

Value Readiness to Work among College Students from Russia and Iran in the Organizational Conditions of a Modern Enterprise

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Relevance: The stable advance in new economic structure of the industry 4.0 creates new requirements for the employee, key factor of which is the value readiness to accept innovations. It depends not only on the individual personal and professional qualities of the graduate himself, but also the organizational context qualities of place for study and work. Such context is the organization culture (OC) of companies that contains values and corresponding models of work behavior. Russia and Iran have many common features and problems in development of the economy, main of which are sanctions, the need for liberation from natural resources dependence and overcoming of lack in the innovation sector. However, there are some differences: the Russian economy in general is managed more liberally than the Iranian one, where due to certain circumstances the concept of “Resistance economy” is implemented, reminding a wartime situation [4]. In both countries, companies that successfully enter the economic system coexist, and those that were not able to take the innovative development barrier. Generally, at the innovative companies, typical organization culture of market-innovative or market-hierarchical type with pronounced innovative component, while hierarchical-clan type of organization culture is dominated at backward companies [2].

The purpose of the study: to identify general and distinctive in value system regarding the organizational conditions of place for study and future employment college students of Russia and Iran.

Subjects: students (one hundred Iranians and one hundred Russians, only male) of the industrial colleges in Russia (Nizhny Novgorod) and Iranian students (Tehran) of the Technical & Vocational Training program (TVTO), which corresponds to the age group, aims and content of the education at Russian colleges.

The diagnostic method of corporate culture and *The Organizational Culture Assessment Instrument (OCAI) Cameron and Quinn* was used [3]. In accordance with purpose of the study, it was supplemented by the following questions: - What organizational conditions at company would you like to work with? - What conditions will be likely at company where you will come to work after College? - An enterprise with what organizational conditions will be most effective in the modern economy? For statistical data processing, nonparametric Mann-Whitney and Wilcoxon criteria were used.

Results. The corporate culture colleges in Russia and Iran (according to student grades), although different, but both countries are not fully compliant with the requirements of the innovative economy. For the Russian colleges dominant component is clan component (34%), while remaining components are represented in approximately equal proportions. The Russian students would like to reduce hierarchical component of the corporate culture from 22% to 18% ($p \leq 0.05$), intensifying clan tendency in trend to 36%, which naturally will further reduce demand for the administration and faculty to students' achievements. In the Iranian colleges hierarchical component is dominated, reaching 40%. Statistically it is expressed more strongly than in the Russian colleges ($p \leq 0.01$). In the second place clan component is 32%, business and

innovation components are represented by wide margin, the adhocracy (innovative) component is especially underrepresented: 10% vs 23% in Russia ($p \leq 0.01$). High level of hierarchy, in the students' opinion, significantly reduces creativity and does not contribute to genuine business environment. Students look for compensation in clan component maintaining of the corporate culture and fundamentally want to set up the innovation component: from 10% to 29%, while the Russians do not see the need to increase the innovation level, keeping it at level of 23%. They also want to reduce the presence of business component and low (19%), significantly lower than in Russia to 11% and substantially decrease the presence of hierarchical component from 40% to 27%.

Russian students would like to work in the same clan organization conditions that have developed in their colleges. The Iranian students would like to work in clan-hierarchical corporate culture model. It means that in relation to work, they no longer support the idea of the innovation priority, but want stability and psychological comfort.

The Russian students believe that an effective company differs at level of the institutional context from that in which they actually come, higher level of business relations and significantly pronounced hierarchy, but value of relations will prevail.

The Iranian students, as well as Russians, in their opinion, will begin careers not at all in efficient modern company. They expect for companies with high level of hierarchy, derived from it tough business atmosphere and devoid of the advantages for positive psychological climate. In the effective organization, in their opinion, there is significantly more hierarchy, more innovation and value in relations.

Conclusions

1. It was possible to show that exists certain correlation between the socio-economic status of society and the willingness of students to work in the organization culture of specific types.
2. The Russian and Iranian students expect that their future job and workplaces not in the innovative enterprise. Perhaps it will further stabilize their values of clan-hierarchical orientation, forming value barrier to the innovations adoption.
3. The college as the educational institution is social institution; concept of the educational process can not only follow tasks of the economic development, but also to set goals in advance. It fully applies to tasks of the organizational socialization, leading to the formation of psychological readiness for the organizational conditions in the innovative enterprises [1].

Источники и литература

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