

## INNOVATIVE CULTURE OF THE FUTURE MANAGER WITHIN THE EDUCATIONAL INSTITUTION: THEORETICAL ANALYSIS

### ІННОВАЦІЙНА КУЛЬТУРА МАЙБУТНЬОГО КЕРІВНИКА В НАВЧАЛЬНОМУ ЗАКЛАДІ: ТЕОРЕТИЧНИЙ АНАЛІЗ

*One of the fundamental aspects of modernizing modern higher education is the improvement of the professional training of future managers on educational institution. The need to train high-quality future managers of educational institution, who meet the requirements of state and international standards is becoming increasingly clear. Currently, the society needs managers focused on humanistic values, achieving high goals in all areas of public life. The appeal to the problem of innovative culture development of the future manager within the educational institution is due to the awareness of the insufficient ways and methods of their preparation in the magister training process in the higher educational institution.*

*Innovative culture consists of aspects that have some particular shade and lead to innovations creation. In this research we defined innovative culture, determined and analysed different aspects that differentiate it among any other kind of culture. It is highlighted that innovative culture is person's integrative ability to create, organize, carry out innovative projects that bring social benefits and economic profit not only to a person himself, but also to the organization, besides the educational institution.*

*Full self-realization. We showed advantages of innovativeness and described the leadership style which serves to innovations. Our findings are proven by the examples and words of leaders from global companies, which helped to build us empirical part. The concept, meaning and essence of innovative are considered culture within the process of the educational institution. Improved conceptual apparatus of innovative culture of the future manager as a socio-economic category, its main tasks and functions are defined. Conditions characteristics of formation of innovative culture of the future manager of the educational institution in the magister training process are under review. The scientific bases of innovative culture development of the future manager within the educational institution in the conditions of magister training process are substantiated; awareness of the values of the heads of general educational institutions, which are based on readiness for innovative management activity, development of personal and motivational component of management activity, forecasting of strategic goals of the management process.*

**Key words:** *innovative culture, future manager, educational institution, theoretical analysis, magister training process.*

*Одним із фундаментальних аспектів модернізації сучасної вищої освіти є вдосконалення професійної підготовки майбутніх керівників закладів освіти. Все більш очевидною стає потреба у підготовці якісних майбутніх керівників закладу загальної середньої освіти, які відповідають вимогам державних та міжнародних стандартів. У даний час суспільству потрібні менеджери, орієнтовані на гуманістичні цінності, досягнення високих цілей у всіх сферах суспільного життя. Звернення до проблеми розвитку інноваційної культури майбутнього керівника закладу освіти зумовлене усвідомленням недостатніх способів та методів їх підготовки в процесі магістерської підготовки у закладі вищої освіти.*

*Підкреслюється, що інноваційна культура – це інтеграційна здатність людини створювати, організовувати, здійснювати інноваційні проєкти, які приносять соціальну вигоду та економічний прибуток не тільки самій людині, але й організації, зокрема закладу освіти.*

*Інноваційна культура складається з аспектів, які мають певний відтінок і ведуть до створення інновацій. У цьому дослідженні визначено інноваційну культуру, проаналізовано різні аспекти, що відрізняють її від будь-якого іншого виду культури. Представлено переваги інноваційності та здійснено аналіз стилю лідерства, який служить новаціям. Визначено поняття, зміст та сутність формування інноваційної культури в процесі магістерської підготовки у закладі освіти. Визначено вдосконалений концептуальний апарат інноваційної культури майбутнього менеджера як соціально-економічної категорії, визначено основні завдання та функції менеджера. Переглядаються умови, характеристики формування інноваційної культури майбутнього керівника закладу освіти у процесі магістерської підготовки. Обґрунтовано наукові основи розвитку інноваційної культури майбутнього керівника закладу освіти в умовах магістерського освітнього процесу, усвідомлення цінностей керівників закладу освіти, які ґрунтуються на готовності до інноваційної управлінської діяльності, розвитку особистісної та мотиваційної складової управлінської діяльності, прогнозуванні стратегічних цілей процесу управління.*

