, human resource development	Avant-garde achievements, best practices, creativity, learning and development
Management concept	Control ensures profitability	Competition increases productivity	Participation strengthens commitment to the mission and goals of the organization	Innovation creates new intangible resources

Continuation of table 2.2

1	2	3	4	5
Quality strategies	Error detection, measurement, process control, systematic problem solving, use of quality control tools	Measuring customer satisfaction and preferences, improving productivity, creative partnerships, increasing competitiveness, attracting consumers, partners, suppliers and subcontractors	Empowerment, team building, employee engagement, human resource development, transparency and accessibility of information and communication	Surprise and admiration, introduction of new standards, anticipation of new needs, continuous development and improvement
The role of the human factor	Specialist - administrator	Strategic business partner	Protecting the interests of employees	Agent of change and transformation
Funds	Workflow reengineering	Alignment of personnel in accordance with the strategy of the organization	Satisfying the needs of employees	Support for changes and transformations
Goals	Rational infrastructure	Impact on the end result	Cohesion, purposefulness, empathy, dedication, operational skills	Organizational update
Competence	Improving work processes, customer relationships, assessing the need for services	General experience in the subject of activity, strategic analysis, strategic leadership	Moral assessment, improvement of managerial skills, improvement of systems	System analysis, organizational change experience, advice, assistance and support

Source: Cameron, R. Quinn (2001)

Hierarchical (bureaucratic) culture is characterized by strict formalization and structure. The effectiveness of managers is associated with good coordination and organization. The long-term goals of the organization are to ensure stability, predictability and profitability. Formal rules and official policies hold the organization together. According to the theory of bureaucracy by Max Weber (Weber, M., 2016), the key values for success in an organization are the distribution of decision-making powers, standardized rules and procedures, control and reporting mechanisms.

Market cultures have organizations in which the most important are the results of the work that needs to be done in a timely manner and with high quality. These organizations are focused on the external environment, rather than on internal activities. The dominant values are competitiveness and productivity.

Adhocracy culture is associated with the transition to an information society, in which people must adequately respond to sudden and intense changes. In this type of culture, innovative and timely decision making is what leads to organizational success. Here the emphasis is on individuality and freedom. Risk and expectation of the future, entrepreneurial and creative thinking are encouraged. It is important to be prepared for constant changes, both in the external and internal environment of the organization. Leaders are perceived as innovators and risk takers.

The methodology of T. Deal and A. Kennedy (Deal T. E. and Kennedy, A. A., 1982, 2000) uses such criteria as the degree of risk inherent in the actions of the company, and the speed with which companies and their employees receive feedback on the correctness of their decisions (Table 2.3).

It should be noted that most quantitative methods for assessing organizational culture provide for the visualization of the results obtained using graphical models, which contributes to faster and more efficient management decision-making, identification of organizational reserves and aspects requiring priority improvement in educational institutions.

The advantages of using these models for educational institutions is the high intellectual level of scientific and pedagogical staff, which makes it possible to conduct complex research using the questionnaire method, as well as processing the results and visualizing data.

Qualitative methods for evaluating organizational culture include various studies of a predominantly descriptive nature, based on the analysis of the collected primary data about the educational institution (survey, questioning, etc.) and information received directly from the staff (opinion about the organization, its resources and development opportunities; level of motivation; suggestions on the improvement of labor, internal conflicts, informal ties), which, as a rule, do not have

a quantitative expression. The most common qualitative methods include (Thu, Ch., 2014, Vas Taras, 2007):

1) the technique of E. Shane (considers three levels of manifestation and study of organizational culture: artifacts, declared values, basic ideas). It is based on interviews with employees, during which additional information can also be obtained. The researcher stays inside the company for a long time, communicates with the management and takes part in meetings.

Table 2.3

**The main characteristics of types of organizational culture modeled by
T. Deal and A. Kennedy**

Characteristic	Type of organizational culture			
	"Macho"	"Hard work"	"Investments"	"Process"
1	2	3	4	5
Acceptable level of risk	High	Short	High	Short
Feedback on decisions made	Fast	Fast	Slow	Slow
Organizational behavior of people who adapt well to this culture or become leaders	Persons with strong views, superstitious, active, take risks on the principle of "all or nothing"	Great salespeople, friendly, self-sufficient, team approach to problem solving, not superstitious	They can tolerate uncertainty for a long time, always check their decisions, have good technical background, recognize authorities	Carefully and carefully treat the work entrusted to them, organized, punctual, attentive to details, always comply with the established rules and procedures
Strengths of people in this culture	They do the job quickly	Perform a large amount of work in a short time	They make scientific discoveries and inventions	They bring order and organization to work
Weaknesses of people in this culture	They do not learn from mistakes, they ignore the benefits of interaction and cooperation	They look for quick one-time solutions, their tasks are short-term, they prefer action over problems	They perform their tasks very slowly, their organizations are subject to short-term economic fluctuations	They have frequent problems with working capital, strong bureaucracy and procrastination, suppression of initiative, long execution of exhausting activities and tasks

Continuation of table 2.3

1	2	3	4	5
Habits of people who adapt well to this culture or become leaders	Fashionable clothes, living in prestigious neighborhoods, love of individual sports, love of competing with each other in verbal disputes	They avoid extremes in clothing, live in ordinary houses, love team sports and corporate entertainment.	They dress according to their position in the organization, their home corresponds to their social status, they love sports, the results of which are not clear until the end of the competition, the older members of the family are the mentors of the youth.	They dress appropriately for their position in the organization, live in modest homes, love sports that they enjoy the process of, like to talk about work and paperwork.

Source: Deal T. E. and Kennedy, A. A. (1982, 2000)

E. Shane's assessment of the corporate culture of an organization is based on a consistent diagnosis of the group cultures of small groups that make up any organization. For each such group, the goals of the organization are formulated, and then a consistent discussion of the concept of culture corresponding to the solution of these goals is carried out; identification of artifacts and determination of the values of the organization. Then the artifacts and values are compared for their mutual correspondence (Vas Taras, 2007).

2) T. Deal and A. Kennedy's typology (Deal T. E. and Kennedy, A. A., 1982, 2000): analyzed organizational cultures are classified according to two characteristics: the degree of risk connected with the organization's activities in a particular market; the speed with which organizations (and their employees) receive information about the degree of success of their decisions or the chosen strategy;

3) R. Ackoff's typology (Ackoff, R. L., Gharajedaghi J., 1996): research parameters - the degree of involvement of employees in setting goals in the organization and the degree of involvement of employees in the choice of means to achieve the goals;

4) M. Burke's typology (Burke, R. J., 2006): parameters for analysis: interaction with the external environment, the size and structure of the organization, staff motivation;

5) Ch. Handy's typology (Handy, C., 1993): parameters for analysis: the process of distribution of power in the organization, value orientations of the individual, the relationship between the individual and the organization, the structure of the organization and the nature of its activities at various stages of evolution);

6) U. Ouchi's typology (Ouchi, W.G., Wilkins, A.L., 2003) is based on differences in the regulation of interactions and relationships;

7) typology of F. Klukholm and F. L. Strodberg (Vas Taras, 2007): six parameters were used: personal qualities of people, their attitude to nature and the world, their attitude to other people, orientation in space, orientation in time, leading type activities;

8) typology of G. Islam and M. Zipur (Islam, G., Zyphur, M., 2009): indicators: organizational metaphors, organizational legends, rituals and ceremonies, reflective comments, topics for fantasy);

9) the method of KZ or the affinity diagram of the Japanese anthropologist Kawakita Jiro (Vas Taras, 2007): based on the combination of similar oral data;

10) AGIL methodology of T. Parsons (identified the social system into subsystems: adaptation, purposefulness, integration and preservation of the latent structure of society);

11) typology by M. Mark and K. Pearson (Mark M., Pearson K., 2005) based on twelve basic archetypes of the human psyche;

12) typology F.R. Manfred, Kede Vri and D. Miller (Manfred F., Kets de Vries, Miller D., 1985): based on psychopathological criteria inherent in different personalities; organizations were classified into the following groups: paranoid; forced; dramatic (demonstrative); depressive; schizoid;

13) the typology of S. Medoc and D. Parkin (Parkin, D. and Maddock, S., 1995) explore the features of gender relationships and their impact on organizational culture;

14) the methodology of F. Harris and R. Moran (Harris, R. P., Moran, T. R., & Moran, V. S., 2004) consider organizational culture based on the following ten characteristics: awareness of oneself and one's place in the organization,

communication system and communication language, external view at work, attitude to time, attitude to food, way of relating, set of values and norms, belief system, employee development process, work ethic and motivation.

Taking into account the changing environmental conditions and the specifics of educational institutions as objects of assessment, blocks of indicators and a system of indicators for quantitative and qualitative assessment, which are widely used in the theory and practice of assessing organizational culture, can be modified for the purposes of the study.

To assess the organizational culture of educational institutions, we have developed a system of indicators based on taking into account important dimensions of organizational culture and its elements, analysis of information about educational institutions from open sources and the method of expert assessments based on a clear system of evaluation criteria.

The proposed system of indicators covers three blocks of indicators - the quality of educational services (as a determining integral indicator of the effectiveness of educational institutions); the main elements of organizational culture (which is the basis for characterizing the level of development of the organizational culture of educational institutions), sustainable development and adaptation to changes in the external environment (ensuring that factors that affect organizational culture in modern conditions are taken into account).

Blocks of indicators and individual indicators have a different impact on the dynamics of the Integral Index for Evaluating the Organizational Culture of Educational Institutions, therefore, with the involvement of 36 expert scientists involved in educational and social and labor issues in Latvia, Ukraine and Poland, an expert assessment of the share of the studied indicators was carried out. The evaluation results for three blocks of indicators and the integral index will serve as the basis for ranking educational institutions according to the level of development of their organizational culture. The system of indicators for evaluating the organizational culture of educational institutions and their weighting factors are presented in Table 2.4.

Describing the block of indicators "Quality of educational services", it should be noted that the high positions of educational institutions in international rankings significantly affect the indicators of international competitiveness, contribute to an increase in the contingent of foreign students, which in the context of globalization trends is a necessary condition for sustainable development. The basis for the indicator: "International assessment of the quality of educational services", depending on the specifics of the educational institutions being assessed, can be such international educational rankings: The Times Higher Education World University Rankings (The Times Higher Education World University Rankings, 2022), QS World University Rankings (Topuniversities, 2022), Academic Ranking of World Universities (Shanghai ranking, 2021). Their advantage for the purposes of assessing the quality of educational services in the system of indicators of organizational culture is the ease of bringing the values of these indices to the assessment scale proposed by us (The index value is divided by 100).

Table 2.4

The system of indicators for evaluating the organizational culture of educational institutions and their weighting coefficients

Name of the block of indicators	Assessment metrics	Weight coefficient		
		Block of indicators	Indicators in the block	Total
1	2	3	4	5
Quality of educational services	International assessment of the quality of educational services	0,40	0,35	0,14
	High positions in national educational rankings		0,30	0,12
	High evaluation of educational institutions by graduates and employers		0,35	0,14
Index of the quality of educational services				
Basic elements of organizational culture	Presence of a mission and strategic goals	0,40	0,20	0,08
	Existence of a code of corporate culture / code of ethics / code of values		0,20	0,08
	Availability of a value-oriented development strategy		0,20	0,08
	The presence of external elements of organizational culture (coat of arms, anthem, flag, etc.)		0,15	0,06
	Ensuring a high level of academic integrity of participants in the educational process		0,25	0,10

Continuation of table 2.4

1	2	3	4	5
Organizational culture development index				
Sustainable development and adaptation to changes in the external environment	Implementation of measures in the field of social responsibility	0,20	0,30	0,06
	The use of effective distance learning technologies in the educational process		0,35	0,07
	Implementing measures to keep students safe during the COVID-19 pandemic		0,35	0,07
Index of sustainable development and adaptation to environmental changes				
Integral index for evaluating the organizational culture of educational institutions				

Source: developed by the author.

Participation and recognition in national educational rankings contribute to an increase in the national contingent of students, which is the main one for most educational institutions. In the long term, a high assessment of educational institutions by graduates and employers is also an important indicator of the quality of educational services, as it characterizes the compliance of educational services with the needs of the labor market, the implementation of one of the main goals of educational institutions, such as training highly qualified specialists.

Describing the indicators for evaluating the main elements of organizational culture, it should be noted that the active formation of its external elements or their significant modification has taken place since the beginning of the 21st century, which is associated with an increase in the relevance of these issues for the sustainable development of educational institutions against the backdrop of increased international competition in the market of educational services.

The presence of a mission and strategic goals is a basic element of organizational culture, its greater development is evidenced by the approved code of corporate culture (code of academic ethics, code of ethics, code of values, etc.). Most of the leading European educational institutions have a value-oriented development strategy, so its presence is an important condition for their sustainable development.

The external elements of the organizational culture (coat of arms, anthem, flag, corporate colors, etc.) quite often reflect the centuries-old traditions of

university education and contribute to better recognition of educational institutions in the university community.

Also, it should be noted that ensuring a high level of academic integrity of participants in the educational process for most leading universities is an issue that requires constant attention and monitoring. For this, codes of academic integrity have been adopted, which set out the main provisions of the policy of educational institutions in this area, possible ways to eliminate violations and the responsibility of participants in the educational process.

The block of indicators "Sustainable development and adaptation to changes in the external environment" characterizes the ability of educational institutions to provide educational services in conditions of instability, the emergence of new challenges and threats, a focus on sustainable development and the spread of new digital technologies.

In the context of sustainable development, the implementation of the values of social responsibility and the implementation of various activities (promoting resource conservation, in the field of labor practices, etc.) are of particular importance. For example, the HR excellence in research label (Euraxess, 2022) is awarded to universities that provide scientists with the best conditions for working and developing in the EU.

In the context of the COVID-19 pandemic, educational institutions must also take into account in their activities the requirements for the safe conduct of the educational process, which are associated not only with the organization of distance learning, but also with the implementation of sanitary measures to ensure the safety of students (Azevedo J.P., et al., 2021).

In the Integral Index for Evaluating the Organizational Culture of Educational Institutions developed by us, we propose to evaluate all indicators, except for the International Assessment of the Quality of Educational Services, on a scale from 0 to 1, where 1 is the phenomenon being evaluated is typical for an educational institution, 0 is the phenomenon being evaluated is not typical for educational institution.

For the correct interpretation of the values of the calculated Integral Index for Evaluating the Organizational Culture of Educational Institutions and its partial indices, an assessment scale was developed (Table 2.5).

Thus, based on the analysis of quantitative and qualitative methods, we have developed a theoretical and methodological approach for evaluating the organizational culture of educational institutions, which involves assessing internal and external factors affecting its level of development in the context of improving the quality of educational services.

Table 2.5

The scale for assessing the dynamics of the Integral index for assessing the organizational culture of educational institutions and its partial indices

Values	The level of development of organizational culture
0,80 – 1,00	very tall
0,60 – 0,80	high
0,40 – 0,60	average
0,20 – 0,40	below the average
0 – 0,20	short

Source: developed by the author.

This approach combines six stages: 1) development of a system of indicators for evaluating the organizational culture of educational institutions, taking into account their characteristics as objects of evaluation; 2) normalization of indicators; 3) determination of indices for each of the three blocks of indicators and the Integral Index for Evaluating the Organizational Culture of Educational Institutions; 4) visualization of the results of evaluation of the organizational culture of educational institutions; 5) characterization of the organizational culture of educational institutions using qualitative and quantitative methods that are widely used in the scientific literature; 6) identification of reserves for the development of organizational culture to improve the quality of higher education and development of recommendations for their implementation in the existing socio-economic conditions.

2.2. Empirical study of the organisational culture of higher educational institutions in the conditions of the knowledge economy development

For an empirical study of the organizational culture of higher education institutions, educational institutions of Latvia (University of Latvia, ISMA University of Applied Sciences, Latvian College of Culture), Ukraine (Taras Shevchenko National University of Kyiv, National Technical University "Sikorsky Kyiv Polytechnic Institute", Lviv National University named after Ivan Franko) and Poland (Jagiellonian University, Warsaw University, Adam Mickiewicz University), which have high rates in international and national ratings, as well as the main elements presented in official documents that characterize the organizational culture - mission, goals, values, principles of activity, etc. The indicators for evaluating the organizational culture of European educational institutions are presented in Table 2.6.

Describing the indicators used to calculate the "Quality Index of Educational Services", first of all, it should be noted that to determine the indicator "International Assessment of the Quality of Educational Services", the data of The Times Higher Education World University Rankings 2022 (The Times Higher Education World University Rankings, 2022). This is primarily due to the fact that this rating represents the majority of the evaluated educational institutions (7 out of 9). As well as its comparability with the used scale for evaluating indicators. The universities of Latvia, Poland and Ukraine in The Times Higher Education World University Rankings 2022 are presented in Annex A.

Continuation of table 2.6

1	2	3	4	5	6	7	8	9	10
Ensuring a high level of academic integrity of participants in the educational process	1	1	1	1	1	1	1	1	1
Organizational culture development index	1,000	0,600	0,600	1,000	1,000	1,000	1,000	1,000	1,000
3. Sustainable development and adaptation to changes in the external environment									
Implementation of measures in the field of social responsibility	1	1	1	1	1	1	1	1	1
The use of effective distance learning technologies in the educational process	1	1	1	1	1	1	1	1	1
Implementation of measures to ensure the safety of students during a pandemic	1	1	1	1	1	1	1	1	1
Index of sustainable development and adaptation to environmental changes	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Integral index for assessing the organizational culture of educational institutions	0,908	0,580	0,580	0,883	0,883	0,883	0,915	0,908	0,895

Note. 1 - the phenomenon being assessed is typical for an educational institution. 0 - the phenomenon being assessed is not typical for an educational institution.

Source: formed by the author on the basis of data from the official websites of educational institutions.

When examining the positions of educational institutions in national educational rankings, it should be noted that there are many such rankings in Ukraine, Latvia and Poland. In Ukraine, this is primarily the “Consolidated rating of Ukrainian universities in 2021” (Osvita.ua, 2021), there are also ratings by areas of study (ratings of classical, technical, agricultural, pedagogical, medical, art and other educational institutions), ratings from the context of individual regions of Ukraine

(eastern, western, central, northern and southern regions), as well as ratings in individual cities.

The educational institutions in question (Taras Shevchenko National University of Kyiv, Sikorsky Kyiv Polytechnic Institute National Technical University, Ivan Franko National University of Lviv) are long-term leaders of national rankings in Ukraine. Quite often, applicants are guided precisely by national rankings, choosing well-known educational institutions in the country with a long history of activity and a strong organizational culture.

In Latvia, national rankings are less common, applicants are more guided by international rankings, covering universities around the world. In Poland, the most famous national ranking of educational institutions is “Perspectives. Ranking of Universities” (“Perspektywy. Ranking Uczelni Akademickich”, 2021). This rating has existed since 2000 to provide applicants with information about universities and areas of study. The Jagiellonian University, the University of Warsaw and the Adam Mickiewicz University are ranked 1st, 2nd and 4th respectively in this ranking for 2021.

The results of the assessment of educational institutions by graduates and employers are also presented in national rankings and are important indicators of the quality of educational services. As a rule, the assessment is carried out for educational institutions that are leaders in national rankings. In Ukraine, such initiatives are quite popular, but have not yet acquired a systemic character. Unfortunately, quite often employers note a decrease in the quality of graduate training, a drop in the average level of knowledge of young specialists.

The assessment of the main elements of organizational culture is central in this study. The presence of a mission and strategic goals, a code of corporate culture, a value-oriented development strategy, as well as external corporate symbols, indicates a developed organizational culture of an educational institution. To ensure a high level of accessibility of this information, it should be presented on the website of the educational institution. It is also important to have a version in English to

ensure the international recognition of the brand of the educational institution and better dissemination of information about it in the international environment.

For the formation and development of external elements of the organizational culture of an educational institution, the choice of a corporate color is important. Among the educational institutions we evaluate, blue is the most popular color (Figure 2.1).

