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EVALUATION OF THE ORGANIZATIONAL CULTURE OF EUROPEAN EDUCATIONAL INSTITUTIONS

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Abstract. *The purpose of the article is to analyze quantitative and qualitative methods of evaluating organizational culture which has become most widely used in scientific literature, as well as to develop the author's methodology for evaluating the organizational culture of educational institutions. The study used classification and analytical method to form a system of indicators for assessing the organizational culture of educational institutions, the method of expert assessments to determine the specific weight of indicators in the integral index of organizational culture assessment, and comparative analysis method to compare indicators of Latvian, Ukrainian, and Polish universities. As the result of the study, we developed a theoretical and methodological approach that combines the following stages: development of the system of indicators for assessing the organizational culture of educational institutions; normalization of indicators; determination of indices for each of the three blocks of indicators, and the Integral Index for assessing the organizational culture of educational institutions; visualization of obtained results of the evaluation of organizational culture of educational institutions; identification of organizational culture development reserves. It was concluded that the studied European educational institutions predominantly have a very high level of organizational culture development, but reserves can also be distinguished, mainly on the basis of improvement of the quality of educational services, implementation of the principles of social responsibility and academic integrity, the values of academic freedom and culture.*

Keywords: *organizational culture, assessment, quantitative and qualitative methods, system of indicators, educational institutions.*

Introduction. 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, an orientation to 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 emerged during their many years of activity in the educational services market. In modern conditions, the need to evaluate 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 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, determining the potential for restructuring, to ensure long-term sustainable development.

Review of the recent research and publications. The issues of evaluation of organizational culture and its peculiarities in educational institutions are investigated by R. Akoff [18], M. Burke [19], S. Glaser [10], E. Grishnova [1; 2], D. Denison [3], T. Deal [16], I. Kalenyuk [4-6], K. Cameron [7], K. Cook [8], F. Manfred [25], M. Mark [24], D. Matsumoto [11], S. Maddock [26], W. Ouchi [21] and other scientists.

However, the organizational culture of educational institutions has features that need to be taken into account when evaluating it, related primarily to the process of providing educational services, the need to ensure a high level of social responsibility of participants in the educational process and modern trends in the educational sphere. Various aspects of the evaluation of the organizational culture of educational institutions are also not sufficiently addressed in the scientific literature.

Statements of the objective. *The aim of this research* is to analyze quantitative and qualitative methods of assessing organizational culture, which have become most widely used in scientific literature and to develop an author’s methodology for evaluating the organizational culture of educational institutions.

Generalization of the main statements. The use of quantitative methods for assessing organizational culture most often involves the collection 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 of assessing the organizational culture of educational institutions are presented in table 1.

Table 1

Description of quantitative methods of evaluation of organizational culture of educational institutions

Method	The essence of the method	Advantages / disadvantages
1	2	3
D. Denison’s organizational culture research model DOCS (Denison Organizational Culture Survey) [3]	The model defines 4 components of the organizational culture: adaptability, engagement, interaction, mission. Evaluation of indicators within each component is carried out from 1 to 5 points, while 1 is the minimum score, 5 is the maximum score. The model is based on the correlation between certain features of organizational culture and organizational effectiveness.	«+»: taking into account the factors of the external and internal environment of the organization, high visibility of the built models, the ability to assess the relationship between the organizational culture and organizational effectiveness. «-» the use the expert evaluation method to build a model.

Continuation of Table 1

<i>1</i>	<i>2</i>	<i>3</i>
Methodology for diagnosing organizational culture by K. Cameron and R. Quinn OCAI (Organizational Culture Assessment Instrument) [7]	The OCAI tool provides an assessment of 6 dimensions of organizational culture: critical characteristics; overall leadership style in the organization management of employees; the connecting entity of the organization; strategic objectives; success criteria. Each of the 6 questions included in the OCAI tool involves 4 alternatives to answers. The scores of the 100-point score are distributed among these four alternatives in the weight ratio that best corresponds to the organization being evaluated. The OCAI methodology assumes that there are four different models of organizational culture: clan, adhocratic, hierarchical and market.	«+»: thanks to a simple and understandable questionnaire, it is possible to cover a significant number of respondents, as well as conduct an assessment independently without the involvement of consultants; the study is time-consuming. «-»: the scale does not allow an independent answer (the answer to alternative A in question is related to the answer to alternative B in the same question), correlation analysis, which is based on the assumption of independence of answers for each paragraph, cannot be used to analyze the obtained data.
Cook and Lafferty model OCI (Organizational Culture Inventory) [8]	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 as 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 can be used both for organizations and for individual employees; 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 method is quite labor-intensive, and the interpretation of the results requires special knowledge and skills; evaluation usually requires the involvement of consultants.
Method OCP (Organizational Culture Profile) developed by O'Reilly, Chatman, and Caldwell [9]	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 features of organizational culture; very broad scope of research. «-»: very time-consuming information collection procedure; the need to attract highly qualified specialists to process the results.
Method of S. Glaser and S. Zamanou OCS (Organizational Culture Survey) [10]	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 survey by an interviewer of each employee of the company.

