

Innovative Approaches to Development of Human Potential in Modern Public Administration

Inna Semenets-Orlova*, Roman Shevchuk, Bohdan Plish, Inna Grydiushko and Kateryna Maistrenko

Interregional Academy of Personnel Management, Frometivska, 2, Kyiv, Ukraine, Symu State Pedagogical University Named After A.S. Makarenko, Romenska, Sumy, Ukraine

*Corresponding author: innaorlova@ukr.net (ORCID ID: 0000-0001-9227-7426)

Received: 20-06-2022

Revised: 18-09-2022

Accepted: 05-10-2022

ABSTRACT

In this work the problem of developing organizational leadership during the period of the pandemic of coronavirus infection is reactualized. It was noted that the circumstances forced to shift the work of organizations into a virtual context led to new challenges and increased decentralization trends in management, the need for collective leadership. Also, such a context led to new requirements for the leaders of organizations, in particular, strengthening the level of its emotional intelligence - for a flexible response to an emergency and managing the growing emotions of anxiety of workers. On the example of the case of the educational organization, numerical indicators of emotional intelligence levels among managers and key characteristics were measured, in which the emotional literacy of the leader during the crisis period is manifested. It was concluded that the scope of the virtual reality of the activities of organizations will be expanded, and it will ensure the efficiency provided organizational leadership is developed. Organizational leadership requires a balance between EQ and IQ.

HIGHLIGHTS

- ① In this work the problem of developing organizational leadership during the period of the pandemic of coronavirus infection is reactualized.
- ② The scope of the virtual reality of the activities of organizations will be expanded, and it will ensure the efficiency provided organizational leadership is developed.
- ③ Organizational leadership requires a balance between EQ and IQ.

Keywords: Public management, human potential, public health, educational changes, mediation, public organizations

In the context of the pandemic of coronavirus infection, most organizations in the public and private spheres have moved to work in a remote format.

Digital technologies are changing the nature of leadership, as unified communication tools form virtual collaboration, mixing several multimedia modes in one environment. So, each member of the organization can take part in the management of the company, conducting business interactions with colleagues, customers and partners. It updates the problem of organizational leadership and its development. In these virtual settings, which make

us more vulnerable and make it difficult to plan carefully and high results efficiency, "soft skills," emotional intelligence become especially important for managing modern remote meetings. After all, in such conditions, we do not sit in the same room, so nonverbal clues, such as body language are not visible with all our might.

How to cite this article: Semenets-Orlova, I., Shevchuk, R., Plish, B., Grydiushko, I. and Maistrenko, K. (2022). Innovative Approaches to Development of Human Potential in Modern Public Administration. *Econ. Aff.*, 67(04s): 915-926.

Source of Support: None; **Conflict of Interest:** None



In this work, we will highlight the main factors of organizational (collective) leadership, in particular, we will stop the significant role of the emotional intelligence of managers.

The situation of the spread of coronavirus infection actualized the need to work qualitatively in a remote format. It has become a contributing factor in the development of organizational leadership. Technologies have significantly reduced dependence on centralization. In the case of interpersonal relations such as education and the importance of effective interpersonal interaction to ensure the provision of quality educational services, emotional leadership has become increasingly important meaning for the institution's organizational ability not to lose a client in a crisis. As a result, during the Covid-19 period, managers turned out to be the most successful – with developed EQ, and, therefore, stressful and harmoniously sensible.

Literature Review

The problem of human potential development is related to the development of education and educational institutions. In the era of education reform, the development of an educational organization is impossible without effective management activities, therefore the importance of leadership in educational organizations is an urgent issue today. The analysis of the literature shows that the problem of the activities of organizations found a certain reflection in the works of foreign authors (Mayer-Pesti, Hofmani, 2005; Albert, Khedouri, 2013; Rosenshtil, Molt, Rüttinger, 2014; Drenth, Drucker, 2001, etc.). In these works, the essence of organizations, their structure, main processes and performance results are revealed, the peculiarities of the behavior of personnel in the organization and approaches to personnel management are highlighted, the methods of diagnosis and development of the organization are defined, etc.

As the researchers note, in pragmatic perception and use, the term "organization" provides a reflection of common ideas about the forms, structures, sequences and constructions of any material and intellectual, objective and subjective, and in the real world - mixed processes and systems. It is also indicated that in the human mind, the organization is associated with important forms and images

through which people daily and directly perceive the surrounding world, evaluate it and influence it; it is directly related to the formation, functioning, development, reflection and presentation of everything that in one way or another surrounds a person and directly constitutes his life activity. At the same time, supporters of a pragmatic approach to the definition of the concept of organization quite convincingly substantiate the applied understanding and manifestation of its essence. From these positions, the organization inevitably acquires and develops its practical significance primarily as a tool for building a purposeful process of human labor activity. In this context, it can be defined as a type of social system, the association of people to achieve common goals, acting on the basis of certain principles and rules.