Describing the external elements of organizational culture, it should be noted that blue, red and green are the most common colors presented on coats of arms, flags and websites of universities. The presence of external elements provides better brand recognition of the university, helps to increase its international competitiveness in the educational services market.



Fig. 2.1. Coats of arms of European educational institutions

Source: systematized by the author

Each of the studied educational institutions has a formulated mission, strategic goals and a system of corporate values, which largely determine the policy in the field of increasing the competitiveness of educational services, recognizing their brand and implementing measures to develop organizational culture.

The organizational culture of educational institutions is reflected in various legal documents. Thus, Latvian educational institutions are characterized by the presence of a motto, as well as an ethical code that characterizes the principles and values that an educational institution follows in its activities.

The mission and values of Polish universities are also presented on their official websites; great emphasis in them is placed on responsibility to Poland and the Polish people. Thus, for example, these issues are quite widely presented in the Academic Code of Values (*Akademicki Kodeks Wartości*) of the Jagiellonian University (*Uniwersytet Jagelloński*, 2003). In Poland, one can also note some unification of university values. This is evidenced by the “Code: Best Practices in Universities” (*Kodeks: Dobre praktyki w szkołach wyższych*) adopted on April 26, 2007 by the plenary meeting of the conference of rectors of academic schools in Poland, which presents the general principles of university activity, best practices for the activity of rectors and university senates (*Uniwersytet Jagelloński*, 2007).

Ukrainian universities are also characterized by a fairly well-defined mission and values, but searching for information about them on the site takes more time than in Polish and Latvian universities. An analysis of the organizational culture of the leading European educational institutions indicates the presence of a developed system of corporate values, as well as a system of their dissemination (Table 2.7).

It should also be noted that the development and adoption of codes of corporate culture, academic codes of values and strategies for the development of universities takes place in response to modern challenges and threats, crises in the socio-economic and educational spheres. This process is primarily aimed at affirming the high moral and ethical values of the university community and protecting it from negative external influences.

Table 2.7

Analysis of elements of organizational culture of leading European educational institutions

Educational institution	Mission	Values
1	2	3
Latvia		
Latvian University	The mission of the University of Latvia is expressed in its motto: Scientiae et Patriae (for the sake of science and the fatherland). The university contributes to global science, higher education, knowledge, technology transfer and innovation, and ensures the growth of Latvian democracy and culture, the development of the Latvian language and the prosperity of the national economy.	Core values: people, high quality, academic freedom, academic culture, responsibility to society and the state, openness and respect for diversity.
University of Applied Sciences ISMA	The motto of the university is: Ubi Concordia, Ibi Victoria (where there is agreement, there is victory).	The core values underlying ISMA's activities are: quality, diversity, intellectual freedom, collaboration, creativity, respect, sustainability.
Latvian College of Culture	The college is an internationally recognized professional institution of higher education in the field of culture in Latvia; a center for the development of professional competencies, which contributes to the dissemination of quality-oriented education in the field of culture.	The Code of Ethics is intended to encourage honest, fair and professional behavior and mutual communication between students, members of the faculty and staff of the college.
Poland		
Jagiellonian University	The University, founded by Casimir the Great, continues its centuries-old legacy in the service of science and education, conducting scientific research, seeking the truth and proclaiming it with moral responsibility to the Nation and the Republic of Poland.	The main values declared in the academic code are: truth, responsibility, kindness, justice, reliability, tolerance, independence, honesty, dignity.
Warsaw University	The university should not only support science and skills in the country to the extent that they already exist in the scientific world, but also improve them, disseminate and apply theoretical knowledge for the benefit of society.	The university's activities are based on the unity of science and teaching. The university provides access to knowledge and the acquisition of skills for all who are entitled to it; forms the elites of the Republic of Poland, which will use imperio rationis rather than ratione imperii in their activities; combines universal and local values.

Continuation of table 2.7

1	2	3
Adam Mickiewicz University	"By changing the present, we shape the future." Adam Mickiewicz University in Poznań is a modern, strong and autonomous university based on Greater Poland traditions.	Respecting the noblest academic values, we seek truth, goodness and beauty, we conduct scientific research and educate generations in the spirit of freedom and respect for diversity in order to meet expectations and meet modern challenges, serve people and shape the future of the region, country, Europe and the world.
Ukraine		
Kyiv National Taras Shevchenko University	The main goal of the educational activities of the University is to train highly qualified and competitive in the national and international labor market specialists for scientific and educational institutions, public authorities and administration, enterprises of all forms of ownership at all levels of higher education, approval of national, cultural and universal values.	Members of the university community in their activities are guided by the following principles: academic freedom (independence, independence of members of the university community in obtaining and disseminating knowledge and information, conducting scientific research and applying their results) and academic integrity (upholding honesty, justice, respect, responsibility, observance of moral principles and rules defined by law in learning, teaching, in scientific (creative) activities for approval trust in learning outcomes and/or scientific (creative) achievements.
National Technical University Kyiv Polytechnic Institute. Sikorsky	Help create a society of the future based on the concept of sustainable development. To be a world-class research-type technical institute. Create all conditions for the training of highly qualified specialists capable of creating modern scientific knowledge and innovative technologies for the benefit of mankind and ensuring a worthy place for Ukraine in the world community.	General moral principles that should guide members of the university community: the principle of legality, mutual trust, honesty and decency, fairness, competence and professionalism, responsibility, partnership and mutual assistance, mutual respect, transparency, security and well-being of the university community.
Ivan Franko National University of Lviv	The University has a specific mission: to define and implement educational and scientific standards; generate the changes that the region, country and world need; to form a personality - a carrier of intellectual and innovative potential; to develop a cultural and artistic environment for the harmonious formation of the spiritual world of young people by cultivating a sense of national patriotic duty and respect for historical memory.	The university has always been and remains a symbol of affirming the values of freedom, morality and the struggle for Ukrainianness, strengthening the ideals and principles of the national and cultural identity of Ukrainians. The university daily realizes its main mission - serving science and the Ukrainian people, enriching the world with knowledge, ensuring academic freedom, strengthening the principles of democracy and openness as the defining principles of organizing the life of the university.

Source: compiled by the author based on: Uniwersytet Jagelloński (2003, 2007), UAM (2020), KNU im. T. Shevchenko (2016, 2017), Kyiv Polytechnic Institute I. Sikorsky (2016, 2021), Lviv National University (2020), ISMA (2022), University of Latvia (2022), LKK (2022)

The block of indicators "Sustainable development and adaptation to changes in the external environment" characterizes the adaptive capabilities of educational institutions, the level of their social responsibility and the implementation of measures in response to modern challenges, such as a pandemic, distance learning. All the studied educational institutions have adapted to modern challenges and threats at a sufficient level. Moreover, 3 out of 9 educational institutions assessed have the HR excellence in research label (Euraxess, 2022).

The results of the assessment of the organizational culture of European educational institutions are presented in Fig. 2.2.

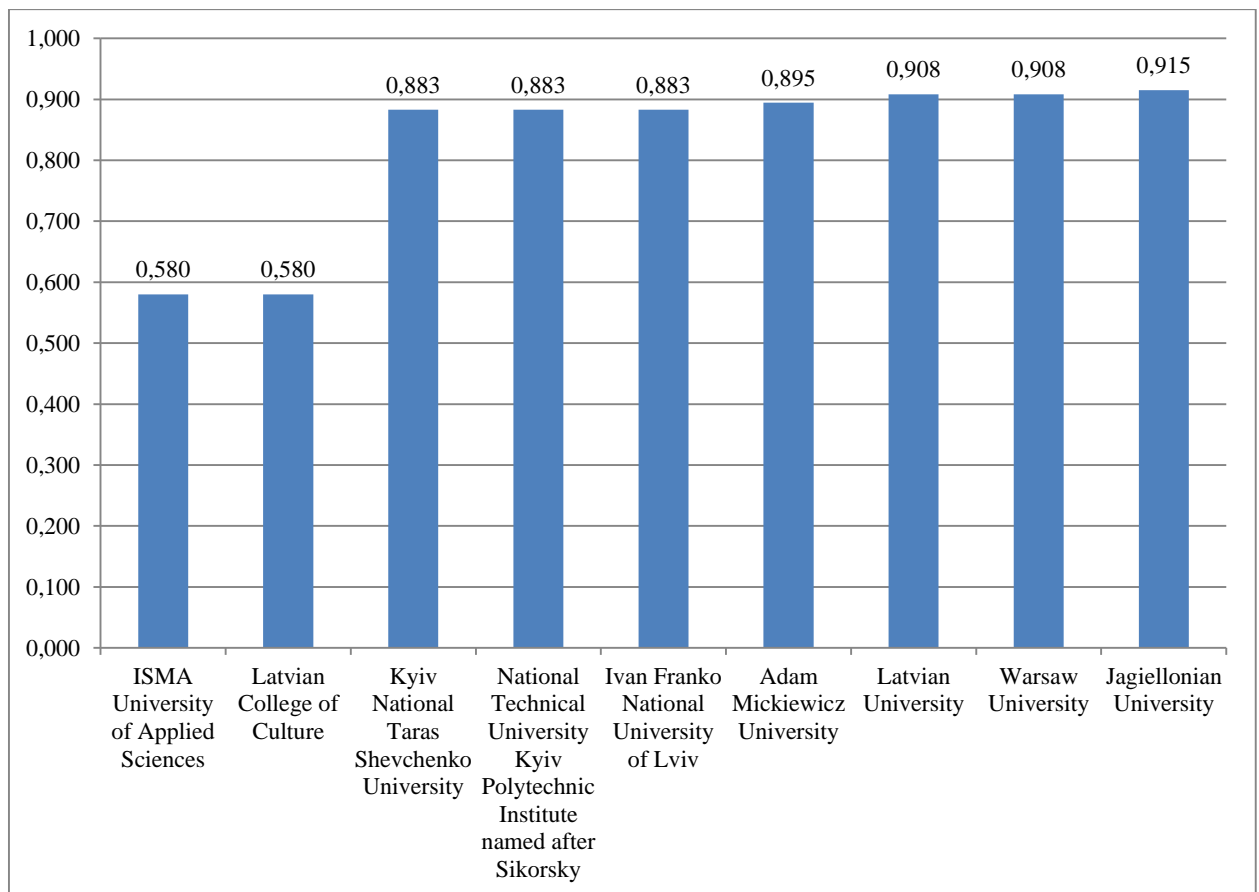


Fig. 2.2. The results of the assessment of the organizational culture of European educational institutions

Source: calculated by the author

Most of the evaluated educational institutions have a very high level of development of organizational culture (from 0.883 to 0.915) and are leaders in

international educational rankings. ISMA University of Applied Sciences and the Latvian College of Culture with an average level of organizational culture development (0.580) have significant reserves for its improvement through the development and approval of corporate culture codes (codes of ethics, codes of values), the formation of value-oriented development strategies and improving the quality of educational services.

It should also be noted that for a more detailed analysis it is advisable to choose an educational institution with an average level of development of organizational culture, such as, for example, the Latvian College of Culture, which has significant reserves for its development (Fig. 2.3). The study we conducted on the example of the Latvian College of Culture combines the following elements:

1) a survey of college employees:

When conducting the survey, considerable attention was paid to the projection of organizational culture into the mass consciousness and the behavior of the studied population of college employees - directors, deputies, teachers and other specialists

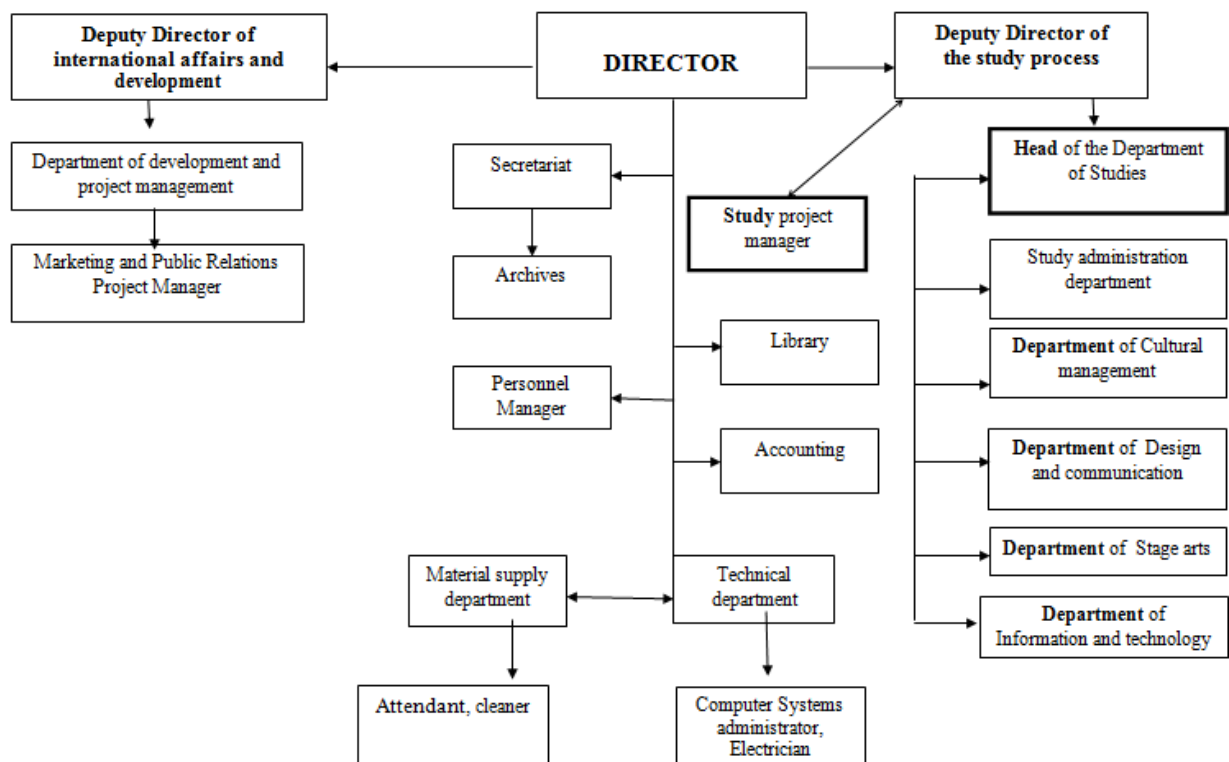


Fig. 2.3. Organizational structure of the Latvian College of Culture

Source: LKK (2022)

For this, a standardized survey was used, which provides extensive information about the values of the respondents associated with the influence of organizational culture. All employees of the Latvian College of Culture took part in the study, which made it possible to apply various statistical methods in data analysis and conduct a study in the environment of the Latvian national culture. After the survey, the questionnaires were subjected to logical verification and control, and then processed using a specially designed data analysis system. The evaluation also used documents (laws, resolutions, orders, instructions) that regulate the status and functioning of the College of Culture.

The use of a systematic approach in our study involved the formulation and implementation of such a research task as studying the perception by college employees of the social environment in which they are professionally implemented (Fig. 2.4).

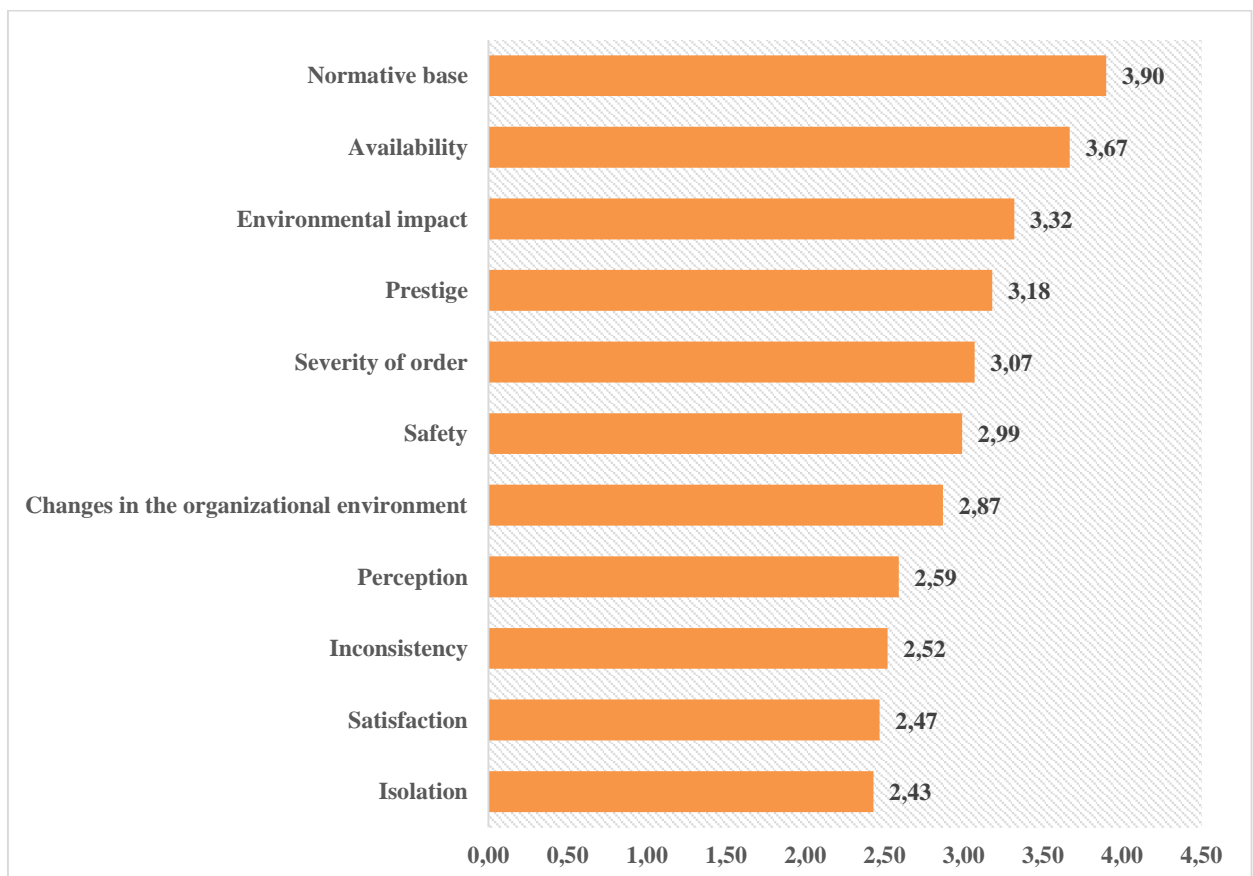


Fig. 2.4. Respondents' perception of the organizational environment Latvian College of Culture

Source: calculated by the author

As a result of the study, it was found that in the professional environment in which the employees of the College of Culture work, the necessary conditions for career growth have been created, the relevant regulations have been developed that must be observed by employees in the performance of functional duties. It was also found that there are no significant differences between employees belonging to general and specialized administration in terms of perception of the organizational environment in the College of Culture.

2) establishing dominant cultures in the organization:

This element of the study is based on the "framework of competing values" of the world-famous American scientists C. Cameron and R. Quinn. The OCAI organizational culture assessment toolkit (K. Cameron, R. Quinn, 2001) was used, which, on the one hand, makes it possible to assess the real situation, and, on the other hand, the desired changes and prospects for the development of organizational culture in the Latvian College of Culture. OCAI allows you to determine the direction of change in organizational culture in accordance with the goals and development strategy of the organization. As a result of the study, a graphical profile of the four cultures studied was developed – clan, adhocracy, market and hierarchical (Fig. 2.5).

Employees rated managers' skills as cultural practices used in adhocracy ($M = 4.18$) and clan ($M = 4.08$) cultures, followed by managerial skills specific to hierarchical cultures ($M = 4.04$). Managerial competencies corresponding to the market type of culture have the lowest scores ($M = 3.99$). Thus, the management style at the Latvian College of Culture is balanced between four types of organizational culture with a slight predominance of the adhocracy style.

The results of the assessment of management styles also make it possible to draw the following conclusions: the college management system can equally successfully solve the entire range of tasks that are required in today's dynamically changing environment; the organization can adequately respond to any challenges that require the capabilities of the four types of culture; the system is at a mature stage of its development, which implies stable interconnections and uninterrupted

functioning, i.e. stability – on the one hand, and invulnerability to random changes - on the other.

