ORGANIZATIONAL DEVELOPMENT AND EDUCATIONAL CHANGES MANAGEMENT IN PUBLIC SECTOR (CASE OF PUBLIC ADMINISTRATION DURING WAR TIME)

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ARTICLE INFO	ABSTRACT
	Purpose: The aim of this study is analyze the importance of educational change for the effectiveness of organizational development and the role of organizational development in the processes of human development today, in the context of the information society and extreme social networking. **Theoretical framework:** Russia's war against Ukraine has pushed up demand for (new) administrative processes. But this did not negate the need for institutions to develop their potential using various, for example digital tools, and to constantly improve the quality of educational services in the context of extreme conditions and extraordinary circumstances. **Design/methodology/approach:** Development of education creates new opportunities for the development of human potential for extreme social networking. **Findings:** The approaches of joint creative activity of the participants of the educational process (in the context of security challenges) as effective means that create an unfavorable context for educational changes are determined. It is emphasized that the development of human potential depends on the ability of education to be flexible to the needs of the information society. It is determined that the transformation of the social institute of education requires radical changes in the training of a new generation of managers with a high level of professionalism, culture, innovative creative thinking. **Research, Practical & Social implications:** It is found out that a set of theories of organizational development is submitted methodologically capacious for creation of conceptual models of management of educational changes.

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DESENVOLVIMENTO ORGANIZACIONAL E GESTÃO DE MUDANÇAS EDUCACIONAIS NO SETOR PÚBLICO (CASO DA ADMINISTRAÇÃO PÚBLICA EM TEMPO DE GUERRA)

RESUMO

Objetivo: O objetivo deste estudo é analisar a importância da mudança educacional para a efetividade do desenvolvimento organizacional e o papel do desenvolvimento organizacional nos processos de desenvolvimento humano hoje, no contexto da sociedade da informação e das redes sociais extremas.

Marco teórico: a guerra da Rússia contra a Ucrânia aumentou a demanda por (novos) processos administrativos. Mas isso não anulou a necessidade de as instituições desenvolverem seu potencial usando várias ferramentas, por exemplo, digitais, e melhorarem constantemente a qualidade dos serviços educacionais no contexto de condições extremas e circunstâncias extraordinárias.

Design/metodologia/abordagem: O desenvolvimento da educação cria novas oportunidades para o desenvolvimento do potencial humano para redes sociais extremas.

Resultados: Determinam-se as abordagens da atividade criativa conjunta dos participantes do processo educacional (no contexto dos desafios de segurança) como meios eficazes que criam um contexto desfavorável para mudanças educacionais. Ressalta-se que o desenvolvimento do potencial humano depende da capacidade da educação em ser flexível às necessidades da sociedade da informação. Determina-se que a transformação do instituto social da educação requer mudanças radicais na formação de uma nova geração de gestores com alto nível de profissionalismo, cultura, pensamento criativo inovador.

Pesquisa, implicações práticas e sociais: Constata-se que um conjunto de teorias de desenvolvimento organizacional apresenta-se metodologicamente capaz de criar modelos conceituais de gestão de mudanças educacionais.

Originalidade/valor: As bases razoavelmente científicas das mudanças educacionais como objetos da gestão pública são caracterizadas pelo caráter tendencioso da gestão pública das mudanças educacionais com base na natureza coletiva.

Palavras-chave: Desenvolvimento Organizacional, Mudança Educacional, Reforma Educacional, Tempo de Guerra, Redes Sociais Extremas, Potencial Humano, Desenvolvimento do Potencial Humano.

DESARROLLO ORGANIZACIONAL Y GESTIÓN DEL CAMBIO EDUCATIVO EN EL SECTOR PÚBLICO (CASO DE LA ADMINISTRACIÓN PÚBLICA EN TIEMPOS DE GUERRA)

RESUMEN

Propósito: El objetivo de este estudio es analizar la importancia del cambio educativo para la efectividad del desarrollo organizacional y el papel del desarrollo organizacional en los procesos de desarrollo humano en la actualidad, en el contexto de la sociedad de la información y las redes sociales extremas.

Marco teórico: La guerra de Rusia contra Ucrania ha elevado la demanda de (nuevos) procesos administrativos. Pero esto no negó la necesidad de que las instituciones desarrollen su potencial utilizando diversas herramientas, por ejemplo digitales, y de mejorar constantemente la calidad de los servicios educativos en el contexto de condiciones extremas y circunstancias extraordinarias.