As for the traditional approaches to the study of the organization, they include the following: structural, functional, and structural-functional. To ensure the operation of the main elements and the relationships between them in the organization, a structural approach is used, which involves the use of division of labor, coverage of control and decentralization. R. Blau, W. Scott (Blau, Scott, 2003) emphasize that the organization has a specific formalized structure. In this definition, the authors emphasize the orderliness of activities, which implies the need for formal coordination of the interaction of employees, namely, how tasks should be distributed, what should be the subordination, what formal coordinating mechanisms and models of interaction should be. The main components of the structure of any organization, according to the approach of M. Mescon, M. Albert, F. Hedouri (Mescon, Albert, Hedouri, 2013), are the following: goals and tasks for the solution of which the organization is created and exists; people included in this organization; management that forms, mobilizes and moves the potential of the organization to achieve the goals set for it. R. Likert (Likert, 2003) suggests that an organization that prompts a leader to focus on creating an effective work group with high-performance goals is more effective than an organization that has many structural dimensions. As a result, it can be argued that the more vertical levels in the management hierarchy there are in the organization, the more structural subdivisions it has, which can complicate

the process of coordinating people's activities in the organization. The functional approach is based on a comprehensive study of the main functions (qualities, properties) of the management system, the coordinated use of which contributes to the achievement of tactical and strategic goals of organizations.

Thus, M. Mescona, M. Alberta, F. Hedouri (Mescon, Albert, Hedouri, 2013) define an organization as a group of people whose activities are consciously coordinated to achieve a common goal or goals. The authors point out that the following are the key features of the organization: its group nature; the presence of a general organizational goal; collective nature of activity and certain coordinating management. From this point of view, a goal is put forward in the center, the achievement of which is the result of the activity of the organization as a target social system. However, to obtain this result, people need to unite, and the process of achieving the goal needs to be managed.

Ch. Barnard (Barnard, 2009) defines the organization as a type of cooperation of people, which differs from other social groups in consciousness, predictability and purposefulness. In his understanding, an organization is a system of coordinated actions, the purpose of which is to enable individuals to achieve results that they could never achieve alone. To the above-mentioned key features of the organization, such as purpose, group character and cooperation, awareness and predictability are added here, which are ensured not only by clear regulation, division of functions and tasks, hierarchy, management, but also by management leadership and a developed system of formal and informal communications. In the process of the structural-functional approach, the social functions of organizations are investigated, and the purpose of the organization is interpreted as serving a wide social group.

According to the mentioned approach, R. Daft (Daft, 2007) defines an organization as a social entity that has a specially created structure and whose activity is subordinated to a specific goal. The wording "social entity" means that the organization consists of two or more people. The presence of a specially created structure means that the tasks and responsibility for their implementation are distributed among the members of the organization. Subordination to the goal means

that the organization must bring a certain result (profit, increase in income of the members of the organization, satisfaction of spiritual or social needs, etc.). L. Rosenstil, V. Molt, B. Rüttinger (Rosenstil, Molt, Rüttinger, 2014), considering the organization as a formalized structure that arose as a result of the organization of human activity, emphasize that the organization is a system that exists for a long time, pursues specific goals, consists of people (or groups), and is also a social institution; has a certain structure, is characterized by the division of labor and responsibility. Organizational processes contain a social essence, and the interaction of group members must be balanced and allow for the need for coordination.

In this context, organizations are considered as a continuous and active process of mutual adaptation of the person, the organization and the extra-organizational environment, and not a one-sided process of adaptation of the organization to the environment. At the same time, it is important to take into account such a position of the theory of open systems as throughput, which is understood as the processing of "production" signals to achieve a certain result, as well as the positions of the resource approach, on the basis of which it is worth using resource models of the organization, the key category of which is the psychological content (idea) of the organization's product, and which can be classified based on the use of the following criteria: product complexity/simplicity and the way the organization depends/autonomy on external resources (reproduction/borrowing) (Koval *et al.* 2021; Zinovieva, *et al.* 2021).

The humanistic approach defines management as a partnership, dialogic interaction and involves understanding and taking into account by the manager in the process of this interaction the individual and psychological characteristics of the staff. In order for the organization to survive and prosper in market conditions, it is necessary to ensure its constant development, quickly respond to changes and flexibly adapt to external challenges. And this implies the constant updating of the skills and knowledge of the staff, flexibility and the ability to transform, in particular, to change the external conditions and strategic goals of the organization. In addition, the 2019 Global Report (GRALE 4) notes that sustainable development is impossible without

universal access to adult learning and education for all working-age populations. In this context, such an approach to the analysis of organizations as the analysis of “learning organizations” (“Learning Organizations”) (Pedler, Burgoin, Boydell, 2005) becomes relevant.