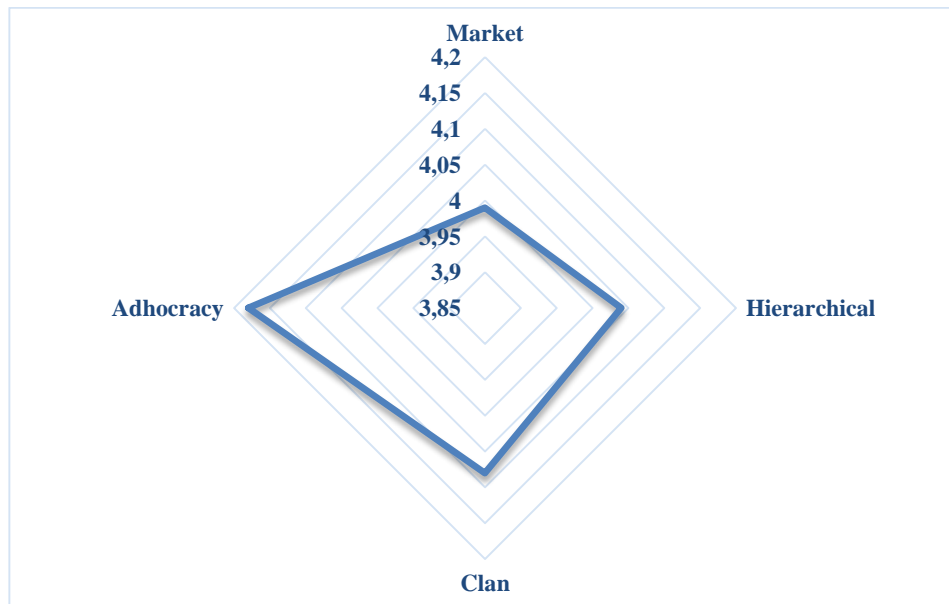


Fig. 2.5. Management styles at the Latvian College of Culture

Source: calculated by the author

3) assessment of management skills and competencies for managing and changing organizational culture:

We have conducted a study in the form of assessment and self-assessment of the managerial skills of managers at the Latvian College of Culture, which is aimed at improving the organizational culture. The average ratings revealed a large discrepancy between the staff ratings and directors' self-assessments of their level of competence in matters of organizational culture management. Quite often, such differences are due to the relatively low level of development of individual elements of corporate culture, as well as the difficulty of conducting an objective self-assessment of one's skills. As a result of this study, the main recommendation was to conduct trainings on the management of corporate culture of educational institutions and the formation of an educational environment conducive to their strategic sustainability for managers of the Latvian College of Culture with the involvement of external consultants.

To increase the effectiveness of the use of funds for the development of personnel, including college managers, it is also recommended to evaluate the effectiveness of training, for example, using the methodology of D. Kirkpatrick (Kirkpatrick, D., 1998). According to this methodology, assessment is carried out at four levels:

Level 1. The reaction of students to the training program. At this level, the satisfaction of the participant with the program and the course of training is assessed. This is the easiest level to implement, which is mainly inherent in corporate training and training centers. However, assessments at this level are subjective: they only indicate the program that students like, but do not provide any information about its performance for both the student and the enterprise, as well as the quality of the knowledge and experience gained.

Level 2. Evaluation of the knowledge and experience gained by the student in the training program. The assessment technology at this level is determined by conducting an interview (exam), a survey, testing after the learning process. This level is implemented in educational institutions and is submitted through a system of credits (exams). At this level, learning outcomes are evaluated: it is determined whether the students have received the knowledge and skills that were incorporated into the program.

Level 3. Evaluation of behavior in the workplace. It turns out how students use the acquired knowledge and skills in the workplace. This is not practiced in educational institutions and only 30% of corporate training programs are evaluated at this level. The complexity of the assessment lies in the fact that in order to obtain results, it is necessary to wait from a month to six months. However, despite the complexity and high cost of evaluating a Level 3 training project, this is the first time that a training program can really benefit the employee.

Level 4. Evaluation of the impact of the training program on the company's business. This level assesses what results the company has achieved through its corporate training programs. This is the most difficult level to implement and only 10% of staff training programs are evaluated using this parameter. The main

difficulty lies in isolating the effect of training from a large number of other factors that also affect the company's business.

Kirkpatrick's methodology can be the basis for evaluating the effectiveness of training college managers. For further analysis, you can also use additional data: the effectiveness of the use of funds; the effectiveness of the learning process; compliance with the requirements for training.

Thus, as a result of the study, results were obtained that make it possible to increase the effectiveness of the strategic management of the College of Culture and develop a program for its further development. They will be useful to all managers, specialists and experts who need information about the state of the organizational culture of the College of Culture in order to perform their managerial functions and duties at the middle and top levels of management.

2.3. Reserves for the development of organisational culture in the context of improving of the quality of higher education and sustainable development of universities

In the modern world, with the development of the information society and the spread of digitalization trends, the role of education is increasing every year. Knowledge, modern educational technologies are becoming increasingly important due to the intellectualization of labor, changes in its content and organization, the acceleration of information exchange processes due to the digitalization of all spheres of public life (Kalashnikova S. et al., 2015). Access to modern knowledge and the ability to quickly process information for making managerial decisions are becoming important competitive advantages, which determines the high role of educational institutions in ensuring the sustainable development of modern society. A developed organizational culture is one of the important elements of the mechanism for the effective management of educational institutions, which ensures the interaction of personnel on the basis of generally recognized norms, values, ideals, as well as unique traditions and customs.

In addition, the search for reserves for the development of organizational culture in the context of improving the quality of higher education actualizes the influence of such factors as: the emergence of new problems in educational institutions under the influence of new challenges, the most important of which are globalization, digitalization, changing attitudes of young people to higher education, the global pandemic and the introduction distance learning technologies.

Understanding the organizational culture of educational institutions as a system of certain values, beliefs, customs and traditions shared by employees and students, expressed in norms, patterns, standards and stereotypes of activity and thinking, which are inherited by them in the form of behavior and relationships, as well as mutual expectations of managers, employees, students of educational institutions (Katanaev I., Liga M., Tsikalyuk E., 2012), and the results of the analysis carried out in paragraph 2.2 make it possible to identify reserves for the development of the organizational culture of European educational institutions that can help improve the quality of educational services in modern conditions.

It should also be noted that the results of the university's activities as a value-oriented organization depend not so much on the formal features of the management system, but on the value system on which certain approaches to its management are based (Pushnykh V., 2009). The expression of the social purpose of educational institutions is their mission, as well as the existing system of values.

Based on the essence of the concept of "organizational culture", the main elements and factors influencing its development in modern conditions, the specifics of the activities of educational institutions, the reserves for the development of organizational culture in the context of improving the efficiency of an educational institution were identified as promising areas for improving organizational culture, contributing to an increase in performance efficiency and achievement of the strategic goals of the organization in the context of dynamic changes in the external environment.

The study made it possible to identify areas for searching for reserves for the development of the organizational culture of educational institutions that can help

improve the efficiency of their activities in the long term in the context of dynamic changes in the external environment (Table 2.8).

The development of the value system of educational institutions occurs in response to changes in the modern world and is a natural process of the genesis of their corporate culture. For most of the world's leading educational institutions, such values as respect for the human person, high quality of educational services, academic freedom, academic culture, responsibility to society and the state, openness and respect for diversity have long been an integral part of the educational process. It is also necessary not only to declare these values in the official documents of educational institutions, but also to implement them in the educational process, to respect the fundamental rights and freedoms of its participants.

Table 2.8

Reserves for the development of the organizational culture of European educational institutions

Directions for the classification of reserves	Reserves determined as a result of the analysis	The system of measures for the implementation of reserves in the activities of educational institutions
1	2	3
Development of the value system of educational institutions	- changing the management style in organizations to ensure a higher quality of educational services and the required level of academic culture of all participants in the educational process;	- making changes to the system of management documentation of educational institutions; - building intra-organizational mechanisms for observing the fundamental rights and freedoms of participants in the educational process; - increasing the transparency and openness of the university community, including in matters of employment at universities; - organization of trainings for heads of structural divisions and teachers; - making changes to ethical codes based on the study of the best world practices in the management of educational institutions, etc.
	- ensuring a high level of academic integrity of all participants in the educational process;	- tougher liability for violating the principles of academic integrity; - formation of a culture of independent and high-quality performance of work by participants in the educational process; - verification of work using modern systems for checking work online; - purchase of licensed software for educational institutions, etc.

Continuation of table 2.8

1	2	3
	- increasing the level of social responsibility of educational institutions;	- implementation of the values of social responsibility in the activities of educational institutions; - voluntary certification for compliance with international standards of social responsibility; - a wider presence of educational institutions in international rankings; - participation of educational institutions in international projects in the field of social responsibility, etc.
Building an effective system for promoting the existing value system of educational institutions	- increasing the efficiency of interaction with stakeholders-participants of the educational community;	- involvement of the main stakeholders in the development of documents in the field of organizational culture; - conducting surveys regarding the implementation of the ethical principles of the activities of educational institutions, their perception by participants in the educational process, etc.
	- building a system of interaction with key stakeholders and monitoring;	- making changes to the management documentation of educational institutions; - conducting quarterly monitoring of problems arising in the implementation of values, etc.
Adapting to the changes taking place under the influence of the development of digital technologies and the spread of distance learning	- increasing the involvement of employees working online in the activities of an educational institution;	- organization of the educational process in a mixed mode; - organization of an effective system of online communication with employees and students, etc.
	- development of distance learning technologies in educational institutions.	- the use of modern applications for conducting the educational process online; - development of corporate systems for managing business processes of educational institutions, etc.

Source: developed by the author

To develop the value system of educational institutions and improve the quality of educational services, change the management style in organizations and increase the level of academic culture of all participants in the educational process, the following system of events was proposed:

1) making changes to the system of management documentation of educational institutions;

Analyzing the system of measures for the implementation of reserves in the activities of educational institutions, it should first of all be noted that the process of

making changes to the system of management documentation of educational institutions is quite lengthy and laborious, due to the need to coordinate them with various structural divisions. The decisive factors influencing the duration of the change process are the number of employees of the educational institution, the efficiency of organizing work with management documentation and communication between structural divisions.

2) building intra-organizational mechanisms for observing the fundamental rights and freedoms of participants in the educational process;

An important condition is a clear regulation of the rules of conduct for employees of an educational institution, which are based on pan-European norms and values, national legislation and internal regulations. In this block of issues, it is necessary to counteract discrimination of participants in the educational process, ensure equal opportunities, prevent sexual harassment and other destructive phenomena that worsen the moral and psychological climate in educational institutions.

3) increasing the transparency and openness of the university community, including in matters of employment in universities;

The issue of transparency of employment in universities in Ukraine is quite relevant and, as a rule, the announcement of a competition for the positions of scientific and pedagogical employees is a formality. There is no unified national database of vacancies, information about competitions is published only in the newspaper "Voice of Ukraine". Competitions are held in accordance with the regulations existing at universities, but access to information about vacancies is very limited.

An example of the wide dissemination of information about vacancies in the academic environment is the Academic Announcement Database (Akademicka baza ogłoszeń, 2022), which publishes vacancies in research, academic and scientific management in Poland. The presence of such a base can ensure the attraction of more qualified workers to universities and will help reduce corruption in employment. When announcing a competition for a position (if employment is more

than 0.5 rate), universities publish information about vacancies in this database, clearly defining the requirements for the applicant and the possible deadline for submitting documents. In such a situation, before the end of the term of the competition, it is not known who will be accepted for the position. Any teacher interested in such work can submit documents online. The number of applications submitted is certainly influenced by the prestige of the university, formal requirements (availability of language certificates, publications in the Scopus and WoS databases, completed projects on international and national grants, etc.), as well as the area of scientific interests indicated in the vacancy announcement. An open and transparent recruitment system makes it possible to reduce negative phenomena in employment, but, of course, it cannot completely eliminate them, since the influence of the human factor always remains in making managerial decisions. It should also be noted the trend of globalization of the educational space, when an increasingly common practice is distance or full-time work in other countries and participation in the competition for vacancies in the common educational space of the European Union. This trend makes it possible to better exchange information between scientists from different countries and expand the possibilities of scientific cooperation, improve didactic activities based on the integration of various scientific and methodological approaches.

4) organization of trainings for heads of structural divisions and teachers; making changes to ethical codes based on the study of the best world practices in the management of educational institutions, etc.

Various team building and corporate culture development activities after the end of the most active phase of the Covid-19 pandemic are an important condition for returning to the normal functioning of educational institutions, increasing their competitiveness and strategic stability. It is also advisable to conduct master classes, seminars and trainings that improve information, analytical, communicative, linguistic and other competencies, as well as the implementation of new, experimental pedagogical initiatives aimed at developing practical and social competencies.

To improve the efficiency of university management, the following can be held: seminars and trainings for administration staff; measures to improve the pedagogical competencies of teachers; strategic analysis to improve management processes; improvement of IT tools. It is also expedient to develop and implement strategies for the development of distance education in educational institutions.

The development of the system of values of educational institutions and ensuring a high level of academic integrity of all participants in the educational process can be ensured by:

1) tougher liability for violating the principles of academic integrity;

To improve the level of academic integrity, it is important to prevent any kind of plagiarism in qualifying papers, in particular: attribution of authorship (declaring oneself the author of someone else's original scientific work; publishing under one's own name a scientific work written with other persons without indicating their names), copying other people's materials into one's own scientific work without making changes and without proper citation; presenting a combination of own and borrowed arguments without proper quoting; latent incorrect borrowing - including other people's materials in one's scientific work with minor corrections to the copied material (reformulation of sentences, changing the word order in them, etc.) and without proper citation; self-plagiarism (repeated publication of the same scientific results obtained by the author independently); paraphrase (translation in your own words of other people's opinions, ideas or text based on the replacement of words (signs), phraseological turns or sentences using any author's scientific work stored on electronic or paper media, including those posted on the Internet); compilation (creation of a significant body of text by copying other people's materials from different sources without an independent in-depth study of the problem).

It is important to prevent the possibility of defending qualification papers (bachelor's, master's, candidate and doctoral) with significant elements of borrowing other people's results of scientific activity, the formation of an academic culture in which such activity is unacceptable and condemned by the academic community.

2) formation of a culture of independent and high-quality performance of work by participants in the educational process;

This issue is very strongly interconnected with the level of social responsibility of scientists, which is formed gradually in the conditions of an effective, success-oriented corporate culture. Also important are the moral values of students, which they declare, implement and are ready to defend during the educational process. To prevent academic plagiarism and the delivery of poor quality papers to teachers, the most effective is the system of internal control and student motivation.

3) verification of work using modern online work verification systems;

Various online applications are used to check master's and bachelor's theses, but the final decision is usually made by the graduating department, which is directly responsible for the quality of the defended works.

4) purchases of licensed software for educational institutions, etc.

In educational institutions of the EU countries, it is quite common to purchase not only basic software, but also specific ones, for example, statistical analysis programs for scientific research or programs for didactic purposes. Unfortunately, the issue of using unlicensed software in Ukrainian educational institutions quite often remains unresolved, which is primarily due to insufficient funding. The habit and practice of using unlicensed software in free time from the educational process is also destructive.

To increase the level of social responsibility of educational institutions, it is necessary to:

1) implementation of the values of social responsibility in the activities of educational institutions;

Most of the leading educational institutions of the EU countries implement in their practice the concept of social responsibility or its individual elements. In these matters, it is important not to demonstrate adherence to the values of social responsibility, but their real implementation in the educational process and other aspects of the functioning of educational institutions.

2) voluntary certification for compliance with international standards of social responsibility and participation in international projects;

Certification for compliance with international standards for educational institutions of the EU countries is now a fairly common practice, because it helps to increase their competitiveness, international recognition.

3) a wider presence of educational institutions in international rankings;

The trend towards more intensive promotion of educational institutions in various information resources is due to the annual tightening of the requirements for their assessment, as well as the assessment of individual scientific and pedagogical employees.

To build an effective system for promoting the existing value system of educational institutions among employees and students, as well as other stakeholders participating in the educational community, it is necessary to:

1) involvement of the main stakeholders in the development of documents in the field of organizational culture;

The system of values of educational institutions presented in their official documents (codes of ethics, codes of corporate culture, development strategies, etc.) should be reflected in the educational process, as well as various documents and international rankings in order for these values to be taken into account when making a decision. students about entering the university, and teachers - when finding a job.

To build an effective system for promoting the existing value system of educational institutions, it is important to: form a transparent system of communication with staff, conduct faculty-wide team building events (for example, informal meetings at the university before holidays, organize a “Family Picnic” for all employees in spring / autumn, provide opportunities for direct communication with the leadership of the faculty / university, conducting surveys of teachers on various aspects of the activities of the faculty / university, etc.

It should be noted that an inefficient communication system in an organization can often be the cause of a bad moral and psychological climate, reduce the efficiency and speed of making managerial decisions, cause the dissemination of

false information about the activities of the organization and individual employees, block a constructive dialogue between management and employees, which ultimately leads to a decrease in their productivity.

2) conducting surveys regarding the implementation of the ethical principles of the activities of educational institutions, their perception by participants in the educational process, etc.

Surveys of students and teachers can be an effective form of communication with the leadership of educational institutions, provided that they are practical and oriented towards the implementation of changes.

3) making changes to the management documentation of educational institutions and conducting quarterly monitoring of problems that arise in the implementation of values, etc.

Making changes, which may be the management's response to receiving data on existing problematic aspects in the activities of educational institutions as a result of surveys, is an important element of the management process and readiness to adopt a more democratic style in the management of educational institutions.

To adapt to the changes taking place under the influence of the development of digital technologies and the spread of distance learning, it is necessary to:

1) increasing the involvement of employees working online in the activities of an educational institution (organization of the educational process in a mixed mode; organization of an effective system of online communication with employees and students, etc.);

A smaller amount of direct communication, live working and informal communication leads to a partial loss of a sense of belonging to a particular organization or team and contributes to the formation of the model of a “global employee”, whose workplace is at his home. Such an employee can work simultaneously in several organizations, his attention is focused on the performance of certain labor functions, and the level of loyalty and commitment to the values of a particular organization is minimal. Combining such employees into a team with

similar values can be quite a difficult task, requiring additional efforts to ensure involvement in the activities of an educational institution.

2) the development of distance learning technologies in educational institutions (the use of modern applications for conducting the educational process online; the development of corporate systems for managing the business processes of educational institutions, etc.).

The period in which classes at universities were conducted mainly in a remote format was difficult for students, teachers and university administrations. In addition to stress from possible infection and uncertainty about the future, associated with the aggravation of crisis trends in the socio-economic sphere, there was also an increased load on the eyes and nervous system, due to a change in habitual lifestyle, less opportunity for direct communication between people. The opinion about the low efficiency of distance learning is also quite common, since the level of adaptation to this format of obtaining knowledge for each participant in the educational process was different, not everyone was able to organize their activities as efficiently as possible, resist the flow of negative information, interact with people remotely with the same level. mutual understanding and involvement as in the usual format of offline work.

Thus, most of the proposed activities can be considered in the context of implementing the experience of educational institutions of the countries of the European Union in Ukraine. In the work, the system of reserves for improving the organizational culture of European educational institutions was further developed, which ensures the development of the value system of educational institutions in response to modern changes and threats, the system of their promotion and adaptation to changes occurring under the influence of the spread of digital technologies and distance learning. This system is based on the principles of social responsibility and academic integrity, the values of academic freedom and culture, and a focus on continuous improvement of the quality of educational services.

The development of the organizational culture of each educational institution is influenced by a significant number of factors of the internal and external

environment that characterize the current socio-economic and political situation in the state, the state of the education sector and its development trends. In modern conditions, when competition between educational institutions is global, organizational culture can be that important reserve that, *ceteris paribus* in terms of competitiveness, will provide a higher demand for educational services. An important aspect of the activities of universities in the context of a full or partial transition to online learning is the preservation of the existing organizational culture, the values of the university environment and their positive perception by the university community.

