

Social Technologies for the Formation of a Customer-Oriented Organizational Culture of Universities

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Abstract – The discrepancy between the degree of assimilation of the basic values and norms of the organizational culture of young specialists and the demands of employers regarding the socio-cultural component of enterprises and organizations dictates the need to develop social technologies for the formation of a customer-oriented organizational culture of university, aimed at improving the effectiveness of each of the participants in the educational process by coordinating a strategy for the formation of a customer-oriented organizational culture. In the framework of this direction, the authors have developed a process, functional and socio-technological model for the formation of a customer-oriented organizational culture of higher educational establishment (HEE). One of the elements of social technology is the creation of a working group to support the formation of the customer-oriented organizational culture of the university. The main areas of activity of such a group are: monitoring and analysis of the request and needs of internal and external clients, the formation of customer-oriented tasks for each area of activity of modern HEE; diagnosis of customer satisfaction formed organizational culture; analysis of organizational culture indicators, correction and formation of an ideological component, consistent with the external request of consumers; development of a regulatory mechanism and socio-technological equipment of organizational culture; information and presentation support for the development of the client orientation of the organizational culture of the university; a systematic assessment of satisfaction with the quality of the formation of general cultural competencies on the part of internal and external clients.

Key words – social technologies, education as a service, corporate culture, university

I. INTRODUCTION

In the context of the modern education transformation, the role of the main direction is assigned to the development of an innovative economy, which acts as the first link in the innovation chain “education – research – venture projects – mass development of innovations” [1].

The impossibility of preserving the traditional model of education for industrial society, the inevitable change in the

organizational and economic form of managing universities, the emergence of individual education paths that create another type of market signal: individual consumer preferences, increasing the value of the practical orientation of education related to obtaining a set of competencies to ensure the interests of business in any locality of Russia necessitate changes in the organizational forms of higher education educational institutions, including the transition to distributed educational networks of universities, to the development of individual educational paths, to the maximum flexible “client-oriented” schemes based on a credit-modular principle ne, competency-based approach, increased requirements to ensure the quality of education at all its stages. Currently, those HEEs that have high intellectual potential, occupy a stable position in the market, and have their own development strategy based on several competitive positions provide themselves with competitive advantages.

II. MATERIALS AND METHODS

As the main approaches, the authors used rational-pragmatic, axiological and sociocultural approaches that ensure comprehensive research and the validity of the main results.

The most prominent representatives of the rational-pragmatic approach used in writing the article are E. Schein, who considered the organization’s culture as a pattern of collective basic ideas acquired by the group in solving problems of adaptation to changes in the external environment and internal integration [2], as well as T. Peters and R. Waterman, whose scientific works attracted the attention of wide academic and managerial societies to the concept of organizational culture [3].

Along with these, the basic used approaches were: the axiological approach to understanding culture, described in the works by P.S. Gurevich [4], A.S. Frans [5], the theory of communicative action by J. Habermas [6], as well as the concept of assessing the competitive values by C. Cameron and R. Quinn [7].

Consideration of the general specific features of the sociocultural component of higher vocational education institutions took place based on the ideas of D. Peppers, M. Rogers [8], A.A. Chubatyuk, which made it possible to identify problems in the relationship of modern universities with internal and external clients and to develop an organizational and technological mechanism to increase the customer focus of the organizational culture of HEEs [9].

III. FINDINGS AND DISCUSSION

The studies of modern scientists studying the problems of reforming the education system contain a significant number of recommendations on the organization of a competitive educational process, which include: psychological and pedagogical impact on students with the aim of developing an acmeological orientation of the personality; designing competitive educational models; supporting students in their desire to combine studies at university with work in a specialty, help with employment, if possible; assistance to students in the accumulation of the necessary professional experience in the process of passing production and other types of practices, assistance in completing tasks of scientific and managerial content; organization of extracurricular activities of students with the aim of developing multicultural interaction, information exchange, civic engagement and the development of a range of social roles by students; interdisciplinary integration of information, practice-oriented and contextual education as an important condition for increasing the educational motivation of students; systematic and continuous monitoring of students' individual results, making the necessary adjustments to the content of a competitive educational process [10].

Consequently, the problem of increasing competitiveness in the training of specialists by institutions of higher professional education cannot be solved without the strategic partnership of HEE with external clients. However, the complexity of organizing such a partnership lies primarily in the fact that higher education institutions and enterprises have different goals. If an educational institution provides high-quality training of specialists for the labor market, then enterprises recruiting young specialists are aimed, first of all, at high-quality production. In this regard, the following statement by L.S. Greenkrug and V.S. Vasilenko is lawful: "the responsibility for the "targeted functional training of specialists" rests with the HEE, therefore the principle of the university's participation in all stages of the training of specialists sounds somewhat tautological: given that the university itself implement this task, and employers should be attracted by the university to all stages of preparation" [11]. In these conditions, on the one hand, it is important for HEEs to preserve their science-oriented nature, and on the other hand, to meet the requirements of modern enterprises, the purpose of which is to attract highly qualified personnel to work for profit.

