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ORGANIZATIONAL PSYCHOLOGY

Editorial

We present our journal's new edition Issue #2, 2020.

Five articles with a variety of topics present section **"Research in organizational psychology"**. The methodological principles of psychological research are discussed in the article *"Methodology of organizational social capital research: approaches of scientific studies"* by L. Pochebut, V. Chiker and N. Volkova. Questions of organizational justice and its role in lecturers' work engagement or in the perception of organizational vertical conflict are outlined in articles *"Exploring organizational justice in Vietnam universities: a study of effects on lecturers' work engagement"* by L. Le, N. Thu, N. Dung and *"The contribution of social beliefs and situational factors in support of the one of the parts' intention to protect own interests in the organizational vertical conflict"* by E. Ulybina and A. Filippova. Article *"The levels and components of employee identity in the organization"* by A. Sidorenkov, W. Stroh and D. Shtilnikov is devoted to the possibilities of multi-level analysis of organizational identity. The problem of the negative impact of the profession on the individual is raised in the article *"Professional personality deformation of internal affairs employees of various departments"* by Ya. Korneeva and N. Simonova.

In section **"Organizational psychology in practice"** you will learn about case of implementation of changes in organization culture in article *"Model of professional culture of safety at work place development at Gazprom transgas Yekaterinburg, LLC"* by our colleagues from Yekaterinburg – K. Barannikov, V. Vedernikov and F. Ismagilova.

Section **"Reviews"** presents article *"Psychological characteristics of the organizational behavior of Wikipedia online volunteers: a theoretical review"* by E. Bryzgalin, A. Voiskounsky and S. Kozlovskiy.

Section **"First Steps"** presents three articles by our young colleagues. The topic of group resilience in the organization is discussed in article *"Development of theoretical model for collective resilience"* by A. Chigrina, K. Bagrationi and T. Nestik. The topic of corruption is raised in the article *"The perceptions about corruption and corrupt behavior among public servants"* by O. Dubrovina, K. Volodina and A. Yershova. An attempt to identify age-related patterns in the infallibility of professional activity is made in article *"Consciousness and error-free performance: The research of ratio of the formation of regulatory processes with the professional accuracy of rail crews"* by V. Bogdanova and V. Serikov.

Please, enjoy the reading!



ORGANIZATIONAL PSYCHOLOGY

Methodology of organizational social capital research: approaches of scientific studies

Ludmila G. POCHEBUT

Vera A. CHIKER

St. Petersburg State University, Saint Petersburg, Russian Federation

Natalia V. VOLKOVA

National Research University "Higher School of Economics" (HSE — Saint-Petersburg), Saint Petersburg, Russian Federation

Abstract. *Purpose.* The purpose of this article is to analyze key methodological research approaches to studying organizational social capital. The following principles of psychology have been analyzed: reflection, development, determinism, consistency, comprehensiveness, and holism. The special attention has focused on specific approaches of social psychology such as social nature of psyche and consciousness, development of consciousness in the process of activity and communication, changes of psychological processes under human beings' interactions, comprehensive analysis of individual, group and public factors, the building of models for social-psychological phenomena and processes. *Findings.* The key findings of methodological research are that the logical system has been created that includes both methodological approaches of general and social psychology and explains the application of consistency and comprehensiveness principals for studying organizational social capital. The feature of contemporary research is to use a comprehensiveness approach studying an individual's psyche. Therefore, examining human beings, there is a special tendency that combines different sciences, aspects and research methods in complex systems. According to the consistency approach, research objects are myriads of psychological processes, states, attributes, activity actions that must be classified, systematized and ordered. The main function of consistency research is to integrate information about the object. Analyzing the concept of social capital, we have followed the comprehensiveness and consistency approaches. Hence, the methodological research approach regarding comprehensiveness is that social capital is placed at the intersection of four disciplines, namely, social psychology, organizational psychology, economic psychology, and sociology. Based on the consistency approach, various social structural characteristics of social capital should be considered which are connected to particular external social environment, components and functions of social capital as well as types and nascent stages under external and internal conditions of consolidation and accumulation. Conclusions are that the organizational social capital is reasonable to study under consistency and comprehensiveness approaches. *Originality.* Originality of this paper is that the scientific development of key methodological research approaches has been introduced to study organizational social capital.

Keywords: methodological research approaches, organizational social capital, comprehensiveness, consistency.

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Exploring organizational justice in Vietnam universities: a study of effects on lecturers' work engagement

Le Thi Minh LOAN

Nguyen Thi Anh THU

Vietnam National University, Ha Noi, Viet Nam

Ninh Thi Thuy DUNG

Po Po Doo Educational Joint Stock Company, Ha Noi, Viet Nam

Abstract. *Purpose.* The purpose of this study is to shed light on description the current situation of organizational justice, lecturers' work engagement and research of the effect of organizational justice on lecturers' work engagement and the role of gender in this relationship. *Study design.* The data were collected using questionnaire form among a convenience sample of 230 lecturers working in two universities in Hanoi, Vietnam. This study used Schaufeli's measure of work engagement and Colquitt's measure of organizational justice. *Findings.* The results indicated that organizational justice was acknowledged as quite high and lecturers' work engagement was fairly strong. The correlations were significant and positive among organizational justice, distributive justice, interpersonal justice and lecturers' work engagement. Distributive justice has a stronger impact on lecturers' work engagement than interpersonal justice. Gender is not a moderating variable in the relations among distributive justice, interpersonal justice and work engagement. *Implications for research and practice* are discussed in order to enhance lecturers' work engagement through offering some solutions to enforce justice towards lectures from organization.

