

Organization changes of the university's corporate culture under the influence of the social Internet communications

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Abstract. In the article the definition of the term "corporate culture of the university" is refined and supplemented. It is noted that the traditional understanding does not reflect the fundamental changes taking place in the education system and interpersonal relationships of teachers and students of the university, and that undoubtedly have a significant influence on the corporate culture of the university formation

Introduction

Recently, there was quite a lot of research on various aspects of corporate culture of the educational institution, in which not only the concept of corporate culture itself is complemented and refined, but also frameworks for its use in relation to the educational communities – universities – are created [see, e.g., Betina, O.B. Corporate culture as the factor of organizational behavior management ... 2007; Belova, L.I. Corporate Culture of Russian university as an object of socio-cultural analysis... 2009; Kryukov, V. V. Corporate information environment of a university ... 2007; Sergeeva, T.B. Corporate culture of educational institution ... 2008, etc.].

Corporate culture helps to organize the process of training and educating in such way that university's activity provides high mobility, knowledge enrichment and social protection of students. We can confidently say that there is a reliance between university's high-quality training and its corporate culture [1].

Corporate culture can be taught. This process begins with passing the university entrance exams and ends with getting a diploma on graduation. As part of the university culture we can see the formation of a student subculture and this process starts with freshmen's socialization while they are passing through the initiation ceremony, getting acquainted with both group's curators and university's structure. One of the major mechanisms of student subculture's formation is functioning of student selfgovernment.

There are three levels of the university's cultural system, which form the set of the University's image:

The "outside" level of the university's cultural system is a set of directly observable, visible events and phenomena. It includes the following points: role-functioning structure of the university, management style, communication systems, organizational procedures, traditions, rituals, customs, university speech and so on. By means of these points, the higher educational institution mainly fulfills its tasks. These very points are visible at the first glance to the costumers of educational products and to the educational institution's services.

The "inside" level of the the university's cultural system is a set of its norms, values, beliefs, which cannot be directly observed or seen, but they are reflected in the university staff's speech (administration, teaching staff, students). These cultural phenomena more or less realized by employees and consumers of organization's services and goods.

The "deep" level of the university's cultural system forms workers' "basic understandings", which are workers' general spiritual mood, the totality of their thoughts and beliefs. All these points create an overall picture of the university and involuntarily regulate its behavior in time and space. These are behavior patterns of a university leader as well as her/his team: principle and vice-principles. This is the "organizational ideology", which is given by the head of the university. These are different kinds of organizational regulations, which are based on personal values of group's leader and her/his closest associates.

In our view, the understanding of the corporate culture's specifics as the phenomenon of conservative in terms of the communication, at the present stage of studying the student subculture and corporate world

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views of students from various universities, is not enough, as forms of students communication in interpersonal communication and, in some cases, in communication with teachers (guidance) in recent years has significantly changed. We are talking about one of the most popular forms of students communication - social networks (the term "social network" was introduced in 1954, by the sociologist from the Manchester School James Barnes), which often act as a substitute for traditional, oral communication, as well as various written information exchange options and, as we believe, reflect the capacity of the various universities students' corporate world view [2].

Materials and methods

From the point of view of D. Bell's communicative theory, mass culture is a sign culture, providing communications to people regardless of their country of residence, language, cultural baggage, etc. [3]. This communication is really necessary, because the world now is the sum of narrow specialization of many people. We must admit that the corporate culture of the university in the process of participation of students in the mass communication system is modifying in a natural way, and this is reflected in the linguistic aspect of their corporate world view.

By the corporate image of the world, we understand the special language picture of the world that is peculiar only for corporate culture's carries. We believe that the need of usage of the term is due to the unique specificity of language consciousness of corporation member in other words a corporate culture's representative. A person identifying herself/himself with the culture of a certain organization, consciously and unconsciously adopts its components, firstly conditional language that is being developed for a long period of time and is a permanent part of the natural language of the individual. The process of mastering of corporate culture always has linguistic expressions, as its results form a range of concepts that actually build a special image of the world, or, in other words, a picture of world's corporate culture of the university.

The corporate picture of the world is a way of world perception, which is due to a subculture of any type, which affects the division of the experience and vision of the situation of an individual or group of people, which is expressed in the language units, functioning as lingo culturems. Corporate culture has a specific lexical representations, the study of which helps us to identify the features of a language picture of the world of corporate culture subjects.

The research, that has been surveyed since 2012 by university academic laboratory of intercultural communication, working at Chelyabinsk State University on the basis of an agreement with the Institute of Linguistics of Russian Academy of Sciences concerns three parts of the corporate culture: 1) changes in the minds of a language community in the period of modernization of the Russian higher education; 2) verbal image as a component of the corporate culture in the

structure of the higher education institution; 3) a comparative analysis of the universities. We have used such methods of learning as associative experiment, interviewing, survey questionnaires. Over 300 students from various universities of Chelyabinsk took part in it.