Chapter 2 conclusions

1. In modern conditions, the need to assess the organizational culture of an educational institution is due to increased international competition in the educational services market, the importance of improving their quality, as well as taking into account the influence of dynamically changing environmental factors. Diagnostics of organizational culture may be necessary for a comprehensive analysis of the business processes of an educational institution, the development of measures to increase staff loyalty, determine the potential for restructuring, to ensure long-term sustainable development.

2. To develop the author's methodology for evaluating the organizational culture of an educational institution, the authors analyzed the advantages and disadvantages of quantitative and qualitative methods for evaluating organizational culture, which are most widely used in the scientific literature.

The use of quantitative methods for evaluating organizational culture most often involves the receipt and processing of statistical data on the organizations under study, they are usually the most reliable and provide a clear result. Quite often, quantitative methods involve the use of surveys, questionnaires, interviews and other methods that quantify various manifestations of organizational culture. The main quantitative methods for assessing organizational culture are primarily: D. Denison's

organizational culture research model DOCS (Denison Organizational Culture Survey); method of diagnostics of organizational culture by K. Cameron and R. Quinn OCAI (Organizational Culture Assessment Instrument); Cook and Lafferty OCI (Organizational Culture Inventory) method; O'Reilly, Chatman and Conwell OCP (Organizational Culture Profile) methodology; method of S. Glaser and S. Zamanow OCS (Organizational Culture Survey); method of D. Matsumoto MOCP (Multi-Level Organizational Culture Profile) and the method of Van de Post and Koning.

Qualitative methods for evaluating organizational culture include various studies of a predominantly descriptive nature, based on the analysis of the collected primary data about the educational institution (survey, questioning, etc.) and information received directly from the staff (opinion about the organization, its resources and development opportunities; level of motivation; suggestions on the improvement of labor, internal conflicts, informal ties), which, as a rule, do not have a quantitative expression. The most common qualitative methods include: the method of E. Shane; typology T.E. Dila and A.A. Kennedy; typology by R. Ackoff; typology M. Burke; typology Ch. Handy; typology W. Ouchi; the typology of F. Klukholm and F. L. Strodberg; typology G. Islam and M. Zipur; the KZ method or the affinity diagram of the Japanese anthropologist Kawakita Jiro; AGIL technique by T. Parsons; typology of M. Mark and K. Pearson; typology F.R. Manfred, Kede Vri and D. Miller; typology by S. Medoc and D. Parkin; method of F. Harris and R. Moran.

3. To assess the organizational culture of educational institutions, we have developed a system of indicators based on taking into account important dimensions of organizational culture and its elements, analysis of information about educational institutions from open sources and the method of expert assessments based on a clear system of evaluation criteria. The proposed system of indicators covers three blocks of indicators - the quality of educational services (as a determining integral indicator of the effectiveness of educational institutions); the main elements of organizational culture (which is the basis for characterizing the level of development of the

organizational culture of educational institutions), sustainable development and adaptation to changes in the external environment (ensuring that factors that affect organizational culture in modern conditions are taken into account). The index of the quality of educational services is calculated on the basis of such indicators as: international assessment of the quality of educational services; high positions in national educational rankings; high assessment of educational institutions by graduates and employers; Index of development of organizational culture - the presence of a mission and strategic goals; existence of a code of corporate culture / code of ethics / code of values; availability of a value-oriented development strategy; the presence of external elements of organizational culture (coat of arms, anthem, flag, etc.); ensuring a high level of academic integrity of participants in the educational process; Index of sustainable development and adaptation to changes in the external environment - the implementation of measures in the field of social responsibility; the use of effective distance learning technologies in the educational process; implementation of measures to ensure the safety of students during the COVID-19 pandemic. The calculation of the Integral Index for Evaluating the Organizational Culture of Educational Institutions is carried out taking into account the correction factors obtained as a result of a survey of experts. These coefficients characterize the share of the studied indicators in the integral index.

4. Based on the analysis of quantitative and qualitative methods, we have developed a theoretical and methodological approach for evaluating the organizational culture of educational institutions, which provides for the assessment of internal and external factors affecting its level of development in the context of improving the quality of educational services. This approach combines six stages: 1) development of a system of indicators for evaluating the organizational culture of educational institutions, taking into account their characteristics as objects of evaluation; 2) normalization of indicators; 3) determination of indices for each of the three blocks of indicators and the Integral Index for Evaluating the Organizational Culture of Educational Institutions; 4) visualization of the results of evaluation of the organizational culture of educational institutions;

5) characterization of the organizational culture of educational institutions using qualitative and quantitative methods that are most widely used in the scientific literature; 6) identification of reserves for the development of organizational culture to improve the quality of higher education and development of recommendations for their implementation in the existing socio-economic conditions.

5. The results of the assessment of the organizational culture of European educational institutions indicate that most of the assessed institutions have a very high level of development of organizational culture (from 0.883 to 0.915) and are leaders in international educational rankings. ISMA University of Applied Sciences and the Latvian College of Culture with an average level of organizational culture development (0.580) have significant reserves for its improvement through the development and approval of corporate culture codes (codes of ethics, codes of values), the formation of value-oriented development strategies and improving the quality of educational services.

A detailed description of the organizational culture of educational institutions using qualitative and quantitative methods was carried out on the example of the Latvian College of Culture, which is an educational institution with an average level of development of organizational culture, and included: a survey of college employees; establishing dominant cultures in the organization; assessment of management skills and competencies in managing and changing organizational culture. As a result of the study, results were obtained that make it possible to increase the effectiveness of the strategic management of the College of Culture and develop a program for its further development. They will be useful to all managers, specialists and experts who need information about the state of the organizational culture of the College of Culture in order to perform their managerial functions and duties at the middle and top levels of management.

6. The conducted research made it possible to single out the following areas of search for reserves for the development of organizational culture in the context of improving the efficiency of an educational institution: development of the system of values of educational institutions; building an effective system for promoting the

existing value system of educational institutions; adaptation to the changes taking place under the influence of the development of digital technologies and the spread of distance learning.

As the main reserves for the development of organizational culture, ensuring an increase in the efficiency of the educational institution, the following were identified: a change in the management style in organizations to ensure a higher quality of educational services and the required level of academic culture of all participants in the educational process; ensuring a high level of academic integrity; increasing the level of social responsibility of educational institutions, the implementation of the values of social responsibility in their activities; increasing the efficiency of interaction with stakeholders participating in the educational community and building a monitoring system; increasing the involvement of employees working online in the activities of an educational institution based on modern technologies of distance learning and online communication.

The system of reserves for improving the organizational culture of European educational institutions has been further developed, which ensures the development of a system of values in response to modern changes and threats, a system for their promotion and adaptation to changes occurring under the influence of the spread of digital technologies and distance learning. This system is based on the principles of social responsibility and academic integrity, the values of academic freedom and culture, and a focus on continuous improvement of the quality of educational services.

The main provisions of the Chapter 2 of the dissertation are reflected in the publications of the PhD-student [83; 85; 86].

CHAPTER 3. MANAGEMENT OF THE DEVELOPMENT OF ORGANISATIONAL CULTURE IN THE CONDITIONS OF CURRENT SOCIO-ECONOMIC CHALLENGES

3.1. Social-economic challenges affecting the activities of educational institutions

In modern conditions, the number of challenges affecting the activities of educational institutions is significantly increasing: the COVID-19 pandemic and other epidemic threats, Russia's aggression against Ukraine, further globalization of the educational services market, the socio-economic crisis, which is clearly evidenced by difficult-to-control inflationary processes and other factors that change the usual organization of business processes of educational institutions; intellectualization of the labor market and expansion of opportunities for remote employment - the trend of creating "everywhere workplace" is also a prerequisite for changing the educational services market, one of the most important issues of the effectiveness of which is to ensure compliance between educational programs and labor market requirements (Table .3.1).

Considering the challenges affecting the activities of educational institutions in modern conditions, caused by the COVID-19 pandemic and epidemiological restrictions, first of all, we should focus on the fact that the impact of the COVID-19 pandemic on the activities of universities cannot be characterized only in a negative context. The accelerated development of distance learning technologies and remote work, the digitalization of the activities of administration and teachers, a significant reduction in paper workflow, and the optimization of business processes are important competitive advantages of educational institutions that have successfully coped with pandemic challenges.

The level of influence of these factors on the activities of educational institutions is quite different (there are factors of strong, medium and low influence) and will be analyzed further.

Table 3.1

The main factors affecting the activities of educational institutions in modern conditions

Name of factors	Characteristic	Influence level
1	2	3
COVID-19 pandemic other epidemic threats	Positive impact: - increasing the level of automation of the management of the educational process of the university, digitalization of the activities of the administration and teachers;	high
	- significant reduction of paper workflow, optimization of business processes;	high
	- further development of distance learning technologies;	average
	- reducing the cost of educational events (conferences, seminars, etc.).	average
	Negative influence: - decrease in the level of knowledge of some groups of students with low skills in organizing their working time;	average
	- decrease in the effectiveness of the educational process and actual learning outcomes;	average
	- decrease in the effectiveness of team work;	average
	- Decreased interest in learning and acquiring new knowledge;	average
	- an increase in the proportion of people with various types of mental disorders, which was due to prolonged isolation, increased anxiety and uncertainty about the future during the COVID-19 pandemic.	short
Intellectualization of the labor market and expansion of opportunities for remote employment	Positive impact: - development of intelligent decision support systems;	average
	- increase in labor productivity;	average
	- providing employees with spatial and temporal flexibility, work-life balance;	average
	- reducing the level of environmental pollution by reducing switching traffic;	short
	- increasing the availability of labor for some vulnerable social groups who can only work remotely.	short
	Negative influence: - increasing the visual load for staff who have completely switched to a remote work format;	average
	- the need for teachers to adapt to a different format of conducting classes.	average

Continuation of table 3.1

1	2	3
Globalization of the market of educational services	Positive impact: - increase in the offer of English-language programs;	high
	- unification of educational standards;	high
	- growth of academic mobility;	average
	- integration of educational systems and exchange of experience in matters related to the intensification of publication activity and didactics.	average
	Negative influence: - increasing the level of competition between the educational systems of different countries in general and individual universities.	average
Russian aggression against Ukraine	It is incorrect to single out factors of positive influence.	
	Negative influence: - financial losses, damage or destruction of educational institutions in Ukraine;	average
	- migration processes and loss of human capital;	average
	- for the EU countries, attracting young highly qualified specialists, contributing to economic development and increasing the competitiveness of national economies.	average
Socio-economic crisis	It is incorrect to single out factors of positive influence.	
	Negative influence: - inflation and decline in real incomes;	high
	- reduction of social guarantees and increased uncertainty about the future.	high

Source. Developed by the author.

Speaking about the COVID-19 pandemic and other epidemic threats, first of all, it should be noted that after the pandemic, digital solutions that were previously only gradually implemented in the activities of universities have become an integral component of business processes. First of all, it should be noted the reduction in the time for signing documents associated with the almost massive use of electronic digital signatures by administrative personnel, the reduction in formal personal contacts in the process of discussion and decision-making. Conducting these defenses and online exams during the COVID-19 pandemic was possible primarily due to the previous development of electronic university management systems and digital educational platforms. To automate the management of the educational process of the university, for example, in Poland, the Uniwersytecki System Obsługi

Studiów is used - the System of University Educational Services (USOS, 2022), which is the result of cooperation between the largest Polish universities.

The creation of the system was associated with the need for a comprehensive IT tool for managing learning at universities. The main activities of the university, which are automated in USOS, include: 1) enrollment for study and preparation of relevant documents; 2) support of the course of education (classes, tests, protocols, resumption of education, etc.) of all types and levels (bachelor's and master's programs, unified master's program, postgraduate studies, doctoral studies); 3) electronic identity cards of a student, doctoral student, teacher (printout, re-issuance, etc.); 4) preparation of a didactic proposal (subjects, classes, groups, terms, teacher); 5) management of the course of education (educational programs of all levels and types, enrollment in classes, protocols with grades, tests, etc.); 6) student applications; 7) applications for social assistance; 8) diploma papers and examinations, electronic archive of diploma papers (APD – Archiwum prac dyplomowych); 9) scholarships; 10) hostels; 11) payment for educational services; 12) support for the Bologna process; 13) student internships; 14) surveys; 15) drawing up reports; 16) personnel issues (full and part-time employment, calculation of working hours, etc.); 17) data export to the POL-on system (integrated IT platform of the Ministry of Education); 18) interuniversity (including international) exchange of students; 19) Career Bureau; 20) university archive. Such a fairly wide functionality provides the ability to solve current issues of the functioning of universities, planning classes, collecting statistics, storing information. For example, an electronic archive of diploma papers provides the necessary online document flow when conducting diploma defenses in a remote format. It contains all the necessary documentation: the text of the thesis, a report on the check by the anti-plagiarism system, a review by a reviewer and a supervisor, a protocol for defending and grading.

With a wide range of uses, USOS plays the role of a central collection point for information from the entire university, which greatly improves the management of learning, allows you to unify university procedures and effectively implement

university-wide initiatives, such as a university-wide offer of selective disciplines, language courses, physical education lessons for students of all departments, certification exams, as well as centralized authorization of students and employees in the university's Internet services, the generation of university-wide unique numbers of student ID cards and diploma numbers. Digital storage significantly reduces the amount of traditional documents generated, eliminating paper grade reports, exam cards, student applications, and even student ID cards, among other things (USOS, 2022).

The possibility of holding mass events online has also become a significant advantage, allowing you to save working time. Some educational institutions may also choose a mixed format for holding faculty councils, academic councils, or various university-wide events. Holding conferences also began to require lower financial costs: in the presence of the existing infrastructure, the online format practically does not imply them, the publication of materials also in the online format contributes not only to saving money, but also to increasing the environmental responsibility of universities. Speaking about the positive consequences that the COVID-19 pandemic has brought for educational institutions, it can be argued that it has enabled universities to become more modern, increased their flexibility in matters related to both the educational process and scientific activities through the accelerated implementation of digital technologies.

Of course, one cannot but pay attention to some of the negative consequences of two years of the COVID-19 pandemic and online learning: a decrease in the level of knowledge of some groups of students with low skills in organizing their working time, a decrease in the effectiveness of the educational process and actual learning outcomes, a decrease in the effectiveness of teamwork, a decrease in interest in learning and acquiring new knowledge, an increase in the proportion of people with various types of mental disorders, which was due to prolonged isolation and increased anxiety and uncertainty about the future.

According to UNESCO (UNESCO, 2020), the COVID-19 pandemic has led to a transition to distance education in schools worldwide, affecting almost

1.6 billion students in more than 190 countries, 94% of students have experienced a change in learning format. Research indicates that distance learning may be associated with a long-term decline in student knowledge and skills (Azefedo, J. et al. 2021; Hanushek, E. & Wessmann, L. 2020; Psacharopoulos, G. et al. 2021; Patrinos, H. 2022).

For example, as a result of the first lockdown caused by COVID-19 and school closures that began in March 2020, a student lost an average of one third to six months of schooling. These learning losses will affect the educational trajectory as they may limit opportunities for further learning. In the long term, there may also be income losses associated with lost human capital, with students potentially losing trillions of dollars in future income (Psacharopoulos, G. et al., 2021). Various problematic aspects in the formation of human capital and possible financial losses of students in the long term have so far remained insufficiently studied and evaluated in the context of the impact of the COVID-19 pandemic on the activities of educational institutions and educational trajectories of students. However, it can be noted that the COVID-19 pandemic has had a complex negative impact on the processes of human capital formation. Solutions offered by European governments and other institutions that coordinated the fight against the pandemic have not kept up with emerging problems in certain areas of human capital creation.

Changes in the modern world are happening faster and faster, transforming into established views on the rational organization of life, the perception of the very content of work, education, ways of organizing these processes and ensuring the necessary level of people's participation.

One of the important trends affecting not only higher education, but also the labor market is also the development of digital technologies, which has led to the expansion of the use of ICTs, which provide people with the opportunity to work anytime and anywhere. In this context, the increase in teleworking is driven by companies' need for higher labor productivity, which can be increased by providing employees with spatial and temporal flexibility, ensuring work-life balance. The development of remote employment also makes it possible to solve some social

problems, such as environmental pollution in large cities by reducing switching traffic, as well as the need to increase the participation and inclusion in the labor process of some social groups for whom this work was not available without the possibility of remote employment.

Researchers (Kalenyuk, I., Tsymbal, I., Uninets, I., 2021) note that the “smart” nature of the new economy is manifested in the dissemination of environmental and economic values, ensuring the integrity of natural systems, environmental protection, etc. Moreover, this trend is manifested not only in declaring important principles and goals, but also becoming an integral part of various types of social activities.

The spread of teleworking before the pandemic was highly dependent on the level of technological development in different countries, and the actual adoption of such an approach to organizing work was closely related to the economic structures, cultures of various countries, the specifics of activities in various sectors of the economy and the characteristics of jobs (ILO, 2017).

According to a study by scientists from DELab University of Warsaw (Koc, J., 2022) conducted in the financial sector, for 48% of respondents, managing their professional life during the COVID-19 pandemic and the forced transition to remote work turned out to be a problem. When employees came to the office, the boss gave them tasks to complete.

Once they started working from home, they had to manage their time and tasks on their own. For many, this problem turned out to be very serious. It is also a difficult task to manage a career in the perspective of several years. After graduation, graduates often do not have the necessary knowledge to be independent in the labor market. Such knowledge and skills are often self-acquired through trial and error. Therefore, it is important for educational institutions to adapt curricula and individual subjects to a rapidly changing reality.

In modern conditions, the expansion of remote employment opportunities (“everywhere workplace”) is largely associated not only with technological progress, but also with the COVID-19 pandemic, which has significantly accelerated

digitalization processes and the practice of using remote employment by various organizations. Ivanti's 2022 survey of 4,510 office workers and 1,609 IT-professionals in the US, UK, France, Germany, the Netherlands, Belgium, Spain, Sweden, and Australia (Ivanti, 2022) shows that almost 9 out of 10 (87%) respondents do not want to work in the office full time. Nearly half (45%) would be happy to never go to the office again, and 42% said they prefer a hybrid model that splits time between home and office. Also quite unexpected was that 71% of respondents said they would rather be able to work from anywhere instead of being promoted or having a pay increase. The main benefits of telecommuting for respondents were: money savings (40%), reduced travel time (48%), more flexible hours (43%) and a better work-life balance (43%).

It should also be noted that most of the surveyed companies have adapted relatively easily to the “workplace everywhere” when it comes to productivity, but the issues of digital security and data protection are quite complex (Bradley T., 2022). However, the future of work is largely linked to the increase in the number of employees working remotely. Practice has shown that this model of labor organization is beneficial for both employees and employers.

Considering that this trend can be quite long-term, it is necessary to develop the skills of teaching online and remote work, remote teamwork in educational institutions in order to make the transition to the labor market in the mode of remote employment more effective (All-Ukrainian professional legal education "Legal Newspaper", 2020).

The flexibility of educational institutions in providing educational services in a traditional and online format is a response to modern challenges, in Ukraine associated primarily with military aggression and the COVID-19 pandemic. For European countries, new waves of the pandemic are also possible, associated with the mutation of the COVID-19 virus and an increase in the incidence in the autumn-winter period and early spring. The fourth wave of the COVID-19 epidemic is a rather important factor affecting the organization of the educational process in EU educational institutions, but it is likely that its consequences for both national health

systems and universities will be less negative than in previous times, which is primarily due to accumulated experience in responding to pandemic and post-pandemic challenges, a high level of digitalization of the educational process, and the development of distance learning technologies. It is also important to realize the seriousness of epidemic threats and the need to adapt to the existing conditions for conducting didactic and scientific activities.

For teachers, due to the specifics of their work, the concept of "workplace everywhere" has such positive aspects: it allows you to reduce the time for the processes associated with work; for the most active and competitive of them, employment can be global – work is no longer limited to the place of residence and geographical location of universities, their skills and social capital in the scientific and educational space become decisive. Teleworking can also improve the efficiency of scientific activity for those scientific areas where research requires only a laptop and access to up-to-date publications. For researchers who prefer individual work, this format may be more convenient.