Keywords: gender, organizational justice, distributive justice, interpersonal justice, lecturer, work engagement.

Introduction

In recent years, there has been a great deal of interest in work engagement and organizational justice in the industrial-organizational psychology and human resources to enhance the performances in enterprises as well as organizations. Many studies have shown various impacts of work engagement on employees and managers (Pitt-Catsoupes, Matz-Costa, 2008). At the individual level of analysis, work engagement has a positive correlation with awareness of oneself such as the self-efficacy in work, the quality of physical and mental health of employees (Schaufeli, Taris, 2014). Similarly, work engagement has been found to be positively related to job satisfaction (Lovakov, Agadullina, Schaufeli, 2017).

At the organizational level of analysis, employees who are more engaged are likely to be in higher work performance and less intention to quit (Pitt-Catsoupes, Matz-Costa, 2008). Work engagement can predict the changes in the organization (Mendes, Stander, 2011). W. A. Schaufeli and A. B. Bakker

found that employees who have a greater attachment to their organization intent to express their self-images better. Their presence not only affects satisfaction of customers and partners more strongly, but also impacts organization's benefits as well as important outcomes (Schaufeli, Bakker, 2004). Work engagement is believed to be related to positive work attitudes, have an effect on satisfaction, increase organizational commitment and decrease turnover intentions (Bakker, Demerouti, 2008).

The studies to promote work engagement find out the significant role of organizational justice generally, but none have mentioned about the impact of component of organizational justice on lecturers' work engagement. In Vietnam, there is a gap of studies about work engagement, organizational justice and the effect of organizational justice on work engagement in general. Only a few previous research was conducted in teachers or lecturers. According to Decision 371, Vietnam would have totally 460 universities and colleges (224 universities and 236 colleges) by 2020. However, the number was surpassed by 12 in December 2018, creating tougher completion to attract learners. In this context, lecturers' work engagement is an advantage for universities to win as engaged employees are also proactive and keen to take initiative (Sonnentag, 2003) to promote brand, credibility and training quality. The Vietnamese traditionally pay great respect for teachers, who are considered as doing noble jobs. Does their organizational justice effect their work engagement? What are the roles of gender in relation between organizational justice and work engagement? This article will deal with these questions.

Lecturers' work engagement

Various concepts of work engagement have been argued. Work engagement is defined "psychological state accompanying by an individual's energy investment for behavior" (Schaufeli, Bakker, 2010). According to D. L. Nelson and B. L. Simmons, this engagement is the state that employees have positive feelings towards their work (Nelson, Simmons, 2003). K. Shaw has noted that work engagement is emotional or intellectual commitment of employees to the organization (Shaw, 2005). In this study, work engagement of lecturers is positively psychological state of lecturers, characterized by vigor, dedication and absorption at work.

Vigor is represented by level of the energy and mental resilience while working, the willingness to invest effort in one's work, and persistence in the face of difficulties. Dedication refers to a sense of significance, enthusiasm, inspiration, pride, and challenge. Absorption refers the state of being fully concentrated and happily engrossed in one's work, whereby one assumes that time passes quickly and has difficulties detaching oneself from work.

Organizational justice

Researchers discuss various concepts of organizational justice. J. Greenberg suggested that organizational justice represents employees' awareness of being treat fairly in work and how organization's decision impact on implementing the plans (Greenberg, 1987). Organizational justice is also believed that employees assess the conformity among things they are deserved to receive and things they are really get from their organization (Al-Zu'bi, 2010). Hence, lecturers' organizational justice is their assessment of the conformity among things they are deserved to receive and things they are really get from their organization.

Researchers' views are quite diverse when discussing the components of justice. Organizational justice is constituted by two categories: distributive justice and procedural justice (Greenberg,

1 Decision 37 on adjustment of 2006-2020 plan for University and college networks issued by the government in 2013.

1990), or four components namely procedural justice, distributive justice, interpersonal justice and informational justice which are completely independent (Colquitt et al., 2001).

However, in universities, the procedures used to make decisions are often discussed, communicated openly. Lecturers are able to express their views and feelings based on accurate and reliable information. In addition, procedures are the basis of resource distribution to workers. The provision of information and the distribution of resources is the basis for the quality of the relationship in the organization, so such duo-concepts as procedural justice – distributive justice, interpersonal justice, informational justice have lots of similarities and are dependent components. Therefore, the two components that have relative independence in the organizational justice examined in this study are distributive justice and interpersonal justice.

Distributive justice has its roots in the equity theory suggested by J. S. Adams. It is said to be similar with fairness in outcomes division and distribution (Adams, 1965). Distributive justice is level, at which rewards are equally divided. It refers justice perception in managerial decision related to distribute outcomes such as compensation and promotion. Distributive justice only exists when outcomes division such as salary, benefits and rewards meets employees' expectation towards their contribution (Simpson, Kaminski, 2007; Chou, 2009).