Russian entry into the world educational space, as the association experiment proves, is accompanied by a change of language consciousness. In particular, the materials dated by the beginning of 2014-15, in comparison with previous data, reflect the processes of globalization (*teaching abroad, information on the Internet, diploma by European standard*) and ethnicization (*a university is Russian or German, a school is American, a teacher is from France*).

The market economy has created the conditions for competition among universities and has created the need in formation of an attractive image for the outside media sphere with help of presentations, PR-actions and other relatively new activity, the result of which is a collection of texts, representing an individual speech portrait of the university. Analysis of official advertising materials of the Chelyabinsk State University allowed us to identify basic concepts, which develop its verbal image: *a classical education, the European Diploma Supplement, the demand on the international labor market, access to higher education for persons with disabilities*. About 150 interviews with students of different universities repelled the domestic (or everyday) perception of the university, and it partly coincided with the deliberately formed ones: *Over-the-river, classical, humanitarian, young, disabled facilities*.

The language aspect of the picture of the world of the corporate culture of the university, which is considered by us shows key concepts, included in lingo cultural field: "Chelyabinsk classical university." These concepts can be grouped into categories in the following way:

1) the nomination of the institution: an *academy, a university, an institute, Moscow State University, CSU, etc.*;

2) the structure of the educational process: a *course credit, a colloquium, a consultation, a lecture, a practice, a seminar, a session, an interview, an examination, and so on.*;

3) attributes of the institution: an *audience, a library, a certificate, a diploma, a test book, a bell, a break, a period*;

4) The participants in the educational process: an *applicant, a graduate student, a doctoral candidate, an assistant professor, a head of department a, laboratory, a graduate student, a trainer, a secretary, an employee, a student, a teacher, a professor*.

Anyway, all these concepts and presented categories are included in the basic lingo culturems: *A university, a lecturer, a student*.

The present description of the university's corporate culture is reduced to the scheme of "teacher-student" in its different variations, where each member of communication's chain has clearly defined roles and responsibilities, as well as the norms and rules of communication, without which none of large organizations can exist.

This position is, of course, correct, because one of the reasons for its existence is the specificity of the educational process, which involves a certain time period of student's presence in the university and, consequently, a limited time period for the employees, who have to not just share their knowledge, and skills, but also introduce students to the corporate community (with already existing rules, regulations, customs and so on). Therefore, it is quite logical for university management to give the system of corporate relations as an already finished product, expecting that student will adapt and accept that system.

To our opinion, the social network combines all suggested by the researcher types of cooperation of communicants online, that gives special opportunities to realize the participants' communication needs.

The fact that social networks is a really significant part of a young person's life is confirmed by the researchers. In the humanitarian community there is an opinion that the social networks have a great impact on a person. And we can talk about certain addiction to online communication. It should be noted that today, lingo cultural analysis of social networks is a new phenomenon that requires considerable attention and refinement, not only by means of terminological apparatus, but methods of this analysis as well.

In the social network not only people (as representatives of society) are considered as the elements of the system, but also any other objects which can have social connections, for example: cities, countries, companies, websites, their resources and so on. In fact, social networks have become a critical component of mass culture, which is consumed by modern student as well.

One of the common and the most psychologically attractive features of social networks - a system of friends and groups, which may be a reflection of the actual communication participants, and can only be just online variant of communication.

The subject of our analysis is the university network groups that exist in the informal register of students communication which are created for various reasons (as will be discussed below), but at the same time they are the unconditional continuation of formal groups, proposed by the university administration (in our case - Chelyabinsk State University). We are referring to the groups, named by the type of "Miass branch Chelgushniki", "CSU", "Mr. MF CSU", "Philology Faculty CSU", "CSU Journalism", "Faculty of History of CSU", "Academic philosophical club - family will forgive you this passion", "Kooky philologists Society", "Department of linguistics and translation of CSU" and others.

Results and discussion

In our opinion, for the analysis of the university's corporate culture the reasons for creating a network of university groups are important. On the one hand, there is a desire to conform to the traditional options of communication on the network when different users join

the groups, which are already proposed by a resource, or create their own and invite other users there (for example, groups are created in connection to any event – "Protection of Chelyabinsk organ hall"; "Mr. MF CSU 2015". It is often not so much an indicator of the actual information exchange necessity as an indicator of the user's social activity. Groups of this type often do not develop and their activity decays after the primary activity, that can be easily traced by past statements dates (for example, such "non-viable" network group can be regarded as a group of "Council of Self-managing FF", the last record of which are dated by the 15th of December 2010).

On the other hand, the Internet communication, especially social networking, is really one of the fastest ways to implement the communicative act, because if both simultaneous participants of communication are online, this operation takes a few seconds. And then the university network groups are beginning to serve a variety of everyday tasks in student communication, including communication between group members.

That is why, in our opinion, in a situation of Internet communication there is no need considering corporate culture as retarding any innovation structure [4], because corporate culture is able to change "from below", without the influence of administrative resources, which is a sign of corporate culture's self-regulation's ability. Communication within the university network group becomes interactive, continuous, when more and more members of the Corporation (a potentially infinite number, because new members (newly received) can join to university groups every year), may at any time connect to the discussion about any news break.

