Introduction

 The socio-economic transformation in society as a whole has had a mixed impact on higher school. These transformations taking place in our society require a new type of relationships between people, where the approach to man as an individual is put forward.

Practice shows that students who have experienced professional crises favorably become excellent specialists, which, in turn, affects the rating of the university, which has prepared these specialists. Today, according to many researchers, the main aspect of the successful development of a client-oriented organization is its employees, who not only show their professionalism, but also personal, individual qualities. Empathy is the first of these qualities, which refers to a professionally significant quality expressed in the ability to empathize, empathy and tolerance in professional activities; culture of empathy, which is a kind of its professional culture in which empathy, empathize and tolerance are the ground, core values in professional activities[6].

Based on the mentioned things in the introduction, the relevance of this study is determined by the need of a customer-oriented organization in employees with developed empathy as a professional value and the need to develop theoretical and methodological grounds for managing the development of the empathy culture of frontline personnel in the company. Also, the relevance is explained by the need to develop a program of psychological and educational support to manage the development of empathy culture of employees working directly with clients and being in constant interaction with people in the environment.

The aim of this study is to identify positive and negative factors that determine the level of development of the empathy culture of university teachers as employees of a client-oriented organization. The hypothesis of the presented study integrates a set of following suppositions:

- the scientific basis for solving the problem of the development of empathy culture of university teachers in the circumstances of constantly-changing market demands and society's requests can be a set of identified logical consistent patterns of this process, based on the characteristics of a client-oriented organization under the influence of these changing requests. At the same time, the feature of the empathy culture of employees of the client-oriented organization (in our case, teachers) depends on the place of residence, seniority, the level of system interaction of employees, where professional activities and working environment of staff are realizable.

- the development of empathy culture among employees of the client-oriented organization will be effective if you develop a program of psychological and educational support to manage the development of empathy culture, taking into account the identified patterns and factors that affect the level of formation of this quality.

Setting a problem

The problem of empathy and empathy culture exists in all countries, especially where there is a large migration of foreign nationals (Russia, USA, France). But this quality is not investigated in management as a separate phenomenon. There are various trainings on the development of empathy managers and chiefs, special programs. A huge amount of studies on the formation and development of empathy culture belongs to the field of education and psychology.

Meyers, Rowell et al. [10] are researching increased empathy among teachers and developing various ways in which teachers can learn about their students and structure course policy to enhance their empathy.

Scientists from Slovenia conducted a study among primary and secondary school teachers to analyze the correlation between empathy and the teacher's professional personality characteristics. The results of the study showed that empathy is well developed in female teachers, and the high level of this quality, primarily, is associated with the presence of social competences, and also, with constant interpersonal interaction. The scientists concluded that empathy and social skills trainings should be feasible in pedagogical education [12].

A researcher from China, Qing Zhang conducted a study to identify factors that affect the level of empathy of students, future preschool workers. He developed a questionnaire, according to which the scientist determined whether the role of gender, the status of the university where future educators are trained, and the level of education on the demonstration of empathy. The analysis from the study showed that the average empathy of the student was high, and her indicators on the aspect of empathy varied according to the gender, status of the university. The results also showed that student’s scores on personal aspects of empathy varied from level of education to academic education and personality characteristics [11].

According to other studies on the problem studied the social and emotional competences of employees who interact directly with clients play an important role in promoting social and emotional development. The school's empathic workers, as found by scientists from Israel, have a higher level of morality; more successfully interact with their students, encourage and establish empathic relationships, and successfully motivate their students [9]. The results of the study in Israel proved the need to pay more attention to the importance of emotions and emotional abilities of teachers to improve the quality of general school education.

As can be seen from the analyzed foreign studies, the problem of display and development of empathic skills and attainments is very relevant among teachers. In our study, based on an analysis of foreign studies, we can conclude that teachers in schools are staff directly interacting with clients (students and their parents), and the school is a client-oriented organization. The aim of the school administration is to build a management model that will form a systemic competence to respond to the volatile demands of the market and customize to the needs of customers (future students).

As for domestic research on this issue, the study of empathy culture is also explored mainly by pedagogical science. Some scientists explore the formation of empathy in future teachers in the process of organizing dialogue [1]. Others devote their research to pedagogical empathy [7] and see it as an integral part of the future teacher's vocational training. In addition, in Russian science there are studies on the problem of empathy as a factor of success of pedagogical interaction, in the process of which scientists determine the degree of empathy among teachers through the transmission of its channels (emotional, rational and intuitive) [8]. Comissarenko T.I. in her study identified the level of development of empathic abilities of future teachers through their self-realization and came to the conclusion that future teachers with a high level of development of empathic abilities, using their emotional and intuitive channels, can enter the life world of the child they teach. This helps them not only to see, but even to anticipate the emotional state of their students, saving them from loneliness and misunderstanding. At the same time, having a high empathic sensitivity, such a teacher, on the one hand, helps his students to find the meaning of life and realize potential opportunities, and on the other hand - to activate their professional abilities and talents [4].

The presented analysis of scientific research has led to the conclusion that none of their existing scientists is not affected by the problem of empathy culture among university professors as this area of research belongs to management as a science. But at the same time there is no denying that empathy and empathy culture are not explored in management at all. This phenomenon is presented in the studies of organizational behavior of staff. There are studies on the formation of empathy culture of future teachers. Therefore, based on this study, under the empathy culture of the teacher in the presented work we will understand the type of his professional culture, in which empathy, empathize and tolerance are the core values of professional activity [6]. As for the identification of factors influencing the manifestation of this quality among higher education workers, there is also no data and research among foreign and domestic scientists on this issue.