Distributive justice of lecturers represents their assessment of manner or level of outcomes distribution based their effort and contribution to the organization. R. J. Bies and J. F. Moag suggested that interpersonal justice is one of the components of organizational justice (Bies, Moag, 1986). In an organization, besides considering outcomes, employees can also compare the manners how others (i.e. colleagues and supervisors) treat them with those how they behave the others (Crow et al., 2012). Thus, interpersonal justice refers quality of interpersonal interaction process and individual behaviours (i.e. they are talked with honesty and sensitivity). This component addresses the human aspect of organizational practice and involves communicative aspects (such as politeness, sincerity and respect) between provision and acquirement of fairness (Bies, Moag, 1986).

Interpersonal justice of lecturers expresses their assessment of others' attitudes to behave (i.e. colleagues and supervisors) towards them. Fair attitudes are characterized by polite, respective manners and the limitation of critical or improper comments about them.

Organizational justice and lecturers' work engagement

The relationship between organizational justice and work engagement is also discussed. In the non-educational environment, low justice makes employees withdraw and not attached to their work (Biswas et al., 2013; Saks, 2006; Strom et al., 2014; Ghosh et al., 2014). Especially, positively organizational justice can improve work engagement (Maslach, Schaufeli, Leiter, 2001). That is also affirmed in the educational environment (Chughtai et al., 2006; Gupta, 2015). The interpretation of these issue can be based on the social exchange theory (SET). Social exchange theory may support them because it is one of the most influential conceptual models to understand workplace behavior (Cropanzano, Mitchell, 2005). The primary contribution of this review was outlining the nature of reciprocity within exchange and distinguishing three different types of reciprocity: (a) reciprocity as a transactional pattern of interdependent exchanges, (b) reciprocity as a folk belief, and (c) reciprocity as a moral norm. Reciprocal interdependence emphasizes contingent interpersonal transactions, whereby an action by one party leads to a response by another. When lecturers are aware of justice, they feel that they must play their roles by giving more through more work engagement (Cropanzano, Mitchell, 2005). Reciprocity as a "folk belief" involves the cultural expectation that people get what they deserve (Gouldner, 1960). According to R. Cropanzano and M. S. Mitchell, karma means that everything has its consequences (Cropanzano, Mitchell, 2005). When they receive fairness (or help),

they will take responsible for working hard, make an effort on the development of the organization or they will be punished, retribution. According to dimensions of standards, when employees perceive the fairness in the organization, they must have the responsibility to attach with their work unless they want to be judged as a standard deviator. The main premise of SET is the norm of reciprocity wherein employees who perceive the distribution of rewards and resources to be fair and equitable extend it to perceptions of organizational support and, in turn, return the favour by being cognitively, physically and emotionally engaged in their work and workplace (Biswas, Varma, Ramaswami, 2013).

As well as explanation on the impact of organizational justice on work engagement from social exchange theory (SET), studies also see organizational justice as the highest quality of leader-member exchange or the support of an organization / supervisor. S. S. Masterson with colleagues determined that organizational justice is likely to improve the quality of leader-member exchange while leadership behavior, as well as leadership awareness, has a great effect on working attitude of employees (Alarcon, Lyons, Tartaglia, 2010; Masterson et al. 2000). Organizational justice also affects perceived organizational and supervisor support (DeConinck, 2010), especially, perception organizational support is effective impact on work engagement (Saks, 2006). Organization's decisions and the manager's unfair actions would provoke negative emotions from workers such as anger, outrage, and resentment. Interpersonal injustice's ability to act as an esteem threat (Richman, Leary, 2009), threaten a person's ego or lower his or her self-esteem (Leary, Twenge, Quinlivan, 2006). When one is treated in an interpersonally just manner — that is, politely and with dignity and respect — one perceives that his or her rights are respected and feels more positive about his or her standing in an organization (Bies, Moag, 1986; Tyler, DeGoey, Smith, 1996), so they are more engaged in their work. This research puts forward three following hypotheses basing the above-mentioned analysis.

H1: Organizational justice is positively related to lecturers' work engagement.

H2: Perceived distributive justice is positively related to lecturers' work engagement.

H3: Interpersonal justice is positively related to lecturers' work engagement.

Stemming from the idea that individuals are exceptionally sensitive to even the smallest degree of underpayment (Greenberg, 1990), another hypothesis is:

H4: Perceived distributive justice has more powerful impact on lecturers' work engagement than interpersonal justice.

From an organizational angle, males are generally supposed to be competent, assertive, independent, and achievement oriented while females are associated with being warm, sociable, interdependent, and relationship oriented from an interpersonal perspective (Langford, MacKinnon, 2000). Two genders also have different perceptions on success. Success in masculine societies is generally described in material terms whereas it is more often described in terms of nurturance and good human relationships in feminine societies (Carraher, Buchanan, Puia, 2010). This research assumes that gender is a moderating variable that regulates the relationship of distributive justice, interpersonal justice and lecturers' work engagement in the following trends.

H5: Distributive justice has more powerful impact on male lecturers' work engagement than that of females.

H6: Interpersonal justice has more powerful impact on female lecturers' work engagement than that of males.

Method

Samples

The data were collected using questionnaire form among a convenience sample of 230 lecturers working in two universities in Hanoi. In this study, the percent of female participants (74.3%) is

higher than the percent of male participants (23.9%). Based Conway's age classification (Conway, 2004), the age groups of lecturers consist of three groups: below 30 years (18.3%), from 31 to 40 years (42.2%) and above 40 years (3.9%). Participants' seniority in their schools is also composed of three groups: below two working years (9.6%), from three to eight working years (31.3%) and above nine working years (53.9%).

