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Organizational Culture of Vocational and Technical Educational Institution: Concept, Content, Functions and Features

Introduction

The educational system is aimed to transfer to young members of society information, knowledge, skills, moral values and human culture of a particular society as a whole. In some cultures, teaching follows the way of showing what not to do, and in others, goes opposite way. To deliver professional experience, special organizations exist, which include vocational and technical education (VTE). In Ukraine, VTE is the training of professional staff capable to successful performance in the informational society. At the same time, Ukraine is on the threshold of entering into European educational space, which is a highly competitive market of educational services with particular organizational culture of the leaders. In Ukraine, VTE becomes market-based, and therefore the successful functioning of educational services should be in accordance with needs of contemporary socio-cultural and economic situation in the country. One of the major trends of its modernization is the creation and translation of organizational culture both inside an educational institution as an organization and outside it that push forward the necessity for studying organizational culture of vocational and technical education (VTE).

Analysis of recent research and publications

The issue of organizational culture is interdisciplinary and actively developed in disciplines such as anthropology, economics, management, psychology, sociology and philosophy. At present the problem of organizational culture is studied by Ukrainian scientists such as G. Zaharchyn, L. Karamushka A. Lipentsev, V. Loznytsya, L. Orban-Lembryk, J. Paleha, I. Sawka, G. Timoshko, A. Frantsev, O. Harchyshyna and others. This issue is revealed in the thesis works in the field of education (V. Vinogradov, M. Hediyeva, N. Iordanova, G. Litovchenko, N. Stryzhak et al.). However, analysis of these and other sources shows the need to study the organizational culture of the modern VTE teaching staff.

Statement of the material

In theory and practice of management, many definitions of organizational culture exist. One of the most common definition of organizational culture is one as a system of shared values that distinguishes one organization from another. These are patterns of behavior, outlook, attitudes, formal and informal relationships within the team, ethical behavior, symbols, language and so on. Equally valid is definition of organizational culture as a psychological atmosphere in the organization: the atmosphere of friendliness or hostility by contrast, flexibility or violence between managers and subordinates, etc.

It has its own structure, and accordingly, elements: values, social attitudes, moral principles, business ethics, motivation of employees, organization of labor and control, the style of leadership, conflict resolution, decision-making, and communication.

It undergoes management and formation, growth and decay. Management of organizational culture involves its formation, maintenance and changing. Forming of the culture occurs when an educational institution solves two important issues: external adaptation and internal integration. Accordingly, organizational culture of VTE has two main functions:

- first performs internal integration of VTE members so that they know how they should interact with each other. It provides as follows: common language and conceptual categories; VTE's boundaries and criteria for entry and exit; power and status; personal relationships; award and punishment (definition of basic criteria of desired and undesired behavior and corresponding effects); ideology and religion (determining the value and role of these phenomena in organizational life);
- second helps VTE adapt to the environment. Therefore, the process of external adaptation and survival is associated with searching and finding the place of VTE in the educational market and its adaptation to constantly changing external environment. The external adaptation and survival include mission and strategy; purpose; tools; control; adjustment behavior.

These main functions are specified in the following specific functions of organizational culture in VTE as a subject of education: protective, integrating, regulating, adaptive, educational and developing, managing, directing, motivating, forming the image, customer orientation, regulation partnerships, adapting VTE to the needs of society.

The key elements of organizational culture contribute to the implementation of these functions:

- behavior stereotypes: common language used by members of VTE; customs and traditions that they follow; rituals performed by them in certain situations;
- group norms, these are standards specific for groups and patterns that govern the behavior of their members;

- proclaimed values, articulated, publicly declared principles and values, which VTE strives to implement;
- philosophy of VTE functioning, that is the most common organizational and pedagogical principles that define its actions towards members of VTE, customers and partners;
- rules of behavior such as rules of conduct at work; the traditions and limitations that the beginner needs to learn to become a valuable member of the organization; “Routine”;
- organizational climate, that is feeling, defined by physical arrangement of the group and specific manner of interaction of VTE members with each other, customers or others;
- existing experience, that is methods and techniques used by members of VTE to achieve their goals; ability to perform certain actions transmitted from generation to generation and do not require written fixation.