According to N. Kipen (Kipen, 2008), a “learning organization” is an organizational system that functions on the basis of the following provisions: dynamism of the organization’s work principles; group form of work organization as a leading form of interaction; active involvement of employees in the decision-making process and improvement of intra-organizational communications; 4) targeting of activities on the growth of corporate knowledge. P. Senje (Senje, 2003) describes a “learning organization” as one in which employees continuously expand their capabilities, which helps them achieve the necessary results, where new ways of thinking are developed, collective aspirations are freely shared and employees are constantly learning how to carry out joint training. Such organizations have the following characteristics: strategic thinking and vision of the future; development of a strong corporate culture; the practice of empowering employees; flat (horizontal) management structure; teamwork and free exchange of information.

According to R. Mulford, W. Silja, Y. Claudia, S. Zarins (Mulford, Silja, Claudia, Zarins, 2002), “learning organizations” are characterized by the following features: they use methods of scanning the external and internal environment; adjust the development goals, which the whole team professes and spreads; create common learning and teaching environments, integration of science and education; encourage initiative and risk-taking; regularly review all aspects affecting the organization’s work; recognize and motivate quality work.

We also emphasize that such innovative approaches to the study of organizations and management styles of their managers, as situational and organizational-psychological, will be considered by us in the next subsection, etc. In addition, the above-considered approaches to the essence of organizations make it possible to talk about two main aspects in the analysis of public organizations. First, the organization is considered as a system with an ordered internal structure that combines elements, various connections between them and human

relations, which are the object of management by the manager. Purposefulness of functioning and development is characteristic of such an organization.

Secondly, the organization is understood as a set of purposeful actions that lead to the formation of the necessary connections. Establishing quantitative and qualitative spatio-temporal connections is the essence of organization as a process. It is clear that the main subject of defining and establishing such connections in accordance with specific ideas about the necessary order becomes a person who adds his subjective, intellectual principle to them. It should be noted that all these approaches indicate that the organization can be defined as the internal orderliness, interaction, and coherence of the differentiated and autonomous parts of the whole; a set of processes or actions leading to the formation and improvement of relationships between parts of the whole; association of people who jointly realize a certain goal and act on the basis of certain principles and rules. In the context of the problem of our research, on the basis of the above-mentioned approaches, it is appropriate to consider that the organization is an open, structured, social entity that satisfies the needs of both society and the individual, and its activity is subordinated to a specific goal.

Next, we will consider the internal and external environment of the organization in more detail. The integrity and viability of the organization as an open system is ensured thanks to the elements from which it is formed. The totality of these elements constitutes the internal environment of the organization. Its design and creation takes place taking into account the specifics of the organization’s activities, the circle of consumers, market conditions, business conditions, etc. In the process of forming the internal environment of the organization, the management system must ensure that the characteristics of its most important components match the conditions of the external environment in which the organization functions. Its internal environment is formed by the manager in accordance with his ideas about which elements will ensure the effective operation and development of the organization. There are different approaches to structuring the internal environment of organizations.

Mescon, M. Albert, F. Hedouri (Mescon, Albert, Hedouri, 2013) distinguish five components of the organization's internal environment: goals, structure, tasks, technology, and personnel. So, based on the presented approach and on our own understanding, we define the internal environment of the organization as a set of system components and relationships between them, which are systematically subject to control by the manager and determine the level of the organization's efficiency in accordance with modern trends of socio-economic development. However, the success of the organization's activities also depends on the external environment, which directly or indirectly affects its activities, complicating the work or opening up new opportunities for it. According to R. Hall (Hall, 2001), the external environment creates competition and other sources of pressure, as well as forms new opportunities for the organization and is a source of resources that the organization needs, and at the same time a recipient of the results of the organization's activities. Organizations must interact with the external environment in order to obtain resources and find consumers for their products. Dependence on the external environment, which is constantly changing and beyond the manager's control, is the main reason why there are no absolute rules in management. For the effective functioning and development of the organization, the manager must comprehensively and carefully analyze the nature of the influence of external factors on the organization, which will enable management decisions to be made that will improve the competitive position of the organization.

Bell singled out the main factors influencing the organization of the external environment, such as: consumers, competitors, government agencies, suppliers, financial organizations and sources of labor resources, relevant to the operations of the organization, which directly affect the functioning of the organization. The key to the successful operation of an organization is its ability to change in accordance with changing market conditions. The development of the organization is possible through the introduction of advanced innovative technologies and the formation of a new organizational model of management. At the same time, V. Kremen (Kremen, 2020) notes that innovation is a special phenomenon that requires attention and a careful

attitude towards it. In general, the innovativeness of the subject can be considered as the ability at the cognitive and behavioral level to ensure perception, possible refinement and implementation of new and original ideas. The introduction of innovations in the organization is always associated with certain difficulties that affect the activities of its employees.

