

INTERPRETATION OF THE ORGANIZATIONAL CULTURE OF THE HIGHER EDUCATION INSTITUTIONS BY FOREIGN AND RUSSIAN STUDENTS

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Background: Formation of organizational culture is largely determined by national cultural peculiarities. This research is aimed at identifying similarities and differences in the interpretation of the University Culture by Russian and foreign students.

Methods: In the course of the research methods of questionnaire surveying of Russian and foreign students were applied. G. Hofstede method of measuring organizational culture parameters was used. A comparative analysis of the obtained results was performed.

Findings: The study of the trends described in the scientific literature has shown that the major cultural differences manifest themselves in the issues of collectivism and individualism. Consistency of organizational values indicates a high level of organizational culture. According to the conducted study, organizational culture among the students of Ogarev Mordovia State University is at the medium level. A distinct tendency to individualism has been revealed among Russian students, while foreign students are more prone to collectivism. Such indicators as 'Uncertainty Avoidance', 'Power Distance' and 'Masculinity/Femininity' are at the medium level, and treated similarly by foreign and Russian students.

Improvements: The research results can be used in the development of a program for adaptation of foreign students into the cultural environment of the other countries and higher education institutions.

Keywords: Organizational Culture; Higher Education Institution; National Features; Traditions; Values; Methods; Parameters Of Culture

INTRODUCTION

Currently, organizational culture pervades all activities and all relationships within any company, making its team cohesive and effective. It forms an external image and reputation of the organization and determines the nature of the interaction with customers and partners. Organizational culture contributes to focus on strategic priorities identified in accordance with the main purpose of the company – its mission. Strong organizational culture can create a 'socio-economic field' which will provide the company's competitive advantages, high efficiency, the success and commitment of its employees.

The significance of studying the organizational culture of higher education institutions is determined by its influence on the standards of behavior and values of people who affect the formation and development of organizational culture not only within these universities but also in other organizations.

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Understanding the collective behaviors and assumptions of peers and leaders in terms of the shared perceptions, thoughts, and feelings of organizational membership is essential to success of higher education institutions (Manson, 2016).

It should be noted that Russian scientists began developing the concept of organizational culture of higher education institution, identifying and investigating its levels and elements, studying the technology of its application in the university management quite recently. Despite the sufficient elaboration of these problems in the sphere of production, business, entrepreneurship, it is impossible to apply the existing models and the concepts of organizational culture to the education system due to mismatch of structures of universities and other organizations, given the broad functions of universities, their clear social orientation and a huge impact on the development of modern society. It should also be noted that the issue of the impact of national-cultural features on the development of an organizational culture of universities is also poorly studied in the Russian literature.

1. Concept heading

Humanity is characterized by numerous different nationalities, ethnic groups, aspirations, values, religious, geographical and other distinguishing features. And the world around is perceived through these differences – through certain colors and shades of our culture (Ashikali, 2015). The behavior of individuals is influenced by various factors which can be displayed in the form of a triangle (Figure 1).

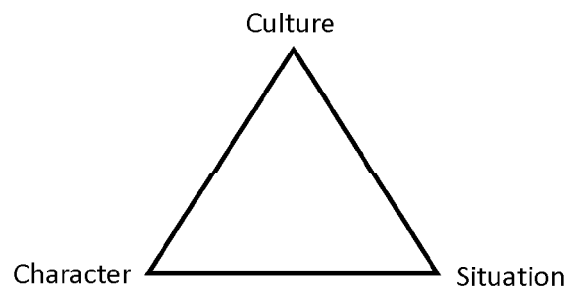


Figure 1: Factors affecting the behavior of the individual

Culture in the long term is understood as a lifestyle and perception of the world of certain people which depend on the norms, rules of behavior adopted by individuals, values and traditions which they share with each other. The character of individuals is determined by their personal parameters (choleric, sanguine, melancholic, etc.). The impact of the situation on the individuals' behavior is determined by its comfortability, discomfortability, time spent in this situation, stress, etc.

In our research we will consider the impact of the only factor that is at the apex of the triangle, namely – culture, on people's behavior and development of organizational culture (Deal, 1982). Values and traits of a person will inevitably

bear the imprint of values and character typical of the majority of the representatives of a national culture (Khan MM, 2015). These two factors, more than any other, distinguish one national culture from the others, since they primarily have an impact on the behavior of employees, and the management style methods (Schein, 2010).

However, given the different importance of the internal components of these factors and their large number, making it difficult to use them to control the behavior of the global organization, the scientists are trying to formulate generalized criteria of different national cultures (Glumakov, 2012).

The answer to the question about the peculiarities of national cultures is given in different studies, including the most popular models (Khan SR, 2015; Hofstede, 1984) and classifications (Hofstede, 1984).