The negative aspects of distance employment for teachers are, first of all, an increase in visual load and the need to adapt to a different format of conducting classes, in which the process of involving students in the educational process is a more difficult task than in the classroom due to the possibility of students performing several tasks at the same time, not full concentration on learning and participation in the lesson, which is not so noticeable in the classroom format and affects less negatively on the process of obtaining knowledge. In matters of scientific research, a reduction in the number of direct contacts for discussing projects and publications, the lack of the possibility of direct participation in conferences and other educational events can reduce the effectiveness of research groups, although online communication tools allow organizing meetings to discuss current issues.

The intellectualization of the labor market can also be considered as one of the challenges affecting the activities of educational institutions in modern conditions. First of all, this is due to the existing discrepancy between the needs of the labor market and the educational programs of educational institutions. According

to the World Bank (The World Bank, 2019), the percentage of people with higher education, for example, in Ukraine is traditionally high at 83.0%, in Latvia it is even higher - 93.0%. In Poland it is much lower - 69.0%. The high proportion of people with higher education and the lack of employment opportunities in the field of intellectual labor, despite global trends, causes the intellectualization of the labor market, the emergence in Ukraine of such a phenomenon as retraining, associated primarily with the unproductive use of national human capital, the lack of opportunities for productive employment.

Analyzing global trends in the intellectualization of the labor market and its gradual change, it should be noted the increasing role of digital, cognitive, "soft" and transformational competencies. Changes occurring primarily under the influence of digitalization affect many professions and, accordingly, curricula need to be adapted to the requirements of the modern labor market. The use of artificial intelligence for certain stages of work, which were previously performed only by a person and the effectiveness of which was previously based only on his knowledge and experience, changes the content of work and approaches to its organization, even for the most "traditional" professions. Intelligent systems support people's work and make it easier. But at the same time, the role of "soft" competencies, which are necessary when communicating with clients, increases. But on the other hand, new digital competencies and knowledge are needed to ensure interaction with intelligent systems.

The globalization of the educational services market has long been an important trend in the educational field and one of the key factors that necessitate the need to increase the competitiveness of educational institutions. It was she who contributed to the increase in the supply of English-language programs, the unification of educational standards, the growth of academic mobility, the integration of educational systems and the exchange of experience in matters related to the intensification of publication activity and didactics.

Russia's military aggression against Ukraine is now a factor influencing all socio-economic processes on a global scale. So, for example, for the Ukrainian

education system, it is associated with huge financial losses, damage or destruction of educational institutions, the departure of students and teachers abroad. To record the consequences of Russian aggression, the Ministry of Education and Science of Ukraine launched an interactive map of destroyed and damaged educational institutions. According to this map, as of April 25, 2022, 1,499 educational institutions were damaged by bombing and shelling, of which 102 were completely destroyed. As of May 25, 2022, there were already 1837 of them (of which 1665 were damaged, 172 were destroyed). As of June 25, 2022, 2061 educational institutions have already suffered from bombing and shelling, 212 of them have been completely destroyed. As of July 25, 2022, the number of damaged and destroyed educational institutions continued to grow, with 2,188 educational institutions affected. Of these, 221 educational institutions were completely destroyed (Ministry of Education and Science of Ukraine, 2022). This number includes all educational institutions in Ukraine, but these indicators make it possible to characterize the current state of affairs and identify the prerequisites for a crisis in higher education, the consequences of which will be felt not only in Ukraine, but throughout Europe long after the end of the war.

Speaking about the situation in the field of higher education, it should also be noted that as of June 2022, 43 institutions of higher education were damaged in the conditions of constant shelling and bombing of various regions of Ukraine by Russian invaders; 5 of them are completely destroyed. Universities in Kharkivskaya suffered the most (1 institution destroyed, 19 damaged); Donetsk (6 - damaged); Zaporozhye (4 - destroyed); Chernihiv (3 - damaged) and Mykolaiv region (3 - damaged) (Ukrinform, 2022). It should also be noted that financial losses and destruction are increasing with every day of the war, and if we analyze the current situation in Ukraine, now we are talking, unfortunately, not about development, but about survival for many educational institutions, which is also associated with a sharp decrease in the contingent students. The 2022 admission campaign is one of the most difficult for Ukrainian universities - a significant number of potential applicants left Ukraine and chose European universities to continue their studies.

Some of the Ukrainian students also left and got the opportunity to continue their studies at the universities of the EU countries within the framework of various programs to help students from Ukraine. There are also various programs to help graduate students from Ukraine to continue their studies and scientists to continue their research. The consequences of such migration processes can be very negative for the Ukrainian economy, but for the EU countries, attracting young highly qualified specialists will contribute to economic development and increase the competitiveness of national economies.

An important condition for the restoration of the system of educational institutions in Ukraine is the consolidation of efforts to attract financial resources from foreign governments, charitable organizations and people who want to help in difficult times for Ukraine. Fundraising platform United24 plays an important role in raising funds.

United24 is an initiative of the President of Ukraine Volodymyr Zelensky. The goal of the fundraising platform is to become the main window for collecting donations in support of Ukraine. The funds are transferred to the accounts of the National Bank of Ukraine and directed by the relevant ministries for the most important needs in three areas (United24, 2022): defense and demining; health care; restoration of Ukraine. The platform is modern, so the transfer of funds is possible even in cryptocurrency, which can be a convenient option for helping the IT sector. The platform presents, for example, specific types of medical equipment and destroyed infrastructure, the purchase and restoration of which can be financed.

The consolidation of efforts, and above all the countries of the European Union, in this very difficult period for Ukraine is a guarantee, as far as possible, of a quick post-war recovery not only of the material and technical base of the education sector, which suffered as a result of hostilities and shelling, but also of the Ukrainian economy in in general, which has long been integrated into the common European space not only as an important supplier of raw materials and food, but also as a country with a high intellectual and innovative potential, developed human

capital, which is able to make a significant contribution to raising the level of economic development of European countries.

Thus, the proposed scientific and methodological approach to determining the factors affecting the activities of educational institutions in modern conditions allows us to assess the direction and strength of their influence, to analyze the current challenges and threats that educational institutions face in their activities. This approach contributes to a more effective development of the Strategy for Anti-Crisis Management of Educational Institutions, ensuring that its provisions take into account the influence of digitalization trends, distance learning, globalization processes and the socio-economic crisis.

3.2. Development of organisational culture and corporate social responsibility in the strategy of anti-crisis management of educational institutions

Under the influence of changes taking place in the modern world, for many educational institutions, the need to develop anti-crisis strategies that cover the main aspects of their activities is actualized. Russia's war against Ukraine has a significant impact on all spheres of public life on a global scale, causing human casualties and financial losses. For the countries of the European Union, it is associated not only with the violation of international security and the growing threats to peace, but also with a new round of the socio-economic crisis, the rapid growth of inflation, as well as the difficulty of predicting macroeconomic indicators. In such difficult conditions for educational institutions, one of the most important aspects is to ensure the required quality of educational services, maintaining the existing scientific and educational potential. It should also be noted that the current crisis was preceded by a long period of the COVID-19 pandemic, which contributed to the development of distance learning technologies, as well as other significant changes in the organization of the educational process. The process of providing educational services is becoming global. After the start of a full-scale war in Ukraine, the

presence of a significant number of English-language programs in the educational institutions of the European Union contributes to the strengthening of the educational migration of Ukrainians, an important selection criterion for which is security in the country of residence. Thus, the need for the development and implementation of an anti-crisis strategy for educational institutions, the development of organizational culture in the system of improving the quality of higher education in modern conditions is increasing. It is the strengthening and development of organizational culture in the face of a lack of financial resources that can be the direction of activity of educational institutions that will provide the greatest efficiency at minimal cost.

The main condition for the success of anti-crisis management of an educational institution is a balanced choice of an anti-crisis strategy. One of the main anti-crisis strategies is the strategy of “curtailing” or “cutting the excess”, in which the organization, in order to survive the crisis, refuses all non-obligatory expenses, investments, directions and types of activities, introduces austerity, dismisses employees, reduces the administrative staff etc. However, as experience shows, sometimes such a strategy is not justified. Especially when it comes to opportunities to capture the market due to the departure of competitors who could not survive the crisis, at the stages of financial stabilization, when the impact of the crisis is already weakening, as well as when there are own reserves or receiving external assistance. In such cases, it makes sense to abandon the "fold" strategy and you can even use an aggressive "expand" strategy. It may be appropriate to have a combined strategy for restructuring the zone of influence, when certain segments of activities, expenses or investments are reduced, while others, on the contrary, are expanding (Schroeder, T., 2020, Kuznetsov, E., 2012, Mizina O., Krivoruchko K., 2018).

It should also be noted that a number of requirements are put forward to the strategy and plan of anti-crisis measures, depending on the main characteristics of the crisis situation, which can be quite specific for each business. The requirements for a strategy and plan for anti-crisis measures can be systematized as follows (Brand24, 2018, Kruse, C., 2020, Bernstein crisismanagement.com, 2022):

1) the anti-crisis strategy should provide a comprehensive solution to issues related to the financial and economic recovery of the organization, maintaining, restoring or maintaining competitiveness in various markets, restoring the efficiency of the integral socio-economic system of the organization;

2) the content and structure of the anti-crisis strategy should be subordinated to the key strategic goals and interests of the organization, and the results of its implementation should be significant for management and employees;

3) since the implementation of anti-crisis measures quite often requires additional financial resources, they should be of interest to external investors in order to ensure the attraction of funds from external sources;

4) the goals that are defined in the anti-crisis strategy as a whole and for each individual anti-crisis measure must be realistic, quantitatively measurable and such that monitoring and control can be carried out in full;

5) anti-crisis strategy should be aimed at a specific result and contain solutions to eliminate existing problems and threats to the functioning of the organization;

6) anti-crisis measures should be specified in terms of structural divisions and functional services of the organization, specific executors - managers, specialists, employees or external consultants and experts involved;

7) Based on the goals of anti-crisis management, an anti-crisis strategy should provide for the substantive (quantitative and qualitative) consequences of the proposed stabilization measures, the possible timing of their receipt, measurable characteristics.

The anti-crisis management strategy for educational institutions should primarily take into account the impact of such factors as the global socio-economic crisis and a significant reduction in funding for educational institutions, educational migration, etc. Their influence necessitates the search for external reserves for the development of educational institutions, attracting additional financial resources, for example, from international grant organizations. The anti-crisis management strategy for educational institutions combines such elements (Fig. 3.1).

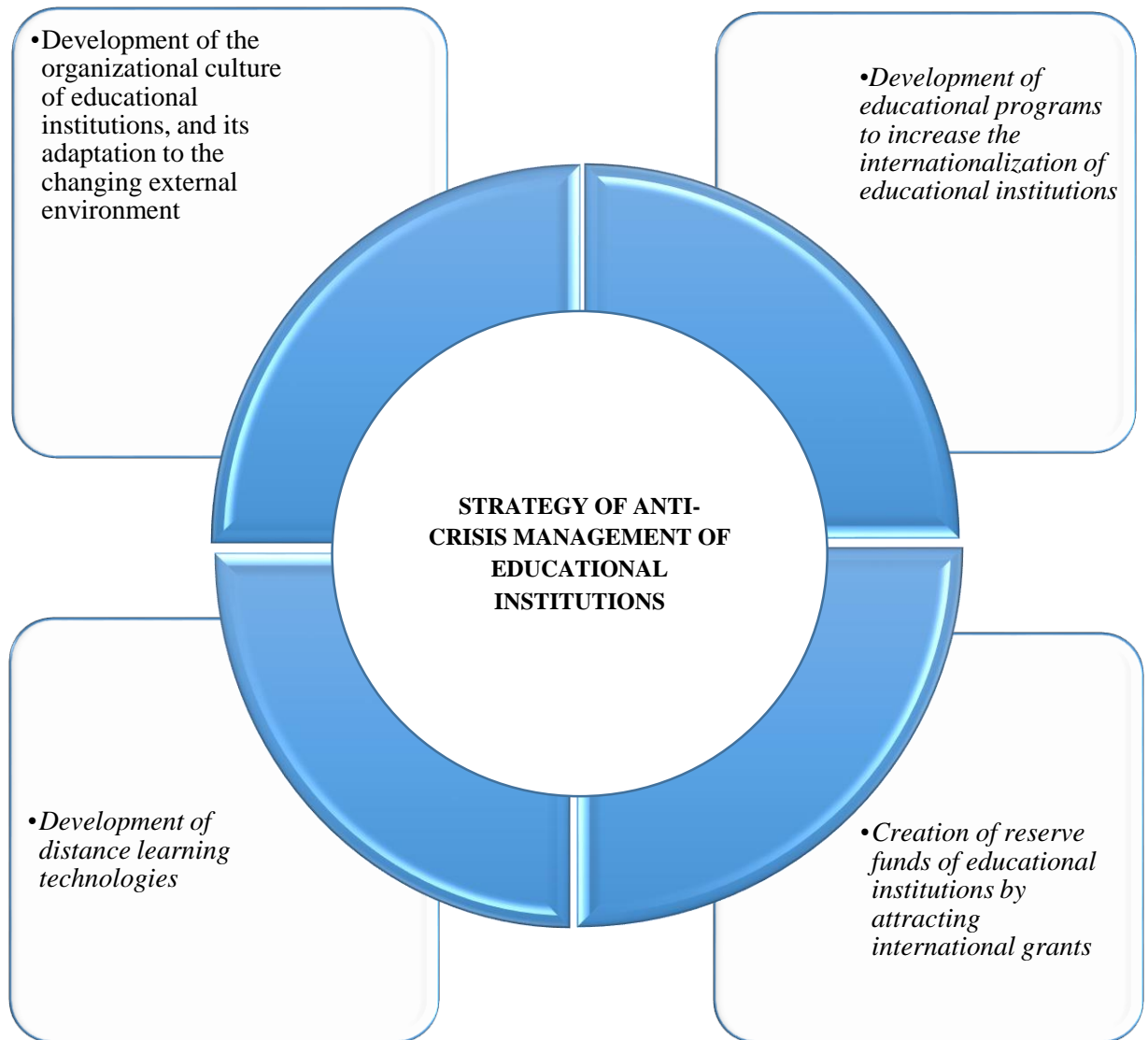


Fig. 3.1. Strategy for anti-crisis management of educational institutions

Source: developed by the author

Let us consider in more detail each of the elements of this Strategy:

1) development of the organizational culture of educational institutions, and its adaptation to the changing external environment;

Organizational culture is often called the soul of an organization because it is unique, individual, characteristic of individual organizations. Such uniqueness can work for the benefit of the organization and its employees, or, conversely, can harm it. Organizational culture is directly related to all aspects of the functioning of the organization and directly affects the people, plans, environment and results of the

organization. Organizational culture also determines all aspects of organizational management, especially influencing various aspects of people management. A properly created and modified organizational culture facilitates communication, promotes quick decision-making, reduces the burden on employees and control, increases motivation and ensures the stability of the organization (Krupskyy O. P., 2014).

Changes in the external environment, and above all, the deepening of the socio-economic crisis and the phenomena that accompany it, digitalization trends and the COVID-19 pandemic, causing a significant increase in the number of employees working remotely and students who prefer studying in this format, necessitate the implementation of the Crisis Management Strategy educational institutions, an important part of which is the development of the organizational culture of educational institutions and its adaptation to a changing external environment.

As professor Grishnova E.A. (Grishnova E., Karyuk V., 2022) notes, the impact of the COVID-19 pandemic still has serious consequences, in particular, related to the continuation of the work of some employees of companies in remote mode. Therefore, in today's ever-evolving professional landscape, organizational culture must include interesting and interactive initiatives that support the long-term success of remote teams. Therefore, in order to achieve the best results and productivity of workers through a flexible remote or hybrid work model, and to ensure the safe and effective management of personnel in a war environment, an effective organizational culture should be developed, starting with an individual culture of the workplace (create better conditions for productive and, most importantly, safe remote work) and ending with the highest levels of management – the formation of a new brand of the employer company.

This approach makes it possible to identify the main components of an effective organizational culture for the development of personnel in the context of war and the COVID-19 pandemic (Fig. 3.2).

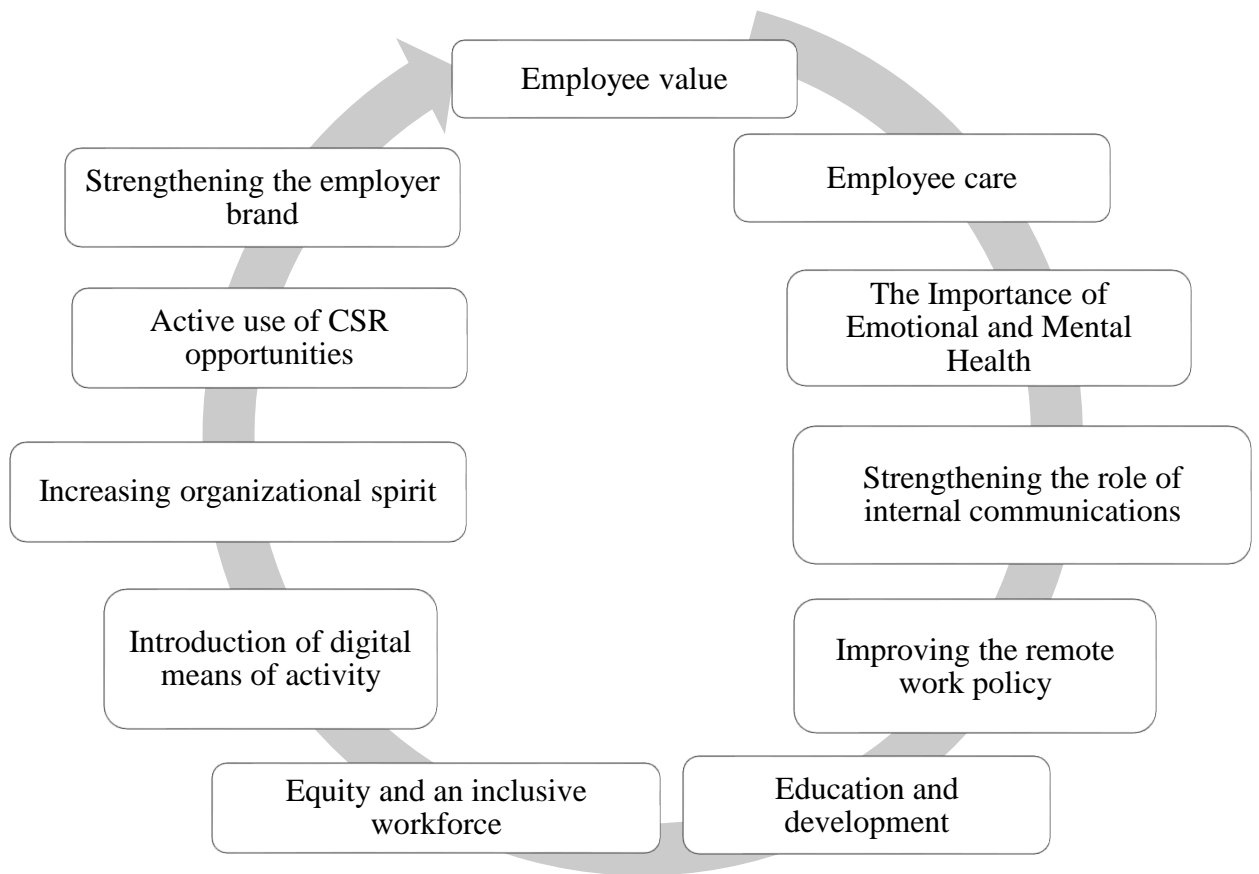


Fig. 3.2. Components of an effective organizational culture for the development of personnel of domestic companies in the context of war and the COVID-19 pandemic

Source: (Grishnova O., Karyuk V., 2022)

With regard to educational institutions, such an approach to changes in organizational culture in the face of modern challenges should also include some aspects related to the fact that the educational product is a service and, for example, when it comes to public universities, quite often their activities are more focused on obtaining a social effect, and not an economic one, which is also expected in a fairly long term. These factors cannot but influence the organizational culture of educational institutions, as well as approaches to personnel management.