Measures

Measure of work engagement

There are two versions of Utrecht's work engagement scales, including full scale version with 17 items and short scale version with nine items. This study will use short scale version with nine items designed by W. Schaufeli (Schaufeli et al., 2010), because this version is considered to be reliability (Duc, Thai, 2017) to estimate three components of lecturers' work engagement consisting of vigor (three items, $\alpha = .84$), dedication (three items, $\alpha = .83$) and absorption (three items, $\alpha = .86$). Internal consistency of the scale was sufficiently high ($\alpha = .93$).

Measure of organizational justice

This study will use two subscales of organizational justice scale (Colquitt, 2001) to examine lecturers' distributive justice (four items, $\alpha = .90$) and interpersonal justice (four items, $\alpha = .88$). Internal consistency of the scale was sufficiently high ($\alpha = .92$).

A five-point Likert-type scale is used in this study with anchors (1) strongly disagree to (5) strongly agree. The scale score is calculated as the average of the component items. Thus, the scale has a maximum score of 5, a minimum of 1, the closer the average score is to the degree of agreement, the organizational justice of the corresponding level is high and work engagement is strong. Specifically, the average score is close to 5, organizational justice is rated to be high and work engagement is said to be strong; the average score close to 4, organizational justice is rated to be is quite high, work engagement is said to be quite strong; the average score is close to 3, organizational justice is rated to be is moderate high, work engagement is said to be moderate strong; the average score is close to 2, organizational justice is rated to be is quite low, work engagement is said to be quite weak and the average score is close to 1, organizational justice is rated to be is low, work engagement is said to be weak.

We coded male as 1 and female as 0 in the analysis of the data. The collected data was processed by SPSS software version 22. To test H1, H2, H3, H4 the study used Pearson correlation coefficient and linear regression. To examine the potential moderating effect of gender on the relationship between distributive justice, interpersonal justice and lecturers' work engagement (H5 and H6), we conducted a series of hierarchical regression analyses following recommendations by L. S. Aiken et al. (1991). If this moderating effect is statistically significant, the study will continue to use the select case by gender to determine the predictive ability of distributive justice, interpersonal justice towards the variation of lecturers' work engagement.

Results

Mean of organizational justice scale as well as lecturers' work engagement was represented in Table 1 showed that lecturers' work engagement was quite strong and strong with Mean of vigor, dedication and absorption 3.80, 4.01 and 3.78 respectively, especially, dedication had the highest mean and was significant (paired-sample *T*-test show that $t(229) = 8.54$, $p < .01$ when compare between dedication and vigor and $t(229) = 8.67$, $p < .01$ when compare between dedication and absorption). The results demonstrated that almost lecturers have a high assessment of their work

importance. It means that they feel powerful, enthusiastic and inspired by their own job. So, they consider their work as their life, their purpose and their pride when they work in educational environment. For any occupation, the love and engagement to work helps individuals to be motivated to contribute to work, organization and self-develop. The quite strong work engagement of lecturers is a main key for them to meet the requirement of this occupation such as transmitting knowledge as well as providing lifelong self-study methods for students. The career love is the motivation for lecturers to constantly improve their professional capacity and innovate teaching methods. This is also an important factor to encourage students to study and research. The results partly reflect the positive and optimistic view of the majority of lecturers about their chosen work, which has been still considered a noble profession so far.

Above table also indicates that distributive and interpersonal justice as well as organizational justice was approaching the quite high level ($M = 3.93, 3.97$ and 3.95) and this shows that lecturers have received behaviors and other benefits quite commensurate with what they contribute and invest. Most lecturers feel to be treated with respect, courtesy and sincerity. Fair distribution based on many different criteria fully reflects their efforts, achievements and so on to the contribution, the level of completion of the lecturers' work. Thus, it could be concluded that although lecturers still have certain concerns in the behavior of incomplete standards and the really non-objective outcomes distribution, they still respect, believe in their working environment.

Table 1. Means, standard deviations and intercorelations among study variables

Variables	<i>M</i>	<i>SD</i>	(1)	(2)	(3)	(4)	(5)	(6)	(7)
(1) Vigor	3.80	.60	-						
(2) Dedication	4.01	.63	.81**	-					
(3) Absorption	3.78	.63	.75**	.79**	-				
(4) Work engagement	3.86	.57	.92**	.94**	.92**	-			
(5) Distributive justice	3.93	.60	.30**	.34*	.31**	.35**	-		
(6) Interpersonal justice	3.97	.61	.29**	.32**	.29**	.32**	.70**	-	
(7) Organizational justice	3.95	.56	.32**	.36**	.32**	.36**	.92**	.92**	-

** — Correlation is significant at the .01 level (two-tailed)

Table 1 reflects the positive and significant relationships among two components of organizational justice and three components of work engagement, in particular, distributive justice was correlated with vigor ($r = .30, p < .01$), dedication ($r = .34, p < .01$) and absorption ($r = .31, p < .01$); interpersonal justice was correlated with vigor ($r = .29, p < .01$), dedication ($r = .32, p < .01$) and absorption ($r = .29, p < .01$). The results showed the positive and statistical significant relationship between organizational justice and lecturers' work engagement ($r = .36, p < .01$).