Continuation of Table 1

1	2	3
D. Matsumoto's method MOCP (Multi-Level Organizational Culture Profile – МОСР) [11]	In the MOSS methodology, 5 parameters of organizational culture affecting 3 levels of culture are evaluated: individual level - cultural factors (loyalty to the organization, attitude to lifelong employment, participation in decision-making, etc.); intraorganizational level (human resources system, performance factors, organizational structure); interorganization level (environmental factors).	«+»: the method 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 [12]	The methodology provides for the study of 114 parameters characterizing the culture of the organization. These parameters are grouped into 14 general aspects: culture management; consumer orientation; a tendency to change; participation of employees in management; clarity of objectives; the role of personnel; identification with the organization; the level of freedoms; Control style the purpose of the organization; organizational integration; Productivity-centric; pay-for-play; job structure. For each question, there is a form of a positive or negative statement, consent with which is ranked on a seven-digit 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.

Source: systematized by the author.

It should be noted that most of the quantitative methods for evaluating organizational culture provide for the visualization of the results obtained using graphical models, which contributes to faster and more efficient management decision-making, identifying 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 are [12–15]:

- 1) the method of E. Shane [17] (considers three levels of manifestation and study of organizational culture: artifacts, declared values, basic ideas). It is based on inter-

- views 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;
- 2) typology of T.E. Deal and A.A. Kennedy [16] (the analyzed organizational cultures are classified according to two characteristics: the degree of risk associated with the activities of the organization 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 [18] (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) typology by M. Burke [19] (parameters for analysis: interaction with the external environment, the size and structure of the organization, staff motivation);
 - 5) C. Handy's typology [20] (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) typology by W. Ouchi [21] (based on differences in the regulation of interactions and relationships);
 - 7) the typology of F. Klukholm and F. L. Strodberg [12] (they used six parameters: personal qualities of people, their attitude to nature and the world, their attitude to other people, orientation in space, orientation in time, leading type of activity);
 - 8) the typology of G. Islam and M. Zyphur [22] (indicators: organizational metaphors, organizational legends, rituals and ceremonies, reflective comments, themes for fantasy);
 - 9) the method of K. Z. or the affinity diagram of the Japanese anthropologist Kawakita Jiro [12] (based on the combination of similar oral data);
 - 10) the AGIL technique by T. Parsons [23] (identified the social system into subsystems: adaptation, purposefulness, integration and preservation of the latent structure of society);
 - 11) the typology of M. Mark and K. Pearson [24] (based on the twelve basic archetypes of the human psyche);
 - 12) typology F.R. Manfred, Kets de Vries and D. Miller [25] (based on psychopathological criteria inherent in different personalities; organizations were classified into the following groups: paranoid; coercive; dramatic (demonstrative); depressive; schizoid);
 - 13) the typology of S. Maddock and D. Parkin [26] (they study the features of gender relationships and their impact on organizational culture);
 - 14) the methodology of F. Harris and R. Moran [27] (they consider organizational culture based on the following ten characteristics: awareness of oneself and one's place in the organization, communication system and language of communication,

appearance at work, attitude to time, attitude to nutrition, way of relationship, set of values and norms, belief system, employee development process, work ethic and motivation).

Given the changing external environment 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 developed a system of indicators based on taking into account important measurements of organizational culture and its elements, analyzing information about educational institutions from open sources, and the method of expert assessments based on a clear system of evaluation criteria. The proposed indicator system covers three blocks of indicators – the quality of educational services (as a defining 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 the consideration of factors affecting organizational culture in modern conditions).

The indicator blocks and individual indicators have a different influence on the dynamics of the Integral Index for assessing the organizational culture of educational institutions, therefore, with the involvement of 36 expert scientists dealing with educational and socio-labor issues in Latvia, Ukraine and Poland, an expert assessment of the specific weight of the investigated indicators was carried out. The results of the assessment on three blocks of indicators and the integral index will serve as the basis for ranking educational institutions by the level of development of their organizational culture. The system of indicators of assessment of organizational culture of educational institutions and their weight coefficients are presented in table 2.

Table 2

System of indicators of assessment of organizational culture of educational institutions and their weight coefficients

Name of the block of indicators	Evaluation indicators	Weight coefficient		
		Block of indicators	Indicators in the block	Total
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
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				

Continuation of Table 2

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Basic elements of organizational culture	Availability of mission and strategic goals	0,40	0,20	0,08
	Availability of a corporate culture code / 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
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 assessing the organizational culture of educational institutions				

Source: developed by the author.