The corporate culture of the university affects a significant part of informal student's communication, thus, communication in a social network makes adjustments in the linguistic aspect of the world's corporate picture of a young man.

We examined the texts of university groups in social networks, in particular, vkontakte.ru network. The reason for choosing this exact social network was its absolute popularity among students of the Chelyabinsk State University, which was revealed in a survey of students of different specialties (students participated in the survey were of the following specialties: Philology, History, Journalistic and Personnel management). Moreover, according to the Russian Public Opinion Research Center (VTsIOM) every second Internet user visits social networks (52%). And the most popular network, according to the same study, is a social network "Vkontakte", which is visited by every third Internet user (31%).

Corporate communications, as known, can be structured in a following way: External communications (aimed at creating an outside-image of the organization) and internal (aimed at maintaining internal corporate bonds); communications, reflecting formal and informal aspects of corporate culture (norms, rules, and corporation's legend). Of course, the text representants of corporate communication are pragmatically different, because they have different functions: informational, ideological, and organizational and image. Formal

communication consists of the main channels of institutional communication, which are used to receive all the information pertaining to the organization's activities: reports, memos and documents within the organization, orders coming from on high and etc. Informal communication is a personal communication.

Thus, we can take into account the direction of communication: vertical communication is directed “downwards” (orders, instructions, work's evaluation and so on) and “upwards” (subordinate reports on progress, problems, ideas, and so on); horizontal communication - the exchange of business information between the employees of equal positions in the organization, both within a department and between departments [5].

In the traditional model of the university's corporate culture the most important role is played by the vertical communication, because the higher education system is naturally graded. The main feature of the university network group is a communication by the horizontal model, in other words: “student” to “student”. This is primarily due to the fact that social network offers huge opportunities especially for informal communication, and the very atmosphere of rejection of the need to follow strict norms of corporate culture leads to every day's holiday atmosphere and to the usual grade rejection [6].

Besides, despite the fact that students participate in university networks mostly under their own names, there is a possibility for personal game: anonymous participation or communication under the network pseudonym / “nickname”, which creates new opportunities for communication's freedom (e.g., “Fara 4 – letters”, “Moon mist” and so on).

In some cases, group managers (or creators) make them “closed”, in other words inaccessible for a wide range of users, though there is no special secret information. For entry into such a group one needs to send an application, which is claimed by the group administration, in other words, the collective approval is required to participate in such kind of community, which clearly refers us to the archetypal features of the human consciousness: the man and his values must be approved by an authoritative community. Participation in the group is a certain element of the network game, when the communication participants have the opportunity to choose the interlocutors based on friend/foe identification, and according to random selection, offered by university administration during students' assignment to real university groups.

Conclusion

We must admit that the communication system of network university groups in the social network is not always limited by the scheme “student to student”. Many teachers are involved in students' daily life also by creating the message system in the social network especially to ease the transmission of information related to the features of the educational process. For example, the section “Notes” of the teacher's social network page

in some cases contains extracts from the State Standard for of the diploma or abstract references list's correct handling (see. e.g., St. Petersburg State University professors pages, CSU and so on), a list of tasks for a certain course: themes and control issues, exam's evaluation criteria, links to useful resources, a number of general recommendations concerning the learning process (e.g. for those who want to continue their education and attend postgraduate course).

Naturally, the type of interaction between participants of communication in this case is the traditional vertical (bottom-up). Although students are given the opportunity to clarify some of the issues of the educational process with the teacher, this type of communication has little effect on the creation of additional possibilities of forming of corporate thinking. That is why we can say that this is the most formal type of communication in a social network, which does not expect response, and continues to the standard communication vertically (from a teacher to a student): “The final state examination for all graduates will be held on 10 and 11 March 2015. The schedule date to be determined, and also posted on the Internet”; “Ends with a discussion of the story A. Matveeva, Your mother, who wishes to leave comments – hurry”. The topic will be closed on February 20 at 23.59. Discussion of the film and the story continues Ohlobystina ”(. In this sense, we can compare this kind of communication with administrative texts, which also play an important role in the corporate culture of the university.

Of course, the type of interaction between the participants of communication in this case is the traditionally vertical (from bottom to top). Although students are given the opportunity to clarify some of the issues of the educational process with the teacher, this type of communication has little impact to the creation of additional possibilities of corporate thinking's forming. That is why we can say that this is the most formal type of communication in a social network, where the response is not assumed, though the continuation of the standard communication vertically (from a teacher to a student) is expected: “The final state examination for all graduates will be held on the 10th and 11th of March, 2015. The schedule date is to be determined later, and also will be posted on the Internet”; “The discussion of A. Matveeva's story “Goddamn” is ending. Those, who wish to leave comments, hurry. The topic will be closed on February 20th at 23.59. The discussion of Ohlobystin's film and story is continued”. (In this sense, we can compare this kind of communication with administrative texts, which also play an important role in the corporate culture of the university.

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