Regression analysis was conducted to test the predictive level of organizational justice to the variation of lecturers' work engagement. According to the table 2, organizational justice could predict 12% of the variation in work engagement. Thus, the higher the organizational justice, the more lecturers attempt, love their occupation and contribute their careers. At the same time, they have more positive emotions and actions towards the work they are undertaking. Distributive justice and interpersonal justice can explain the work engagement at 11% and 9% respectively. Table 2 also proves that distributive justice boosts stronger lecturers' work engagement than interpersonal justice.

Multivariate regression analysis was conducted in order to examine the effect of distributive and interpersonal justice on work engagement and its components (Table 3). The results were represented distributive justice independently predicted vigor, absorption and work engagement with regression coefficients $\beta_0 = .20, .24$ and $.24, p < .05$. Particularly for dedication, both components

participated in explaining its variation with regression coefficients of $\beta_o = .22$ and $.17$. It can be seen that distributive justice has affirmed its role in the educational environment, that is, it has a stronger impact on lecturers' work engagement and all its components. Table 2 and 3 can help confirm *H1*, *H2*, *H3*, *H4*.

Table 2: Regression results to test the impact of organizational justice on lecturers' work engagement

Measurements of organizational justice	R^2	F	β_o	p
Distributive justice	.11	31.25	.34	.00
Interpersonal justice	.09	25.95	.32	.00
Organizational justice	.12	34.26	.36	.00

Table 3. Multivariate regression of impacts of distributive justice and interpersonal justice on lecturers' work engagement

Measurements of work engagement	R^2	F	Distributive justice		Interpersonal justice	
			β_o	p	β_o	p
Vigor	.09	23.86	.20	.02	.15	.08
Dedication	.11	3.27	.22	.01	.17	.04
Absorption	.09	13.04	.24	.00	.09	.29
Work engagement	.12	17.27	.24	.00	.15	.04

Results presented in Table 4 demonstrate that gender does not significantly moderate the relationship between distributive justice and lecturers' work engagement ($\beta = .03$, $p = .66 > .05$). Neither does gender significantly moderate the relationship between interpersonal justice and lecturers' work engagement ($\beta = .03$, $p = .65 > .05$). Therefore, two hypotheses *H5* and *H6* were not supported.

Table 4: Hierarchical regression results for the moderating effect of distributive justice, interpersonal justice on lecturers' work engagement

Variables	R^2	F	β	p	Variables	R^2	F	β	p
Work engagement					Work engagement				
Step 1	.008	1.72	.08	.19	Step 1	.008	1.72		
Gender					Gender			.08	.19
Step 2	.12	15.39			Step 2	.104	12.90		
Gender			.08	.16	Gender			.08	.21
Distributive justice			.03	.00	Interpersonal justice			.31	.00
Step 3	.12	1.28			Step 3	.105	8.63	.08	
Gender			.08	.16	Gender			.08	.21
Distributive justice			.35	.00	Interpersonal justice			.32	.00
Gender* distributive justice			.03	.66	Gender*interpersonal justice			.03	.65

Discussion

This study promotes the results of previous research about the effects of organizational justice on lecturers' work engagement. In the educational or non-educational environment, organizational justice has certain effects on employees' work engagement.

In our opinions, the phenomenon distributive justice having a stronger impact on work engagement than interpersonal justice can be explain by the impartial and respectful attitude of the manager, which is a necessary aspect of interpersonal justice. It lead to higher perception social support at work (Fujishiro, Heaney, 2009). This allows employees to better control their work. In the educational environment, however, the polite and respectful behaviors of the manager has almost

become a standard and culture of the organization, hence, it is not a prominent issue that strongly effects on lecturers' work engagement. On the contrary, high distributive justice means that lecturers feel that they receive rewards corresponding with their own efforts and contributions.

This is even more factual in the context of Vietnamese culture where public image is highly valued (Them, 1999), stemming from over-exaggerating the ego. For this reason, external rewards (e.g. compensations, bonuses, privileges, benefits) and other internal rewards (e.g. pride of their occupation, affirming personal capability, feeling of being useful) help individuals realize their ego in higher levels, thereby make lecturers more engaged in work.

There is not statistically significant difference on effect of distributive justice and interpersonal justice on male and female lecturers' work engagement shows that SET applies similarly within these two groups. In a working environment with diverse social relationships, when being rewarded with the hard work and being treated like other people, positive professional attitudes like enthusiasm, endeavour and the dedication to the job are natural responses of a social person. Accordingly, it can be further deduced that the causal relationship of organizational justice and work engagement may be true in many other cases, for example, when there are other relevant variables such as age, seniority, training level, academic title, etc.

Conclusion

The article affirms the effect of organizational justice on lecturers' work engagement. This poses an issue for school leaders who need specific measures, policies, and regulations to support and further enhance fairness in the organization, thereby promoting work engagement. Justice is a core value in organizations (Konovsky, 2000), no matter what problems it involves: an promotion decision, task assignment, reward allocation or any kinds of social exchange. Therefore, establishing justice in the organization as well as raising employees' organizational justice is really important in the management strategies of leaders.