Geert Hofstede conducted a research in 40 countries. The scientist came to the conclusion that the only thing that can explain systematic and persistent differences in the behavior of national groups of employees within the same multinational team is the national environment in which people grew up before they hit the company. According to the method developed by the scientist, all differences have been summarized in four groups (Hammerich, 2013):

1. Uncertainty avoidance can be considered the degree to which the people of this country have a preference for structured situations. These are the situations with clear and precise rules of behavior that can be formalized, and can be supported by traditions. In countries with a high degree of desire to avoid uncertainty, people are prone to displays of excitement and anxiety, to feverishness in the work, or 'rush job'.
2. Masculinity-femininity. According to Hofstede (Hofstede, 1984), a strong masculine principle in the national culture means perseverance, self-confidence, dominance of independence and ambition. At the same time a strong feminine principle indicates the propensity of people to interdependence, emotion, compassion to person.
3. Individualism-collectivism. This parameter characterizes the orientation of the norms and values of the national culture either to the individual or the group interests. A high degree of individualism implies that in the context of free relations in the society people take care of themselves and their loved ones in the family and are responsible for their actions. In collectivist societies, from the childhood people are raised to respect the groups to which they belong, usually to the family, clan or organization. Team members expect that group will protect them, and will be responsible for them if they get in trouble (Glumakov, 2012).
4. Power Distance. This factor characterizes the level of democratization of management style, the low degree of distancing characterized by relative

equality in society, while the high degree is marked by inequality (Magun, 2015).

Moreover, another variable is identified – longevity of orientation (focus on the future) which is manifested in an effort to save and accumulate, in perseverance and persistence in achieving goals. Short-term orientation (focus on the past and present) reveals in respecting traditions.

Taking into account the cultural differences identified by Hofstede, groups of countries are formed with similar values of the indicators. Russia is difficult to be attributed to one national group in terms of the criterion of nation-specific culture. The reasons for this kind of heterogeneity are a large number of nationalities, geographical position, and a large area of the country.

According to the research by Hofstede, Russians are moderate collectivists prone to work in structures with strict rules and subordination, without love to take risks and to act in the face of uncertainty; they consider the relationship between people to be more important than personal success and they are incapable of long-term planning (Holden, 2012).

M.G. Rudnev (Rudnev, 2009) notes that the average Russian is characterized by a more pronounced need for protection by a strong state; the values of novelty, creativity, freedom and independence are less pronounced; risk appetite, the desire for fun and enjoyment are less typical for them. He has the pursuit for wealth and power, personal success and social recognition. Focusing on personal self-fulfillment reserves less space in the human consciousness to take care of equality and justice in the country and the world, as well as to take care of those who directly surround this person.

Differences between individual representatives of different cultures are sometimes less than between the representatives of one culture. According to the official web-site of European Social Survey, the students of the International School of Business (Lausanne, Switzerland) contact more with those who have a similar outlook, or with those who have similar management style. In other words, they share the same beliefs or have the similar character. The composition of the participants of the seminars (individuals and subgroups) is determined not only by culture. Personal qualities and ideology allow uniting the representatives of different cultural backgrounds.

Beliefs and values are not necessarily limited of national-cultural origins (Khan MM, 2015). They rarely exist in isolation and are usually ‘woven into the carpet’ called ‘ideology’. The ideology implies a systematic set of beliefs and values. Ideology is a view of the world based on a system of goals and tools. Where goals and tools are defined more clearly, we see more ideologized belief system there; where they are vague, the belief system is less ideologized there.

Of course, there are systemic differences between cultures, but they exist within cultures as well. Even when working in one country one can observe differences

in social status, education, religion, political opinion, ethnicity, appearance and talent. People differ from each other in personal settings, too, so each individual is unique.

National culture determines the main non-biological differences between people. But if focus only on this, it would not be the best way for understanding of international differences. Features of ideology and personal qualities usually define the structure of a small working group more clearly than their total national culture.

According to Hammerich 2013, representatives of several hundred national and regional cultures of the world can be divided into three groups:

- 1) monoactive – task-oriented, clearly planning their activities;
- 2) polyactive – people-oriented, talkative and sociable;
- 3) reactive – introverted, focused on the preservation of respect.

Companies with monoactive culture systematically plan the future in detail. All the work in the organization is carried out strictly according to the plans and schedule; projects are broken down into stages. People rely strictly on the facts; they design all procedures; each department performs a specified range of functions.

Lifestyle of polyactive firms differs significantly from monoactive ones: planning is carried out only in general terms; the work is done at any time of the day; schedule is unpredictable, overlapping of projects is quite probable; changing circumstances are taken into account, runtime of project may be extended. Preference is given to the information obtained first-hand, most often orally. Employees may engage in the affairs of all divisions, they use personal contacts in their work and seek for patronage. Often in polyactive companies the personal and the professional are mixed.

Companies with a reactive type of culture are firms with so-called Japanese approach. In the reactive culture activities are organized according to the changing environment and are a response to these changes.

