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**CORPORATE CULTURE IN UKRAINIAN AND CHINESE INSTITUTIONS OF  
HIGHER EDUCATION IN THE CONTEXT OF BILATERAL RELATIONS**

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**Abstract.**

**Introduction.** *The corporate culture of a higher education institution plays a significant role in shaping its image and rating, and thus determines the university's competitiveness on the national and international market of educational services.*

**The purpose of the article** is to study the peculiarities and improvement of the corporate culture of higher education institutions in the context of Ukrainian-Chinese cooperation.

**Research methods.** *When writing the article, general scientific and special approaches and methods were used, such as systemic and structural-logical approaches, analysis and synthesis, deduction and induction, grouping and systematization, comparative analysis, SWOT analysis and others.*

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**The results.** *The research was conducted on the basis of analyzing the corporate culture in higher education institutions of Ukraine and China and systematizing the results of the study of this issue by scientists from different countries.*

*The corporate culture of the university is interpreted as a set of techniques and rules for its adaptation to the requirements of the external environment and the formation of internal relations between groups of employees that have developed during the existence of the educational institution. There are many types of corporate culture, so they can differ in universities even within the same country.*

*In the process of research, the mutual interest of Ukraine and China in the development of bilateral cooperation in the field of science and education was revealed. That is why it is important not only to adapt the corporate culture to the requirements of the time, but also to use the experience of the partner country and the culture favorable to the development of mutual academic mobility.*

*The article reveals the strengths and weaknesses of the corporate culture of Ukrainian universities, the opportunities and threats of its transformation, and suggests the formation of an organizational culture focused on economic results. The implementation of this idea can be carried out with the help of the creation of scientific project groups at the departments and faculties with the involvement of professors and teaching staff, graduate and master's students, including foreign ones.*

**Discussion.** *The proposed innovative measure will contribute to the activation of academic mobility, publication activity and the attraction of grant funds, which in total will significantly motivate scientists and ensure an increase in the university's income. Further research in this direction using empirical analysis and economic-mathematical methods is necessary.*

**Keywords:** *corporate culture of university, Ukrainian - China relations, cooperation in the field of higher education, corporate culture focused on economic results, scientific project group.*

**Formulas: 0, fig.: 3, tabl.: 2, bibl.: 17.**

**JEL classification: M14; I21; I29.**

**Formulation of the problem.** The corporate culture of a higher educational institution is interpreted as a set of norms and rules of behaviour established within the organizational space of a higher educational institution between participants of social communications (between subjects and objects of educational and research activities), as well as the culture of interpersonal relations, that is, "the embodiment of the "spirit of the university", when all employees – from managers to executives – are clearly aware of the organization's tasks and make maximum efforts to implement them" [1].

Corporate culture in institutions of higher education is defined by a number of features that separate it from corporate culture in other areas. This is the degree of the high reputation, the image created in conditions of competition on the basis of criteria determined by means of a survey of students, professors and teaching staff and potential customers of the university. Among the main characteristics of the organizational culture of modern universities, enshrined in the corporate codes, researchers define the following: seniority and work experience in the field of education, as well as authority among

representatives of the scientific community and the public; reputation and professionalism of management, as well as the development prospects of the university and its employees; attitude of professors and teaching staff towards students and graduate students; the level of professionalism and popularity of teachers and their demandingness; students' opinion about the organization of the educational process, the level of teaching; the location of the university and its external and internal design; professionalism of university employees in working with mass media in promoting university services; openness and integration of the educational institution [2].

Despite the fact that China and Ukraine are currently not the closest geopolitical and economic partners, the potential for the development of bilateral relations is significant. There is also a mutual interest in intensifying scientific and educational cooperation. Formation of the corporate culture of universities that meets the requirements of scientific and technological progress and sustainable development is an important task in this context.

**Literature review.** The problems of corporate culture in organizations, including in institutions of higher education, were considered in the works of a number of Ukrainian and Chinese scholars from leading universities in Western countries: L. Biondi, S. Dan [3], L. Jing, V. Ghumiem, H. Kravchenko, R. Laamanen, N. Moroz, R. Moroz, M. Taye etc.