However, it must be clearly acknowledged that organizational justice is only the viewpoint of lecturers, but not necessarily the reality of the schools. So universities need to propagate widely on the measures and policies that have been applied in the distribution of compensations, bonuses, benefits and other resources to lecturers, also educating the civilized behavior of managers with lecturers. The stronger effect of distributive justice than interpersonal justice is the concern of organizations when considering lecturers' work engagement because it combines both their external demands and their internal needs.

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ORGANIZATIONAL PSYCHOLOGY

The levels and components of employee identity in the organization

Andrey V. SIDORENKOV

Southern Federal University, Rostov-on-Don, Russia

Wladimir STROH

National Research University Higher School of Economics, Moscow, Russia

Denis E. SHTILNIKOV

Southern Federal University, Rostov-on-Don, Russia

Abstract. The *purpose* of the study is to study the severity and correlation of identity at various levels of identification (personal, interpersonal, microgroup, group, suborganizational and organizational) by cognitive and affective components, as well as these two components by six levels of employee identity in organizations from different segments the activities of society. *Method.* The sample consisted of 506 employees of various organizations employed in the socio-economic field (241 people) and in law enforcement (265 people). Four author's questionnaires were used to measure the corresponding levels and components of employee identity. *Findings.* It was found that among employees of both spheres of professional activity, personal identity is weakest expressed, and microgroup and suborganizational identities are most strongly expressed. Interpersonal identity is characterized by a stronger manifestation of the cognitive component of identity compared with the affective component. The inverse relationship — a greater manifestation of the affective component than the cognitive one — is characteristic of personal, microgroup, suborganizational, and organizational identities. In addition to these general features, differences are established between workers employed in the socio-economic and law enforcement spheres of organizational activity. The first difference concerns the degree of manifestation of the cognitive component at four levels of identification. So, among the employees of the socio-economic sphere, in comparison with the employees of a law enforcement institution, personal identity is more pronounced and weaker — interpersonal, microgroup and group identities. The second difference concerns the connection between demographic characteristics and the length of service of employees with certain levels and components of identity. In particular, the gender of workers in the socio-economic sphere is a stronger predictor of the vast majority of identity variables (levels and components) compared to their age and length of service. *The value of the results.* The results significance obtained for science lies in the fact that they expand the idea of the multidimensionality of the identity of workers in the organization, including the features of the severity of its different faces. This will allow a more differentiated study of the antecedents and consequences of identity, taking into account its levels and components. This study also provides empirical evidence in support of certain points of the social identity perspective that relate to the plurality of social identities.

Key words: personal identity; interpersonal identity; microgroup identity; group identity; suborganizational identity; organizational identity; cognitive component of identity; affective component of identity.

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The contribution of social beliefs and situational factors in support of the one of the parts' intention to protect own interests in the organizational vertical conflict

Elena V. ULYBINA

Alexandra E. FILIPPOVA

Russian Academy of National Economy and Public Administration, Moscow, Russia

Abstract. The work is devoted to the analysis of factors related to the support of the subordinate's intention to fight for the unfair punishment cancellation. The *purpose* of the study was to analyze the relative contribution of belief in a just world, belief in a competitive world, the assessment of the punishment fairness, the attribution of guilt to the chief and the subordinate, the likelihood of success in trying to cancel the punishment and the impact of success on the department work in support of the intention to fight for the punishment cancellation. *Method.* The sample consisted of 1471 people (813 of them were women) in the age range of 18 to 70 years, the average age being 35.5, who completed the questionnaire online. The questionnaire included the "Scale of belief in a just world", the "Scale of belief in a competitive world, a brief version", a vignette with the description of the situation and questions about the situation described in the vignette. *Findings.* The results of the regression analysis showed that the probability of success contributes more to the support of intentions to fight for the punishment cancellation than the subjective assessment of the punishment fairness, guilt and responsibility of the parties to the conflict, social beliefs and the expected impact of success on the department work effectiveness. Gender differences in the structure of contributions of the considered predictors are revealed. *Conclusion.* The belief in a competitive world alone makes a significant direct contribution in support of the intention to fight for the punishment cancellation among men; the contribution of belief in a just world is not significant; the contribution of the assessment of punishment as a fair one is not significant. The direct contribution of belief in a competitive world is lower among women than the reverse contribution of belief in a fair world for all; the contribution of assessing the fairness of punishment is significant.

Keywords: belief in a just world, belief in a competitive world, vertical conflict in the organization, unfair punishment.

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Professional personality deformation of internal affairs employees of various departments

Yana KORNEEVA

Natalia SIMONOVA

Northern (Arctic) Federal University named after M. V. Lomonosov, Arkhangelsk, Russia