Most of the foreign companies are presented by monoactive type of culture (Germany, USA, Norway, Denmark, Sweden, etc.). Based on the fact that Russia refers to the polyactive culture, it is quite difficult to improve relations with its foreign counterparts. According to researchers, it is easier for the Russians to work with Italians, Spaniards, French, Eastern Slavs, with all those who belong to the polyactive culture. Peoples of reactive cultures can communicate both with representatives of monoactive and polyactive cultures (Hammerich, 2013).

But the classification of R. Lewis does not exhaust the fullness of being an individual. It is not enough to divide cultures to monoactive, polyactive and reactive types when in different situations, in different multinational companies the same people can realize standards, rules of conduct, adhere to the values of different cultures (Myasoyedov, 2012).

A lack of understanding of the importance to consider organizational culture in the organization's activities should be pointed out as the main problem arising from the interaction of organizational and national cultures. Many Russian

organizations do not pay any attention to this factor; as a result there are conflicts in the working team and the organization as a whole (Glumakov, 2012).

It is obvious that in addition to integration with other business cultures, Russian culture must preserve independence and originality. It is important to understand that prior to develop and change anything in the existing system, it is necessary to analyze the national features and understand the difference between the Russian mentality and the mentality of those people with whom the Russians interact and adopt experience. Moreover, one should distinguish between the culture of the Russians and the culture of the Russian nationals, including more than 100 national cultures with their unique features. Despite the fact that currently the organizational culture is evolving in Russia, many Russian managers consider organizational culture that takes into account national peculiarities of the Russians to be successful and productive.

The modern Russian archetype, according to G. Diligensky (Diligensky, 1997) is characterized by such attitudes as the ability to be patient; spirituality; statehood and paternalism; predisposition to social utopia to expect miraculous and sudden transformation of life; extroversion; adaptive individualism of non-Western type and low capacity for intelligent self-restraint to group interests; a continuing need in the sample, the decree which dictates what to do; ability to absorb foreign cultural education or reject it.

Organizational culture in Russia developed in the following three areas:

- The traditional direction, which is the adaptive model of system of human resource management;
- The Western type that is carried out by transferring technology of personnel management, existing in the external environment;
- Mixed area implying predominantly intuitive attempts to adapt foreign technology of human resource management to the Russian specifics.

In recent years, Russia has evinces a considerable interest in the foreign experience, including in the field of management. However, its application will be successful only if it is modified to the Russian conditions and peculiarities of the Russian mentality.

Thus, a wealth of experience in the United States in the development of management theories, motivation and leadership cannot always be successfully used in the same form in Russia. From the point of view of the features, our countries are differing substantially – for example, whereas individualistic tendencies dominate among some Americans, collectivist values are more characteristic of the Russians. Moreover, in America, as a rule, people are adopted to encourage risk (one who takes risks has big profits, but in case of failure takes responsibility for the damages and losses); in Russia, as a rule, people are used to distribute risk, and consequently, benefit from a successful case.

3. Methodology

For a holistic description of the organizational culture a variety of methods are used – interviews, questionnaires, analysis of documents and historical data, field observations (observation of the immediate life of the organization for a long time). The technology of organizational culture assessment includes the study of the surface, organizational and internal levels. The first impression that is formed at the time of familiarity with this or that organization is based on the perception of its appearance and behavior of the employees. Interior design, utilization of corporate identity, symbols within the organization, style of employees' clothing, professional slang and so on are the first visible manifestations of organizational culture for the extraneous visitor.

The study of the surface level of the organizational culture of Mordovia State University is advisable to start with such external cultural artifacts, as the University symbols. Over the entire operating time of University its official branding was developed and approved. The main component of this branding is a corporate logo of the University (Official website of Mordovia Ogarev State University). It is a stylized image of the letter combination "MSU", formed from the initial letters of the words 'Mordovia State University'. The logo is known to thousands of people, specialists trained in Mordovia State University, and students, compatriots and persons from near and far abroad.

The flag is an attribute of many universities in Russia, which can be used to distinguish one university from another. MSU also designed the layout of the flag. Official Symbols actively promoted by the University (Izvestiya Mordovii, 2014). All university buildings have stands displaying the basic information about the University and the individual faculties: history, mission, line of development, etc. Also, some stands clearly reflect the results of activity of the University employees and students, the quality policy, quality management system and so on. Often the University logo can be seen in newsletters, programs of conferences and seminars held at the University, etc.

Thus, the official branding as a visible and observable symbol helps identify the employees and students with the University. The conducted study revealed that only 53% of respondents have objects with the symbols of Ogarev Mordovia State University. The majority of respondents indicated that they would like to have a mug with the University branding (43%), a notebook (28%), a pen (19%), a calendar (7%); 3% of respondents noted other items (among the options considered were a T-shirt, a diary and books).

Since the values of the organization are declared and fixed in target settings, documents, defining the basic principles of the organization, it is useful to know whether the students are familiar with the mission of the University. The question "Are you aware of the University mission?" was answered positively by 42% of respondents, 19% are vague about the mission of the University and 39% of respondents were unaware of the mission (Figure 2).