**Ключові слова:** *інноваційна культура, майбутній керівник, заклад освіти, теоретичний аналіз, освітній процес магістра.*

UDC 378.147:37.091.113:[001.895:008]:378.22

DOI <https://doi.org/10.32843/2663-6085-2019-19-1-31>

**Kozlov D.O.,**

Candidate of Pedagogical Science, Associate Professor, Associate Professor of Department of Management of Education and Pedagogy of Higher School A.S. Makarenko Sumy State Pedagogical University

**Formulation of the problem in general.** From 18 century almost everything that occurred during economic growth was done due to innovations. Companies started to understand that innovations could give a competitive advantage and increase of the educational institution effectiveness. Innovative culture, in turn, is one of the most important conditions that make innovations happen. However innovative

culture is not so popular and common within a lot of educational institutions, maybe because of lack of knowledge according to this notion, maybe because of unwillingness and fear to change something.

Consequently, there is a need for a comprehensive research analysis of the innovative culture of the future manager within the educational institution and the conditions of its formation in the magister training process.

**Analysis of latest researches and publications.**

In the studies of A. Vayeva, S. Grigorieva, O. Efrosinina, A. Kalyanov, V. Kremen, B. Lysin, V. Kuznetsov, V. Noskov, A. Poskryakova, L. Kholodkova, and others the conditions of formation of personality's innovative culture are considered. This issue is actively investigated in the domestic researches (O. Amateva, N. Gavrish, A. Kalyanov, O. Kozlova, K. Makagon, R. Mylenkova, V. Noskov, M. Sova, O. Efrosinin, etc.) and foreign (L. Elizarov, A. Gerasimov, I. Loginov, V. Chornoles and others). In the works of V. Andrushchenko, V. Bondar, L. Vashchenko, L. Danylenko, G. Yelnikova, V. Maslov, V. Pikelnaya, N. Klokar, V. Kryzhko, E. Pavlyutenkova, T. Sorochan and others it is determined that an important prerequisite for the initiation of innovative processes in the education of Ukraine is the formation of such system of innovative management, which changes the requirements for the development of innovative culture of the future manager of the educational institution. This is confirmed by the American researcher D. Spillane, who believes that the future manager of the educational institution "concentrates the attention and efforts of staff and clients of the school on the need for innovative changes in the educational process, as well as mobilizes the resources necessary to implement these changes" [4, p. 12].

**Selection of previously unresolved parts the common problem.** Viewing the analysed researching, the purpose of the scientific article is to present the author's vision of the innovative culture formation of the future manager of the educational institution in the magister training process and conditions of the innovative culture formation. Specific goals of our research are: positioning the place, defining the role and shaping the tasks of innovative culture of the future manager of the educational institution and in the innovation process.

Innovative culture is still not so common along companies, moreover within the educational institution. However, there is not a lot of literature written according this issue. We decided to investigate what aspects facilitate building such culture. Further we investigate such aspects as what kind of communication has to exist to make the culture innovative, which people are responsible for making innovations happen, how people, future managers are motivated to behave themselves innovative and others.

Before answering the main question, we will provide conceptual framework of innovative culture. It means that to evade misunderstandings we will explain firstly the notions and related issues that are essential to start considering innovative culture. These are innovation culture.

So far as innovation culture is a very wide topic, we define the purpose of our research as deeper understanding of innovation in general, innovative culture and the role of the future manager in creating

and maintaining such kind of atmosphere in the educational institution. This work completes and shapes our previous knowledge about management with great theoretical base.

**The aim of the article.** To conduct a comprehensive research analysis of innovative culture of the future manager within the educational institution and conditions of its functions in the magister training process.

**Presenting the main material.** Innovations are important on various levels and for various reasons. From one hand, innovations play an important role for the world society as it drives economic growth. Thus, it leads to increasing of living standards and welfare.

"It is also emphasised the need to view innovation within the context of the organisation" [5, p. 81]. The current stage of development of the global market is characterized by increasing dynamics, instability and, above all, the globalisation of business. This, in turn, raises competition and forces educational institutions to seek new opportunities to gain an advantage.