Abstract. *Purpose.* The purpose of the study is to identify the characteristics of professional personality deformation of employees of the internal affairs bodies of units performing the administrative and preventive function and units carrying out investigation and disclosure of crimes. The study developed the following classification of professional personality deformation of employees of internal affairs bodies: authoritarianism, professional aggression, overcontrol, behavioral transfer (manifestation of role transfer syndrome), irresponsibility or learned helplessness, conservatism and anxiety. *Methodology.* Research methods: questionnaires, psychological diagnostic, as well as statistical methods: descriptive statistics, cluster analysis and multivariate analysis of variance. To identify professional personality deformation, an author's questionnaire was developed, and psychological testing methods were used, which are included in the base of the main battery of methods used in testing law enforcement officers. The study involved 70 employees of the Arkhangelsk police. *Findings.* As a result of the study, the severity of types of professional personality deformation among police officers was revealed; the features of professional deformation of employees of the internal affairs bodies of the departments carrying out the administrative and preventive function and of the units carrying out the investigation and disclosure of crimes with different efficiency have been identified; the relationship between the severity of professional deformations and the effectiveness of professional activities among employees is studied. *Conclusions.* The following types of professional personality deformation are characteristic of police officers: authoritarianism, professional aggression, behavioral transfer, anxiety, irresponsibility, over-control and conservatism. The employees of the unit investigating and solving crimes have a higher level of professional aggression and behavioral transfer than employees performing a preventive function. Employees with reduced performance characteristics have higher rates on the scales of professional aggression, behavioral transfer, conservatism, and anxiety. *Implications for practice.* The results of this study have been introduced into the practical activities of the psychological service of the URLS of the Ministry of Internal Affairs of Russia in the Arkhangelsk Region and are used in organizing the work on the moral and psychological support of the staff's official activities.

Keywords: professional deformation, internal affairs bodies, professional activity efficiency.

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ORGANIZATIONAL PSYCHOLOGY

Model of professional culture of safety at work place development at Gazprom transgas Yekaterinburg, LLC

Konstantin BARANNIKOV

Institute of Management Design and Competitive Strategies LLC, Yekaterinburg, Russian Federation

Vadim VEDERNIKOV

LLC Gazprom transgaz Yekaterinburg, Yekaterinburg, Russian Federation

Fayruza ISMAGILOVA

Ural Federal University named after B. N. Yeltsin, Yekaterinburg, Russian Federation

Abstract. The article contains a case study of solving the problem of reducing the accident rate at the production site of Gazprom Transgaz Yekaterinburg. The Model for the development of a professional culture of safe work, developed on the basis of benchmarking, has proved its effectiveness and can be useful to companies that solve the problem of creating safe behavior of workers in the workplace. *Problem.* Often, an organizational culture formed decades ago does not contribute to the safe behavior of workers. In contrast, workers value intuition and risky behavior more than following instructions. Involved in this are emotional leaders who act as role model behaviors. The main question posed by the authors of the article: What tools for the development of a professional culture will help change the attitude of workers towards compliance with labor safety regulations and rules and increase the value of safe behavior skills? *Method.* The case study method was used, which reflects the three stages of solving the problem by Gazprom Transgaz Yekaterinburg. At the first stage, benchmarking (a review of best organizational practices) of solving this problem was carried out, which showed the effectiveness of involving leaders of a rational type and the greater effectiveness of professional culture, in comparison with organizational culture. At the second stage, a Model for the development of a professional culture of safe work was developed, which included: involving leaders, creating initiative groups, using intervention sheets. In the third stage, the Model is tested in the company. *Results and their practical value.* The answers of focus groups after the introduction of the Model show: a) employees began to consider intuitive behavior as ineffective and provoking excessive risks; b) most of the entries in the intervention sheets are aimed at identifying, eliminating and reducing production risks; c) there is a tendency towards a decrease in the number of recurring industrial accidents. The model has shown its effectiveness and revealed new directions for the development of a professional safety culture, for example, the formation of new workers' willingness to choose the actions of the participants in the initiative group as a role-based behavior model.

Keywords: case study, culture of safety at work place, values, initiative groups, sheet of intervention, emotional engagement, levels of professional culture.

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Psychological characteristics of the organizational behavior of Wikipedia online volunteers: a theoretical review

Evgenij A. BRYZGALIN

Alexander E. VOISKOUNSKY

Stanislav A. KOZLOVSKIY

Lomonosov Moscow State University, Moscow, Russian Federation

Abstract. The analysis of the most important academic sources revealing the specifics of the distant production of the Internet encyclopedia “Wikipedia” by the virtual practical community of online volunteers (Wikipedians). The details of the organizational structure, distributed interaction and regulatory ethical principles that characterize the Wikipedia community are considered. A high degree of openness of cooperation is noted during the preparation and constant updating of the database of articles, which currently exceeds all previous encyclopedic publications in its volume. Current trends in the development of Wikipedia, such as the electronic archiving of the World Cultural Heritage and the development of an accessible information basis for educating all the people in their national languages, i.e. on a global scale, are highlighted and disclosed in detail. It is concluded that the study of the group characteristics and personality traits of Wikipedia authors, as well as the mechanisms and procedures they developed to coordinate and handle the structural components of classical and modern knowledge, is helpful in understanding the particular resources and the ways of functioning of the network prosocial activity of individuals. This line of research is not sufficiently developed in the works of Russian scholars, and yet it should be recognized as promising in terms of expanding the scope of humanitarian disciplines. At the applied level, the presented detailed data referring to the altruistic aspects of creative self-realization of the Wikipedia volunteers can contribute to the intensification of the processes of stimulation and consolidation of the activists of the information society to achieve maximum results in the growth and structuring of knowledge as the highest value of humanity. The scientific novelty of the presented theoretical review is its orientation toward the generalization and systematization of disparate factual material regarding the psychological specificity of the coordination behavior of Wikipedists, in contrast to the available literature reviews that state mainly quantitative indicators of Wikipedia exploitation.

Keywords: Wikipedia; online community; online volunteering; distribution of behavior; free content; cultural heritage; distant education.

