METHODS OF MANAGING EMPLOYEES IN HIGHER EDUCATIONAL INSTITUTIONS ON THE BASIS OF CORPORATIVE CULTURE

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ABSTRACT

The article is based on the fact that the effectiveness of higher education institutions depends on the methods used in personnel management, including the socio-psychological method, which is one of the types of corporative culture. The article also analyzed the set of values and doxy (beliefs) accepted and supported by employees as the basis of the corporative culture of the organization, the corporative culture of the university as a mechanism to improve the level of employee objectivity.

Keywords: Higher education institution, corporative culture, cooperation, image, employee, organizational development, socio-psychological methods.

INTRODUCTION

Nowadays higher education is an effective form of business for legal entities and it is a fundamental basis for ensuring social development for the state and the most convenient way to create prosperity in society in developed countries. Therefore, their interests are considered to be one-way even though the business circles of the state and the government have different views. That is, the same free and healthy competitive environment will be created for private higher education institutions and public institutions in developed countries. This is supported by both sides. The highest criteria in public and private higher education institutions is quality and professionalism for both sides [1].

There is also a systematic study on the benefits of the Global Trend of Corporative Culture-Based Management of Potential Higher Education Institutions in the World and the establishment of relatively perfect management.The corporative management model has been marked in practice in developed foreign universities and has been evaluated as the most effective system as a result of years of polishing by the 21st century. But, It is necessary for adapt the principles of corporative management, its internal structure and laws to social change, the requirements of the times and the democratic principles of each state

So a number of studies are being conducted in the world's developed higher education institutions and research centers in the context of the need to create innovative models of management of educational institutions and reform the existing ones.

MATERIALS AND METHODS

At the International Conference on "Values and Ethics in Higher Education" in Washington in 2006 and the seminar named on "Principles of Management in Higher Education" which was organized in 2007, the main issue was to create effective management models of the education system and ensure its future effectiveness [2]. Because the structure itself, which forms free and independent, independent individuals, had begun to demand approaches to the need for good governance and the establishment of democratic relations.

At present, higher education institutions come across with many different approaches in their development, such as the development of technology, commercialization of activities, increasing data expanse, changing employers' demand for graduates as potential employees. All of these approaches consigned directly on the staff of higher education institutions. Therefore, in order to organize the work effectively, it is necessary to use all available methods and rational means of personnel management.

The article is based on the comparative-critical study and analysis of political, philosophical, sociological, psychological, pedagogical literature on the generally accepted problem, sociometric methods (questionnaires, interviews, communicatons), methods of pedagogical experiment.

According to the opinions of the authors of the book "Methods of personnel management" Fedoseev VN, Kapustin S.N. management methods are divided into economic, administrative-legal and socio-psychological [3].

Today, it is the socio-psychological method of personnel management that is the least presented in the literature, as the idea of their low efficiency is widespread.

Socio-psychological methods are the use of methods of exerting managerial influence on employees based on the laws of sociology and psychology. These methods are pointed at both the group of employees and individuals. Socio-psychological methods are the use of methods of exerting managerial influence on employees based on the laws of sociology and psychology. These methods are pointed at both the group of employees and individuals. According to the expanse and methods of influence, they can be divided into: psychological, focusing on the interaction of groups of employees in the production process - social, and goal-oriented, influencing the inner world of a particular person.

The process of organizational development in the corporative culture, which is an integral part of socio-psychological methods, requires significant qualitative changes. Today, the problem of forming a corporative culture is very relevant for Higher Educaton Institution. In most cases, the innovative development of the Higher Educaton Institution depends on its mission, philosophy, educational values, the degree to which it can attract both consumers and educational customers, as well as regional associations and unions in general. [4].

If we refer to the concept of corporative culture itself, then of course we encounter the following components:
1. Adopted leadership system;
2. Conflict resolution method (style);
3. Existing communication system;
4. The role of the individual in the organization;
5. Peculiarities of gender and interethnic relations;
6. Accepted symbolism (symbolic meaning): slogans, organizational taboo, ceremonies.

RESULT AND DISCUSSION
It should be noted that corporative culture itself has at least two important functions: it is a unique marketing tool capable of working for the image of the organization and promoting the educational products of higher education institutions, as well as a socio-psychological factor uniting the team.

The internal plan of corporative culture, which forms the image of the collective "we" and ensures the unity of teachers, students and staff Higher Educaton Institution on the basis of values, is also important. Thus, corporate culture, as an organization, has become a value center of the Higher Educaton Institution capable of ensuring the management team and the cohesiveness of the team as a whole [4].

