Social Identity and Values of Managers, as a Factor in Increasing the Effectiveness of Corporate Training

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Abstract. The research explores the dynamics in social identity and values of managers through corporate learning experience. The sample comprised 80 managers aged 23-45 from Ural businesses. In the course of the study, the sample of managers was divided into two groups: an experimental group, whose managers passed corporate training; and a control group, whose managers did not take part in corporate training. Corporate talent training was part of life-long learning (LLL) in the company. Through corporate training, managers got feedback on the level of their professional competencies and future opportunities for their growth.

The research uncovered differences in the dynamics of social identity and values among managers of the experimental and control groups. The experimental group of managers featured an upward trend in social and role identity with status and resource roles and the choice of “career (success)” value through the learning experience and the obtained feedback in follow-up of the training. The control group failed to express any dynamics in social and role identity and choose any statistically significant values. It has been proved that corporate training and feedback encourages employees to drive their own professional competencies and improve their professional expertise with the value focus on building a career in the company. The dynamics in social identity and values of managers serves as a resource for changes reflecting the features of corporate culture.

1. Introduction

Recently, the problem of corporate training in the company becomes more actual. According to the researchers (A.N. Galaguzov, S.V. Gineeva, R.A. Dolzhenko, M. Parkinson) the effective corporate training leads to serious changes in the company, which is evaluated by the changes in the culture of the company, the increase in the commitment of employees to the organization, the identification of personnel with business objectives due to the transformation of social identity [2, 3, 4, 12]. The transformation of social identity as a result of corporate training allows company employees to become loyal to the changes and to implement a company development strategy in their behaviour [12]. The social identity is a dynamic individual and personal characteristic that includes the awareness of belonging to social groups, experience of identity to one-self (N.L. Ivanova) [8]. In addition to the social identity, the ability of employees to change, to be included in the organizational culture is mediated by the values of the person and the organization [7], the employees hired during the work process and as a result of corporate training. As the values of learning organizations, M. Parkinson places emphasis on the development and promotion (career growth), which effectiveness is associated with the effectiveness of the training system in the company [12].

The dynamics of the social identity of managers and their values as a resource to changes and inclusion in the company organizational culture are implemented as a result of the effective corporate
training system of the organization. At the same time, the matter of the specifics of the social identity dynamics and the values of managers, which at the end of corporate training form the personnel resource for changes, and reflect the characteristics of the organizational culture, has not been studied enough, which determined the purpose of our work.

The purpose of the research is to study the dynamics of social identity and values of man-agers in the situation of corporate training.

2. The dynamics of the social identity of the person
The identity is a dynamic component of the ego, which degree of variability depends on the individual characteristics of the personality and the nature of the external influences on his/her life [8]. The dynamics, transformation of social identity is considered as the change in its structure under the factors (N.L. Ivanova, T.V. Rumyantseva, A.V. Miklyaeva, P.V. Rumyantseva, A. Dashefsky, G. Shapiro) that include the elements of corporate culture, style of leadership, quality of communicative processes, type of organizational culture (A.N. Krylov, S.A. Lipatov, O.V. Zhilkina, N.A. Pimenova, F.I. Sharkov) [2, 7, 11].

In the study of S. Rokkas and M. Brugger, the dynamics of social identity is considered as a complication of its cognitive structure. Researchers point up the types of social identity, namely, the intersection (the presence of a set of identities manifested by the belonging to different groups), predominance (the presence of one leading social identity, if several), fragmentation (the presence of different identities, if the communication with different people), fusion (the manifestation of identities, if the equal communication) [14].

The dynamics of social identity is the process that can be formed. In particular, in the situation of self-realization of the personal growth, the employee manifests a pronounced professional and business identity (N.L. Ivanova) [7], since in the work activity, the employee focuses more on group values, rules (J. Turner) and the group status (A. Haslam) [18, 20]. It is established that the social identity and its dynamics increase the employee’s commitment to the task and is the means by which the leader achieves the necessary results [19].

3. The dynamics of personal values
Values are beliefs (T.Yu. Bazarov), serving as a criterion for choosing strategies and determining the behaviour of a person in a group [15]. Turning to the study of the dynamics of values, D.A. Leontiev singles out the forms of the existence of values, namely: public ideals, the objective incarnation of ideals in activity and motivational structures of the personality that induce the person to be embodied in the activities of social ideals [10].

As for organizations, A. Zhuplev emphasizes the values of stability and success. The desire for stability determines the realization of personal values, and the desire for success and for changes actualizes the values of the organization [6]. The concept of value-based management (A.I. Prigozhin) affirms the existence of influence on the formation of the organizational values of the process of development of organizational culture [13]. Under the study of organizational culture, V.A. Yadov identifies values - goals expressed in the mission of the company, and values - means that determine the principles how to form the company’s organizational policy [9]. V.R. Vesnin identifies groups of values: the social ideal (for example, justice), objective values (quality of work, clarity of performance), personal values of persons [1].