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ORGANIZATIONAL PSYCHOLOGY

Development of theoretical model for collective resilience

Anna CHIGRINA

Konstantin BAGRATIONI

National Research University Higher School of Economics, Moscow, Russian Federation

Timophey NESTIK

Institute of Psychology of Russian Academy of Sciences, Moscow, Russian Federation

Abstract. *Purpose.* The paper provides an integrative conceptual model of collective resilience in the organizational context. The chosen topic becomes an increasingly relevant issue owing to the increased interest on the part of the business in testing innovative solutions to maximize the productivity of project teams and, as a result, the effectiveness of project delivery. *Approach.* Literature analysis of existing foreign and Russian papers was conducted to find the aggregated elements of the collective resilience structure. *Findings.* Authors suggest a new 7-element model of group resilience in the organizational context. Implications for practice. The research findings provide a guideline for the future quantitative studies aimed to develop a new psychometric tool and confirm the proposed structure of group resilience on practice. *Value of the results.* 7-element structure of the phenomenon is proposed within the study: “alignment” — presence of a trusting, friendly relationships, positive team identity, shared vision and a positive psychological climate; “anticipation” — ability to analyze future risks and opportunities and implement timely planning to respond to them; “adaptation” — ability to adapt effectively to changes in the environment; “self-organization” — ability to independently organize their work and make decisions, relative autonomy from the leadership; “bounce back” — ability to learn from mistakes and to return to the pre-crisis state after failures; “accumulation of the communication resources” — ability to establish contacts and maintain relationships with other employees of the organization, project stakeholders and (in relation to the organization) external agents and “interchangeability” — cross-functionality of a team, the universality of knowledge, skills and abilities.

Keywords: collective resilience, organizational psychology, social psychology, project management.

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The perceptions about corruption and corrupt behavior among public servants

Olga Ivanovna DUBROVINA

Ksenia Andreevna VOLODINA

Alexandra Nikolaevna YERSHOVA

Tyumen State University, Tyumen, Russian Federation

Abstract. *Purpose.* The article is devoted to a theoretical and empirical study of the psychological aspects of corrupt behavior of public servants. The study aims to identify differences in corruption and corrupt behavior among public servants with different income levels, explaining the meaning of appeal to such behavior. *Methodology.* The interview method and the semantic differential method were used for data collection. Cluster and factor analysis were used for statistical data processing. The sample consisted of 50 people aged 23 to 70 years who have or had experience working in government agencies (in the areas of: administrative civil servants, health workers, traffic police inspectors, etc.). Respondents were divided into two groups: the first group — with wages above the average level, the second group — below the average. *Findings.* The perceptions of government officials about the phenomenon of “corruption” are mixed. High-level civil servants believe that there are situations when giving a bribe is a “matter of honor”, it is not condemned, but rather encouraged in certain circles, and is perceived as one of the acceptable formats for business interaction. Corruption behavior acts as a means of saving time, acts as one of the usual ways to resolve business issues and is part of business relationships. For low-wage civil servants, perceptions of corruption are allowed if it is encouraged (from the state structure itself), or not openly prohibited, or forced into it. Thus, the most important factors of corrupt behavior, such as the presence of an assessment by others and the admissibility of encouragement by management, can be identified. The study found that the perceptions of the phenomenon of “corruption” and “corrupt behavior” are different among public servants with low and high wages. Consequently, approaches to work on the prevention of corruption by public servants should be specific depending on the income level of employees — taking into account the peculiarities of their ideas about corruption. *Value of the results.* Studies of the phenomenon of “corruption” and “corrupt behavior” in the field of psychology are few, most often they investigate the legal aspect. The study revealed a general idea of corruption and corrupt behavior among public servants, thus highlighting the psychological aspect of this phenomenon.

Key words: civil servants, corruption, corrupt behavior, perceptions of corruption, theory of social representations.

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Consciousness and error-free performance: The research of ratio of the formation of regulatory processes with the professional accuracy of rail crews

Valentina Ye. BOGDANOVA

Vasiliy V. SERIKOV

Izmerov Research Institute of Occupational Health, Moscow, Russia

Abstract. *Purpose.* The article is devoted to the study of the ratio between the development of regulatory processes (allowing for the regulation of activity at a conscious level) and error-free activity as one of the manifestations of reliability and safety of workers of locomotive crews of different age groups. The purpose of the research is to get ideas about the relationship between the level of reflexivity and self-regulation, the structure of self-regulation with the error-free professional activity of locomotive crews of different age groups. *Design.* The study sample consisted of 342 locomotive crew drivers of different age categories-men aged 23 to 56 years. Total work experience from one year to 19 years. Methods aimed at studying the components of self-regulation, the level of reflexivity, analyzed data on errors in train activity. *Findings.* The results of a cross-group comparison of different-level features of self-regulation, reflection and error-free activity of locomotive crews are described. It is established that the properties of self-regulation, the level of reflection, and their manifestations in connection with the age characteristics of specialists (with a large and small number of violations of activity) have a pronounced specificity. *Value of results.* The obtained results indicate a significant influence of individual components of self-regulation, and their probably joint, mutually reinforcing, impact on the activity error variable.

Keywords: self-regulation, dangerous conditions, errors of activity, occupational medicine, labour psychology, consciousness, error-free performance, safety at work.

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