Thus, the first most important component of the proposed Strategy - the development of the organizational culture of educational institutions and its

adaptation to the changing external environment - primarily covers the following aspects:

1) increasing the level of involvement of employees and their value in the organization;

Despite the possible worsening of the financial situation of educational institutions due to the crisis and the impossibility of increasing salaries at a level at least equal to the losses due to high inflation, which is primarily characteristic of public universities, it is possible to increase the level of employee involvement mainly through the development of unique incentive strategies. Monitoring employees' moods, giving them more freedom to carry out their tasks, and promoting work-life balance can be opportunities to improve work efficiency that do not require the employer's financial costs.

2) additional care for employees;

In some European educational institutions, gym memberships, additional insurance for private medical care, psychological counseling and a private kindergarten for employees' children are part of the compensation package. In the context of the socio-economic crisis, it may be appropriate to revise the components of compensation packages towards individualization so that educational institutions do not have to pay for services that are not used by all employees.

3) greater attention to the psychological health of employees and the prevention of stress and professional burnout;

A significant number of threats, primarily to personal security, life and health, instability and lack of confidence in one's abilities and the future, greatly increase the need to prevent stress and professional burnout for teachers and administrative staff of educational institutions. Effective work with people requires a high level of emotional intelligence and psychological stability, especially in difficult times for many, when stress becomes a part of life for almost everyone, and even reading the news requires an effort of will.

According to a survey (WTW, 2020), young workers are more stressed during the pandemic, with 47% of Generation Y and 65% of Generation Z reporting poor

mental health as a result of the pandemic. A significant and long-term source of stress is the war in Ukraine, which is seen as a global problem without exaggeration. Human casualties, terrorism and the threat to nuclear security, the possibility of a large-scale energy and food crisis, and high inflation are far from a complete list of problems that the world community faced in 2022. These threats stress millions of people almost daily.

4) strengthening the role of internal communications in educational institutions;

In the face of a large number of external threats and a high probability of a new wave of the COVID-19 pandemic, informing employees about the decisions made by management, increasing their sense of involvement in the activities of their structural divisions and the university as a whole is an important condition for increasing the involvement and loyalty of staff. For internal communication, the university or faculty website can be used, which hosts not only official decisions, but also more informal sources of information, such as the Newsletter, which presents important events that have already taken place or are planned (conferences, general faculty events, information about grants received by employees, competitions for positions, opportunities for publishing scientific articles, academic mobility for teachers and other important news). The presence of more informal ways of informing increases the feeling of involvement of employees, forms a sense of participation in managerial decision-making and belonging to a team, focuses on achieving success, since, for example, grants are received not by some abstract researchers, but by their colleagues whom they know. Strengthening the role of internal communications in educational institutions also helps informal communication with colleagues and immediate supervisors (heads of departments, heads of other structural units). An important function of internal communications is also to reduce the level of anxiety caused by the war in Ukraine and the socio-economic crisis. The role of feedback is also growing, which allows, among other things, to assess the level of involvement of employees in the activities of an educational institution.

5) improving the policy and approaches to the organization of remote work;

The practice of organizing remote work of educational institutions during the COVID-19 pandemic has shown that this form of work and learning is very convenient for many employees and students, despite the “separation” into two groups, one of which is very comfortable and works and learns efficiently, and the other - inefficient use of approximately 30-50% of working time.

The growing influence of migration processes caused by the war in Ukraine and the possibility of a new wave of the COVID-19 pandemic increase the importance of developing modern approaches to the organization of remote work in order to ensure the ability to attract the most talented and competitive employees. For Ukraine, for example, improving the policy and approaches to organizing remote work is now of decisive importance. So, before the start of the pandemic, only a small number of companies (15%) had an established remote work policy, now this number is about 76%. Business leaders have realized that teams working remotely can be highly productive. In the survey, 82% said that productivity levels either remain stable or increase as people transition to remote work. Many executives also see hybrid work as a way to boost employee engagement, with more than half saying it will be a powerful way to retain top talent (Yurydychna Gazeta, 2020).

6) expanding opportunities for learning and development;

For the education sector, traditionally the area of employment for the most educated workers, development is an important component of the labor process. The possibility of free participation in international conferences as a listener, which are held directly at the place of work, is a significant advantage for teachers who are focused on developing their scientific potential. Also important is the opportunity to participate in academic mobility programs, summer schools and workshops. In the educational institutions of the EU countries, the opportunities for academic mobility are quite wide, which is primarily due to the presence of a common educational space, long periods of successful cooperation between universities and the availability of academic mobility programs. For example, in Poland, study trips for academic educators and staff mobility for Erasmus+ training have become

widespread; academic mobility with state scholarships (offer of the National Agency for Academic Exchanges - NAWA, including CEEPUS).

7) ensuring equality and an inclusive approach in personnel management;

Ensuring equal rights for different groups of employees and preventing discrimination helps to increase the involvement of staff and increase their productivity. Ensuring equality and an inclusive approach to personnel management is especially important in international teams, whose employees may face cross-cultural differences.

8) the introduction of digital means of activity in the organizational culture;

Virtual collaboration tools, robotics and artificial intelligence, augmented and virtual reality, analytics, blockchain, cryptocurrencies are essential for the development of educational institutions. Organizational messengers such as Slack, Microsoft Teams, and Google Hangouts can be used to develop organizational culture and improve communication.

Quite interesting is the Pavooq technology, which is a useful tool for HR managers. The program analytics is based on the statistics of correspondence in organizational messengers (the content of the messages remains confidential) and, based on this data, as well as information about behavioral patterns, the company's management can identify formed informal teams. In the future, it is advisable to combine such people into formal teams to improve the efficiency of processes. Also, analytical information helps to expose manifestations of discrimination and other conflict situations and prevent the development of negative events; identify employees who plan to leave in order to respond in a timely manner, clarify and eliminate them, which can keep a valuable staff member in the team; identify informal leaders in the team with the help of which you can more effectively organize the work of the company, ensure a better exchange of information and start new projects (Mostova, Yu., 2022).

9) improving the corporate spirit, which provides for a clear definition of the goals of the educational institution and coordination of efforts to achieve it;

In this aspect, it is important to adopt or update a code of organizational conduct, through which staff can become familiar with the goals, core values and principles of working in a war, COVID-19 pandemic and socio-economic crisis. The external attributes of the organizational culture can also be improved, which will contribute to the unification of the company's employees; improving the organization of corporate events and effective team building.

10) implementation or development of the principles of corporate social responsibility;

In many European educational institutions, corporate social responsibility is an important aspect of their activities and part of the overall strategy. For example, in the Code of Best Practices in Universities, approved by the Conference of Rectors of Academic Schools in Poland in 2007, it is determined that universities are among those institutions whose social prestige and performance largely depend on their ethics. Following ethical principles is not limited to the postulate of respect for the law and internal university norms and other special rules. Formal and informal recommendations and principles governing issues important for the formation and maintenance of ethical standards in science reflect the centuries-old traditions of academic life. It is to popularize these traditions that codes are adopted and basic principles and ethical standards are formulated. These important and necessary documents concern primarily the conduct of academic teachers and other employees working in universities. An example of good corporate social responsibility practices can be the “Scientist Code of Ethics” (Annex B) and the “Student Code of Ethics of the University of Economics in Poznań (UEP, 2022) (Annex C), which state that the joint creation of an academic community and awareness of one’s own responsibility for the impact that the university has on the environment are important principles of UEP's corporate social responsibility. As rightly noted (Grishnova E., Berezyuk E., Bilan Yu., 2021; Brintseva O.G., 2016, 2021), the development of corporate social responsibility provides competitive wages, improves the system of internal communications, and improves the level of labor protection.

11) development of the employer brand.

For an educational institution, strengthening the employer brand in the context of the globalization of the educational services market is an important condition for attracting highly qualified teachers and increasing competitiveness.

The next important component of the proposed Strategy - the creation of reserve funds for educational institutions by attracting international grants - is associated with the possibility of obtaining grants on a competitive basis. For many European educational institutions, fundraising is an important source of research funding, an opportunity to attract world-class scientists to universities and internationalize research.

For the economies of most countries in the world, 2022 is a very challenging year. According to analysts (The Economist, 2022), the world economy will lose \$1 trillion of GDP in 2022 alone due to the Russian invasion of Ukraine, and in 2023 global growth will slow down even more.

In the context of a full-scale war between Russia and Ukraine, when analyzing the situation in the field of higher education, it should be noted that the war caused significant damage and financial losses that may be irreparable for the Ukrainian higher education system. European educational institutions in the 2022/2023 academic year may also face problems associated with rising prices for utilities, primarily heating, which will necessitate price increases for all types of educational services. The war in Ukraine and the accompanying socio-economic problems will cause a significant decline in economic growth in European countries in the next 1-3 years. This factor must be taken into account when planning budgets and developing strategies for educational institutions in the short and long term. International grants in such a situation can provide opportunities for relatively stable employment for scientists, as well as help maintain the existing human resources potential of universities.

The development of educational programs to increase the internationalization of educational institutions is primarily associated with globalization trends in higher education, as well as a significant increase in educational migration. Trends in the internationalization of educational institutions, respectively, cause an increase in the

share of English-language educational programs in the total bachelor's and master's offer.

It should be noted that the share of foreign students is increasing in most European universities. In the countries of Central Europe, this trend is most typical for the Czech Republic, where in the last ten years there has been a rapid increase in the number of foreign students: from 9.5% in 2010 to 16.7% in 2022 (Chládková, H., Skýpalová, R. and Blašková, V., 2021).

This is a very high figure, despite the fact that in absolute terms the number of foreign students in the Czech Republic remains much lower than in Poland (52,109 students in the 2021/2022 academic year in the Czech Republic and 89,420 students in Poland, respectively). Since the beginning of Russia's military aggression against Ukraine, many educational institutions have offered simplified admission conditions for Ukrainian students. The development of distance learning technologies and the emergence of new modules in university management information systems also help to attract foreign students who, during the strengthening of pandemic restrictions, can study without leaving their country of residence at the same time on several bachelor's or master's programs, which can also ensure the growth of the educational services market throughout the world.

It should be noted that educational migration in modern conditions is associated not only with the migration of students, who can choose educational institutions in almost any part of the world, but also with the migration of teachers, who are less and less tied to work at only one university. Working on English-language programs, quite often they can only know the language of the host country at a basic level, which to some extent, of course, affects their ability to adapt to a new cultural environment. For educational institutions, internationalization is primarily an opportunity to exchange experience in the field of scientific and didactic activities. For teachers – gaining new experience, the opportunity to build a career in an international environment, increasing their competitiveness as employees, the opportunity to learn about the features of the work and organizational culture of other educational institutions, and develop skills to adapt to work in new conditions.

The use and development of distance learning technologies in modern conditions is already an integral part of the educational process, a certain segment of consumers of online educational services has formed. This format allows both to provide employment for university teachers regardless of their place of residence (which is especially important in the face of military threats), and to attract highly qualified and well-known specialists in the global educational community to improve the quality of student training within the framework of master's and bachelor's programs implemented by the educational institution.

The high level of inflation in the European Union and the decline in real incomes of educators, as one of the most vulnerable to the negative impact of the crisis, may even in the short term cause the outflow of the most qualified personnel to the real sector of the economy and countries with a higher income level. This is also facilitated by the trend of internationalization of educational programs, and the publication of vacancies at universities in the public domain. Therefore, it is important for educational institutions to ensure the required quality of educational services, to maintain the existing scientific and educational potential.

It should also be noted that anti-crisis strategic management, as a specific type of management activity, with strict boundary parameters and a narrow focus, is subject to evaluation in terms of efficiency. According to the goal, the result of anti-crisis strategic management should be the transition of the organization to a higher level of balanced functioning than in the pre-crisis period. In addition, if the end result for “external” management (mainly financial) is settlements with creditors (including taxes) and staff remuneration, for an internal manager (mainly production management), the main goal is to achieve financial and economic balance as a result of improving production – economic system. If in the first case, anti-crisis management, as a rule, does not continue in production activities, in the second case, its success is the basis for the further progressive functioning of the organization (Shamugia A., Kvitsaridze K., 2020).

The advantages of the proposed Anti-Crisis Management Strategy for Educational Institutions is that it can be implemented by universities of countries not

only in the European Union, but also in countries most affected by Russian aggression, since it does not involve the implementation of high-cost measures. All the proposed elements of the strategy can be implemented at the expense of the existing resource support of educational institutions and are mainly focused on the effective use of existing human capital.

3.3. Transformation of organisational culture to ensure competitiveness and innovative development of higher education system

An important condition for the competitiveness and innovative development of educational institutions is an organizational culture focused on achieving the goals and results defined in the development strategies of universities, ensuring effective didactic and scientific activities, as well as the internationalization of educational programs. In today's digital society, educational institutions are facing rapid social, technological and economic changes. Innovation in higher education is important to improve the quality of education for new generations of students in a changing society.

Focusing on competitiveness and innovative development of educational institutions is not only part of their strategy, but also an important aspect of state policy in the field of higher education, which is defined in various legal documents. An example of the significant importance of the innovation component in the activities of educational institutions is the program of the Ministry of Education and Science of Poland "Inicjatywa doskonałości - uczelnia badawcza (IDUB)" - "Excellence Initiative - Research University" (Ministerstwo Edukacji i Nauki, 2022).

The priority of the IDUB program is to select and support universities that will strive to achieve the status of a research university and will be able to effectively compete with the best academic centers in Europe and the world. 10 out of 20 universities eligible to participate in the competition received an annual increase in funding in the amount of 10% of the 2019 subvention for the implementation of

development plans included in the competition applications in 2020–2026. The remaining 10 universities that participated in the competition receive a subvention increased by 2%.

To study the organizational culture of higher education institutions, various approaches are used, the choice of which is determined, among other things, by such factors as national culture and state policy in the field of education. The report Le Feuvre and Metso (2005) identifies three traditional academic “ideal types” of teaching and research related to national culture and public education policy:

1) the Humboldt model, based on academic freedom and the production of "pure knowledge" in universities that combine teaching and research. The state sets only the basic rules. This model is rooted in the enlightenment ideology of education, which emphasizes the neo-humanistic ideal of "selfless" learning and academic inquiry;

2) the Napoleonic model, based on a partial separation of teaching and research, with monodisciplinary university courses and multidisciplinary professional training at large universities where the elite are trained. The state controls the management of higher education institutions, covering many aspects, from curriculum to finance;

3) An Anglo-American model based on integrated, largely autonomous teaching and research institutions that provide a wide range of activities and experiences in a reasonably open market. This model is based on a pragmatic approach and a problem-solving logic that stimulates interdisciplinary initiatives to meet social needs or to operate within certain market niches. In the US, universities are perceived primarily as elitist institutions of training and expertise for public and private decision makers.

Attention should also be drawn to some shortcomings of the three academic “ideal type” models, which may prevent, to some extent, higher education institutions from meeting the requirements of the knowledge economy. So, universities that belong to the Humboldt model, but rely on academic freedom and institutional autonomy, may not be sufficiently responsive to the needs and interests

of stakeholders; universities belonging to the Napoleonic model are heavily dependent on state control; while universities belonging to the Anglo-American model, although they benefit from greater autonomy, are too dependent on their stakeholders.

For each of the types of educational institutions, its own approach can be formulated to maintain competitiveness and enhance innovative development, and directions for changing the organizational culture can be proposed.

In the broadest sense, innovation is seen as the introduction of something new and useful, such as new methods, techniques or practices, new or changed products and services (McCown, 2008). In the last decade, the higher education sector has been characterized by such trends as strengthening and creating networks of international cooperation; increased academic mobility of teachers and students, a new management structure, new methods of assessment, accreditation and funding, diversification of courses, programs and research, as well as a significant expansion of the practice of using digital technologies in education. These changes are currently dominated by discussions in higher education related to the integrated use of information and communication technologies, the introduction of student-centered learning, and the use of collaborative learning approaches. For example, online and hybrid courses have become widespread.

In modern conditions, the competitiveness and innovative development of educational institutions is also associated with their internationalization, attraction of national and international grants, increased involvement of teachers and administrative staff. To a large extent, it is connected with their personal competitiveness and the effectiveness of didactic and scientific activities. The influence of these factors is most pronounced for educational institutions that are characterized by the Anglo-American model (Fur V., 2009; Federal Act on the Organisation of Universities and their Studies, 2002). Taking into account the interests of stakeholders in this case is the basis for attracting financial resources to ensure competitiveness and innovative development.

It should also be noted that achieving a high level of innovative activity is possible mainly in the types of organizational culture focused on the formation of a highly competitive environment in which the requirements for continuing contracts with teachers are quite high: only specific amounts of attracted funding matter, publications in journals that are indexed in Scopus or Web of Science databases, and are also recognized by the Ministry of Education and have a certain number of points. Educational institutions that fall under the two traditional academic models, such as the Humboldt-Napoleonic model, are inherently less innovative than Anglo-American universities. The differences between these models largely determine the organizational culture of these educational institutions.

One of the approaches to the management of educational institutions and the training of highly qualified specialists is Uniscrum (Grishnova O. A., Azmuk N. A., Kuklin O. V., 2019); it contributes to increasing the efficiency of didactic, methodological and scientific activities is ensured by the use of flexible teamwork tools based on the principles of creativity and quality control of this process. The essence of Uniscrum is revealed through its functions:

1) improving the quality of educational services based on self-organization and a creative approach to solving key problems in the activities of universities and the use of intellectual potential;

2) the formation of creative teams from among scientific and pedagogical workers, government officials, business, students, organized to solve certain problems in the field of higher education;

3) attraction of private investments for the development and training of highly qualified specialists in the field of higher education for the needs of business;

4) conducting applied research aimed at improving the efficiency of socio-economic development of regions;

5) establishing interaction between universities and stakeholders - representatives of business, local authorities, etc.

In the context of changing organizational culture to ensure the competitiveness and innovative development of educational institutions, the

typology of cultures by Thomas J. Peters (Peters, 1993) is quite interesting, who distinguishes four types of cultures depending on how they affect innovation, action, control or cultural harmony in the organization (Fig. 3.3).

	Employee Orientation	Job Orientation
External orientation	<p>Culture of innovation:</p> <ul style="list-style-type: none"> - focus on innovation, creativity, change; - willingness to take risks and work overtime; - the predominance of informal direct contacts; - possible uncontrollable costs, development problems, chaos 	<p>Action culture:</p> <ul style="list-style-type: none"> - focus on action, achievement, result, release of energy; - high value of initiative and faultless actions; - encouragement of achievements; - there may be problems with delegation and the burden of management with trifling questions; - ability to adapt to market requirements, adaptation to changes
Interior orientation	<p>Culture of harmony:</p> <ul style="list-style-type: none"> - prudence, understanding and safety matter; - people and teamwork are the most important; - open communication, numerous meetings and a regular evaluation system; - the priority is cultural values that influence strategic decisions, they are more important than internal politics and market needs; - loyalty and availability are valued and rewarded; - acceptance of ideas from the outside only when they do not differ from the values of the culture of harmony; - not subject to change 	<p>Culture of control:</p> <ul style="list-style-type: none"> - emphasis on control, consolidation and protection; - conservatism, bureaucratic culture; - high-hierarchical structure; - formal contacts based on the written form of information transfer; - detailed documentation; - observance of punctuality; - loyalty is valued and rewarded; - closeness from the outside world, unwillingness to take that risk, low creativity; - difficulty making changes.

Fig. 3.3. Model by Thomas J. Peters

Source. (Peters, 1993)

In the model of Thomas J. Peters, the innovation culture is focused on the external environment and employees. To describe and study innovative organizational culture, it is important to identify and diagnose the level of orientation of the organization to employees, the market and the result. Features of educational

institutions, their services and the social significance of activities also affect the culture of their innovative development through a system of factors that university management must take into account to implement changes.