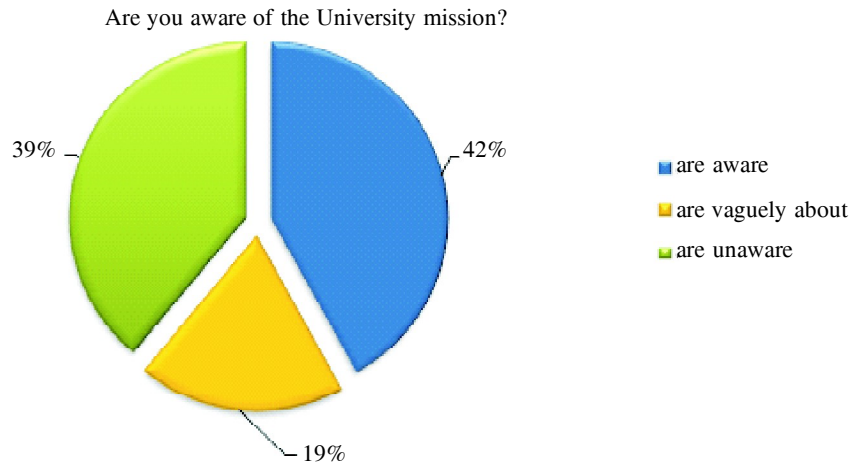


Figure 2: Are you aware of the University mission?

Traditions, rituals, ceremonies are part of the symbolic block of culture. They reflect the strong, significant aspects of the University culture and its important reference, hand down social and cultural experiences and spiritual values from generation to generation. Ogarev Mordovia State University has certain traditions that have become the hallmark of the University. For example, the “Student Spring” festival, “The cleanest room of the hostel” contest, Miss University ‘Sudarushka’ contest, Freshers’ Rite of Passage for new students, the University Birthday and others. Special attention is paid to the public holidays, participation in larger events such as Victory Day, May 1, “Millennium of the Unity of Mordovian People with the Peoples of the Russian State” and others. The activities aimed at maintaining a healthy lifestyle of students and university employees are also important: Spartakiad “Health”, Nation’s Cross-country Race, Russian Ski Track, etc.

The question “Do you participate in the events held at the University?” was answered positively by 41.6% of respondents, 27.24% of respondents do this periodically, 19.2% - very rarely, and 16% do not take part in the activities (Figure 3).

The most important events, according to the student’s opinion are Student Spring, The Best Academic Group, “Sudarushka”, “The Brave Falcon” contests, different forums, and scientific conferences. Medical University students also mentioned the “Hippocrates’s Day”.

4. Results and Discussion

Modern processes of globalization and the accelerating pace of technological development concern not only the commercial and business structures, but also the educational systems. Currently, countries participating in the Bologna process

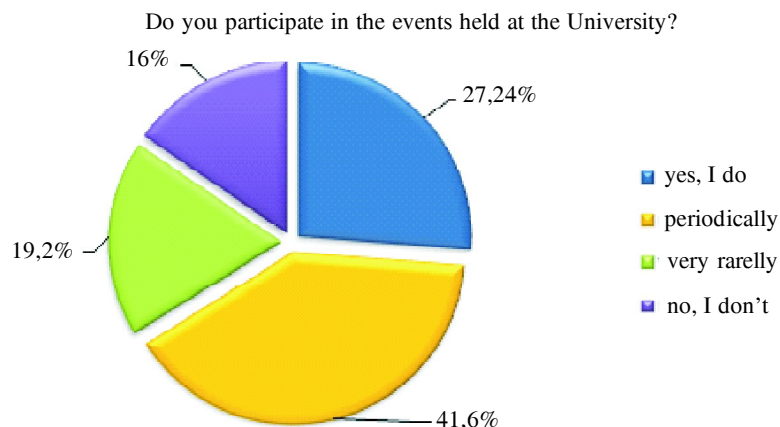


Figure 3: Do you participate in the events held at the University?

consider approaching to the compatibility of national high school systems as one of the most important components of the development of higher education to support academic mobility and joint educational programs, which, in turn, are an important tool for improving the quality of educational programs and research. The World Conference on Higher Education 2009 UNESCO stated that academic mobility, including cross-boundary receiving of educational services, are factors of improve the quality and efficiency of higher education. Therefore, the issues of integration of national universities in the international system of higher education are highly relevant.

Ogarev Mordovia State University is actively developing the international scope of activities, including the attraction of foreign students to study. Annual contingent of foreign nationals is more than 1000 people. Currently, foreign nationals from more than 20 countries near and far abroad are trained in the Ogarev Mordovia State University, including Bangladesh, Hungary, Egypt, Ghana, India, Italy, Yemen, Nigeria, Norway, Pakistan, Syria, Sudan, the USA, Tanzania, Finland, France, Germany, Switzerland, Sri Lanka, Azerbaijan, Armenia, Belarus, Kyrgyzstan, Moldova, Turkmenistan, Ukraine and Uzbekistan. Therefore, the vital task for the University is to study the impact of national and cultural features on the organizational culture of the University.