Research methods

First of all, we have the task to first identify positive and negative factors that affect the level of empathy culture of university teachers as employees of a client-oriented organization. To do this, the following research methods were selected:

* monitoring the work of teachers from different universities in the Ural region;
* analysis of the working environment of teachers
* the method of diagnosing the level of empathic abilities of V.V. Boyko. This method determined the initial level of empathy [2];
* the author's questionnaire, which reflected questions about seniority, social connections in the workplace, empathy culture and working conditions with students and colleagues;
* the questionnaire of K. Leongard - S. Schmishek «The method of studying the accentuation of personality» which reveals the type of accentuation on personality character. It is the concept of «accented personalities» by K. Leongard, who believes that personality traits can be divided into basic and additional, in relation to this study helps to identify a factor that helps to determine which personality traits influence the demonstration of empathy culture, both positively and negatively [5];
* the method of diagnosing the level of emotional burnout of V.V. Boyko, which allows to diagnose the phases of stress and the symptoms characteristic for each phase. This technique will allow to determine a direct link between the level of empathy culture and emotional burnout, as there is a hypothesis that the higher the level of empathy, the higher the level of emotional burnout. [3]. And one of the main tasks of the head of a client-oriented organization is to develop an empathy culture in their employees without harming their emotional health.

After analyzing the results of all the research methods, it will be possible to make a conclusion whether the type of personality, seniority, conditions and location of work, social connections, emotional burnout (what its phases) affect the empathy culture. And already, on this basis, the next step of the study will be the compilation of a program of psychological and educational support to develop the empathy culture of staff of client-oriented organizations.

In this study, university employees working in international groups took part in this study to identify factors that affect the level of empathy culture of university teachers as a client-oriented organization. Among the participants were men and women of different age categories and social status, teachers of different departments, as well as chefs of structural units. A total of 123 people took part in the experiment.

Results

To date by now, according to these research methods, the following results have been obtained:

* the largest amount of teachers with a lower level of empathy culture are representatives with little experience of working (up to 10 years of general teaching experience);
* teachers with a high level of emotional burnout (phase of exhaustion and resistance) work for more than 20 years at the university;
* teachers with a general teaching experience of 15 to 20 years, have an average level of empathy culture (well aware of this quality and apply it in everyday life) and are in the phase of stress of emotional burnout, that is, are at risk according to the method of diagnosing the level of emotional burnout V.V. Boyko.
* as for working conditions at universities, the majority of the survey participants have a stable but low salary, an evenly distributed load, friendly relations with colleagues and students. And the infrastructure of universities satisfaction requirements for carrying out quality pedagogical activities.
* the social status of students has increased over the past few years and there is an unspoken separation of young people which affects the quality of education. According to the results of the analysis of the data received at the university, the largest number of students from neighboring countries, that is less developed than Russia. These students have constant difficulties in social adaptation, which in turn affects their academic progress. Only 10% of the teachers surveyed support such at-risk students. This is because despite the evenly distributed workload, teachers work part-time in other educational institutions or practice privately to increase income. In this regard, they simply do not have time to provide psychological support to students who have difficulties in social adaptation. In other words, the feedback and organizational dedication of university staff is very poor.
* according to the questionnaire of K. Leongard - S. Schmishek «The method of studying the accentuation of personality», which reveals the type of accentuation on personality character, those participants of the survey who have characteristics of a demonstrative type also prevails a high level of empathy culture and the phase of resistance of emotional burnout. Many of the study participants have several personality traits at once (hyperthym, emotive and cyclotimous). But these are mostly those interviewed who are completely satisfied with working conditions, have an average level of empathy culture and are in the stress phase of «Tension» with the prevailing symptom of anxiety. Participants in the study, with a predominance of anxiety, pedantic and stuck personality types, have a very high level of empathy culture and are in the stress phase of «Exhaustion» with the prevailing symptoms of emotional and personal detachment.
* none of the study participants has a low level of empathy and does not show a symptom of emotional burnout «in the cage»

Thus, among the participants in the study, the majority of the teachers surveyed had a high level of empathy and a formed stage of emotional burnout - resistance, where the highest degree of symptoms are manifested, such as emotional-moral disorientation and inadequate selective emotional response, with the prevailing demonstrative personality type.

Conclusions

To date, according to the received data, it can be concluded that university teachers at a high level of empathy culture have not formed an emotional-active component of this quality, which is demonstrate in the ability to emotionally respond to the feelings and experiences of the interlocutor, to build a line of behavior in accordance with the emotional state of the subjects of interaction.

Also, according to the data received from the results of the survey, teachers with a very high level of empathy culture are at the last stage of emotional burnout (phase of exhaustion). Such teachers have more than 20 years of general teaching experience. This leads to the conclusion that the level of empathy culture is closely related to emotional burnout and experience in an educational institution as a client-oriented organization. The higher the level of empathy, the higher the risk of emotional burnout.

According to the study, the following factors can be identified, affecting the level of empathy culture of university teachers as employees of a client-oriented organization:

* work experience affects the level of empathy culture of the teacher: the more seniority, the higher the level of empathy culture;
* the level of empathy culture affects the risk of emotional burnout: the higher level of empathy culture (especially the well-formed emotional component of this quality), the more teachers are exposed to emotional burnout;
* it is not yet possible to draw certain conclusions about whether working conditions and environments affect the manifestation of empathy culture and susceptibility to emotional burnout, as the study was conducted on the basis of three universities in the Ural region.

Conclusion

To date by now, there are studies on empathy in people from different countries, but in our opinion, they are not reliable and objective, as the number of people interviewed is not the same. Moreover, when researching the development of empathy culture of employees in a customer-oriented organization should be conducted on the basis of different companies (service, banking services, education). Further research in this direction will allow to give reasoned answers to the tasks, and moreover, on the basis of these results to develop a universal program of psychological and educational support to develop the empathy culture of staff of client-oriented organization.