Significant role in the realization of basic functions performed by OC play leaders of VTE. Therefore, the interaction of management (the head of VTE) and organizational culture is not easy. First, managers can act strictly within the culture. If the latter is progressive, the actions will surely be successful. Nevertheless, cultural backwardness leads to the fact that the effectiveness of the management will be low, because the necessary changes will be ignored or blocked. Second, managers can go "ahead", ignoring the prevailing culture. Even if these actions will be implemented in the right way, they will cause resistance of habits and traditions and are unlikely to be particularly successful. Third, it is possible to operate within the culture partially, but, if necessary, in spite of it. It is necessary to consider the compatibility of the changes and the prevailing culture and if possibly do not "go too far." Fourth, if necessary administrative steps are completely incompatible with the culture, but persistent, the question of converting the existing culture raises. This requires a clear strategy and a good understanding of the obstacles and difficulties along the way. Thus, affected by a number of factors of external and internal environment, the issue of formation and development of organizational culture, its content and certain settings occurs. Nevertheless, in all stages of development of VTE as an organization, the personal culture of its head defines culture of VTE in many ways. Especially strong, this effect is when organization is in its formative stage, and its leader is endowed with outstanding personal and professional abilities.

In practice, organizational culture is the subject of development and change throughout the existence of any organization. However, it is axiom that nobody has been able to implement a particular organizational culture administratively. An administrator with a strong will, using the most autocratic methods, can succeed only in creation of authoritarian regime of organization.

The methods of support of organizational culture include:

- declared by leaders slogans, including the mission, goals, rules and principles of the organization;

- role modeling, which is reflected in the daily behavior of managers, their relationship and communication with team members;
- external symbols, including incentive system, status symbols, the criteria that underlie the personnel decisions;
- stories, legends, myths and rituals associated with the emergence of VTE, its founders, outstanding team members, graduates;
- objectives, functions, performance, etc., which are under the constant attention of the head, that is what he notes and comments to form organizational culture;
- behavior of management in crisis situations;
- personnel policy, including hiring, promotion and dismissal of employees is one of the main ways to support culture in the organization.

Perhaps this is not a complete list of factors that shape organizational culture, but it gives an overview of the role of the leader in the creation and development, and that the organization's culture is function targeted administrative management actions. At the same time, it is important to be aware of each VTE's aim in a particular region, opportunities to meet the needs of the economy of certain areas.

For example, peculiarities of the teaching staff in vocational school of the agrarian profile are due to the specific conditions of the life in rural areas, neglect of which can lead to serious mistakes in the formation and development of the OC. First, it is the peculiarity of social relations in the countryside, living arrangement and production activities in rural areas. Agricultural labor is one of the most difficult types of work in the sphere of material production, as in the agricultural sector production process is the only and great range of works on agricultural production, presented by individual labor actions and operations (and it is in this sector workers are versatile performers of all complex work operations and different techniques, implementation of which requires a large amount of knowledge, skills, professional experience, intuition and professional life).

Second, the teaching staff in the agricultural profile, in addition to common for all types of vocational schools functions, takes a number of specific and caused by the necessity to train students to work in the agricultural sector ones. Agricultural environment of the school creates favorable conditions for communication training and education of vocational students with future professional environment, classes and extra-curricular activities enrichment with natural material, involvement of students for workshops directly in the workplace, cultivate respect to agricultural professions. The most important task of a pedagogical employee in the agricultural profile is not just to teach a profession, but cultivate a love of objects under the study (plants and animals that are living organisms developing due to certain biological laws, which determines the features of the educational process), the need to take account of technological processes of agricultural production.

Third, most of vocational schools in the agricultural profile are located in towns and villages, that is why peculiarities of the activity of teaching staff

caused by the peculiar life and the life style of the rural population. In the village, where people know each other in all their manifestations, teaching staff activity takes place in conditions of increased social control. Each event in school, every action and deeds, words and emotional reactions pedagogical workers usually become known to all.

Conclusions

It is possible to formulate some recommendations that can help managers efficiently bring about organizational culture in and technical vocational schools, paying particular attention to intangible, apparently not essential aspects of the organizational environment; to be skeptical of proposals calling for emergency of transplantation or transformation of existing cultures; to try to understand the significance of important organizational symbols (logo, slogan, prospects); to listen to stories that are prevalent in the organization, analyzing who are their heroes and the stories that reflect the culture of the organization; from time to time to introduce organizational rituals to transfer the basic ideals and strengthen the culture; to implement abstract ideals directly in daily activities.

Consequently, organizational culture of each educational institution is caused by values, attitudes, beliefs of its members, as well as the peculiarities of life in specific areas and nature of production.

Abstract

In modern conditions, the successful development of an educational institution as an organization, implementation and management of technological change in administrative activity of school leaders is impossible without taking into account the organizational culture as the leading factor of management activities. Purposeful formation of organizational culture of an educational institution, focused on innovation, integrating the interests of teachers and students, will allow it to operate successfully in a market economy and information society. The article focuses on revealing the contents of organizational culture of a vocational and technical educational institution of agricultural profile, the definition of its functions and features based on the analysis and synthesis of modern scientific sources specific to the system vocational and technical education in Ukraine.

Keywords: organizational culture; educational institution; value orientation; functions; features.