Universities are organizations with a fairly closed nature and a complex internal structure. Business partners often "do not imagine how a particular unit of the HEE functions, where the "center of expertise" they need is located, who is responsible for the implementation of specific projects". Such

"atomism" leads, among other things, to the need for long and laborious approvals before starting joint work. Only overcoming excessive bureaucracy and reducing intermediate procedures can create an effective mechanism for cooperation between vocational college and business structures.

One of the solutions to this problem may be the development of a joint strategy of HEEs and the business community, which will clearly describe the priority areas and the final results of joint activities. At the same time, it is very important to approach the development of such mechanisms with maximum caution, taking into account all the possible negative consequences. And we cannot but agree with the opinion of I.G. Kufyrev and M.I. Rykhtik, arguing that "the main principle of partnership should be "development while maintaining": the desire to borrow from each of the parties of interaction the most beneficial features, while preserving the fundamental foundations of their own activities" [12]. Otherwise, there is a real danger that universities, encouraged by the prospects of partnerships with business, will evolve toward greater commercialization when "educational services" replace education.

In our opinion, the interaction of higher education institutions with external clients should be carried out at three levels of organization of the educational process.

The first level of interaction between the educational institution and external clients is necessary for strategic planning of the goals and results of the training of competent specialists and includes:

- identification of the current list of general cultural competencies of a university graduate, which should be formed within the framework of a certain educational program based on professional industry standards and the concept of advanced education;
- planning concentration programs based on goal-setting in the form of declared general cultural competencies of a university graduate, reflecting the basic requirements of the business community for the socio-cultural component of specialist training.

The second level of interaction involves:

- creation of an innovative socio-cultural environment of the HEE, taking into account the needs and interests of education, science and business;
- development and implementation of effective methods and technologies in the educational process to achieve the desired results of forming a customer-oriented organizational culture, including the mandatory participation of leading experts in science and industry in the implementation of this process.

At the third level of partnership of HEEs with external clients in order to prepare competitive personnel, the following is required:

- the active participation of external clients (primarily business representatives) in the system of monitoring the level of formation of the declared general cultural competencies of a university graduate;

- the development of new procedures for assessing the quality of future specialists training within the framework of the competency-based approach, including the development and implementation of innovative systems to control the level of formation of the general cultural competencies of specialists by testing their ability to find solutions to complex problems associated with values and norms of behavior in specific situations;
- the creation of effective methods of quality management of the learning and educational process, taking into account the requirements of employers [13].

Consequently, the need for developing organizational and technological mechanisms for the interaction of the HEE with the external environment, aimed at improving the effectiveness of each of the participants in the educational process by agreeing on a strategy for building a customer-oriented organizational culture, is being updated.

We cannot but agree with the opinion of a number of authors who believe that in order to establish a systemic interaction of regional market entities, it is necessary to include in the interaction system a body that performs coordination functions, as well as defines strategic guidelines for interaction. According to L.S. Greenkrug and V.S. Vasilenko, at the regional level, the functions of such a body can include the solution of such basic tasks as creating awareness of the need for partnerships, initiating interest in partnerships between HEEs and employers, as well as encouraging universities and colleges to take an active, personal position in establishing closer and more productive relationships with business territorial entities [11].

In turn, the interest of persons of the external environment for the university is manifested in the following:

1) for authorities – this is the formation of a balanced regional order for the preparation of graduates from universities, taking into account the needs of the economy, the forecast for its development, the structure of professional education (both by level and specialty), with the aim of initiating the development of the region and reducing the unemployment rate of the population in the job market;

2) for employers – this is the formation of a system for obtaining high-quality specialists [14].

The result of this interaction should be the organizational and cultural environment of the HEE, which allows not only to form the general cultural dispositions of the student, but also to lay the value-normative contours of the future activities of the graduate. In our opinion, it is advisable to create similar structures within a separate university or to divide these functions among the administrative structures of a modern university.

In our opinion, the organizational culture of the university, as a reflection of the cultural environment and as a condition for the formation of a competitive subject of professional activity, needs social technologies implemented in the form of process, functional and socio-technological models. Let us dwell on each of them.

The process model for the formation of a customer-oriented organizational culture of a university is a reproduction cycle of its basic elements in accordance with the general management cycle, and its levels and ideology structure, as the foundation of a university system, make it possible to present the process of its formation in the form of six stages of the cycle.

The main and primary block of this model is the development of the ideology of a customer-oriented organizational culture of the HEE (mission and values of the university) and its coordination with the education system development strategy and federal guidelines, as well as with the main clients of the modern university (internal and external). The declared part of the ideological complex involves the construction of a complex organizational structure of the corporation, where, in fact, client-oriented focuses of each direction of the HEE should be reflected. With a ground level of organizational culture, this process can take several months. Increased attention to it should be accompanied by an awareness of the governing structures of the consequences of mistakes made. It is preferable to use collegial forms in decision-making at this stage.