R. Daft (Daft, 2007) distinguishes such external driving forces of innovative changes in the organization as consumers, competitors, technologies, the national economy, the international sphere, etc. In general, it should be said that at the current stage of the organization's development, it is necessary to ensure its harmonious interaction with both the external and internal environment. In general, it should be said that at the current stage of the organization's development, it is necessary to ensure its harmonious interaction with both the external and internal environment. Now we will consider the role of organizations in the vital activities of society and the individual. Researchers note a wide range of tasks that are solved with the help of organizations. Let us outline a number of important tasks that are reflected in these works and are essential for our research. First, let us note that organizations allow society to achieve goals that individuals cannot achieve if they act alone. Secondly, organizations act as a social institution that arose as a result of the need to organize joint activities of people. Thirdly, organizations play a significant role in the activities of people, communities and society, but the influence of organizations on them can be both positive and negative, which depends primarily on the purpose of activity, values and social responsibility of the subjects of their activity.

According to some authors, transformational leadership itself in its characteristics optimally meets the requirements for leaders in knowledge companies (Dobbs & Walker, 2010). Transformational leaders influence the basic attitudes and values of employees of organizations, creating a coherent image of the picture of reality, that allows to achieve successfully organizational goals. Researchers believe that, as a rule, this leadership style provides greater performance compared to transactional leadership (Vecchio, Bullis & Brazil, 2006, 408).

Table 1: Approaches to defining organizational leadership (definitions)

Year of the concept definition	Definition of the concept organizational leadership	Author of the concept
1994	Business relationships that cannot be controlled by formal systems but require a tight interpersonal network	Kanter Rosabeth Moss (Kanter, 2003)
1994	Collaboration in a team where leaders can protect the process, facilitate interaction and patiently fight high levels of frustration	David D. Chrislip (Chrislip, 2002)
2008	Distribution system of results of the activity through borders between different organizations based on trust and partnership	David Archer and Alex Cameron (Archer & Cameron, 2008)
2009	These are focused relationships in which all parties strategically decide to cooperate to achieve common results, with communication, partnership, joint engagement and democratic persuasion as the main resources	Hank Rubin (Rubin, 2009)
2013	The ability of leaders to participate, collaborate with business, government and the social sector that ensures effective management of limited resources through the adoption of intelligent networking and intelligent urbanization technologies	Nick Lovegrove and Matthew Thomas (Lovegrove & Matthew, 2013)
2015	An active combination of individual leadership abilities which manifests itself at the behavioral level in the group. This is an operational partnership for coaching teams	Martin Echavarria (Echavarria, 2015)
2016	The process of engaging collective intelligence to achieve results over organizational boundaries when conventional controls are lacking	Johan Amborg (Amborg, 2016)
2017	Process of harmonizing the objectives of a number of different stakeholders and harmonizing integration between and over organizations to achieve them	Leonard Brock (Brock, 2017)

A number of modern foreign scientists derive new theories of leadership from the concept of transformative leadership. Transformational leadership can be defined as an important phenomenon of a knowledge society and economies built on knowledge/knowledge creation organizations (knowledge-creating company) (Barkhordari, Fattahi & Azimi, 2018) and intensively use them (knowledge-intensive firm) (Rylander & Peppard, 2005).

Generalization of the main statements

Organizational leadership forms the so-called collective intelligence to achieve results across organizational boundaries and is an increasingly important source of competitive advantage in modern business environments which are focused on team and partnership. Organizational leadership involves the developed capacity of leaders to build

dynamic networks, and then increasingly requires the creation of collaborative cultures for usage the knowledge and expertise of all stakeholders for innovation and their effective collaboration (Fischer, 2016).

To determine the levels of expression of the leadership type, the managers used the questionnaire “Are you a leader or a manager?” (Fetiskin, 2005). The study was conducted in 2019 on the basis of educational institutions from five regions of Ukraine. 253 heads of educational institutions attended the survey.

The results of the study showed that the bulk of managers have an average level of severity of the leadership type (43%). The low level of severity of the leadership type is typical for 38%. 19% showed a high degree of expression (Fig. 1). They are characterized by seeing the situation as a whole, the ability to manage subordinates, the ability to motivate and convince others.

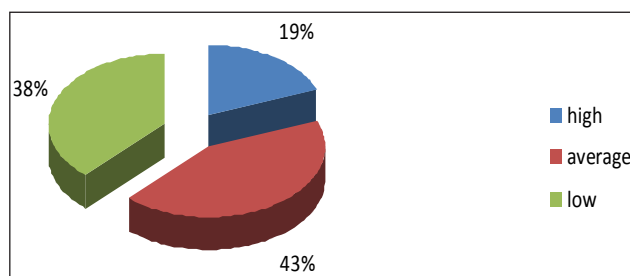


Fig. 1: Levels of leadership type of managers

When change becomes the only possible stability, flexibility becomes an important organizational characteristic. Very conditionally, all processes in the company can be divided into two profiles. In English sources, they are called “run” (in this case, it is appropriate to translate this word as “exploitation”) and “change” (“changes”). Most employees today hone their competencies in the first place: they become good performers, and then managers who work within the framework of established processes. The problem, especially in large companies is that there is a serious imbalance between these two functions. It is clear that people of the “run” profile are very valuable to the company. However, in order to provide flexibility, it is necessary systematically to increase the share of employees of the “change” profile those who will understand in time when it is time to change, bring fresh ideas and develop new models. “People-changes” often cannot manage stable, well-tuned processes, so it’s about balance, not substitution. There are also situations when you do not need to try to “rebuild” good managers: it is better to attract young specialists to the processes of change, or find in your team those who will be interested at first.