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 [28], QS World University Rankings [29], Academic Ranking of World Universities [30]. 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).

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.

Characterizing the evaluation indicators of 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 background of increased international competition in the educational services market.

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 mark [31] is awarded to universities that provide scientists with the best conditions for working and developing in the EU.

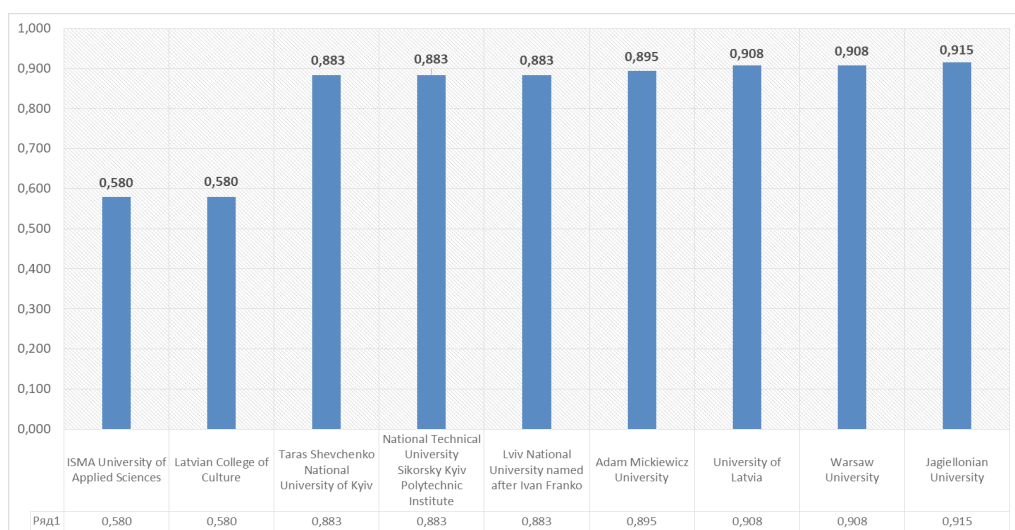
In the context of the COVID-19 pandemic, educational institutions must also take into account in their activities the requirements for the safe conduct of the educational process, which are associated not only with the organization of distance learning, but also with the implementation of sanitary measures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

In the Integral index for assessing the organizational culture of educational institutions, 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 - the phenomenon being assessed is typical for an educational institution, 0 - the phenomenon being assessed is not typical for educational institution.

To assess the main indicators characterizing the organizational culture, 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 rankings, as well as the main elements presented in official documents that characterize the organizational culture - mission, goals, values, principles of activity etc.

The study used data from The Times Higher Education World University Rankings 2022 to determine the indicator: “International assessment of the quality of educational services” [28]. The results of the assessment of the organizational culture of European educational institutions are presented in Fig.

Most of the educational institutions evaluated have a very high level of development of organizational culture (from 0.883 to 0.915) and are leaders in international educational ratings. The 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 by developing and approving codes of corporate culture (ethical codes, codes of values), developing value-oriented development strategies and improving the quality of educational services.



Results of the assessment of the organizational culture of European educational institutions

Note. Calculated by the author.

Conclusion. Thus, based on the analysis of quantitative and qualitative methods, was 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. This approach 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 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 the assessment of the organizational culture of educational institutions; 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.

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ОЦІНЮВАННЯ ОРГАНІЗАЦІЙНОЇ КУЛЬТУРИ ЗАКЛАДІВ ОСВІТИ

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Анотація. Мета статті – проаналізувати кількісні та якісні методи оцінювання організаційної культури, що набули найбільшого поширення у науковій літературі, розробити авторську методіку оцінювання організаційної культури освітніх установ. У дослідженні використано класифікаційно-аналітичний метод для формування системи показників оцінки організаційної культури освітніх установ, метод експертних оцінок – для визначення питомої ваги індикаторів в інтегральному індексі оцінки організаційної культури, метод компаративного аналізу – для зіставлення показників латвійських, українських і польських університетів. На підставі проведеного дослідження ми розробили теоретико-методичний підхід, який об'єднує такі етапи: розробка системи індикаторів оцінювання організаційної культури освітніх установ; нормування індикаторів; визначення індексів за кожним з трьох блоків показників та Інтегрального індексу оцінки організаційної культури освітніх установ; візуалізація одержаних результатів оцінювання організаційної культури освітніх установ; визначення резервів розвитку організаційної культури. Сформульовано висновок, що досліджені європейські освітні установи здебільшого мають дуже високий рівень розвитку організаційної культури, однак також можна виділити і резерви, що базуються головню на підвищенні якості освітніх послуг, імплементації принципів соціальної відповідальності та академічної доброчесності, цінностей академічної свободи та культури.

Ключові слова: організаційна культура, оцінювання, кількісні та якісні методи, система показників, освітні установи.

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