The organizational culture at Ogarev MSU and the effect of national and cultural features were studied in several stages. At the first stage, the preparation of the study was carried out, the research program and tools were developed. At the second stage the surface research of the University was conducted, documents were studied. At the third stage the questionnaire survey of students and teaching staff of the Ogarev Mordovia State University was performed. At the fourth stage the primary data were statistically processed. The fifth stage was the final, when

the results were analyzed and interpreted, conclusions were drawn and the study findings were summed up.

Survey sample covered 250 students, including foreign students (8%) from Iraq, Kyrgyzstan, Pakistan, Uzbekistan, Turkmenistan, Yemen, Sudan (Medical Institute).

Questionnaire was used for the diagnosis of organizational culture among students (part 1 - general components of culture were studied, part 2 – survey was carried out according to Hofstede method).

Questionnaire survey was carried out among students of different years of study and specialties concerning several aspects of organizational culture development in the student environment. Questions were asked in the open and closed form for subsequent compilation and statistical processing.

The first block of the questionnaire was devoted to identification of students' knowledge about the organizational culture of the University. The question "What does the organizational culture mean for you?" was answered by 39.2% of respondents that it is the available University signs (symbols); 32% underlined a set of traditions and rituals; 15.2% tend to believe that the organizational culture is communication between students and lecturers; 13.6% marked other items (Figure 4).

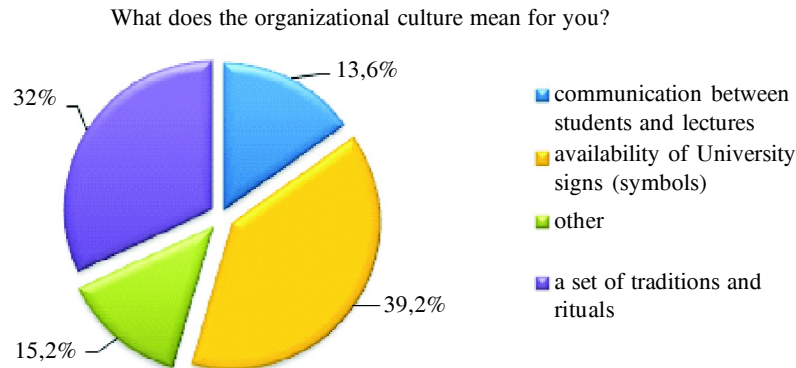


Figure 4: What does the organizational culture mean for you?

The majority of students surveyed (52%) believe that student community is in need of organizing and unifying management of organizational culture; 28% of the respondents think that the student community need rather a guiding hand than the control; according to 11.2%, the control is required in some cases; 8.8% believe that the students can self-organize (Figure 5).

As for the quality of the educational process, despite the creation and development of various teaching methods, professionally qualified teaching staff

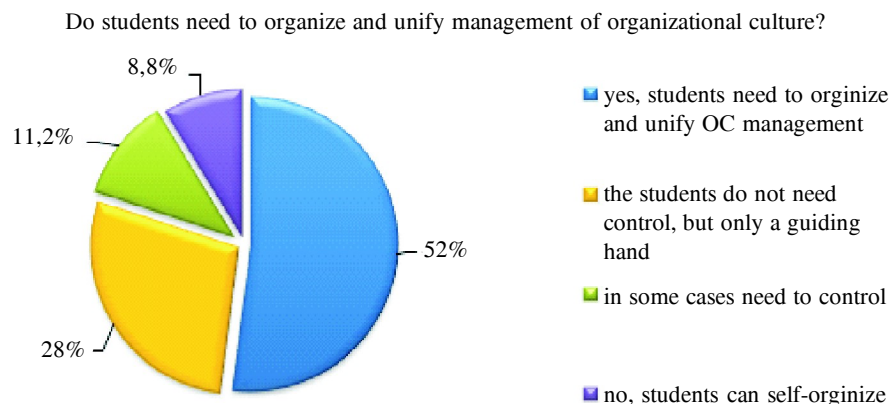


Figure 5: Do students need to organize and unify management of organizational culture?

of the University and compliance with the state standard of higher education, only 46.8% of respondents are completely satisfied with the quality of education, 34% are partially satisfied, and 19.2% are not satisfied.

While conducting the survey, a definite trend to individualism was revealed among the students. The question “How do you prefer to perform the task?” was answered by quite a large percentage of students that they prefer working individually (72.8%), and 27.2% prefer working in the group. Moreover, 75% of foreign students of medical institute chose individual performance of tasks, 25% were in favor of the group. Only 12.8% of respondents constantly take the initiative in their hands, 57.2% do this periodically, 20% – rarely, and 10% – never.

Conflict is a special interaction of individuals, groups, associations which occurs when views, positions and interests are incompatible. Many people perceive the conflict as a fact of human existence. The interviewed students noted that the most frequently encountered conflict at the University is that between the individual and the group (41.6%); 30.8% of respondents indicated interpersonal conflict. In students’ opinion, intergroup conflicts are encountered the least rarely (1.2%); 26.4% of respondents think that there are no conflicts (Figure 6).