According to Braja Deepon Roy, organizational leadership is a managerial approach in which managers help set the strategic goals of the organization while inspiring people in society to fulfill the task to effectively achieve these goals (Roy, 2020).

Based on the responses, characterizing the degree of respondents’ agreement with the proposed statements, indicators of the level of emotional intelligence and its components were calculated. 98 heads of educational institutions took part in the survey in Ukraine in 2019.

The results showed that 72% of managers possess low levels of emotional intelligence, 22% - average

levels and only 6% have high levels of emotional intelligence (Fig. 2)

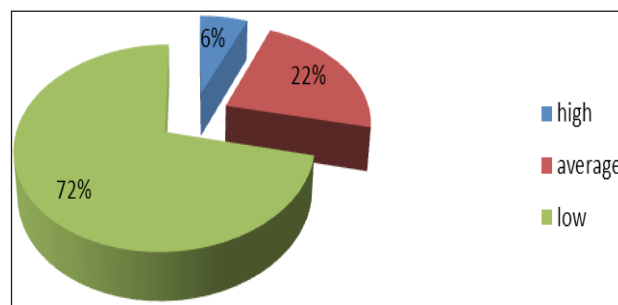


Fig. 2: General indicator of the level of managers’ emotional intelligence

Development stages of managers’ emotional intelligence are presented below (Fig. 3). The first parameter is empathy, that is understanding other people’s emotions and support them. Empathy helps to identify employees’s problems and solve them by satisfying their needs. The average level of Empathy is typical for 44.4% of managers, low - for 35.5% and high - for only 20.1%.

Sustainable development of the organizations demands the planned changes (Kanter, 1999). Fundamental educational changes include reorganizations in the educational ideas, norms, organizational mechanisms and a framework which constitute education as social institute. When such changes happen, there can be new educational institutions for addition or replacement of the existing institutions. Assuming as a basis the adduced arguments, managements of educational changes can be determined as a type of social management. In the system of scientific knowledge of management of changes is a part of the theory of the organization, from the middle of the 20th century it was issued in independent branch of knowledge and has the expressed applied character.

Management of changes as an instrument of organizational development

Organizational development is value-oriented process of a self-assessment and introduction of the planned changes according to strategic objectives and operational tasks (Kezar, 2001). Management of changes is one of the instruments of organizational development. The method of management of projects is widespread means in practice of management of educational changes.

Resistance to educational changes more results arises from an organizational context in which there is a change, that is (micro political) forces in system. From here, the integral component of governance process by educational changes is providing and analytical maintenance of organizational readiness (at the level of both system, and separate institutions, their groups) to introduction of innovations (Semenets-Orlova, 2018). And resistance to changes at the individual and organizational levels can coexist and define requirement of special instruments of management of force fields of support and resistance to changes in various contexts (Koch, 2004).

If you want employees to learn quickly and efficiently in accordance with the demands of the modern dynamic world, offer them informal corporate programs of professional improvement. These programs have the appearance of comfortable “educational leisure” events, where university staff could periodically meet in small groups (up to 40 people) and study, solving theoretical or practical problems in joint activity – lecturers, administration, sometimes students.

Lecturers are well motivated through internal factors. Consequently, periodic surveys of their opinion, the implementation of programs to support their professionalism in introducing educational changes in accordance with the vision of lecturers, the organization of their training in accordance with the content of relevant reforms, transformations in society, fair recognition by the leadership of lecturers of their achievements and student preferences - will become effective tools for motivating the lecturer to work effectively and constantly self-development.

The largest resource of an innovative university is a creative and initiative lecturer, optimistic and ready to experiment, collaborate with others and share new created knowledge. Such a lecturer will not appear by himself. Only the leadership influence of the university administration will support the motivation of the lecturer at a high level. The main obstacle to supporting such motivation of teaching staff is still fear of change and educational reforms, fear of being untenable to work in the new conditions. In this context, systematic work on organizational training of lecturers will be more and more in demand at a modern university (Kotter, 1996).

Solving the problems of modern education (in particular, optimizing the educational process in higher education institutions) puts forward qualitatively new requirements for technologies for managing human resources in universities. Higher education undergoes a stage of systemic changes, and change is always a learning process (Kotter, 1996). This problem is also very important for any modern employer, since solving the issue of lack of personnel and training of qualified future personnel begins just with quality education.