V. Moroz, M. Moroz and R. Laamanen (Moroz, Moroz, Laamanen, 2023) investigated the content of the definition of "corporate culture" and the features of its manifestation in institutions of higher education, relying on the works of researchers and the results of analyzing the corporate culture of leading universities in Ukraine and abroad [3].

H. Kravchenko and L. Jing (Кравченко & Дзін, 2023) analyze the current trends in the development of organizational culture in Chinese universities, focusing on the challenges of globalization, changes in management approaches in higher education, the creation of a single informational educational space, etc. [6]. The subject of research by M. Taye, S. Guoyuan, and A. Muthanna (Taye, Guoyuan, & Muthanna, 2019) was the organizational culture of such a higher education institution in China as Beijing University [7].

L. Biondi, S. Russo (Biondi, Russo, 2022) have focused their attention on strategic planning or performance management in public universities [1].

A number of scholars (Ting, Tan, Amini, and others, 2021) based research on corporate culture in universities on the basis of its comparative analysis in universities of several countries, including China [8].

The higher education institutions in Ukraine and China fell into the field of our research, and therefore we analyzed the corporate codes of these universities, relying on scientific publications and regulatory documents in open sources.

Review of literary sources provides an opportunity to form the general features of corporate culture in a modern and successful institution of higher education:

1. Academic freedom that supports debate and the free exchange of ideas. Universities promote the free exchange of ideas and views even if they differ from the generally accepted ones.

2. Diversification and multiculturalism which are manifested in the diversity of cultures and nations. In many higher education institutions, students from different countries of the

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world study, as well as invited foreign teachers, which leads to a diversity of views and traditions.

3. Emphasis on science and research which consists in stimulating scientific research. University corporate culture should promote scientific research and development of new knowledge.

4. Flexibility and independence. In higher educational institutions, emphasis is placed on the development of critical thinking and independence of students.

5. Pedagogical mission in which special attention is paid to educational activities. Institutions of higher education recognize the importance of education and training of quality specialists for society.

6. An academic hierarchy in which the role of scientists and professors plays an important role. Hierarchy in higher education institutions is mostly based on academic achievements and high qualifications.

7. Healthy competition and cooperation – an environment for healthy competition should be formed in a higher educational institution. At the same time, competition can be a stimulus for achievement, but cooperation is key to the development of scientific and educational initiatives.

8. Academic and research traditions. In higher education institutions culture is often defined by traditions and standards specific to a particular field.

9. Transparency and openness in management and decision-making which is a very flawed aspect of university culture.

10. Cooperation with business and community which actualizes implemented educational programs for the development of society. This cooperation can be implemented within the framework of an innovation cluster.

The features mentioned above form a unique character of corporate culture in institutions of higher education where the main goal is the training of qualified specialists, the development of science and the promotion of the educational process. However, these features are inherent in the ideal (standard) corporate culture of a higher education institution, while in practice, in various countries of the world, universities can form such types of culture that do not contribute to the development of the team, the creative freedom of teachers and students, and do not provide an attractive image of the institution.

**The purpose** of the article is to identify the peculiarities of the corporate culture of Ukrainian and Chinese institutions of higher education, as well as to formulate proposals for its improvement based on the use of the potential of bilateral cooperation.

**Research results.** Ukraine and China are countries that are at a fairly high level of education development, including higher education. More and more young people want to study in institutions of higher and pre-higher education, as well as obtain master's and doctorate degrees. The scientific field is also developing, despite a significant number of difficulties in Ukraine, related to the war and lack of budget funding.

In China, a country with a huge population, there is a lack of places in universities for all those who want to study, so the Chinese try to find an opportunity to enter foreign higher education institutions or participate in academic exchange programs.

Thus, as of 2022, the number of public colleges and universities in China was 2,760, including 1,239 universities and 1,489 higher professional colleges, with about 36.6

million undergraduate students (see Fig.1). From the late 1990s to 2022, China's overall higher education enrolment increased from less than ten percent to nearly 59.6 percent, respectively.