4. The corporate training as a resource of the dynamics of social identity and values of the organization employees
T.Yu. Bazarov and B.L. Yeremin define personnel training as a personnel development program aimed at transferring new knowledge of important areas for the organization, skills to resolve production situations and behaviour experience in working situations [15]. Corporate training varies from an unsystematic process to the way of choosing an organizational strategy. Some authors (M. Parkinson) distinguish the types of corporate training such as tactical training (is associated with
specific competencies in the work), operational training (linked to the career development plan),
corporate training, as a means of introducing changes and influencing the organizational culture of the
company, strategic training as a method of formulating an organizational strategy [12].

The effectiveness of corporate training is determined by the satisfaction of employees in the
learning process, the impact of learning on performance, the formation of new behavioural skills
(S.V. Gineeva, R.A. Dolzhenko) [4] and the involvement of a specialist in organizational culture [11].
M. Parkinson, in addition to the initial participant reaction of the training and the evaluation of their
behavioural competences, identifies the level of assessment that determines the effect of training on the
work quality and the level that supposes the estimate of the impact of training on the company’s
performance, with the profit being a criterion [11].

**Research hypothesis:** the particularities of the dynamics of social identity and values of managers
are mediated by corporate training.

**The study sample** included 80 managers of Russian companies that perform commercial
functions, aged from 23 to 45 years.

5. The study design
Within the study, the managers were divided into two groups: the experimental group No. 1 (39
persons) who underwent corporate training; the control group No. 2 (41 persons) who did not take part
in corporate training.

The corporate training was the training of specialists and managers of the commercial department,
which is part of continuous training in the company. As part of the training, the managers received
feedback about the level of professional competence and the opportunities for its development.

The diagnostics of social and role identity and values in group No. 1 was carried out before and
after the experimental treatment. In the control group No. 2, the diagnosis was carried out with a time
interval corresponding to the duration of corporate training.

6. Methodology and study methods
To study the social and role identity of managers, the psychodiagnostic technology “Role relationships
of social subjects with creative personalities” (ROSSTL) was used, which reveals the social role
identity of the subjects of creative and innovative activity. Twenty-seven pictures with different types
of modern creative adults with mythological prototypes are offered to the subjects. The subjects select
10 images for role positions, including ego, status (managerial) roles, resource roles (creator,
demanded employee, rescuer in a crisis), and roles of dismissed employees.

The processing of the results of the procedure is carried out using a factor analysis. The identity
with a role is determined by its entrance in one factor with the “Ego” of the subject [5].

To study the value orientations of managers, the V.A. Petrovsky multisubject method of reflexive
choice was used. The methodology offers to the subject a list of 16 values and allows determining
their subjective significance and the degree of realizability of value on the basis of the mathematical
modelling (V.A. Petrovsky, 2010).

The results were processed on the basis of the calculation of the formula for the reflexive choice of
values. The results of the calculation were analyzed according to the criteria for the value realizability
and significance for the subject of the study. Significant and realizable, significant and not realizable,
not significant and realizable, not significant and not realizable values are marked.

In the statistical processing of the data obtained, the Pearson $\chi^2$ criterion and the Mann-Whitney U
test were used.

7. The study results and their discussion

7.1. The dynamics of social identity in groups of managers
Significant differences in the frequency of identification with status and resource roles before and after
training for the experimental group have been revealed; after training, a significantly greater quantity
of managers identifies themselves with status and resource roles, thus, in the experimental group there is positive dynamics of social and role identity with status and resource roles as a result of training and receiving feedback on the results of training. In the control group, there were no significant differences in the social and role identity between measurements (Table 1).

The results can be explained by the fact that in the course of training and upon the results of feedback, the managers become more self-aware, formulate a self-idea. The managers see themselves as respected by others, they realize their place in the company, as a key company employee, who influence the success on solving current problems. The managers proceed with taking internal resources for their implementation, seeing the prospects of the environment, which forms the ideas for their implementation.

Table 1. The social identity in groups of managers with the presence and absence of corporate training.

| Social and role identity | Experimental group | Control group |
|--------------------------|--------------------|--------------|
|                          | Rank sum           | Value of the U-criterion | Rank sum           | Value of the U-criterion |
|                          | before training    | after training    | 1st measurement   | 2nd measurement   |
| Status Ego               | 1214.0             | 1867.0           | 1707.5            | 1778.5            | 804.5               |
| Resource Ego             | 1296.0             | 1785.0           | 1681.5            | 1804.5            | 778.5               |

Note: ** p ≤ 0.01; * p ≤ 0.05

The results are consistent with research in the field of innovation of V.G. Gryazeva-Dobshinskaya, where personnel implementing the opportunities of the environment, acts as a resource to the search activity aimed at modifying the activity [5]. The dynamics of social identity as a resource to form a professional identity is shown as the self-identification with significant people in the company, thereby the person in his/her mind belong not to groups, but to individuals [14].