Introducing the idea of modernization is not so easy, especially for a state institution. Taking on this difficult task, the manager should remember that it is always based on the introduction of a new management ethics. To introduce the idea of modernizing education management provides for the introduction of a new ethics of management based on the principles: mutual respect, positive motivation, a positive moral and psychological climate, a developed organizational culture of the institution (Leithwood & Poplin, 1992).

From the point of view of innovative practices, it is precisely such approaches – and not policy guidelines that will truly optimize all the components of the process: plans, programs, projects, solutions and reach a completely different quality of management than what we are used to when we say the phrase “personnel management at a university.”

Innovative approaches to organizational learning through the joint work of lecturers, students, management and other staff are increasingly seen as part of *the concept of its organizational development*.

Organizational development programs help to unleash the leadership potential of the university due to the development of the ability of its staff to respond to changes in society and adjust their goals, structure and activities accordingly:

- ♦ they begin with the processes of self-assessment and change planning;
- ♦ on the basis of an assessment of the organization’s capacity, previous development programmes and plans are being developed or updated;
- ♦ further activities are carried out directly to fulfill operational tasks of development.

In 2018, the Center for Organizational Development and Leadership was created in the structure of the Institute of Emerging Technologies and

Leadership of the National Aviation University (NAU). The latter identified the following three global perspectives:

1. **Continuous monitoring of NAU potential** through the following diagnostic measures:
 - ♦ sociological surveys of lecturers, other employees and students;
 - ♦ work of focus groups and expert interviews;
 - ♦ measurement and analysis of the current educational needs of students and the needs of corporate professional development programs of lecturers and other employees;
 - ♦ definition and understanding of joint solution of problems of educational process in a university.
2. **Implementation of organizational training:**
 - ♦ organization, on the basis of operational requests of the NAU community, of programs to improve the competencies of lecturers and students (in the form of short-term seminars on relevant educational and popular science topics);
 - ♦ conducting professional discussions on relevant topics of the development of science and education, open to the scientific community and the educational community of the city.
3. **Development of organizational culture:** the offer on a systematic basis of informal events of educational leisure for employees and students of NAU for development of command spirit and the practician of the general (design) activity (for example, “not conferences”, workshops, a hackathon and other interactive events of a flexible, dynamic format). This method helps to build the corporate culture of the university and share the results of training on the basis of cooperation, mutual support, encouraging joint experimental work, motivating constant innovative scientific research, honest discussions.

We see the main challenge in the Centre’s activities is to support continuous institutional improvement through the development of organizational learning through the joint work of all participants in the educational process.

As a result, the knowledge management system at the university is significantly improved:

- ♦ the mission of the educational institution is carried out in a quality manner (and its implementation is monitored);
- ♦ feedback “student-lecturer-administration” is being built;
- ♦ cooperation between lecturers of various departments, institutes and faculties is strengthened;
- ♦ the psychological climate and the external environment around the educational process are improving, employees receive more decision-making powers, actively assess and accept risks, respectively, they are open to change.

Such approaches illustrate one of the procedural ways of introducing the concept of a “learning organization” (according to the theory of Peter Senge), as well as developing the internal environment of the university based on a culture of trust, cooperation and integrity.

Organizational development, leadership and values

Organizational development is a change in all components of the organization so that it is more responsive to the demands of a changing external environment and has the task of enhancing its internal capacity to solve existing problems.

Organizational development involves the mandatory intervention of the “change agent” (leader) in the process of changing the organization.

This intervention has to be accurately tied to strategic objectives and tasks and to include a certain methodology and approaches:

- ♦ strategic planning and organizational design;
- ♦ performance management
- ♦ coaching;
- ♦ diversity and work-life balance.

Organizational development is a value-based process of self-evaluation and planned changes. They include specific policies and technologies aimed at enhancing the overall effectiveness of the organizational system). At the same time, attention is focused on lecturers and students as the main source of achieving results, and not on some

external technical means (which are also needed and useful, but are not the main).

Organizational values work only when they are sincerely shared by all members of the university community (*shared values*). Values should be perceived as fateful both for the university itself and for the external environment. Common vision and mission increase team commitment to their organization.

Australian educational change researcher William Richard Mulford identifies the following “dimensions” of organizational learning (Mulford, Silja, Claudia & Zarins, 2002):

1. the organizational structure of the institution which allows employees at all levels to constantly learn and share the results of training;
2. management of the institution on the principles of participation and involvement, joint decision-making, based on the expansion of the rights and freedoms of lecturers;
3. a common vision shared by all members of the team;
4. development of knowledge and skills in joint activities;
5. leadership;
6. effective feedback and accountability.