Before the Covid-19 pandemic, approximately 490,000 foreign students studied in China.

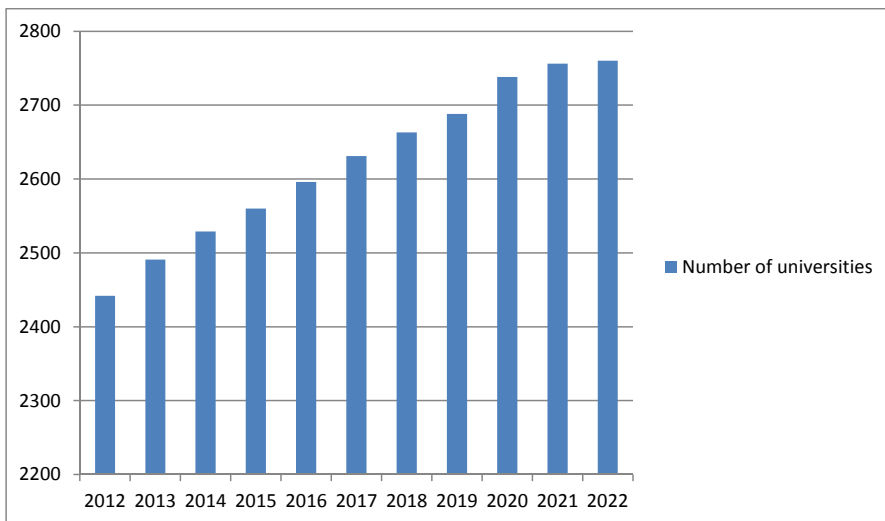


Fig. 1. Number of public colleges and universities in China between 2012 and 2022.

Note: Built by the authors based on [9].

As of 2023, the total number of Chinese students studying abroad was 1,021,303, accounting for 16% of the total number of exchange students in the world. In 2023, 210,903 foreign (international) students study in China [10].

In Ukraine, there are 157 state higher education institutions subordinated to the Ministry of Education and Science. Other state higher education institutions are subordinate to other ministries and departments [11]. During Russia's full-scale war against Ukraine, some higher education institutions temporarily suspended their activities, but later resumed, including after reallocation.

As of the end of 2022, about 415,000 students studied in Ukraine, of which about 85,250 studied abroad, which is 1.3% of all international students in the world [12]. The small number of Ukrainian students abroad in 2022-2023 is explained by the fact that martial law restricts the departure of young people over the age of 18 outside the country.

As of 2022-early 2023, 3,598 students from China were studying in Ukraine with Chinese students in the top 10 of all foreign students in Ukraine. The Ukrainian admission campaign of 2023 made it possible to invite 2,376 students from China (out of 5,107) to study [12].

The most popular majors among Chinese students are management, pedagogy, computer and bioengineering, and choreography.

Today, Ukrainian universities are developing training programs for specialists from Chinese companies, training specialists under joint educational programs together with higher education institutions of the People's Republic of China, conducting joint research

in various fields, mainly within the framework of various intergovernmental agreements and programs. In order to intensify cooperation, Memoranda of Intent to carry out scientific research work with various companies are signed. According to relevant specialties, there are agreements related to the exchange of teachers, graduate students and students and the conduct of joint scientific research.

Chinese scientists take one of the leading places in publishing collaboration with Ukrainian scientists. However, the number of jointly published works has decreased somewhat in recent years [13].

Cooperation between Chinese and Ukrainian institutions of higher education can include various forms and directions. In our opinion, the main aspects of cooperation are the following:

1) Academic Exchange, i.e. the exchange of students, teachers and scholars helps to promote mutual understanding between cultures, develop academic connections and facilitate the exchange of knowledge;

2) Joint Educational Programs, i.e. development and implementation of joint educational programs, which may include a two-level or joint diploma program;

3) Scientific research. Joint research projects and scientific exchanges contribute to the pooling of expertise and resources to solve common scientific problems;

4) Summer and Winter Schools. Organization of summer and winter schools gives students the opportunity to gain additional experience and increase their cultural competence. In the conditions of the pandemic and martial law in Ukraine, online schools and educational webinars have gained popularity. The level of digitization in Ukraine is very high, which creates good prerequisites for the development of this type of cooperation;

5) Organization of language programs for students and language teachers exchange to improve language learning skills.