Diseño/metodología/enfoque: El desarrollo de la educación crea nuevas oportunidades para el desarrollo del potencial humano para las redes sociales extremas.

Hallazgos: Se determinan los planteamientos de la actividad creadora conjunta de los participantes del proceso educativo (en el contexto de los desafíos de seguridad) como medios efectivos que crean un contexto desfavorable para los cambios educativos. Se enfatiza que el desarrollo del potencial humano depende de la capacidad de la educación para ser flexible a las necesidades de la sociedad de la información. Se determina que la transformación del instituto social de educación requiere cambios radicales en la formación de una nueva generación de directivos con alto nivel de profesionalismo, cultura, pensamiento creativo innovador.

Implicaciones de investigación, prácticas y sociales: Se encuentra que un conjunto de teorías de desarrollo organizacional se presenta metodológicamente capaz para la creación de modelos conceptuales de gestión de cambios educativos.

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Originalidad/valor: Las bases razonablemente científicas de los cambios educativos como objetos de la gestión pública se caracterizan por la tendenciosidad de la gestión pública de los cambios educativos sobre la base de la naturaleza colectiva.

Palabras clave: Desarrollo Organizacional, Cambio Educativo, Reforma Educativa, Tiempos de Guerra, Redes Sociales Extremas, Potencial Humano, Desarrollo del Potencial Humano.

INTRODUCTION

The large-scale aggression by Russia against Ukraine starting on 24 February 2022 drastically changed how and which administrative services are delivered to all participant of educational processes in Ukrainian higher educational system. Many students and teachers have been abroad for a long time in search of a safe place. This led to a new demand for new digital services that would allow providing high-quality educational services online, allowing convenient access to educational materials at any convenient time, regardless of the user's location. The participants of the educational process were forced to work under constant missile attacks, adapt to work in shelters. This situation required the rearrangement of a number of ordinary work processes in the digital plane and the provision of additional psychological support for both students and teachers. On the other hand, in the context of a certain stabilization of the situation in Ukraine in the summer of 2022, students expressed a intention to study offline. Direct communication with peers and teachers was especially important for first-year students. The teachers and administrative staff themselves also needed peer- communication and live-discussions with colleagues as a certain stabilizing and anti-stress factor. Even if they had to go down to the shelters several times a day. Therefore, work in small groups (taking into account security challenges) as a technology for implementing educational changes was relevant in Ukraine in 2022 as well. Let's consider the possibilities of its implementation in extreme conditions. The basic concept of development of education is educational change. Introduction of changes is modern approach to management. Formation of open polysubject educational space in which the set new educational the practician is formed expressing ideas of society of quality of education is proved by application of humanitarian approach in public management of educational changes. Efficiency of educational system of any country should be considered at three levels: 1) at the level of the person who studies (introduction of the individualized approach to motivated training); 2) at the level of the studying organization (ensuring organizational development through continuous training of employees and management of knowledge of the organization); 3) at the level of society which studies (support of development of the educational environment in the society of knowledge, favorable to

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continuous training of individuals and the organizations). The purpose of this article is to analyze the importance of educational change for the effectiveness of organizational development and the role of organizational development in the processes of human development today, in the context of the information society and extreme social networking.

LITERATURE REVIEW

A characteristic feature of the information society is the constant growth of information, the emergence of new professions and the personal need to develop new professional competencies. This naturally causes an increase in the diversity of educational needs. New demands on education necessitate an increasingly systematic implementation of educational change. Due to the broad approach of educational change, the continuous development of education creates new opportunities for human potential development (Jacobsen & Andersen, 2013).

Definition of educational changes is difficult phenomena in education, reflecting transformational dynamics of multidirectional transformations in education as to complete system, in its functions and structure, institutions, the statuses and roles of participants of the relations in education, other spheres, the organizations where educational activity is carried out (Semenets-Orlova, 2017). Educational changes are a type of social changes of meso-level which at the level of concrete institutions and the organizations can be defined as organizational changes and to be connected with organizational training (Shrivastava, 2022). The problem of management of educational changes is very specific and doesn't fit into the majority of concepts of organizational development as in the system of public education (proceeding from its special social role) is difficult to apply measuring indicators of economic character (Jones, Thompson & Zumeta, 2001).

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 (Kiran et. al., 2022). 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.

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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.