Organizational development unit objectives

The allocation of special structural units in universities that are “aimed” at organizational development is a fairly common practice, and not only in modern western, but also in domestic universities. Here is the functional load they carry:

- ♦ **feedback analysis**, evaluation of its most efficient channels;
- ♦ **team building activities** (identification of skills required for strategic development tasks, assessment of the need for temporary narrow-sector or cross-functional teams);
- ♦ **inter-group work** (increase of efficiency of interconnected groups);
- ♦ **training activities** to improve the skills, abilities and knowledge of the members of the organization (improvement of both technical

skills for effective performance of work tasks, as well as interpersonal communication, social competence);

- ♦ **structural interventions** measures aimed at improving the efficiency of organizational units (experimentation with the creation of new organizational structures and evaluation of their effectiveness, improvement of the organization by changing tasks, technologies, etc.);
- ♦ **dissemination of joint decision-making;**
- ♦ **mediation, conflict prevention and resolution;**
- ♦ **development of individual recommendations** (training of employees on new ways of behavior, joint study of alternative ways of behavior of employees);
- ♦ **planning of the life and career of employees** (activities that help to strengthen the orientation to the human factor, admit the importance of the quality of work life of employees which positively affects the motivation of work, therefore, and the effectiveness of the organization as a whole).

Foreign researchers suggest:

- ♦ to start organizational development by training people in managerial skills, development of leadership abilities;
- ♦ then concentrate on improvement and development of teams;
- ♦ further – to move to the development of intergroup relations;
- ♦ then – to engage in corporate planning, development of tactical skills of plans execution;
- ♦ final phase – assessment of changes in organizational culture and determination of future directions of work.

Organization of joint activities

One of the most common approaches to organizational training is the organization of joint activities of lecturers (and other university staff) according to the model of team management in business.

In the 1980s and 1990s the problem of joint activities in the organization was defined as a psychological phenomenon of the team (and some psychologists

Table 2: Main markers of joint activities (based of author's research)

Mandatory psychological components of joint activities	♦ general motivation
	♦ joint actions
	♦ overall outcome (and its reflection by individual and collective actors)
Components of joint business management	♦ stimulating the social and cultural creativity of the workers themselves
	♦ direct participation in the organization and management of joint activities
	♦ mutual control, mutual assistance and replacement of each other
	♦ clarity in understanding common goals and values
	♦ collective responsibility for results
Characteristics of joint activities	♦ creating an informal environment for communication
	♦ using original vocabulary
	♦ inviting interesting speakers who have non-standard working methods

considered joint activities as one of the main types of human communication).

The contribution of each employee to the end result is important for interaction to be effective. However, research shows that not every group has a preference for joint activities, so it needs to be further supported through managerial impact.

In the group a person more easily refuses bad habits or previous norms, more easily perceives the new. That is why at the stage of "thawing" (in the process of introducing changes), methods of group training, collective search for organizational solutions are used: brainstorming, intensive problem meetings, etc.

Joint activity is an organized system of activity of interacting individuals, aimed at fulfilling a certain task, during which subjects alternately and mutually change each other's social and psychological states, values and intentions.

Scientists advise managers in each individual case to decide whether the employee is ready for joint activities and only then select the appropriate working methods. If the group does not cope well with joint work, then the leader is to blame for this: it means that he did not prepare people for it. The table shows important markers of joint activities.

In the logic of high-quality joint activities, on 31 January of this year, on the initiative of the social organization "Platform of the Progressive Lecturer" and the Center for Organizational Development and Leadership of the NAU, in cooperation and

partnership with the social institutions "Social Democratic Platform", "The Institute for Democracy and Social Progress", an open dialogue was held on the future of Ukrainian universities – "Finds of progressive lecturers of the city of Kiev".

During this event, in its first part, invited speakers outlined the scope of opportunities and risks of introducing the international experience of educational reforms.

In the second part, all lecturers in the general discussion discussed what from international experience should be used (and this is really possible) for the development of innovative universities in Ukraine. The teamwork of our colleagues showed how easier it is to find more correct solutions together!

CONCLUSION

With the advent of the team spirit, the approval of a new corporate culture, value orientations and ideals of behavior, the processes of organizational training at the university do not end. They must become continuous. And for this it is necessary to create a system of constant monitoring of interpersonal relations of employees, analysis of group dynamics and psychological correction of conflicts as a possible consequence of dynamic processes of organizational development.

ACKNOWLEDGMENTS

The publication was publicly funded by Ministry of Education and Science of Ukraine for developing

of research project No. 0120U102126 “Realization of the young scientists’ potential in integration of science, education, and business”.