It is possible to single out such directions for the development of innovative organizational culture (Table 3.2).

Table 3.2

Directions for the development of innovative organizational culture

Activities 1	Activity characteristics 2
Recruitment of innovative employees	<ul style="list-style-type: none"> - selection of employees who are open to changes, who innovatively generate and implement ideas; - acceptance, cultivation of diversity in the organization;
Teaching creativity and innovation	<ul style="list-style-type: none"> - encouragement of learning, development and evaluation of innovations; - organization of training courses that promote the development of innovations and the generation of ideas; - integration of innovative learning into development programs outside the organization;
Development of an organizational culture of learning	<ul style="list-style-type: none"> - fostering a culture of lifelong learning; - creation of various opportunities for learning; - more creativity, independent thinking and development are encouraged during training;
Employee Empowerment	<ul style="list-style-type: none"> - empowerment of employees (development of initiative and participation in decision-making and accountability); - involvement of employees in the development of empowerment practices
Incorporating employee ideas into plans	<ul style="list-style-type: none"> - placement of best practices in innovative plans; - initiatives to support the implementation of innovative plans;
Managers who support the innovative actions of other employees	<ul style="list-style-type: none"> - to help employees in training innovation (exchange of knowledge, skills and experience); - manager as a model of desired innovative behavior, open to challenges and changes; - providing employees with the opportunity to innovate, giving freedom and the necessary resources; - training of managers-innovators;
Creativity as a requirement and standard of work	<ul style="list-style-type: none"> - ensuring the need for innovation; - integration of innovations into career development and achievement assessment;
Employee involvement in decision making	<ul style="list-style-type: none"> - ensuring the initiative of employees in decision-making; - involving clients in the decision-making process;
Appropriate reward system to support innovation	<ul style="list-style-type: none"> - a system of financial incentives to encourage innovation; - formation of a system of non-material incentives;
Permission to risk	<ul style="list-style-type: none"> - promoting learning by doing; - use of risk assessment techniques with simultaneous permission to generate and implement ideas;

Continuation of table 3.2

1	2
Investment in research and development	<ul style="list-style-type: none"> - involvement of the research and development department in the innovation process; - promotion of research and interaction with other functional units of the organization;
Benchmarking	<ul style="list-style-type: none"> - support for benchmarking practice; - the use of various types of benchmarking in order to create the most effective practices.

Source: Stanczyk S. (2004)

Presented in Table 3.2 directions of development of innovative organizational culture contribute to the formation of an organizational culture and structures that promote innovation, allow you to identify promising areas of activity for managers to improve the efficiency of innovation in educational institutions.

According to the results of the analytical characteristics of organizational culture in higher education institutions, carried out in Section 2, the change in organizational culture to ensure competitiveness and innovative development of educational institutions combines such areas (Table 3.3).

Changes in the management of educational institutions cover, first of all, such aspects as the implementation of a business organization model that stimulates the desire of educational institutions for higher standards of professional business management; adaptation of educational institutions to modern challenges and threats, as well as changes in the labor market; increasing the autonomy of university teachers in the implementation of didactic and scientific activities.

In modern conditions, the university can be viewed as a company that provides educational services to its clients, students and employers. Like other companies and institutions, it should also be natural for educational institutions to change their current processes and activities, as well as the introduction of a new institutional model that reflects the provision of educational services in a new social environment (Drozdova, 2008).

Table 3.3

Directions for changing organizational culture to ensure competitiveness and innovative development of educational institutions

Direction name	Characteristic
Changes in the management of educational institutions	<ul style="list-style-type: none"> - implementation of a business organization model that stimulates the desire of educational institutions for higher standards of professional business management; - adaptation of educational institutions to modern challenges and threats, as well as changes in the labor market; - increasing the autonomy of university teachers in the implementation of didactic and scientific activities;
Changes in the field of scientific activity of educational institutions	<ul style="list-style-type: none"> - creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research; - increasing the efficiency of the structural unit responsible for scientific research and publications, and for teachers - building effective cooperation with this unit; - improving the processes of coordination, integration and management existing in educational institutions, as well as the culture and motivation of employees; - formation of a culture of scientific activity of educational institutions focused on innovation;
Changes in the didactic activity of educational institutions	<ul style="list-style-type: none"> - further development of collaborative learning technologies focused on greater use of interactive technologies; - development of e-learning technologies, courses on online platforms and computer learning; - development of student-centered learning.

Source. Developed by the author

At the core of the idea of universities is the need to be knowledge companies that develop teaching, research and outreach without ever losing the business vision contained in their administrative structure (Bride and Layton, 2009). This is due to the fact that higher education institutions are forced to prove to society that they use their resources efficiently and rationally and that their activities are aimed at training specialists who are competitive in the labor market. An important condition for this is modern management, acting in accordance with the existing type of corporate culture and the requirements of the institutional environment (Hintea, Ringsmuth and Mora, 2006). Therefore, changes in the management of educational institutions are needed, since organizations providing services in the field of higher education are among the most difficult to manage organizations in society, even in countries

where higher education is perceived at a high level, such as the United States. Therefore, it is necessary to apply business or market strategies adapted to the higher education sector.

In times of crisis and security threats, university management must adapt to a more complex and dynamic environment, which is often a powerful driver of internal university change. By adapting to changes in the environment, universities become more innovative (Stebletsy A.L., 2020). However, if the environment contrasts with the departmental and bureaucratic structure of a traditional university (which is especially true of the Humboldt and Napoleonic models), this may hinder the development of innovative educational programs adapted to the needs of the labor market and new interdisciplinary research. Thus, modern universities should develop in the same way as business organizations, which stimulates their desire for higher standards of professional business management, with a focus on areas such as marketing, strategy and finance.

It is also important to remember that educational institutions have a public mission. This means that they produce services that benefit society as a whole. In addition, the government imposes certain standards regarding the quality of services provided and access to them. However, to a large extent, the state leaves much room for maneuver for universities in determining the content of teaching and research (Considine, 2002).

For each educational institution, depending on the type of its corporate culture, after its diagnosis, directions for change in the field of management can be developed. For the Anglo-American model of universities, which is becoming more widespread, it is quite promising to increase the autonomy of university teachers in the implementation of didactic and scientific activities. It can be quite effective to interpret the departments of the university mainly as scientific groups, without performing administrative functions, which can be transferred to the faculty and general university level. In this case, the possibility of such changes is determined primarily by the scale of educational institutions. The issues of centralization or decentralization of certain functions of educational institutions are quite often the

subject of discussion both at the level of the Ministries of Education of various countries, and at the level of management of individual university faculties. Striking a balance between centralization and decentralization is often a difficult task.

Changes in the field of scientific activity of educational institutions unite the following aspects: creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research; increasing the efficiency of the structural unit responsible for scientific research and publications, and for teachers - building effective cooperation with this unit; improving the processes of coordination, integration and management existing in educational institutions, as well as the culture and motivation of employees; formation of a culture of scientific activity of educational institutions focused on innovation.

Organizational culture can either promote effective research and educational innovation or hinder it. The existing processes of coordination, integration and management in educational institutions, as well as the culture and motivation of employees are considered as important aspects of innovation. There is also a positive relationship between innovation and the social characteristics of universities, such as achievement of organizational goals, selection and reward, system, growth and risk taking.

The formation of a culture of scientific activity of educational institutions focused on innovation is an important condition for their development in the current conditions of a gradual reduction in public funding. An effective organizational culture in this aspect should contribute to the creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research. It is important for the leadership of the faculty to organize the effective work of the structural unit responsible for scientific research and publications, and for teachers - to build effective cooperation with this unit. For many modern European universities, conducting research and attracting grants is one of the priorities, so the formation of a culture focused on innovation is a must.

Changes in the didactic activities of educational institutions primarily cover the following areas: further development of collaborative learning technologies focused on greater use of interactive technologies; development of e-learning technologies, courses on online platforms and computer learning; development of student-centered learning. When it comes to educational innovations, several trends have significantly influenced them over the past two decades, such as the use of learning strategies for mastering skills, cooperative learning, student-centered learning, online learning, and the formation of a virtual learning environment (Pulford, 2011; Valchik et al., 2007; Yalcinalp and Gulbahar, 2010). Exploring the relationship between organizational culture and the introduction of educational innovation in higher education, three typical innovative trends in teaching and learning can be identified (Chang Zhu, 2014): collaborative learning; student-centered learning and the use of educational technologies. With regard to the use of technology, two types of technology can be distinguished: e-learning and machine learning. E-learning refers to the use of an e-learning environment or course on online platforms, while collaborative learning emphasizes the use of interactive and collaborative technologies.

If we evaluate the innovativeness in the field of didactic activity, then it is quite common in universities to evaluate teachers and their courses at the end of the semester by students. Such an assessment may not always be objective, since reviews are usually left with strong dissatisfaction with the level of educational services and practically do not write when classes are conducted properly. But at the same time, its implementation is necessary to ensure a high level of educational services.

It should be noted that the formation of an innovative organizational culture can be considered a basic condition for ensuring competitiveness and effective implementation of innovative activities in educational institutions, both in the field of organizational changes and technological ones. Organizational culture stimulates innovative activity in dynamically oriented educational institutions. An innovative organizational culture is one whose core values are acceptance of the need to work

in an environment of uncertainty, collaboration, creativity, independence, and the need for achievement and self-respect. Identification, diagnosis and analysis of these characteristics of innovative organizational culture is the main condition for their correct formation. An important role in this process is played by the activities of the management team, which is to develop policies and strategies, as well as management procedures. The culture of the organization becomes a tool in the hands of managers, who, with the help of personnel management policies, can be able to influence employees in such a way as to increase the competitiveness and innovation of educational institutions. Moreover, the actions and statements of managers form a picture of the world in the minds of subordinates, and this, in turn, affects the level of innovativeness of their behavior and actions within the organization as a whole.

Also considering innovative aspects from an organizational point of view, it should be noted that in order to increase the competitiveness and innovative activity of teachers, educational institutions can use rather unpopular methods, such as, for example, temporary employment contracts that need to be renegotiated every semester or fixing in contracts the conditions for a certain number of publications per year or submitted/funded grant applications. A significant percentage of employees with temporary contracts at the university testifies to the implementation of just such a strategy. In the context of the significant impact of the socio-economic crisis on all spheres of public life, such an approach may be justified for an educational institution, as it contributes to an increase in its indicators of scientific activity. Thus, the proposed directions for changing the organizational culture to ensure the competitiveness and innovative development of educational institutions cover the main aspects of their activities in the current conditions of digitalization, globalization of the educational services market and the strengthening of the impact of the socio-economic crisis.

Thus, scientific and applied foundations for changing organizational culture were developed to ensure the competitiveness and innovative development of educational institutions, covering such aspects as the management of educational institutions, scientific and didactic activities, which, unlike other approaches, ensure

the identification of priority areas for changes in educational institutions. to improve the quality of educational services in the face of modern challenges and threats.

Chapter 3 conclusions

1. A significant number of existing threats and challenges necessitates the development and implementation of an anti-crisis strategy for educational institutions, an important element of which is the development of an organizational culture, which, in the face of a lack of financial resources, can be an important activity of educational institutions that provides the greatest efficiency at minimal cost in terms of improving quality educational process.

The activities of educational institutions in modern conditions are significantly influenced by such factors as: the COVID-19 pandemic and other epidemic threats, Russia's aggression against Ukraine, the further globalization of the educational services market, the socio-economic crisis, which is clearly evidenced by difficult-to-control inflationary processes. The intellectualization of the labor market and the expansion of opportunities for remote employment, primarily the trend of creating a "job everywhere" are also prerequisites for changing the educational services market, one of the most important issues of the effectiveness of which is to ensure compliance between educational programs and the requirements of the labor market. The proposed scientific and methodological approach to determining the factors influencing the activities of educational institutions in modern conditions allows us to assess the directions and strength of their influence for the development of an anti-crisis management strategy for educational institutions in the face of modern challenges and threats, which helps to improve the quality of educational services in the face of modern threats and challenges.

2. The anti-crisis management strategy for educational institutions should primarily take into account the impact of such factors as the global socio-economic crisis and a significant reduction in funding for educational institutions, educational

migration, etc. Their influence necessitates the search for external reserves for the development of educational institutions, attracting additional financial resources, for example, from international grant organizations.

The main elements of the Anti-Crisis Management Strategy for educational institutions can be identified as follows: development of the organizational culture of educational institutions and its adaptation to a changing external environment (increasing the level of employee involvement and their value in the organization; additional care for employees; greater attention to the psychological health of employees and the prevention of stress and professional burnout; strengthening the role of internal communications in educational institutions; improving policies and approaches to organizing remote work; expanding opportunities for learning and development; ensuring equality and an inclusive approach in personnel management; introduction of digital means of activity in organizational culture; increasing the corporate spirit, which provides for a clear definition of the goals of the educational institution and coordination of efforts to achieve it; implementation or development of the principles of corporate social responsibility; Employer brand development creation of reserve funds of educational institutions by attracting international grants; development of educational programs to increase the internationalization of educational institutions; use and development of distance learning technologies.

The advantages of the Anti-Crisis Management Strategy for Educational Institutions is that it provides for the implementation of activities that do not require significant financial resources and is more focused on the use of the existing resource support of educational institutions, the effective use of existing human, intellectual and social capital. The implementation of this Strategy may be appropriate both for educational institutions of the countries of the European Union, which, in the current socio-economic conditions, have faced not only the consequences of a long-term COVID-19 pandemic, but also the impact of crisis phenomena in the economy and, accordingly, a decrease in real incomes.

3. An important condition for the competitiveness and innovative development of educational institutions is an organizational culture focused on achieving the goals and results defined in the development strategies of universities, ensuring effective didactic and scientific activities, as well as the internationalization of educational programs. In today's digital society, educational institutions are facing rapid social, technological and economic changes. Innovation in higher education is important to improve the quality of education for new generations of students in a changing society.

Changing the organizational culture to ensure the competitiveness and innovative development of educational institutions combines the following areas: changes in the management of educational institutions (implementation of a business organization model that stimulates the desire of educational institutions for higher standards of professional business management; adaptation of educational institutions to modern challenges and threats, and as well as changes in the labor market; increasing the autonomy of university teachers in the implementation of didactic and scientific activities); changes in the field of scientific activity of educational institutions (creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research; improving the efficiency of the structural unit responsible for scientific research and publications, and for teachers – building effective cooperation with by this division; improvement of the processes of coordination, integration and management existing in educational institutions, as well as the culture and motivation of employees; formation of a culture of scientific activity of educational institutions focused on innovation); changes in the didactic activities of educational institutions (development of collaborative learning technologies focused on greater use of interactive technologies; development of e-learning technologies, courses on online platforms and computer learning; development of student-centered learning). Thus, the proposed directions for changing the organizational culture for the competitiveness and innovative development of educational institutions cover the main aspects of

their activities in the modern conditions of digitalization, globalization of the educational services market and the strengthening of the impact of the socio-economic crisis on all spheres of public life.

4. Considering the innovative aspects of the activities of educational institutions from an organizational point of view, it should be noted that in order to increase the innovative activity of teachers, universities can use rather unpopular methods, such as, for example, temporary employment contracts that need to be renegotiated every semester or fixing conditions in contracts for a certain number of publications per year submitted/funded grant applications. A significant percentage of employees with temporary contracts at the university testifies to the implementation of just such a strategy.

In the context of the significant impact of the socio-economic crisis on all spheres of public life, such an approach may be justified for an educational institution, as it contributes to an increase in its indicators of scientific activity. But at the same time, such approaches to organizing the activities of scientific and pedagogical employees are not an example of a socially responsible policy regarding personnel and in the long term can lead to significant changes in the organizational culture, strengthening its orientation towards the values of competition, worsening the moral and psychological climate in the team.

5. The formation of a culture of scientific activity of educational institutions focused on innovation is an important condition for their development in the current conditions of a gradual reduction in public funding. An effective organizational culture in this aspect should contribute to the creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research. It is important for the leadership of the faculty to organize the effective work of the structural unit responsible for scientific research and publications, and for teachers – to build effective cooperation with this unit. For many modern European universities, conducting research and attracting grants is one of the priorities, so the formation of a culture focused on innovation is a must.

6. When determining the directions of changes in the management of educational institutions, for the Anglo-American model of universities, which is becoming more widespread, it should be noted that it is quite promising to increase the autonomy of university teachers in the implementation of didactic and scientific activities. It may also be expedient to interpret the departments of the university mainly as scientific groups, without performing administrative functions by them, which can be transferred to the faculty and general university level.

In this case, the possibility of such changes is determined primarily by the scale of educational institutions. The issues of centralization or decentralization of certain functions of educational institutions are quite often the subject of discussion both at the level of the Ministries of Education of various countries, and at the level of management of individual university faculties. Striking a balance between centralization and decentralization is often a difficult task.

The main provisions of the Chapter 3 of the dissertation are reflected in the publications of the PhD-student [87; 88; 89; 157].

CONCLUSIONS

The dissertation provides a theoretical generalization and a new solution to the scientific problem, which consists in substantiating theoretical provisions and forming practical recommendations regarding the development of organizational culture in the system of higher education quality improvement. The main theoretical, methodological and practical results of the dissertation are as follows:

1. The main characteristics of organizational culture are determined, on the basis of which the author's classification of approaches to its essence in modern conditions is proposed: value-oriented approach, element-oriented approach, result-oriented approach. entity-oriented approach, person-oriented approach. Based on these approaches, an improved definition of organizational culture has been formed as a basic element of the internal environment of the organization, characterized by moral norms and values dominating in it, accepted traditions, customs and patterns of behavior, capable of integrating the achievement of the target result of the organization's activities and increasing the level of its development, which together reflect the essence and nature of the organization itself. At the same time, the main (managerial, planning, adaptive, implementation, modeling, design, communicative, integration, personnel, developing, coordinating, motivational, spiritual value, innovative) and specific functions (enlightenment and educational function, transformational function, function of the source of identity, stabilizing function) organizational culture, formed under the influence of the formation of the knowledge economy, digitalization of the economy, the COVID-19 pandemic and the war in Ukraine.

2. A model has been developed for the formation of human capital in the system of interaction with the organizational culture of an educational institution, which functions through a system of actions of situational and individual components, organizational culture tools, motivational, communication and management factors. The backbone constructs of the model are: the goals of the educational institution, organizational values, norms of behavior, traditions,

regulations and standards. The system of influence on human capital is formed from personal-cognitive, axiological, communicative-motivational and effective-behavioral components, which are characterized by special elements and relationships. The main goal of organizational culture according to this model is to ensure the self-organization of the socio-economic system by focusing on personnel.

3. The regulatory framework that ensures the functioning of higher education quality assurance systems in Austria, Bulgaria, Great Britain, Denmark, Estonia, Italy, Latvia, Lithuania, the Netherlands, Poland, Finland, France, Croatia and the Czech Republic is analyzed. This led to the conclusion that within the framework of individual countries, various national and socio-cultural contexts for the implementation of the European strategy for ensuring the quality of higher education were formed. It has been established that the quality of education is an important tool for sustainable development and ensuring the growth of the welfare of universities, which is a social institution that accumulates human capital of the highest quality. The following interrelated concepts are defined as the main elements of sustainable development of the university: the concept of a green university, the concept of a smart university, the university of a healthy lifestyle, the concept of managing social and cultural diversity, the concept of managing historical and cultural heritage. Achieving the goals of these concepts requires special attention to ensuring the quality of education as the basis for sustainable development.