Innovation is invention, providing a qualitative growth of efficiency of processes or products that are demanded by the market. It is the end result of human intellectual activity, their imagination, creative processes, discoveries, inventions and rationalization. These are some definitions that are relevant nowadays, whereas in the past innovations were considered "as a "gift" somehow uncontrollable by human decisions or activity" [6, p. 322].

People get an opportunity to make their life more comfortable. Baumol (2002) states that "virtually all of the economic growth that has occurred since the eighteenth century is ultimately attributable to innovation" [1].

From the other hand, innovations are important for the educational institutions as they have a positive impact on them. Innovations may provide them with competitive advantages, facilitate their development, open new horizons. Moreover, innovations have a positive influence on employees. Educational institution, which consider innovation as one of their core values, stimulate employees with exciting and challenging work; they encourage people with worthy ideas. We agree with Brynteson that "employees who are allowed to innovate and be creative are happier and have higher morale". Thus, innovations have potential to turn our world for the better [2, p. 7].

At the educational institution, innovation culture is a functional subsystem that has its own potential and capable of stimulating the use of innovative potential both by the educational institution and by the individual employee. The main formation feature of innovative culture principles at the educational institution is developing an effective incentive system, being transparent and accessible information and communication flows, development of modern organizational

structures of management competence and knowledge [3]. At the same time, the main tasks of the innovative culture of the future manager in the system of innovative activity of the educational institution is [7]:

- prediction and management of social and economic processes in the educational institution;
- optimization of personnel, scientific, technical, production, financial, and therefore innovation potential of the educational institution;
- identification of creative abilities, development and realization of the employee's creative potential;
- applying a democratic style of government;
- stimulating the process of generating innovative ideas;
- optimization of innovative processes at the educational institution;
- creation and implementation of innovative projects;
- formation and implementation of innovative strategies of the educational institution development;

- cooperation with all participants of the innovation infrastructure;

- elimination of barriers within the organizational structure of the educational institution for free communication and information transfer;

- image creation of the educational institution;

- design and analytical substantiation and organizational and management support of the innovation process. Formation of the future manager's innovative culture is based on their experience and activity, communication with the environment. Discovering the way to strengthen the abilities and talent, confidence in each student – the future manager of the educational institution – is the main task of the modern magister training process at Sumy State Pedagogical University named after A.S. Makarenko.

Accordingly, the basic formation conditions of the innovative culture of the future manager of the educational institution in the magister training process are systematized in the following order: equating or iden-

Table 1

**Characteristics of formation conditions of the innovative culture of the future manager of the educational institution in the magister training process**

Conditions	Characteristics of formation conditions
The need to adapt to changes in the environment	When there is an urgent need for change, management will strive to create the best conditions for the implementation of the innovative culture. Forming the innovative culture requires a long time and a strong motivation to change its behavior and the employees' behavior.
Staff qualification level	A high level of qualification is an important condition for the development of the innovative culture. A low-skilled employee (of the future manager of the educational institution) is not able to produce and introduce innovations, because he is not able to recognize the strengths and weaknesses of his activities, to introduce something new, more perfect.
Developed information system	Information system – a system of information transmission and circulation in the educational institution; using formal, informal, cultural means of information. The communication system of the innovative organization is characterized by a free information flow, the innovative culture requires clarity of policy, knowledge of strategy and participation in the planning process, horizontal information flows, direct contacts, the ability to put forward a mass of diverse ideas and suggestions, good “feedback” in all directions, interaction and the possibility of developing the ideas.
Innovative behavior incentives	Stimulating innovative behavior provides a positive reinforcement of innovative behavior. Participation in the goals formation, independent tasks formulation, the employees self-esteem, the sharing of responsibilities and the joint promotion of new ideas, stimulate a wide variety of search efforts and reduce conformism, create additional conditions for creative activity
Learning and development system of the future manager of the educational institution in the magister training process	The training system provides an influx of necessary and up-to-date information, the new methods and technologies development, and raising the employees' qualification level. The absence of such system will lead to a lag, a relative decrease in the qualification level, and a loss of the development source.
Favorable socio-psychological climate	The socio-psychological climate in the process of the innovative culture formation of the future manager of the educational institution in the magister training process is characterized by a high level of trust, the possibility of search errors is allowed, which allows the future manager to behave more impulsively, stimulates intuitive behavior, risk taking and recognition of the possibility of errors, as well as an active creative search and wide potential return on the employees' efforts, strengthening faith in their own creative capabilities and informal actions.
Cultural experience transfer system	The cultural experience transfer system strengthens the sense of stability, orderliness, charges with positive emotions, focuses on the achievement of significant values.
Control mechanism	The control mechanism, interconnected with other control components, soft, corrective control, internal self-control is allowed. Removes restrictions on the means of achieving goals, using alternative forms of the labor process and organizational structures. Enhances the desire for cooperation and creativity.

