

THE IMPORTANCE OF TEACHING STUDENTS CULTURE OF ORGANIZATIONAL ACTIVITY

Luhtina M.A.

Krasnoyarsk State Agrarian University, Krasnoyarsk, Russia

В условиях модернизации производственной деятельности и установления новых экономических отношений решающим фактором и важной социальной потребностью становится подготовка выпускников вузов, которые помимо высокой квалификации обладали бы еще высокой управленческой эффективностью. Другими словами, в современных условиях необходимости повышения качества подготовки учащихся, определяется задача развития не только эффективности личной деятельности выпускника вуза, но и формирования и развитие у него эффективной деятельности в команде и эффективности применения и использования конкурентных преимуществ такой деятельности. Именно поэтому данная статья объясняет важность подготовки студентов к культуре организационной деятельности

The ethical crisis in business is very real. Countering this crisis by creating culture of organizational activity grounded in moral character is the challenge we face as teachers of management specialities if we are to regain the respect and confidence of the public. As educators of future business leaders, how can we prepare our students to understand, appreciate, and contribute to the establishment of cultures of character in the organizations which employ them - and which they may ultimately lead?

Teaching organizational activity plays an important role in a student's success. Many times students understand the material covered in class and are intelligent, but missing or incomplete tasks hurt their averages. Showing students how one assign changes a grade can make an impact on their outlook, but using and practicing daily organizational tools makes a difference in their future. Students with good organizational skills find it easier to study and complete assignments.

The importance of organizational activity rests in understanding how individuals, groups, and organizational structures interact and affect one another. Organizational studies examine communication patterns between individuals and groups, as well as the structure and culture of organizations. A detailed look at workplace behavior, business culture, and organizational practices generates greater insights about communication patterns and conflicts. Such findings sometimes spark solution-oriented policies and organizational change, causing leaders to implement rewards systems, new communication methods, or innovative management approaches.

But firstly we should explain what exactly we mean talking about «culture of organizational activity». It's a complex term comprising three words: culture, organization (organizational) and activity. That is why to understand the meaning of

such complex term as «culture of organizational activity», we should give the definitions for every separate word included in this term.

So, let's take the word «culture». Big 'C' culture is the equivalent to achievement culture such as institutions, literature, art, or music. While small 'c' culture is in other words behaviour culture and stands for culturally-induced beliefs and perceptions, lifestyle of people, including all of the ideas, values, knowledge, traditions, customs, behaviours, and material objects that they share. Culture is especially expressed through language, but also through cultural behaviours that affect acceptability in the host community. Culture cannot be directly seen, felt, heard, or tasted. What is observable is not a culture, but differences in human behaviour that are manifestation of a culture. Culture is not innate; rather it is learned through socialization (interactions with others) and observation.

According to Trevino and Nelson (2008, p. 225), “‘Culture’ has become a common way of thinking about and describing an organization’s internal world - a way of differentiating one organization’s ‘personality’ from another.”

Looking for the meaning of the word «organization» we have found the following most suitable for our field of interest definitions:

a group of people who work together;

the action of organizing something;

the structure or arrangement of related or connected items;

an efficient and orderly approach to tasks;

an organized body of people with a particular purpose, esp. a business, society, association, etc.

And the definitions of the term «activity» are the following:

a thing that a person or group does or has done;

the condition in which things are happening or being done;

the degree to which something displays its characteristic property or behaviour.

But if we take the complex term «culture of organizational activity», the authors give the following definitions to this term: “Whenever someone, for example, speaks of ‘the way we do things around here,’ they are talking about the culture,” writes dr. Schermerhorn John R. (2012, p. 96). Using such important components of culture as core values, stories, heroes, symbols, and rites and rituals, ethical leaders must influence the organization and its members to incorporate and exhibit desirable virtues and behaviors (Sauser, 2012).

Taking into account all listed above definitions we suggest the following explanation for the term «culture of organizational activity»: it is the system of shared beliefs and values that develops within an organization and guides the behavior of its members. And Sauser (2012) has distinguished among four types for the culture of organizational activity with respect to their stance toward ethical behavior in business. This classification scheme, modeled in part on dr. Schermerhorn’s (2011) typology of strategies for corporate responsibility, holds that there are four basic types for the culture of organizational activity with respect to moral thought and action in business. They are *defiance*, *compliance*, *neglect*, and *character*.

The problem of teaching students organizational activity has been the subject of attention of many authors, who are from different aspects studied and analyzed educational process. Every day human practice shows that each work should be preceded by thorough preparation, and preparation a range depends on severity and complexity upcoming work. This also applies teaching because teaching is a complex work process, which requires a deliberate approach to both a teacher and a pupil.

Having studied different scientific sources we may offer the following approaches that can help to teach students the culture of organizational activity:

- Establish the use of diaries/planners. Model for students how to maintain a diary/planner. Start by having students write important dates on their diary/planner like picture day, exam week and early-dismissal days. Provide students with a few minutes at the end of each class period to write down homework assignments and any other responsibilities.
- Provide test and project dates for students in advance. Inform students a week before a test, asking them to write it in their diary/planner in a different color such as purple or green. Colors help words stand out. Help students create a checklist of items to complete for a project and a proposed completion date for each item. This helps students avoid last-minute chaos.
- Find a place to complete assignments. Working at a desk or a table is often required in a classroom. Completing homework assignments can be a completely different environment. Encourage students to find a quiet place free from distractions like the television, radio or siblings.

As the result good organizational skills play an important part in student success. Often, students understand a homework assignment and have the ability to perform the task but will forget to bring home all of the materials required to complete it. Organizational activity is not something that children are born with and, as with most activities, must be practiced before they are mastered.

References

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