It should be noted that foreign students are contradictory in opinion: 45% of them note the existence of conflicts between the individual and the group, and 45% note a lack of conflict, which is almost 2 times higher than among Russian students.

In addition to the questions about the University’s mission, symbols, events held at the University, the students were asked questions aimed to determine the degree of satisfaction with the interior of the University (design, comfort) and the dress code.

As a result of the questionnaire, the following data were obtained: 50% of respondents believe that the University needs some changes in the interior, 26%

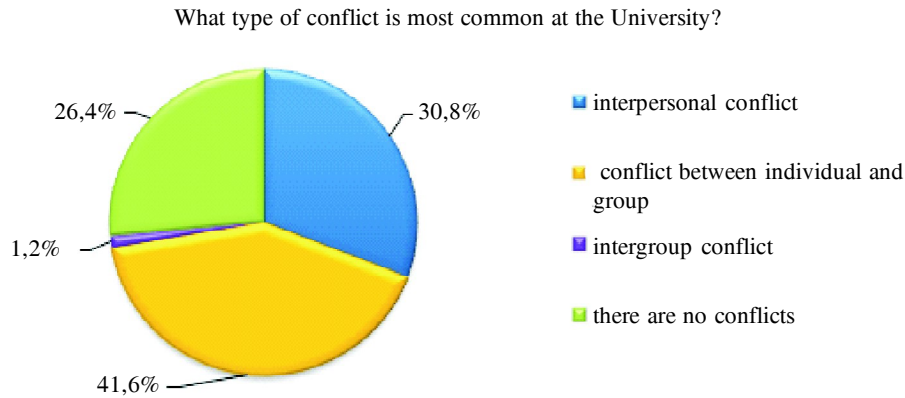


Figure 6: What type of conflict is most common at the University?

reported eye appeal of the interior, while 24% said it is unattractive (Figure 7). As for the dress code, the 56.8% of the respondents are opposed to it, 30.4% of respondents believe that formal wear is required, and 12.8% speak for a special uniform (Figure 8). The majority of foreign students were in favor of a special uniform (45%); 40% believe that there is no need in the uniform and 15% are up for formal wear.

Referring to the question “What can the University be proud of?”, many students pointed out the status of National Research University. Also the responses included the following options: a new main building, an active student community, the quality of education. Answering the question “Whom the University can be proud of?”, students mostly noted athletes (E. Lashmanova, V. Katyn, etc.), Rector of the University (S.M. Vdovin) and N.P. Ogarev whom the University is named after.

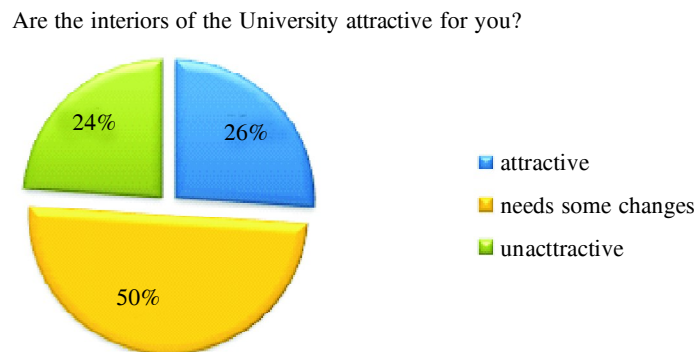


Figure 7: Are the interiors of the University attractive for you?

Do you want to have a dress code in the University?

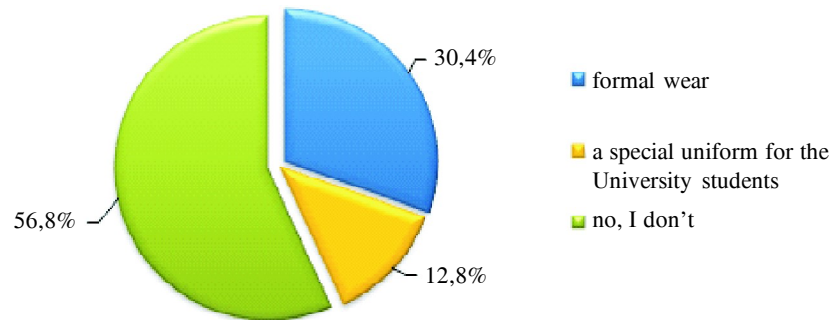


Figure 8: Do you want to have a dress code in the University?

In the second section of the questionnaire the students had to answer five sets of questions that characterize the parameters of culture by Hofstede. The replies received were evaluated on a five-grade scale, and the calculation of the average value of the parameter was made according to the total amount of grades. Based on the average value for each measurement an index or parameter was calculated: number 3 was deducted from the average value, the result was multiplied by 25 (or 20 – in case of measuring the ‘masculinity/femininity’) and number 50 was added. Thus, the index was given the measurement on a scale of 0 to 100 points. The organizational culture was calculated by formula:

$$I = (a-3)*25+50, \quad (1)$$

where I - the index (indicator) of organizational culture;

a - the average score on a scale (1-5).