The analysis made it possible to determine the main features and problems of the cooperation between Ukrainian and Chinese in table 1.

*Table 1*

**Peculiarities and problems of bilateral cooperation between Ukraine's and China's universities**

| Peculiarities  | Problems  |
|--|---|
| Successful collaboration requires attention to linguistic and cultural aspects to improve mutual understanding.  | Differences in legal systems and administrative procedures can cause difficulties in implementing joint programs.   |
| Balanced sharing of students, faculty, and other resources can create more effective collaboration.  | Differences in learning structures and assessment systems can be challenging for students and teachers.   |
| Many forms of communication, less cooperation results. Only cooperation agreements a few of between universities are actually put into practice, and the cooperation results are not much. | The number of international students in the two countries is not balanced. The main body of cooperation and exchange in higher education is international students. However, in recent 10 years, the number of Chinese students studying in Ukraine at their own expense is more than 100 times that of Ukrainians studying in China. |

*Continuation of Table 1*

|   |   |
|---|---|
| There are more non-governmental exchanges than official ones. Most of Chinese students study in Ukraine at their own expense, and there are very few official students. | The financial costs of international cooperation can be significant and are not always adequately funded. |
|---|---|

Note: Built by the authors.

The implementation of mutually beneficial and sustainable partnerships requires careful development of plans and strategies that take into account the specific characteristics of each party and promote mutual development.

The study of corporate culture in several higher education institutions in Ukraine made it possible to formulate the following basic conclusions.

First, the corporate culture of Ukrainian universities is based on collective values, the content and form of which are shared by the vast majority of the university community (professors, employees, and students). The main carrier and source of the development of the corporate culture of the university is the teaching staff, which not only accepts certain norms and rules of conduct, but also influences their content and practice of use. Therefore, the corporate culture of higher education institutions institutionalizes the established norms and rules of behaviour of the university community both at the level of the cultural institute and at the level of the institutional formation.

Secondly, the corporate culture of each specific university can be considered at the level of the subculture of the relevant social group. This is primarily due to the fact that over time, corporate culture transforms under the influence of numerous subjective and objective factors into a separate subculture, the content of which becomes the basis for the individualization of this or that organizational formation. For example, within the organizational culture of higher education institutions, several models of subcultures are simultaneously manifested (norms and patterns of behaviour of members of different structural divisions (faculties, departments, etc.) within the same higher education institution are not identical). Therefore, each structural subdivision, regardless of the fact of being within the same organizational structure, has its own (individualized) norms, values, rules of behaviour, etc. In turn, the corporate culture of a specific higher education institution differs from the corporate culture of another higher education institute, although we can certainly talk about the existence of general norms (normative and legal documents, state standards etc.) that determine and direct the development of subcultures of individual universities.

Thirdly, the corporate culture is the object of influence of the administration and (or) the owner of the university on the quality and efficiency of the functioning of the organizational structure. Under certain circumstances, the corporate culture of a university can be considered both at the level of organizational and legal and at the level of marketing-management mechanism of universities. It should be noted that the corporate culture of a university is not a material asset, but at the same time, it can be identified and has its own value.

Undoubtedly, the above conclusions do not exhaust the content of the raised issue, but only create prerequisites for its further development. Among the promising directions in the organization of scientific research, we consider those studies that allow us to find out the

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content and peculiarities of the mechanisms of management of the process of formation and development of corporate culture both directly at the level of universities and at the level of the national system of higher education as a whole.