REFERENCES

- Koval, V., Mikhno, I., Udovychenko, I., Gordiichuk, Y. and Kalina, I. 2021. Sustainable natural resource management to ensure strategic environmental development. *TEM J.*, **10**(3): 1022-1030.
- Zinovieva, I.S., Artemchuk, V.O., Iatsyshyn, A.V., Popov, O.O., Kovach, V.O., Iatsyshyn, A.V., . . . Radchenko, O.V. 2021. The use of online coding platforms as additional distance tools in programming education. Paper presented at the *Journal of Physics: Conference Series*, **1840**(1).
- Blau P. A. and Scott W.R. 2003. Formal Organizations: A Comparative Approach. Stanford University Press, p. 188.
- Cartwright, D. and Zander, A. 2013. Group Dynamics: Research and Theory. London: Tavistock, pp. 132.
- Dale, M. 2003. Manager’s guide to recruitment and selection. Kogan-Page: Sterling, pp. 325.
- Drucker, P.F. 2001. Management Challenges for the 21st Century. HarperBusiness, an imprint of HarperCollins Publishers Inc. New York, USA. pp. 212.
- Fiedler, F.E. 1976. The Contingency Approach to Leadership Training. *Organizational Dynamics*, Winter, pp. 6–16.
- Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E. and Liu, J. 2020. Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement. *Educational Researcher*.
- Lewin, K. 1951. Field Theory in Social Science. N.Y.: Harper & Row, pp. 346.
- Mulford, B. and Silins, H. 2009. Revised models and conceptualization of successful school principalship in Tasmania. *Successful School Principalship in Tasmania*, **38**: 157-183.
- Mulford, R., Silja, W., Claudia, Y. and Zarins, S. 2002. Organisational Learning and School Change. *Edu. Admin. Quarterly*, **38**(5): 613-642.
- National Standards for Headteachers (NI Edition). URL: http://www.rtuni.org/uploads/docs/21672_National%20Standard.pdf.
- Pedler, M., Burgoin, J. and Boydell, T. 2005. The learning company: a strategy for sustainable development. L.: The McGraw Companies, pp. 375.
- Vroom, V.H. and Jago, A.G. 1978. On the validity of the Vroom-Jetton Model. *J. of Appl. Psycho.*, **63**: 151–162.
- Jacobsen, C. and Andersen, L. 2014. Performance Management in the Public Sector: Does It Decrease or Increase Innovation and Performance? *Int. J. Public Admin.*, **37**: 1011–1023.
- Jacobsen, C., Hvitved, J. and Andersen, L. 2013. Command and motivation: How the perception of external interventions relates to intrinsic motivation and public service motivation, *Public Administration. Advance Online Publication*, <http://doi:10.1111/padm.12024>.
- Jones, R., Thompson, F. and Zumeta, W. 2001. *Public management for the new millennium: developing relevant and integrated professional curricula?* <http://journals.sfu.ca/ipmr/index.php/ipmr/article/download/188/188/>.
- Kanter, R. 1999. Change is everyone’s job: Managing the extended enterprise in a globally connected world, *Organizational Dynamics*, **28**(1): 7–23.
- Kezar, A. 2001. Understanding and Facilitating Organizational Change in 21th Century: Recent Research and Conceptualizations, *Higher Education Report*, **28**(4), San Francisco: Jossey-Bass.
- Koch, A. 2004. *Change Kommunikation*, Marburg: Tectum Verl.
- Kotter, J. 1996. *Leading change*, Boston: Harvard Business School Press.
- Kruchovski, P. 2016. 9 ways to make education fit for the 21st century, *World Economic Forum*, https://www.weforum.org/agenda/2016/07/9-ways-to-make-education-fit-for-the-21st-century?utm_content=buffer1a29c&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer.
- Leithwood, K. and Poplin, M. 1992. Toward Transformational Leadership, *Educational Leadership*, **49**(5): 8–12.
- Levine, D. and Cooper, E. 1989. The Change Process and Its Implications in Teaching Thinking, *Dimensions of Thinking and Cognitive Instruction*.
- Lewin, K. 1947. Frontiers in Group Dynamics, *Human Relations [Internet Resources]* / K. Lewin. – 1947. – 1(5–41). – Mode to access: <http://dx.doi.org/10.1177/001872674700100103>.
- Lewin, K. 1952. *Field Theory in Social Science: Selected theoretical papers*, London: Tavistock.
- Mulford, R., Silja, W., Claudia, H. and Zarins, S. 2002. Organizational Learning and School Change, *Edu. Admin. Quarterly*, **38**(5): 613–642.
- Semenets-Orlova, I. 2017. Processual aspects of educational changes: empirical findings at institutional level, *Adv. Edu.*, **1**(7): 64–67.
- Semenets-Orlova, I. 2018. Tendencies in reforming the educational system of modern Ukraine: national and regional aspects, *Public Management: Collection*, **2**(12): 171–179.
- Semenets-Orlova, I., Klochko, A., Shkoda, T., Marusina, O. and Tepliuk, M. 2021. Emotional intelligence as the basis for the development of organizational leadership during the covid period (educational institution case). *Estudios De Economia Aplicada*, **39**(5).
- Semenets-Orlova, I., Klochko, A., Tolubyak, V., Sebalo L. and Rudina M. 2020. Functional and role-playing positions in modern management teams: an educational institution case study. *Problems and Perspectives in Manag.*, **18**(3): 129–140.