METHODOLOGY

The general methods for research include the following:

1. Literature review: Conducting a thorough review of the existing literature on organizational development and educational changes management in the public sector during war time provide a solid foundation for the research study. The literature review helps to identify gaps in the research and highlight potential areas for investigation.

2. Case study analysis: Analyzing case studies of public sector organizations during war time provide valuable insights into the challenges and opportunities for organizational development and educational changes management. The case study analysis help to identify best practices and lessons learned from other organizations in similar situations.

3. Document analysis: Analyzing relevant documents such as policy documents, reports, and other literature provide valuable insights into the organizational development and educational changes management practices during war time in the public sector.

RESULTS AND DISCUSSION

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

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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 activitiy – 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

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principles: mutual respect, positive motivation, a positive moral and psychological climate, a developed organizational culture of the institution (Leithwood & Poplin, 1992).

It is necessary to take into account social and psychological factors that are directly related to the individual psychological characteristics of workers and the patterns of their communication in groups. This is an essential condition for innovative processes in education, in the formation of a knowledge-based economy.

What is the market demand for a modern lecturer? It must be a person:

- initiative;
- creative, taking a non-standard approach to business;
- emotionally sustainable;
- highly motivated by achievements;
- future-oriented;
- capable of original application of special knowledge in solving professional problems.

The need for change is understandable and well founded. However, in order to achieve sustainable "productive communication" in the activities of a modern lecturer of an innovative university, special technologies are needed to support its continuous professional improvement by the administration. And frankly, the responsibility of managers at all levels for managing human resources, strengthening the moral and spiritual capital of employees, supporting their innovation is a challenge for management at a modern university. In most cases it is customary to work according to established principles. Innovation often lacks opportunities. But without such innovation the education system has no future, this must be clearly understood.

It is possible to ensure the preparation and implementation of educational changes at different levels of the system due to the creation and mastering of new educational practice:

1) Creation in the process of knowledge transfer of non-linear situations of open dialogue with direct and feedback.

2) The perception of training by participants in this process as a solidarity "educational adventure," as a result of solving problem situations, getting into one self-consistent pace of education.

3) Promoting the awakening of lecturers and students of new powers and abilities, discovering themselves, cooperation with themselves and other people.

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,

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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

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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 iternal 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.

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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.

According to W. R. Mulford, learning organizations are characterized by the following features (Mulford, Silja, Claudia & Zarins, 2002):

1) use methods of scanning the external and internal environment;

2) adjust the development goals which are shared and distributed by the whole team;

3) jointly create an environment of learning/teaching, integration of science and education;

4) encourage initiative and risk-taking;

5) regularly review all aspects affecting the work of institutions;

6) recognize and motivate quality work;

7) provide an opportunity for continuous professional development (in particular, the creation of a trusting climate of cooperation).

According to Peter Senge, a well-known researcher who popularized the term "learning organization," the image of such an organization becomes a continuation of the vision of every employee who is fully devoted to his mission.

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 (Oliinyk, Bilan, Mishchuk, Akimov & Vasa, 2021);

- 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;

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-       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 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. (Semenets-Orlova, Teslenko, Dakal, Marusina & Klochko, A. (2021).

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.

During 2018-2019, about 400 teachers studied various training and short-term training programs at the Center for Organizational Development and Leadership. The author conducted a survey of feedback questionnaires of participants about their understanding of markers of joint activities. The results of the survey are presented (table 1).

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Table 1. Main markers of joint activities

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

Source: Prepared by the authors (2023).

In the logic of high-quality joint activities, on 06 October 2022 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. The event was held taking into account security challenges. There was properly equipped shelters at the higher educational institution.

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. Organizational development programs in universities can be adapted for use in emergency and extreme context. For this purpose, it is important using small groups of participants for work and having, accordingly, several shelters and be ensured for implementing other security measures. In universities, hard work is underway to find the place

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of educational institutions with a modern constantly changing world. Further areas of research - practical study of specific cases of educational change and determine their effectiveness to ensure the development of human potential.

Acknowledgements. The publication was publicly funded by the Ministry of Education and Science of Ukraine to develop the research project "Innovation component of security of sustainable development of old industrial regions of Ukraine: strategic directions of institutional support and technology transfer in innovation landscapes" (№ 0121U100657).

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Intern. Journal of Profess. Bus. Review. | Miami, v. 8 | n. 4 | p. 01-15 | e01699 | 2023.

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