Corporate culture in Chinese universities, often referred to as “organizational culture”, plays a key role in shaping the academic and administrative environment in these institutions. The role of corporate culture in the administrative management of a higher education institution in China will be considered on the example of a university office, i.e. the office of the party committee, the director’s office as a university party committee, and the administrative comprehensive office. The Office of University Administration-Party Committee is one of the important management departments of universities in China. He is responsible for the integration and release of university information, coordinates the daily work of internal functional departments of universities, and is the centre for ensuring daily administrative activities of universities. The level of service and efficiency of the administrative office of colleges and universities determine the quality of administrative work. With the deepening of the reform of China’s education system, the system of work processes that play a key role in the development of the university education system is becoming more complicated and formed [14; 15].

In recent years, various administrative departments of colleges and universities in China vigorously promoted reform and optimization various rules and regulations, giving the full role of organization, promotion and demonstrations of certain areas of work, such as specification management of archives, duties and preparation of educational and methodological manuals for work, as well as widely demanded management information resources. Thanks to continuous improvement of adjacent systems, the requirements of the strategic goals of the higher school were reflected in the job duties of all employees, which strengthened awareness of the position, responsibility for work results, academic integrity, etc.

With the construction of an educational organization as a carrier of culture and aspiration to humanistic literacy is cultivated in Chinese universities culture of behaviour of administrative offices. Corporate culture behaviour has the characteristics of invisibility; the role of regulating people, leading them is a long-term cultivation process. Culture behaviours and system culture are rigid and flexible, and together they play a role in strengthening organizational goals and direction of development.

From the point of view of the grassroots leaders of the university, the executive power should be practical and operationally capable for managers of the university to implement strategic decisions, institutional measures, resolutions and working perspectives of university development at different levels. The power of the executive should flow through the entire process administrative activities of the college [8].

The point of view of the theory of corporate culture is that the conditions for its formation is aimed at meeting the needs of the external environment, and arose as a result of the propaganda and demonstration of the small number of people who are the result of persistent publicity, constant practice and academic management. Building corporate culture in colleges and universities is not must violate the law on the development of higher education and be separated from strategic goals of its development; to ignore the long-term needs of the department, professional growth of teachers and students.



Based on the conducted research, we come to the conclusion that Chinese universities are diverse and encompass a wide range of cultures and practices, but a few common elements can help us understand their corporate culture:

1. Respect for tradition and hierarchy. Chinese universities often have long histories and deep-rooted traditions. These traditions are highly respected and are an important part of corporate culture. Hierarchy is also an important aspect, with clear distinctions in authority and decision-making authority. Senior faculty and administrators have significant influence, and their knowledge and experience are expected to be respected.

2. Collectivism. Chinese society places a strong emphasis on collectivism and group harmony. This also applies to universities, where teamwork and cooperation are highly valued. Professors and students are encouraged to work together on research projects, and there is a sense of shared responsibility for the success of the institution.

3. Academic excellence. Chinese universities prioritize academic excellence. The pursuit of knowledge and scholarship is highly valued, and there is often keen competition for academic success. Faculty are expected to publish research regularly, and students are encouraged to strive for high grades and prestigious scholarships.

4. Confucian values. Confucianism has a profound influence on Chinese culture, including its educational institutions. Confucian values such as respect for authority, filial piety and the importance of education are embedded in the corporate culture of Chinese universities. These values shape interpersonal relationships and behaviour in the academic community.

5. Innovation and Modernization. In recent years, there has been a growing emphasis on innovation and modernization in Chinese universities. The government has invested heavily in research and development, and universities are encouraged to participate in advanced research and technology transfer. This has led to a more dynamic and forward-looking culture in many institutions.

6. Bureaucracy and red tape. Chinese universities can be bureaucratic with complex administrative structures. This can sometimes lead to a slow decision-making process and frustration among faculty and staff. However, to achieve goals and implement change, it is important to manage this bureaucracy effectively.

7. Student-centered approach. Chinese universities often adopt a student-centred approach to education. Although traditional teaching methods still predominate, there is growing recognition of the importance of fostering critical thinking, creativity and independent learning among students.