The inextricability of the coordination stages with federal guidelines, the strategy of the university, the requests of university customers with the stage of developing the ideological system of a client-oriented organizational culture, makes it possible to talk about the reproductive cycle of the formation of the organizational culture, and with the proper level of development of this process, about the transition from the formation process to the process of its correction.

The next stage, which is no less difficult in the absence of a system of forming an organizational culture environment at HEE, involves combining the existing system of normative regulation with the proposed organizational foundation. The distribution of norms governing behavior and activities according to identified guidelines and values will provide an opportunity to systematize management in the field of achieving high customer focus of the university. An additional form of work at this stage may be the correction of normative regulation for full and systemic support of the proposed organizational and cultural foundations.

The stage of technological support and equipment of existing standards can also be divided into two sub-stages: correlation of available technologies with the proposed regulatory framework and filling in the technological deficit. This stage provides the opportunity for practical implementation of customer-oriented declarations, achieving a real, visible result.

In the next stage of the reproductive cycle of the formation of a customer-oriented organizational culture, a separate management process is concluded for coordinating its changes and filling with new norms and technologies. Introducing this position into the process model, we are fully aware that this is a separate bureaucratic cycle, which appears as a buffer for university innovations. But, unfortunately, in order to obtain an existing system of organizational culture formation, to maintain an emphasis on its customer focus and increase its

level of both the organizational and cultural environment, and the HEE as a whole, this stage is necessary.

The functional implementation of the process model for the formation of a customer-oriented organizational culture is distributed by the HEE throughout the management structure. At the same time, both horizontal and vertical participation in the process of university structures is possible. The horizontal participation of the administrative corps consists in making its contribution both to the process of forming the ideological foundation, and to the creation of its normative and technological equipment according to the functional direction of each department or division. Vertical participation is to include officials in the stages of formation, coordination and management of a customer-oriented organizational culture. So the first block of stages is implemented by the working groups of the administration, leading specialists and responsible persons in all aspects of the customer focus of the university. The second stage is associated with the activities of the heads of departments and divisions. The third stage is the work of specialists from departments and departments. The combination of the two areas of functional participation with the process model makes it possible to propose a functional model for the formation of a customer-oriented organizational culture of the HEE (the model includes enlarged departments and university management related to its activities and indicators, which can be supplemented by adapting it to specific conditions or the need for detail).

The result of the actions described by us can be a socio-technological model for supporting the formation of a customer-oriented organizational culture of the university.

The integrated socio-technological models are:

- informational – providing information on the state of organizational culture to the administrative building of a university; translation of organizational messages and attitudes into the internal environment of the university; broadcast and presentation of organizational trends and achievements in the external environment of the university;
- ideological – the formation of the ideological foundations of the organizational culture of the university or college through cognitive modeling; ensuring the ideology of the university is consistent with educational reforms and policies, the request of an internal and external client, promising and relevant trends in the development of a single world educational space;
- normative and regulatory – the creation of the foundations of normative regulation, contributing to the maintenance of an approved ideology, increasing the indicator of the separability of organizational culture to internal and external clients, positive motivation and commitment of employees and students of the university;
- coordinating – assessment, correlation with the adopted development strategy and adjustment of social and technological support; offering a technological resource for the development and strengthening of

relevant ideological directions; fixing the dynamics of organizational development, achieving indicators of customer focus.

The social and technological arsenal includes working technologies that are subject to constant updating, correction in relation to emerging tasks and the transformation of the external and internal environment: technology for monitoring consumer demand and customer satisfaction with the organizational culture of the HEE; technologies for diagnosis, analysis and forecasting indicators of organizational culture of the HEE; technology modeling, harmonization and correction of the ideology of the HEE; standard-setting technologies, social engineering and organizational and cultural expertise of management decisions; integration technologies inclusion of clients in the system of managing the organizational culture of the HEE; broadcast technology of the organizational culture of the HEE in the external environment.

The results of the activity can be claimed at all stages of the management process: used as social targets for the development of all areas of the university; taken into account when planning activities and indicators; included in organizational management mechanisms as borderline and corrective markers in the system of choosing the best option for organizing activities and resource allocation; added to the instrumental complex for assessing and monitoring the activities of HEE structures; integrated into the system of stimulation and regulation of modern university.

IV. CONCLUSION

In the framework of the formation of the customer-oriented organizational culture of the HEE, we have developed process, functional and socio-technological. One of the elements of social technology is the creation of a working group to support the formation of the organizational culture of the university, which is customer-oriented. The main areas of activity of such a group are: monitoring and analysis of the request and needs of internal and external clients, the formation of customer-oriented tasks for each area of activity of a modern university; diagnosis of customer satisfaction formed organizational culture; analysis of organizational culture indicators, correction and formation of an ideological component, consistent with the external request of consumers; development of a regulatory mechanism and socio-technological equipment of organizational culture; information and presentation support for the development of the client orientation of the organizational culture of the university; a systematic assessment of satisfaction with the quality of the formation of general cultural competencies on the part of internal and external clients.

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