According to this formula, all indices of organizational culture were calculated, including:

- Uncertainty avoidance;
- Individualism/collectivism;
- Power distance;
- Paternalism;
- Femininity/masculinity.

To determine the level of the ‘uncertainty avoidance’ parameter among the students, the respondents were asked to express their opinion on the following statements:

- Students need detailed explanation how to do work;
- Students must strictly follow the Charter of the University;
- In the process of learning, it is important to follow the rules and regulations;
- To perform the tasks standardization of procedures is required.

The average value of ‘uncertainty avoidance’ (UA) among Russian students of Ogarev Mordovia State University amounted to 3.25 points and 3.74 points among foreign students. This parameter was calculated by formula 1:

$$UA_{\text{Russian}} = (3.25-3) * 25 + 50 = 56.25 \text{ points}$$

$$UA_{\text{foreign}} = (3.74-3) * 25 + 50 = 68.5 \text{ points}$$

As can be seen from the results, the ‘uncertainty avoidance’ indicator among foreign students studying at Ogarev Mordovia State University is higher by 12.25 points than the indicator of Russian students. This indicates that foreign students need more detail to perform the work, it is more important for them to observe the rules and regulations, as well as adherence to the Charter of the University.

Indicator of national culture of Russia by Naumov totaled 68 points (Guskova, 2014). It is closer to the similar indicator noted by the international students than by the Russian ones, though high ‘uncertainty avoidance’ is typical of the latter.

To determine the value of ‘collectivism/individualism’ the respondents were asked to express their opinion on the following statements:

- To perform the tasks the well-being and success of the group are important;
- it is important for students to get their recognition by their group members;
- infringement of individual interests is possible for the purpose of the group’s success;
- the interests of the group prevail over the interests of its members.

High indicator of this parameter characterizes the tendency of students to collectivism; social objectives and welfare are placed above personal ones. Low indicator characterizes the students’ propensity for individualism, putting more emphasis on the achievement of personal goals.

According to the study, the following indicators of ‘collectivism/individualism’ (CI) among Russian and foreign students were obtained:

$$CI_{\text{Russian}} = (2.9-3) * 25 + 50 = 47.5 \text{ points}$$

$$CI_{\text{foreign}} = (3.8-3) * 25 + 50 = 70 \text{ points}$$

From these results it is clear that the difference between the value of the index CI of Russian and foreign students is quite high. Despite the fact that Russia is considered a country prone to collectivism, the study showed the opposite: currently this statement does not express the actual state of things. Changing conditions in Russia led to decrease in the teamwork level.

Most foreign students put the interests of the group above their own. Students feel less socially acceptable to pursue their own goals without worrying about others. Collectivist societies are more emotionally dependent on the organization (in this case the University) which in turn is responsible for its students.

To determine the value of the ‘power distance’ parameter the respondents were asked to express their opinion on the following statements:

- the top management must always make decisions without the participation of employees;
- it is required to use the power and authority while managing the University;
- the top management may ignore the opinion of the staff and students;
- the top management should avoid personal contact with the staff;
- employees must always agree with the management decisions;
- the top management does not seek to delegate some of its responsibilities to employees.

Results of the ‘power distance’ parameter (PD) calculation are as follows:

$$PD_{\text{Russian}} = (2.75-3)*25+50 = 43.75 \text{ points}$$

$$PD_{\text{foreign}} = (3.03-3)*25+50 = 52 \text{ points}$$

Thus, the value of the ‘power distance’, according to students, is located at the middle level, i.e. the university welcomes the democratic management style. According to a survey conducted by A.I. Naumov (Naumov, 2011) as applied to the Russian respondents, the ‘power distance’ parameter made 40.0 points.

Another parameter which contributed to the organizational culture analysis is a ‘paternalism/long-term (short-term) orientation’. For the calculation of this parameter, the students were asked to express their views on two questions:

- the University should assist in resolving personal problems;
- the University should provide medical care.

As a result, we obtained the following values for ‘paternalism’ (P):

$$P_{\text{Russian}} = (3.8-3)*25+50 = 70 \text{ points}$$

$$P_{\text{foreign}} = (3.75-3)*25+50 = 68.75 \text{ points}$$

These values demonstrate that students want to be ‘looked after’, especially in the field of health care. Most of the students (93%) are convinced that the University must provide medical care.

To determine the value of ‘masculinity/femininity’ (MF), the respondents were asked to express their opinion on the following statements:

- Meetings held by men are more effective;
- professional career is more important for men;
- men have logic, women have intuition;
- a man is the best organizer than a woman;
- Male leader is preferred to a female leader.

$$MF_{\text{Russian}} = (2.68-3)*20+30 = 43.6 \text{ points}$$

$$MF_{\text{foreign}} = (3.1-3)*25+50 = 52 \text{ points}$$

According to Naumov, value of this indicator for Russia was 55 points (Neretina, 2004). From these data it is clear that the ‘masculinity/femininity’ indicator of foreign students is close to the indicator reported by Naumov, thus, it

is possible to talk about the predominance of ‘masculinity’ in culture. Among the Russian students a tendency to ‘femininity’ is observed, but it also depends on the individuals, because the views on this issue have divided. The highest average score on a five-grade scale was 4.2 points, and the lowest - 1.6 points.