8. Globalization. Many Chinese universities have embraced globalization by promoting international cooperation and accepting international students and faculty. This has led to a more diverse and cosmopolitan atmosphere on campuses with exposure to different cultures and ideas.

9. Ethical values. Upholding ethical values and integrity is highly emphasized in Chinese universities. Plagiarism and academic dishonesty are strictly discouraged and there is a strong commitment to academic ethics.

10 Party influence. It is important to note that Chinese universities are under the influence of the Chinese Communist Party (CCP). The CCP has a presence on campuses, and there are ideological guidelines that institutions must follow. This can to some extent

affect academic freedom and shape the political dimension of corporate culture [6; 7; 8; 14; 15].

The corporate culture of Chinese universities reflects the rich tapestry of Chinese society and the unique challenges and opportunities these institutions face in a rapidly changing global landscape. As China continues to invest in its higher education system and strive for excellence, the corporate culture of Chinese universities is likely to continue to evolve.

Based on the above, we can conclude that corporate culture of universities in Ukraine and China may differ due to different historical, cultural and educational contexts (see Tabl. 2).

*Table 2*

**Comparative description of the corporate culture of universities in Ukraine and China**

| Ukraine   | China  |
|---|--|
| The culture of Ukrainian universities can be strongly influenced by the history and traditions of Ukraine, where the academic community can take into account the long history of national development. | The corporate culture of universities in China can be defined by many centuries of cultural innovation, including the influence of Confucian values. |
| Culture can be defined by greater emphasis on the theoretical and scientific component of university education.   | Universities in China are often characterized by a greater practical orientation and engagement with industry.                                       |
| Greater democratization in the management system, with active participation of the academic community in decision-making.   | Traditionally a centralized management system where decisions can be made at the top management level.   |
| Greater emphasis on interaction between students and teachers, development of a culture of mutual support and joint academic activities.  | Greater emphasis on hierarchical relationships, where interactions are based on respect for elders and mentors.                                      |
| Usually more emphasis on social responsibility and interaction with the public.   | Universities can be more focused on economic development, innovation and support of government strategy.   |

Note: Built by the authors.

In order to identify the strong and weak features of the corporate culture of Ukrainian universities and to introduce elements of China's experience for its improvement, we conducted a SWOT analysis (see Tabl. 3).

The transformation of the corporate culture of Ukrainian universities is carried out in the context of the continuation of the reform of higher education and the expansion of the university's foreign economic ties.

Table 3

**SWOT analysis of corporate culture of Ukrainian universities**

|  |   |
|--|---|
| <p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• encourages the need for self-education and lifelong learning</li> <li>• maintaining high quality standards of educational process</li> <li>• maintains relations with graduates</li> <li>• no discrimination on any grounds</li> <li>• encourages social activity of student</li> <li>• adheres to the principles of integrity, responsibility and requirements of business ethics</li> </ul> | <p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• increasing flexibility in the system of material and moral stimulation of employees and students</li> <li>• reducing the level of bureaucracy and documentation of educational and other processes</li> <li>• involvement of teachers in scientific collaboration with foreign scientists, graduate students and masters</li> <li>• intensification of social communication in the teams of units and participation in joint events</li> <li>• strengthening of university autonomy, including financial autonomy</li> </ul> |
| <p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• insufficient level of material motivation of teaching staff and students</li> <li>• weakness of the inclusion system</li> <li>• high level of bureaucratization of some activities</li> <li>• uncomfortable living conditions of students on campus</li> <li>• very high requirements for the scientific work of teachers against the background of an excessive educational load</li> </ul> | <p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• decrease in budgetary funding</li> <li>• lack of effectiveness of measures to strengthen academic integrity</li> <li>• strengthening of unhealthy competition in collectives of units</li> <li>• deepening of the problem of nepotism and favoritism</li> <li>• failure to take full advantage of digitalization</li> <li>• preservation of outdated management methods in some departments</li> </ul>   |

Note: Built by the authors.