7.2. The dynamics of values in groups of managers

To analyze the results of the 16 values of the “reflexive choice” method, V.A. Petrovsky chose 6 values, which are more relevant to the activities of managers in the company. The analysis of the results was carried out according to the criterion of a “significant and realizable” value.

Significant differences in the frequency of career selection as a significant and realized value before and after training in the experimental group have been revealed; after learning, a significantly greater quantity of managers selected the “career (success)” value as significant and realizable, i.e. in the experimental group there are positive dynamics in the selection of the “career (success)” value as a result of training and feedback on the results of training. In the control group, there were no significant differences in the selection of values according to the “significant and realizable value” criterion (Table 2).

The results can be explained by the fact that feedback becomes an opportunity for the manager to realize and to name the values that are important to him/her in the work activity. The value career selection allows managers to realize their desire to work in the company more effectively; they start realizing that the high level of professional competence is a necessary condition for building a successful career within the company.

The results are consistent with studies of the concept of value-based management, where the formation of corporate values determines the company’s strategy, and gives a resource for its implementation via the feedback [16], with the value of employees’ values with the company ones is being significant [17].
Table 2. The selection of values in groups of managers with the presence and absence of corporate training.

| Significant realizable values | Experimental group | Control group |
|-------------------------------|--------------------|---------------|
|                               | Rank sum before training | Value of U-criterion | Rank sum 1st measurement | Value of the U-criterion |
| Money                         | 1638.0 | 1143.0 | 663.0 | 1722.0 | 1681.0 | 820.0 |
| **Career (success)**          | 1345.5 | 1735.5 | 565.5** | 1681.0 | 1722.0 | 820.0 |
| Power                         | 1482.0 | 1599.0 | 702 | 1660.5 | 1742.5 | 799.5 |
| Development                   | 1462.5 | 1618.5 | 682.5 | 1599.0 | 1804.0 | 738.0 |
| Self-assurance                | 1482.0 | 1599.0 | 702.0 | 1599.0 | 1804.0 | 738.0 |
| Education                     | 1443.0 | 1638.0 | 633.0 | 1777.5 | 1625.5 | 764.5 |

Note: ** p ≤ 0.01; * p ≤ 0.05

7.3. The dynamics of social identity and values in a group of managers who participate in corporate training

In the experimental group, the dynamics of the social and role identity of managers and the selection of the “career (success)” value have been investigated.

Among the subjects of the experimental group, two subgroups were detached: subgroup No. 1 - with no selection of the “career” value before training and with the presence of the value selection after training and feedback (13 persons); subgroup No. 2 - with no selection of the “career” value before and after training and feedback (19 persons).

After training and feedback in subgroup No. 1, there is a statistically significant increase in the frequency of identification with resource roles, with a statistically significant increase in the frequency of identification with status roles being in subgroup No. 2.

Table 3. The dynamics of social identity and values in a group of managers who participate in corporate training.

| Social and role identity | “Career (success)” value selection |
|-------------------------|-----------------------------------|
|                         | Subgroup No. 1 | Subgroup No. 2 |
| **Status Ego**         |                  |                |
| Before training         | 31 % (4 pers.) | 37 % (7 pers.) |
| After training          | 54 % (7 pers.) | 85 % (16 pers.) |
| χ² value                | 3.40             | **11.26**      |
| **Resource Ego**       |                  |                |
| Before training         | 15 % (2 pers.) | 48 % (9 pers.) |
| After training          | 78 % (10 pers.) | 58 % (11 pers.) |
| χ² value                | **6.57**         | 2.75           |

Note: ** p ≤ 0.01; * p ≤ 0.05

The results obtained can be explained by the fact that the selection of the “career” value as an orientation toward the development of professional competencies allows the manager to be self-aware as an employee who has the potential and ability to form it. If having a desire to increase productivity,
that specialist forms ideas to realize the image of the desired result, while a manager without the “career” value selection defines herself/himself as an employee who already has the necessary level of competence, he/she gets confirmation of this through a self-image, as a significant and key employee of the company.

The results are consistent with studies of the dynamics of social identity (O.Ye. Khokhlaev, M.A. Hite), which underlines the relationship of social identity and personal values, if the orientation to others and openness to change contributes to the generation of cognitive complexity of identity [14]. The innovative leadership studies of V.G. Gryazeva-Dobshinskaya single out the orientation toward change contribute to activity that actualizes the values of cognition, innovation and humanistic orientation [5].

8. Conclusions

The differences in the dynamics of social identity and values of managers of the experimental and control groups have been revealed. It has been found out that the corporate training and feedback helps to orient employees to develop their own professional competencies and increase their professional skills by focusing on building a career within the company. After training and feedback, that employee starts realizing herself/himself as an employee who has the resources, the potential and the ability to develop, move upward in career.

Being reflected in the peculiarities of organizational culture, the dynamics of social identity and values of managers are expressed in the increase in the efficiency of the manager’s workplace activity.

The results of the research can be used for companies while planning corporate training, making training programs, in the situation of staff development and the formation of a personnel reserve within the company.

9. References

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