Summarized results of the study of organizational culture are given in Table 1.

TABLE 1: PERFORMANCE PARAMETERS OF ORGANIZATIONAL CULTURE RESULTING FROM THE SURVEY OF UNIVERSITY STUDENTS, THE SCORES

Students	Parameters of organizational culture				
	Uncertainty avoidance	Collectivism/ Individualism	Power distance	Paternalism	Masculinity/ femininity
Russian	56.25	47.5	43.75	70	43.6
Foreign	68.5	70	52	68.75	52

The authors also carried out a comparative evaluation of the obtained data with the results of Naumov’s study (Naumov, 2011) of the national culture of Russia (Figure 9).

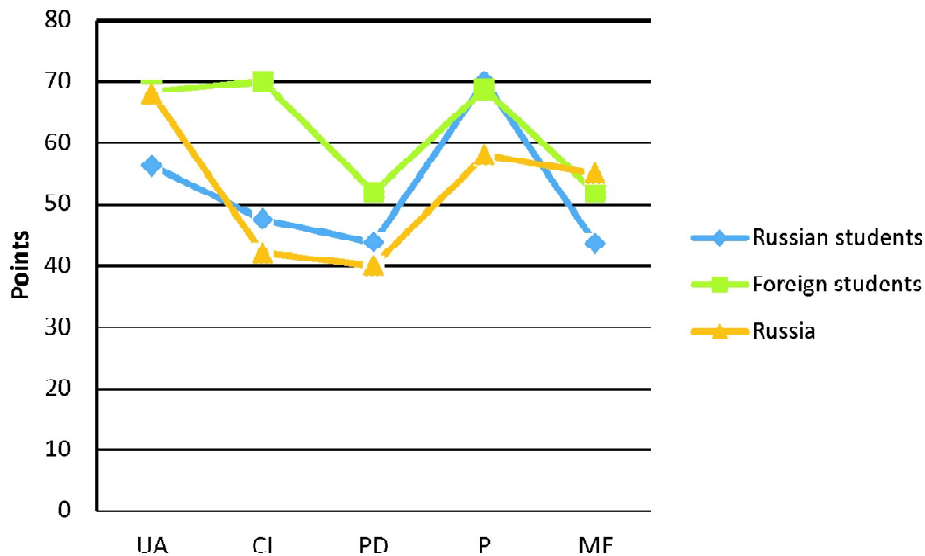


Figure 9: Comparative values of Ogarev MSU organizational culture in the context of the all-Russian national culture

The curves shown in figure 9 indicate the influence of national culture on the organizational one, although the indices of parameters among the students of Ogarev Mordovia State University are slightly higher, the ratio remains approximately the same. The values of culture parameters of foreign students differ significantly

from the parameters of the Russian national culture based by such criteria as 'collectivism/individualism' and 'power distance'. At the same time, with regard to the criteria of 'uncertainty avoidance' and 'masculine/feminine' the values are quite close.

CONCLUSION

Thus, the conducted analysis of the organizational culture among the students of Ogarev Mordovia State University enabled to draw the following conclusions:

- 1) Totally 36% of the students are aware of the University mission, only 7% were able to formulate its basic meaning. The mission defines the purpose of the University, why it exists, and its ignorance indicates a lack of the administration's focus on this issue. In addition to the mission the students should be taught the concept of organizational culture, the University history, the main lines of its development, etc.
- 2) 41.6% of the students noted the availability of conflicts between the individual and the group. This can have a negative impact not only on the learning process, but also the moral and psychological mood of the students. The University lecturers and managers should pay attention to the arising problems of communication between students and possibly resolve them.
- 3) One-half of the students surveyed consider that the interior of the University needs some changes. Basically students studying in the old or reconstructed buildings vote "for changes". With regard to a dress code, the majority of respondents are convinced that the University should not have a specific dress code. Foreign students studying at the Medical Institute argue for a special uniform for them.
- 4) As a result of research carried out by Hofstede method, a clear trend towards individualism was found among the Russian students. Foreign students are more prone to collectivism. Indicators of 'uncertainty avoidance', 'power distance' and 'masculinity/femininity' are at the medium level. At the same time foreign students demonstrate more pronounced striving for 'uncertainty avoidance', higher level of 'power distance' and propensity for 'masculinity'.
- 5) Formation of the organizational culture is influenced by the national culture; the latter in turn is shaped and changed under the influence of organizational cultures.

The results of the study indicate that the organizational culture among the students of Ogarev Mordovia State University is at the medium level and to increase the competitive advantages of the University, it is necessary to manage the main parameters of the organizational culture.

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