tifying the trainee with the trainees; education and culture of the future manager's behavior; ability to create maximum conditions for the future manager's comprehensive development; deep knowledge of the laws of pedagogy and psychology; mastering novelties in the world of education and the ability to apply them in the educational process.

The main characteristics of the formation conditions of the innovative culture of the future manager of the educational institution in the magister training process are presented in table 1.

Consistency is to see whether the educational institution is well-organised and have a strong internal innovative culture. The idea is that if people have mutual beliefs and values innovative culture will increase. Sub dimensions are coordination and integration, agreement and core values. Coordination and integration shows if various departments or units within the educational institution working well together. Agreements indicate managers have capabilities to reach agreement and harmonise various opinions and options. Core values, in turn, depict if the educational institution has a strong set of shared values, which leads to identity and integrity among members.

It is important for employees have a sense of responsibility, ownership and capability. Involvement dimension represents the degree of the educational institution's focus on engaging people, informing them and developing. Sub dimensions are capability development, team orientation and empowerment. It is important to invest in people's skills as, from one hand, it is useful for the educational institution performance and, from the other hand, employees themselves have a need to learn and develop. Capability development indicates the level of investment in employees. To reach common goals team must be cooperative, members within have to trust each other. Team orientation depicts the level of reliance. Empowerment shows if the people are empowered with responsibility to do things.

**Conclusions.** In conclusion, it's stressed, that special preparation of the future manager of the educational institution in the magister training process, on the basis of block-modular principle, with the certain content and conditions.

Therefore, it can be concluded that the level of innovative culture of the future manager within the educational institution is determined by the effectiveness of its management systems: formation and use of its staff intellectual potential; maximization and minimization, respectively, of positive and negative influences of the external environment on the activity of the educational institution and the main formation factors of the innovative culture of the future manager.

Further research should be aimed at forming a criterion and methodological basis for diagnosing the state of innovation culture of future manager of educational institution at the magister training process.

#### REFERENCES:

1. Baumol, W.J. *The free market innovation machine: analyzing the growth miracle of capitalism*, Princeton University Press, New Jersey. 2002.
2. Brynteson, R. *The manager's pocket guide to innovation*, HRD Press Inc, Massachusetts. 2010.
3. Kazmarchuk S. Innovative culture: the role and place in the innovative development of the enterprise. *Socio-economic problems and the state*. 2010. Issue 1 (3). P. 66–70. Retrieved from: <http://www.sepd.tntu.edu.ua/images/stories/pdf/2010/10ksmirp.pdf>.
4. Spillane J.P., Halverson R., Diamond J.B. *Toward a theory of leadership practice: A distributed perspective*. Washington, D.C.: Author, 2000. 65 p.
5. Trott, P. *Innovation management and new product development*, Person Education Limited, 4th edition, England. 2008.
6. Westland, J.Ch. *Global innovation management*. Palgrave Macmillan, 2008. USA.
7. Zakharchyn G.M. The concept of innovative culture and its role in the enterprise innovation system. Retrieved from: <http://nuwm.rv.ua/methods/asp/vd/v39ek13.doc>.