

Value readiness to work among college students from Russia and Iran in the organizational conditions of a modern enterprise

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Significance of the study: The Fourth Industrial Revolution (Industrie 4.0) has the potential to revolutionize all industries; it destroys a lot of old-fashioned jobs through technological innovations such as artificial intelligence, machine learning, and 3D print. This new age requires appropriate job skills that will be addressed by training the workforce and applying the skills needed to fill skill gaps in the organization. Therefore, it creates new requirements for employees, such as the value of job readiness in terms of innovation. It depends not only on the individual personal and professional attributes of the graduates but also on the organizational context of the place of study and work [1]. For developing the right competencies, organizations need a strategic talent management plan that contributes to change within the organization. The effective talent management strategy should focus on retaining and nurturing existing talent, as well as all the levers and options that include hiring new employees (local or foreigners). It is the organizational culture (OC) that contains values and models related to workplace behavior. Generally, at the innovative companies, the typical organization culture of market-innovative or market-hierarchical type with the pronounced innovative component, while the hierarchical-clan type of organization culture is dominated at backward companies [3]. According to the Global Innovation Indicators in 2018 and 2019, Russia is ranked 46th, which indicates a significant delay in this direction. Iran is also ranked 61st in innovation. Russia and Iran have many common features and problems in the development of the economy, the 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: it seems the Russian economy, in general, is managed more liberally than the Iranian economy. In Iran where due to certain circumstances the concept of “Moghavemati-economy” is a way to circumvent sanctions against a country or region experiencing sanctions. This can involve increasing resilience by substituting local inputs for imported inputs, the smuggling of goods, and an increase in barter trade. A country may even attempt to turn these pressures into opportunities. In some ways, sanctioned economies bear some resemblance to an economy on war or emergency footing. [5]. Accordingly, in both countries, different methods are used to adapt human resources to innovation, one of which is to pay attention to the capacity of technical and vocational training as the main factor in training specialized personnel and with the aim of achieving economic development.

The purpose of the study:

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

Methodology:

Students (one hundred Iranians and one hundred Russians) 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 were used [4]. In accordance with the purpose of the study, it was supplemented by the following questions:

- For which conditions of organization of the company would you like to work?
- What is the likely conditions in the company you will be working in after college?
- Which company will be most efficient in today's economy under what organizational conditions?

Moreover, for statistical data processing, the *Mann-Whitney* U test and the *Wilcoxon* signed-rank test were used.

Results:

The organizational 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 the clan component (34%), while the remaining components are represented in approximately equal proportions. The Russian students would like to reduce the 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, the 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 a wide margin, the adhocracy (innovative) component is especially underrepresented: 10% vs. 23% in Russia ($p \leq 0.01$). A high level of the hierarchy, in the students' opinion, significantly reduces creativity and does not contribute to the 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 the level of 23%. They also want to reduce the presence of business components and low (19%), significantly lower than in Russia to 11% and substantially decrease the presence of hierarchical components 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 a 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 the level of the institutional context from that in which they actually come, the higher level of business relations and significantly pronounced hierarchy, but the value of relations will prevail. The Iranian students, as well as Russians, in their opinion, will begin careers, not at all efficient modern company. They expect for companies with a high level of hierarchy, derived from it tough business atmosphere and devoid of the advantages for the positive psychological climate. In an 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 a certain correlation between the socioeconomic 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 innovative enterprises. Perhaps it will further stabilize their values of clan-hierarchical orientation, forming value barrier to the innovations adoption.
3. The college as an educational institution is a social institution; the 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 [2].

References

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