In Ukraine the possibility of introducing the division of teaching and professorial staff into scientific workers and pedagogical workers is being considered. Accordingly, an increase in the specific weight of research work in the workload of a researcher is expected. Also, the university's high position in national and international rankings is ensured by the involvement of students and postgraduates in research work. In other words, academic activity is considered not only as a means of learning and scientific research, but also as a factor that can bring income and determine the financial success of the university. At the same time, new criteria for evaluating the quality of a scientific worker's work are being introduced – based on the number of submitted grant applications, the amount of funds raised under business contracts, the number of registered grants, etc. In order to rationalize the use of time and create a synergistic effect, it is advisable to form creative teams with the participation of professors and associate professors, as well as graduate and master's students. Thus, a new type of corporate culture is being formed, which involves the orientation to economic results, including thanks to the commercialization of work on scientific projects.

The university's corporate culture, focused on economic results, is determined by specific values, principles and practices that contribute to the achievement of financial and

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economic goals of the university institution. It should be emphasized that this approach can be used both in private institutions of higher education and in public ones.

On the basis of the conducted research, we identified the main features of the corporate culture of the university, focused on the economic result:

1. The university promotes entrepreneurial values and seeks to develop new initiatives that lead to the creation of new sources of income.

2. The university actively studies the market and chooses directions that meet the needs of the labor market and can provide high demand for educational and scientific services.

3. All members of the university and department community understand financial goals and objectives, and make decisions that take into account economic aspects.

4. The university and departments develop close partnerships with industry and the business environment to jointly solve challenges and share resources.

5. The success of the university and departments may be evaluated not only by academic indicators, but also by financial results and relationships.

6. Corporate culture helps to stimulate and support innovative projects that can lead to commercial success.

7. The university may determine its prices and costs of educational and research services based on market conditions and competitiveness.

8. Education programs should develop not only academic, but also entrepreneurial and commercial skills in students.

9. The university is working on ensuring financial sustainability and optimizing management processes to achieve efficiency (see Fig.1).

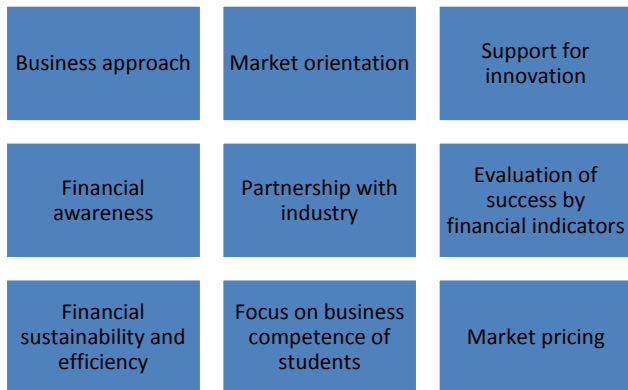


Fig. 2. Main features of the corporate culture of university, focused on the economic result.

Note: Created by the authors.

It is important to consider that the balance between financial goals and high standards of teaching and scientific research should be taken into account for building the successful university's corporate culture focused on economic results.

The organizational mechanism that makes it possible to build a corporate culture of a higher education institution, oriented on economic results, is the creation of research and project groups with the involvement of scientific and pedagogical staff, graduate students and students of other levels of education.

Scientific project group (SPG) is a team of researchers and specialists who join their efforts to conduct scientific research and implement a specific scientific project. The role of the scientific project group in the university is important and multifaceted (Patel, Moseley, Nia, 2021) [17].

The main function of the SPG is to carry out scientific research within the framework of a specific project. This may include experiments, data collection and analysis, development of new methods and technologies, etc. Financing of the work of the SPG can be carried out at the expense of attracting grant funds, especially foreign, from state or private sources.

SPG is responsible for the development of specific scientific projects that can be aimed at solving specific scientific or technological tasks. SPG members can participate in writing and submitting applications for scientific grants to receive financial support for the implementation of their projects. The SPG can include both experienced scientists and young scientists and students. Such a group can serve as a platform for sharing experiences and training newcomers.

The results of research carried out by the SPG can be published in scientific journals, presented at conferences and in other scientific publications. It can cooperate with other scientific groups, universities, research institutes and enterprises to share knowledge and resources.