Higher education institutions may have several "local" organizational cultures: the basic culture of the whole organization and the subculture of individual departments (faculties, institutes, departments). The commixing of different subcultures is facilitated by common traditions, academic ceremonies, codes of ethics, informal relationships. The peculiarity of the higher education institution is that it belongs not only to the staff, but also is an effective tool in educating students who join the academic tradition of the Higher Educaton Institution in the process of education, they are proud of their scientific and pedagogical school and can transfer elements of organizational culture to other organizations.

There are several stages (phases) of interaction of the employee with the corporative culture of the higher education institution:

    1. In the first stage (during the referral period) the employee gets acquainted with the mission, values, symbols of the higher education institution using Internet sites and other information;

    2. In the second stage (adaptation period) there is an adaptation to the corporative culture of the higher education institution;

    3. At the stage of interaction [5; 16-21-p] there is a complete surrender to the value system of the higher education institution and a wide range of communicative interactions with different groups takes place;

    4. The integration stage implies a value-based unity of the higher education institution with the employee who is the disseminator of the corporative culture.

A similar but more extensive list ha a relation with in the interaction of students with the corporative culture of the higher education institution, as it can be observed that the interaction of the higher education institution with the graduates continues members of the fiduciary of Higher Education Institution, sponsors, counselors, and student practice supervisors [4].

Going back to the direct learning staff of Higher Education Institution, it should be noted that the higher the level of corporative culture, the less clear the definition of employee activities, the need for guidance, guidance, detailed drawings and similar instructions.

Thus, all of the above applies to one degree or another to the general characteristics of corporate culture. However, it should be noted that there are also differences depending on the type of culture. For example, according to Zonnenfeld's typology, cultures are divided into four types: "baseball team", "club culture", "academic culture", "defensive culture" ("castle"). Each has a different potential (opportunity) to support the status and success of the company and has a different impact on employee career advancement [6]

In a "baseball team", main and successful employees see themselves as 'free players', for whom there is active competition among employers in the labor market. Employees with low personal and professional performance are quickly fired at the initiative of employers.

"Club culture" is characterized by employees who do not go beyond the rules, loyalty and teamwork. Stable and safe conditions allow employees to be rewarded for superiority in terms of age, experience and position. Career advancement occurs gradually. At each new level, the

employee is expected to fully master and master all the subtleties of this job, so employees have a broad professional horizon.

The company "Academic Culture" hires new employees who will attract long-term cooperation, and they agree to gradually move up the career ladder. Unlike the "club culture" here, least employees rarely move from one department to another or from one direction to another. Good performance and professionalism are the basis for rewarding and promotion. Such a culture limits the broad development of the employee's personality and hinders cooperation within the organization.

There is no guarantee of permanent employment in the "defense culture", no opportunity for professional growth, as companies are often restructured and lay off their staff to adapt to external conditions. Such a culture is disastrous for employees, but offers great opportunities for managers who like to take some risks and believe in their own strengths.

At present, higher education institutions have a "club culture", which allows them to work effectively and efficiently. The capabilities of corporative culture are determined by the characteristics of its functions (tasks) in the educational institution. According to view of GG Javadyan, the following can be included in them [7]:
       1. Forming a value-based spiritual program;
       2. Establishment of informal communication, which is manifested in the formation of interpersonal relationships between students and staff;
       3. Formation of factors and bases that stimulate activity.

CONCLUSION

Taking into considiration, based on the functions of corporate culture, we can confirm that it not only strengthens the collective mood, but also leads employees to work effectively. In addition, it should be noted that in order to achieve the goals of organizational development of higher education, the corporate culture should provide the following [4]:
       - Dependence on the innovative development of higher education, the search for and finding a place in the market of scientific and educational services, as well as the ability to respond to the ever-changing challenges of the environment;
       - internal integration of teachers, students and staff in connection with the need to jointly address situations that arise in the life of the organization, based on the establishment of effective work-related relationships;
       - Values-oriented unity of teachers, students and staff, cultivating in them a sense of patriotism towards the organization and the need for self-identification (precisely assimilation) with it.

While describing the place of organizational culture, we should address to the works of K. Cameron and R. We refer to the work of Quinn, who "shows that the main characteristic of thriving companies is their most important competitive advantage, the most important factor that distinguishes them as a crucial component of their success, the culture of their organizations" [8; 320-p]. Therefore, the leadership of modern organizations should not neglect the management of organizational culture, to shape it in the direction necessary for the organization. Of course, the process of forming and managing an organizational culture is not easy, it requires a lot of time and effort, high professionalism of leaders. But the great culture of the organization, while performing its functions, ensures the creation of a distinctive, distinctive image of the higher education institution from other organizations [9; 64-74-p].

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