4. The analysis of quantitative and qualitative methods was used as the basis for the developed theoretical and methodological approach for evaluating the organizational culture of educational institutions, which combines six stages: developing a system of indicators for evaluating the organizational culture of educational institutions, taking into account their characteristics as objects of evaluation; normalization of indicators; determination of indices for each of the three blocks of indicators and the Integral Index for Evaluating the Organizational Culture of Educational Institutions; visualization of the results of evaluation of the organizational culture of educational institutions; characterization of the organizational culture of educational institutions using qualitative and quantitative

methods that are most widely used in the scientific literature; identification of reserves for the development of organizational culture to improve the quality of higher education and development of recommendations for their implementation in today's difficult socio-economic conditions. The results of the assessment of the organizational culture of European educational institutions, conducted using this approach, indicate that most of the assessed institutions have a very high level of development of organizational culture. For several educational institutions with an average level of development of organizational culture (ISMA University of Applied Sciences and the Latvian College of Culture), reserves for its improvement were identified, primarily through the development and approval of corporate culture codes, the formation of value-oriented development strategies and improving the quality of educational services.

5. On the example of the Latvian College of Culture, which is an educational institution with an average level of development of organizational culture, a detailed description of the organizational culture was carried out using qualitative and quantitative methods, which included: survey of college staff; establishing dominant cultures in the organization; assessment of management skills and competencies for managing and changing organizational culture; As a result of this study, results were obtained that make it possible to increase the effectiveness of the strategic management of the College of Culture and develop a program for its further development.

6. As the main reserves for the development of organizational culture, ensuring an increase in the efficiency of the educational institution, the following were identified: a change in the management style in organizations to ensure a higher quality of educational services and the necessary level of academic culture of all participants in the educational process; ensuring a high level of academic integrity; increasing the level of social responsibility of educational institutions, the implementation of the values of social responsibility in their activities; increasing the efficiency of interaction with stakeholders participating in the educational community and building a monitoring system; increasing the involvement of

employees working online in the activities of an educational institution based on modern technologies of distance learning and online communication.

7. The paper proposes a scientific and methodological approach to determining the factors influencing the activities of educational institutions in modern conditions, which allows us to assess the directions and strength of their influence for the development of an anti-crisis management strategy for educational institutions in the face of modern challenges and threats. The main factors were identified: the COVID-19 pandemic and other epidemic threats, Russia's aggression against Ukraine, further globalization of the educational services market, the socio-economic crisis, the intellectualization of the labor market and the expansion of opportunities for remote employment. These factors are the basis for the classification of challenges and threats that affect the activities of educational institutions in today's difficult conditions.

8. The strategy of anti-crisis management of educational institutions includes the following elements: the development of an organizational culture and its adaptation to a changing external environment; creation of reserve funds of educational institutions by attracting international grants; development of educational programs to increase the internationalization of educational institutions; use and development of distance learning technologies. The main advantages of the strategy are its focus on saving financial resources in the implementation of activities and the use of existing resource support for educational institutions, the effective use of existing human, intellectual and social capital.

9. An organizational culture focused on achieving the goals and results defined in the development strategies of universities, ensuring effective didactic and scientific activities, as well as the internationalization of educational programs is an important condition for the competitiveness and innovative development of educational institutions. We have identified the following main areas of change in organizational culture: implementation of a business organization model that stimulates the desire of educational institutions for higher standards of professional management; adaptation of educational institutions to modern challenges and

threats, as well as changes in the labor market; increasing the autonomy of university teachers in the implementation of didactic and scientific activities; creation of an organizational environment conducive to attracting grants from national and international organizations, a culture focused on innovation and the development of scientific research; improving the efficiency of the structural unit responsible for scientific research and publications; improving the processes of coordination, integration and management existing in educational institutions, as well as the culture and motivation of employees; formation of a culture of scientific activity of educational institutions focused on innovation; development of collaborative learning technologies focused on greater use of interactive technologies; development of e-learning technologies, courses on online platforms and computer learning; development of student-centered learning.

10. Organizational culture is an effective tool for improving the competitiveness of educational institutions, the quality of educational services and ensuring their sustainable development in the long term. Building an organizational culture focused on innovation is an important task for progressive educational institutions interested in the effective formation of students' human capital by attracting additional financial resources for scientific and didactic activities.

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ANNEXES

Annex A

Table A.1

**Latvian Universities in TheTimes Higher Education World University
Rankings 2022**

Rank	University	Number of full-time students	Number of students per 1 employee	Share of foreign students, %	Share of women and men among students, %
501-600	Riga Stradiņš University	8,083	17.7	29%	73 : 27
601-800	University of Latvia	12,054	34.2	7%	70 : 30
1001-1200	Riga Technical University	10,515	32.5	18%	35 : 65
1200 +	Latvia University of Life Sciences and Technologies	3,845	23.1	3%	50 : 50

Table A.2

**Top 10 universities in Poland in TheTimes Higher Education World
University Rankings 2022**

Rank	University	Number of full-time students	Number of students per 1 employee	Share of foreign students, %	Share of women and men among students, %
1	2	3	4	5	6
501–600	Jagiellonian University, Krakow Poland	36354	10,0	11%	63 : 37
801–1000	University of Warsaw, Warsaw Poland	37541	12,1	10%	64 : 36
1001-1200	Adam Mickiewicz University, Poznań Poland	33714	19,9	4%	69 : 31
1001-1200	Gdańsk University of Technology, Gdańsk Poland	13778	18,4	5%	39 : 61
1001-1200	Medical University of Bialystok, Bialystok Poland	5284	12,7	7%	76 : 24

Continuation of table A.2

1	2	3	4	5	6
1001-1200	Medical University of Warsaw, Warsaw Poland	10221	6,8	8%	72 : 28
1001-1200	Nicolaus Copernicus University, Toruń, Poland	23157	15,3	3%	68 : 32
1001-1200	SWPS University of Social Sciences and Humanities, Warsaw Poland	13987	36,0	9%	75 : 25
1201+	AGH University of Science and Technology, Krakow Poland	21317	14,0	2%	35 : 65
1201+	Cracow University of Technology (Politechnika Krakowska), Krakow Poland	13092	12,1	2%	38 : 62

Table A.3

**Top 10 universities in Ukraine in TheTimes Higher Education World
University Rankings 2022**

Rank	University	Number of full-time students	Number of students per 1 employee	Share of foreign students, %	Share of women and men among students, %
1	2	3	4	5	6
501–600	Sumy State University, Sumy Ukraine	8472	9,7	20%	n/a
601–800	Lviv Polytechnic National University, Lviv Ukraine	21334	10,0	1%	41 : 59
1001-1200	Kharkiv National University of Radio Electronics, Kharkiv Ukraine	7670	10,9	10%	24 : 76
1201+	Ivan Franko National University of Lviv, Lviv Ukraine	18895	10,3	1%	65 : 35
1201+	National Technical University Kharkiv Polytechnic Institute, Kharkiv Ukraine	11403	8,0	10%	31 : 69

Continuation of table A.3

1	2	3	4	5	6
1201+	National Technical University of Ukraine – Igor Sikorsky Kyiv Polytechnic Institute, Kyiv Ukraine	21170	8,0	3%	30 : 70
1201+	Oles Honchar Dnipro National University, Dnipro Ukraine	9522	12,1	1%	60 : 40
1201+	Taras Shevchenko National University of Kyiv, Kyiv Ukraine	23708	10,2	5%	55 : 45
1201+	V.N. Karazin Kharkiv National University, Kharkiv Ukraine	17080	8,5	26%	55 : 45
1201+	Yuriy Fedkovych Chernivtsi National University, Chernivtsi Ukraine	11981	10,6	1%	56 : 44

Annex B**The main provisions of the "Code of Ethics for a Researcher" of the
Economic University in Poznań (UEP)**

Working and studying at UEP obliges us to adhere to high moral standards and social rules. We want students to feel proud to be graduates of a university where respect for ethical values in interpersonal relationships is considered a priority. We also want employees to feel the satisfaction of working in a friendly environment where there is an atmosphere of trust and mutual respect.” These norms denote the values of the university culture, which constitute a certain canon of the behavior of its representatives.

Good manners in UEP mean that:

- work and study at the university oblige staff and students to maintain the highest standards of social coexistence;
- teachers and students represent the University both within its walls and beyond - therefore, it is necessary to represent it with dignity;
- it is necessary to treat other people with kindness and openness;
- respect is a core value;
- every person deserves respect and decent treatment.

You must not insult him or discriminate against anyone in any form, whether written, verbal or non-verbal;

- it is important to take care of the beauty of the native language and the culture of expressing thoughts;
- it is necessary to respond to inappropriate behavior;
- it is necessary to respect one's own and other people's time;
- lies and cheating do not correspond to the dignity of people associated with the UEP;
- it is necessary to fulfill their obligations;
- UEP confirms high standards of behavior with its knowledge and manners.

The main provisions of the "Student Code of Ethics" of the Economic University in Poznań (UEP)

For students, good corporate social responsibility practices are primarily associated with the following expectations:

- conducting classes by teachers is interesting and at a high professional level;
- transfer of knowledge in a communicative and orderly form, a clear explanation of complex content;
- maintaining the sequence of the content of lectures and exercises on a given topic;
- manifestation of kindness, commitment and openness to contacts with students and the creation of a benevolent atmosphere in the classroom;
- establishment and observance of clear credit rules and fair assessment;
- not conducting political campaigning and not expressing political beliefs in the classroom;
- timely start and end of classes, arrival during working hours, informing about the absence of a teacher in the classroom and on duty;
- placement of educational materials on the Moodle platform;
- if possible, coordinating with students the dates of tests and exams and observing the deadlines for announcing the results.

Certificates on the practical value of the dissertation



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Rīgā,
2022, September 19
No 1-23/102-22

CERTIFICATE

ISMA University of Applied Sciences confirms that the scientific and methodological approach developed in the dissertation of Sandra Plota to determine the factors affecting the activities of educational institutions was used in the development of the Crisis Management Strategy, which combines the following elements:

1. development of organizational culture and its adaptation to the changing external environment;
2. creation of reserve funds by attracting international grants;
3. development of educational programs to increase the internationalization of educational institutions.

The advantages of the strategy are that it provides for the implementation of activities that do not require significant financial resources and is more focused on the use of existing resource support, the effective use of the existing human, intellectual and social capital of ISMA.

Rector




D. Djakons



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CERTIFICATE

**on the practical value of the dissertation of Sandra Plota
“DEVELOPMENT OF ORGANIZATIONAL CULTURE IN THE SYSTEM
OF HIGHER EDUCATION QUALITY IMPROVEMENT”**

The theoretical and methodological approach proposed in the work for evaluating the organizational culture of educational institutions was used by the “Pētniecības centrs SEMS” to determine the development indices of organizational culture in three blocks of indicators and the Integral Index of Organizational Culture. With the participation of the author of the work, the visualization of the results of the assessment of organizational culture was carried out, the organizational culture of the “Pētniecības centrs SEMS” was characterized using qualitative and quantitative methods, the reserves for the development of organizational culture were identified to improve the quality of education, recommendations for their implementation in the existing socio-economic conditions were developed and are already being implemented.

Kaspars Kikste,
Dr.oec candidate, Mg.iur,
retired Army Captain

CEO, Cofounder/Member of the Board

A large, stylized handwritten signature in blue ink, written over the typed name and title of Kaspars Kikste.





УКРАЇНА

ЧЕРНІГІВСЬКА ОБЛАСНА ДЕРЖАВНА АДМІНІСТРАЦІЯ

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На № _____ від _____

Спеціалізованій вченій раді за місцем
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Сандри ПЛОТА

ДОВІДКА

про впровадження результатів наукового дослідження

Сандри Плото

на тему «Розвиток організаційної культури у системі підвищення якості
вищої освіти»

Дослідження С. Плото на тему «Розвиток організаційної культури у системі підвищення якості вищої освіти» є особливо актуальним, оскільки організація якісного освітнього процесу та забезпечення його безперервності в сучасних умовах карантинних обмежень і повномасштабної війни росії проти України практично неможливе без інтеграції в освітній простір принципів організаційної культури. Повоєнне відновлення вищої освіти України та забезпечення її високої конкурентоспроможності на міжнародній арені потребує реалізації комплексу заходів з підвищення якості освітніх послуг, що значною мірою визначається рівнем розвиненості організаційної культури університетів. Це, зокрема, актуально для закладів вищої освіти прикордонних регіонів, які зазнали значних руйнувань і пошкоджень під час бойових дій.

У ході дослідження сформульовано напрями щодо зміни організаційної культури для забезпечення конкурентоспроможності та інноваційного розвитку освітніх закладів, що поєднують зміни у сфері управління освітніми установами, наукової та дидактичної діяльності. Запропоновані у дисертації напрями трансформації охоплюють основні аспекти діяльності освітніх установ в умовах цифровізації, глобалізації ринку освітніх послуг та посилення впливу соціально-економічної кризи на всі сфери суспільного життя.

Окреслені результати мають прикладну цінність та можуть бути використані в практичній діяльності Управління освіти і науки Чернігівської обласної державної адміністрації при стратегуванні розвитку освітньої системи регіону в умовах сучасних соціально-економічних і геополітичних викликів.

Начальник

Тетяна Давидова 95.21.64



Юрій МУЗИКА

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На № _____ від _____

ДОВІДКА

про впровадження результатів дисертаційної роботи
Сандри Плоти на тему «Розвиток організаційної культури у системі
підвищення якості вищої освіти»

Окремі результати дисертації С. Плоти у напрямі проведення дослідження сутності, функцій, значення організаційної культури для становлення економіки знань, а також обґрунтування характеру й особливостей організаційної культури у сфері формування людського капіталу (авторські інформаційно-аналітичні розробки, теоретичні концепції, аналітичні матеріали, методичні підходи до оцінки організаційної культури) використовуються у навчально-методичному забезпеченні викладання дисципліни «Організація бізнесу» у Національному університеті «Чернігівська політехніка», зокрема в темах:

Тема 2 «Тема 2. Організаційні основи бізнесу в Україні» (змістовий модуль 1);

Тема 8 «Менеджмент в підприємницькій діяльності» (змістовий модуль 2).

Проректор з науково-педагогічної роботи
та соціального розвитку



[Handwritten signature] О. Є. Мельник

LIST OF PUBLICATIONS ON THE DISSERTATION TOPIC

Scientific works in which the main research results of the dissertation are published

*Articles in scientific and professional journals of Ukraine and other countries,
which are included in the international scientometric databases:*

1. Plota, S. (2021) Evaluation of the Organizational Culture of European Education Institutions. *Вісник Львівського університету. Серія економічна*, 61, P. 282-293. ISSN: 2078-6115. Retrieved from: <http://publications.lnu.edu.ua/bulletins/index.php/economics/issue/viewIssue/480/48> (0.83 printed sheets) [international scientometric databases: Index Copernicus, etc.]
2. Маргасова В., **Плота С.** (2022) Перспективні напрями трансформації організаційної культури закладів вищої освіти. *Проблеми і перспективи економіки та управління*. № 2(30). С. 7-19. Retrieved from: <http://ppeu.stu.cn.ua/article/view/271158> (0.89 printed sheets). [international scientometric databases: Index Copernicus, etc.] *Personal contribution of the applicant – identified directions of transformations in organizational culture to ensure competitiveness and innovative development of educational institutions (0.78 printed sheets).*
3. Senka, G., **Plota, S.**, Monova-Zheleva, M., Zhelev, Y., Luchev, D., Paneva-Marinova, D. (2016). Technology-enhanced Teaching of Exact Science through Art. *Cultural and Historical Heritage: Preservation, Presentation, Digitalization (KIN Journal)*, 2(1). ISSN 2367-8038, Institute of Mathematics and Informatics – Bulgarian Academy of Sciences, 75–79. Retrieved from: <http://www.math.bas.bg/vt/kin/paper.php?v=2&i=1&p=8&l=en> (0.6 printed sheets). [international scientometric databases: ERIH PLUS, EBSCO, Directory of Open Access Journals (DOAJ), Crossref, Directory of Research Journals Indexing (DRJI), etc.] *Personal contribution of the applicant – identified virtual components*

and target groups within the authors' approach to technology-enhanced teaching of exact science through art. (0.18 printed sheets).

4. Plota, S. (2018) The Relationship between the Management System and Organizational Culture in the Latvian College of Culture – Efficiency of the Organizational Culture from Entrepreneurship Type. *International Journal of Innovative Technologies in Economy. ROST (Dubai)*, 5 (17), Vol. 1, 14-18. p-ISSN: 2412-8368, e-ISSN: 2414-1305. Retrieved from: <https://rsglobal.pl/index.php/ijite/article/view/722/706> (0.6 printed sheets). [international scientometric databases: *Directory of Research Journals Indexing, Directory of Open Access Journals, EBSCO host, Index Copernicus, Publons, etc.*]

5. Pilege, E., **Plota, S.**, Pilegis, G., Zivitere, M. (2021) ACT Digital: The Strategic Role of Analytics, Creativity and Technologies for Cultural and Creative Sector and Education. *Digital Presentation and Preservation of Cultural and Scientific Heritage*, 11, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS, p. 135-149. ISSN: 1314-4006, eISSN: 2535-0366. Retrieved from: <https://dipp.math.bas.bg/dipp/article/view/dipp.2021.11.12/pdf> (1.7 printed sheets). [international scientometric databases: **SCOPUS**, *Index Copernicus, Directory of Open Access Scholarly Resources, etc.*] *Personal contribution of the applicant – specified the role of the creative and cultural sector and higher education in the digital age* (0.8 printed sheets).

6. Plota, S. (2021). Reserves for the Development of Organizational Culture in the Context of Improving the Effectiveness of the Educational Institution. *Economics & Education*, 6(4), 6-11. ISSN (Print): 2500-946X, ISSN (Online): 2592-8236. Retrieved from: <http://www.baltijapublishing.lv/index.php/econedu/article/view/1584> (0.7 printed sheets). [international scientometric databases: *Index Copernicus, Ulrichsweb, ResearchBib, Open Academic Journals Index (OAJI), etc.*]

7. Pilege, E., **Plota, S.**, Pilegis, G., Zivitere, M., Luchev, D., Goynov, M. (2022) The Role of the Digital Environment in the Context of Cultural Rights. *Digital Presentation and Preservation of Cultural and Scientific Heritage*, Vol. 12, Sofia,

Bulgaria: Institute of Mathematics and Informatics – BAS, 2022, p. 111-119. ISSN: 1314-4006, eISSN: 2535-0366. Retrieved from: <https://dipp.math.bas.bg/dipp/article/view/dipp.2022.12.8/pdf> (1.0 printed sheets). [international scientometric databases: SCOPUS, Index Copernicus, Directory of Open Access Scholarly Resources, etc.] Personal contribution of the applicant – analyzed the role of the digital environment in the development of inclusive cultural-educational ecosystem. (0.44 printed sheets).

Scientific works of approbation nature::

8. **Plota, S.,** Pilege, E. (2018) Challenges and Opportunities for Creative Industries in Age of Data Economics. *Digital Presentation and Preservation of Cultural and Scientific Heritage*, 8, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS, p. 93-98. Retrieved from: https://dipp.math.bas.bg/images/2018/093-098_6_16-iDiPP2018-29.pdf (0.7 printed sheets). [international scientometric databases: SCOPUS, etc.] Personal contribution of the applicant – characterized the Latvian Colleges of Culture project “Data design training programme” that is aimed to overcome the problem with lack of professionals of specialists in business data visualization. (0.31 printed sheets).

9. Pilege, E., **Plota, S.,** Pilegis, G. (2020) Impact of Digital Technologies on Development of Creative Industries. *Digital Presentation and Preservation of Cultural and Scientific Heritage*, Vol. 10, Sofia, Bulgaria: Institute of Mathematics and Informatics – BAS, p. 159-172. Retrieved from: <https://dipp.math.bas.bg/dipp/article/view/dipp.2020.10.11/pdf> (1.6 printed sheets). [international scientometric databases: SCOPUS, etc.] Personal contribution of the applicant – described the cultural sector and digitization in Latvia during the COVID-19 pandemic. (0.42 printed sheets).

10. Plota, S. (2022) Development of the Organizational Culture of Educational Institutions in Conditions of Modern Challenges. *Information Technologies, Management and Society*. The 20th International Scientific

Conference Information Technologies and Management 2022, April 21-22, Riga,
2022. – 113 p. Retrieved from:
https://www.ismaitm.lv/images/Files/Theses/2022/04_PM/16_ITM2022_Plota.pdf
(0.2 *printed sheets*).