SPG can participate in the creation and development of innovations that can have practical applications in various spheres of life. If the research results are technologically significant, the SPG can participate in the process of technological transfer to industry or practice (see Fig. 3).

Ukrainian universities should more actively support the creation and functioning of scientific project groups as a means of attracting academic resources to research and promoting scientific development. SGP's play a key role in shaping the academic environment, promoting the exchange of knowledge and the creation of innovative ones.



Figure 3. Functions of scientific project group.

Note: Created by the authors.

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**Conclusions.** The reform of higher education in Ukraine involves changes in the corporate culture of universities in the direction of the activation of the economic component and the development of cooperation in the educational and scientific sphere with other countries. China is a country that is interested both in scientific collaboration with Ukrainian universities and in bilateral academic mobility.

The conducted research indicated some distinctive features of the organizational culture in higher education institutions of two countries. However, the identified strong and weak features of the corporate culture of Ukrainian universities, as well as the potential for the development of cooperation between higher education institutions of Ukraine and China, indicate the possibility of introducing innovative methods of scientific and educational cooperation, as well as elements of the Chinese experience in building corporate culture.

Further research should be focused on finding ways to attract grants from private and public sources and to activate bilateral academic mobility.

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**КОРПОРАТИВНА КУЛЬТУРА В УКРАЇНСЬКИХ І КИТАЙСЬКИХ ЗАКЛАДАХ  
ВИЩОЇ ОСВІТИ У КОНТЕКСТІ ДВОСТОРОННІХ ВІДНОСИН**

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## **Анотація.**

**Вступ.** Корпоративна культура закладу вищої освіти відіграє значну роль у формуванні його іміджу та рейтингу, а відтак визначає конкурентоспроможність університету на національному та міжнародному ринку освітніх послуг.

**Мета статті** – дослідження особливостей й удосконалення корпоративної культури закладів вищої освіти у контексті українсько-китайської співпраці.

**Методи дослідження.** У процесі написання статті використано загальнонаукові та спеціальні підходи й методи, такі як: системний та структурно-логічний підходи, аналіз і синтез, дедукція й індукція, групування й систематизація, компаративний аналіз, SWOT-аналіз та інші.

**Результати.** Дослідження проводилося на основі аналізування корпоративної культури в закладах вищої освіти України і Китаю та систематизації результатів вивчення даної проблематики вченими з різних країн.

Корпоративна культура університету тлумачиться як сукупність прийомів і правил її адаптації до вимог зовнішнього середовища і формування внутрішніх відносин між групами співробітників, що склалася протягом функціонування освітнього закладу. Відомо чимало видів корпоративної культури, відтак вони можуть різнитися в університетах навіть у межах однієї країни.

У процесі дослідження виявлено взаємну зацікавленість України і Китаю у розвитку двосторонньої співпраці у галузі науки й освіти. Саме тому важливо не лише адаптовувати корпоративну культуру до вимог часу, а й використовувати досвід країни-партнера та культуру, сприятливу для розвитку взаємної академічної мобільності.

У статті виявлено сильні і слабкі сторони корпоративної культури українських університетів, можливості й загрози її трансформації та запропоновано формування оргкультури, орієнтованої на економічних результат. Реалізацію цієї ідеї можливо здійснити за допомогою створення на кафедрах та факультетах науково-проектних груп із залученням професорсько-викладацького складу, аспірантів і студентів магістратури, в т. ч. іноземних.

**Перспективи.** Запропонований інноваційний захід сприятиме активізації академічної мобільності, публікаційної активності та приваблення грантових коштів, що в сукупності суттєво мотивуватиме науковців і забезпечить збільшення доходів університету. Необхідні подальші дослідження у цьому напрямку з використанням емпіричного аналізу та економіко-математичних методів.

**Ключові слова:** корпоративна культура університету, українсько-китайські відносини, співробітництво у сфері вищої освіти, корпоративна культура, орієнтована на економічний результат, науково-проектна група.

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