

ORGANIZATIONAL VALUES OF RURAL MANAGERS IN A COOPERATIVE SYSTEM

VALORES ORGANIZACIONAIS DOS GESTORES RURAIS EM SISTEMA COOPERATIVISTA

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ABSTRACT

Purpose: The values can be different according to the sociodemographic profile and motivate rural managers' behavior. The study aims to survey and compare organizational values with rural property managers' demographic data in this context.

Design/methodology/approach: This is a census of rural soy properties in a cooperative system in the western region of Santa Catarina. For the survey, the study had self-completed questionnaires on values and demographic data. The results were analyzed using descriptive statistics and group comparison tests.

Findings: Through the statistical analysis, it was possible to verify significant organizational values differences compared with different age and education groups.

Originality/value: The study has mainly an empirical contribution, as the diagnosis made can improve the understanding of the behavior of managers, among them, about the decision-making process and guide people management policies both in the cooperative and rural property.

Keywords: Organizational values. Demographic aspects. Cooperative.

RESUMO

Objetivo: Os valores podem ser diferentes de acordo com o perfil sociodemográfico e podem motivar comportamentos de gestores rurais. O estudo objetiva levantar e comparar valores organizacionais com dados demográficos de gestores de propriedades rurais.

Procedimentos metodológicos: Trata-se de um censo com propriedades rurais de soja em sistema cooperativista na região oeste de Santa Catarina. Para o levantamento, o estudo contou com questionários de auto-preenchimento sobre valores e dados demográficos. As análises dos resultados foram realizadas por meio de estatística descritiva e testes de comparação de grupos.

Principais resultados: Por meio das análises estatísticas foi possível constatar que há diferenças significativas nos valores organizacionais quando são comparados com diferentes grupos de idade e escolaridade.

Originalidade: O estudo possui principalmente contribuição empírica, pois o diagnóstico realizado pode servir para aprimorar a compreensão acerca do comportamento dos gestores, entre eles, sobre o processo de tomada de decisão, bem como, poderá nortear políticas de gestão de pessoas tanto na cooperativa quanto na propriedade rural.

Palavras-chave: Valores organizacionais. Aspectos demográficos. Cooperativa.

1 INTRODUCTION

Values guide individuals in choices, actions, and the judgment process (Schwartz, 1994). Values guide the evaluation and the choice of behaviors (Schwartz & Bilsky, 1987; Schwartz, 1992; 1994; 1996). Moreover, due to this characteristic, they guide individual choices, permeating the decision-making process. In this context, rural property managers associated with the cooperative system have values that guide their attitudes regarding daily life aspects, including rural property and the cooperative.

Several authors have already demonstrated that the values are related to individual aspects such as job satisfaction (Borell, Camfield, & Rodrigues, 2019), to the reduction of malaise (Matziari, Montgomery, Georganta, & Doulougeri, 2017), to behavioral aspects (Zawadzki et al., 2020) and even the meaning attributed to work (Bertosso, Ebert, Bonemberger, Centenaro, & Severo, 2019). In the organizational scope, investment in values contributes to sustainable development (Barrett, 2017; Polychroniou & Trivellas, 2018), and the image (Ariza-Montes, Arjona-Fuentes, Haan, & Law, 2018) because the organizations that choose to manage values they demonstrate an ethical attitude towards dealing with issues related to personal resources (Nielsen, Nielsen, Ogbonnaya, Kansala, Saari, & Isaksson, 2017).

Therefore, studying values in the cooperative system can contribute to the economic and social development of a region. Worldwide, cooperatives reach more than one billion people, have annual revenues of more than 2.5 trillion dollars, and employ more than 250 million people (World Co-operative Monitor, 2018). In this system, agribusiness stands out. With the food industries, agribusiness reaches the first place in the world ranking about the cooperative organization's turnover about the country's wealth in which it operates (World Co-operative Monitor, 2018).

The cooperative agribusiness sector has a substantial economic and social impact on Brazil, especially for western Santa Catarina (Government of the Santa Catarina State, 2018; Embrapa/Cepa, 2018). According to the latest studies on productive regional distribution, officially released by the Government in 2013, the western region of Santa Catarina is the state's central agricultural region. It concentrates approximately 50% of agricultural production and deserves to be highlighted mainly concerning soy production (Embrapa/Cepa, 2018).

In Santa Catarina, agribusiness includes more than 700 thousand direct jobs (Government of the Santa Catarina State, 2018). According to Zawadzki, Teston, Oro, and Spuldaro (2020), identi-

ifying rural properties' values contributes to their sustainability and competitiveness. Therefore, it is essential to know what is valued by them in the context of work. In this context, returning attention to rural managers' values can promote sustainable regional development (Teston, Andolfato, Schneider, Lucas, & Zawadzki, 2016).

The largest cooperative in the west Santa Catarina in terms of the members' number is concerned with the alignment between its management practices and the demographic members' profile. The study by Teston et al. (2016) found that the profile of young people associated with the case cooperative in the western region of Santa Catarina has characteristics that permeate the decision-making process that differ from those presented by older managers. In addition to chronological age, there is a concern for younger members' educational training based on the perceived change in these members (Cooperalfa, 2016).

Thus, studying values associated with demographic aspects can improve people's management practices (Guest, 2017; Johnson, Robertson, & Cooper, 2018; Raich & Ho, 2018). In this sense, the research question is: are there significant differences in the values compared with the managers of the rural properties' age and education? To respond to this concern, the objective of the research was to raise and compare the demographic profile with values of the managers of rural properties in western Santa Catarina.

The article is structured in five sections, starting with this introduction. The second section presents the theoretical framework; the methodological procedures are presented in the following section, followed by the results and discussion in section four. In the fifth, the final considerations of the research made. Finally, there are references.

2 HUMAN AND ORGANIZATIONAL VALUES

Schwartz's theory of human values has relevance and applicability demonstrated in studies of different countries over time (Lindeman & Verkasalo, 2005; Oliveira & Tamayo, 2006; Held, Muller, Deutsch, Grzechnik, & Welzel, 2009; Carlstrom, 2011; Roszkowski, Kinzler, & Kane, 2014; Sortreix & Schwartz, 2017; Ariza-Montes et al., 2018; Morrison & Weckroth, 2018; Zawadzki et al., 2020).

Universal human values were cognitive representations of biological, social, and institutional needs to contribute to groups' continuity and well-being (Schwartz & Bilsky, 1987; Schwartz, 1996; Oliveira & Tamayo, 2006). Additionally, values exhibit peculiar characteristics, which: (1) evoke feelings when activated; (2) refer to the goals that drive the action, therefore they are motivating; (3) transcend specific actions and situations, which distinguishes values from concepts such as norms and attitudes; (4) serve as standards or criteria, guiding the selection or evaluation of actions and decisions; (5) establish a priority system characteristic of each individual; and, (6) guide everyday actions by multiple values (Schwartz, 1992). Based on these characteristics, Schwartz (1992; 2005; 2006) described and presented a model based on ten motivational types: hedonism, achievement, power, self-determination, stimulation, conformity, tradition, benevolence, security, and universalism.

After presenting the first model containing the ten motivational types that underlie values, the theory of universal values was again revisited and became dynamic, assuming compatibilities and conflicts. The behaviors adopted by individuals grew into expressions with practical, psychological, and social consequences that may conflict or be compatible with the quest for other principles (Schwartz, 2005). While value conflicts often cause dissatisfaction, the identification among these values can initiate well-being. A new model, with a circular shape, was then proposed (Figure 1).

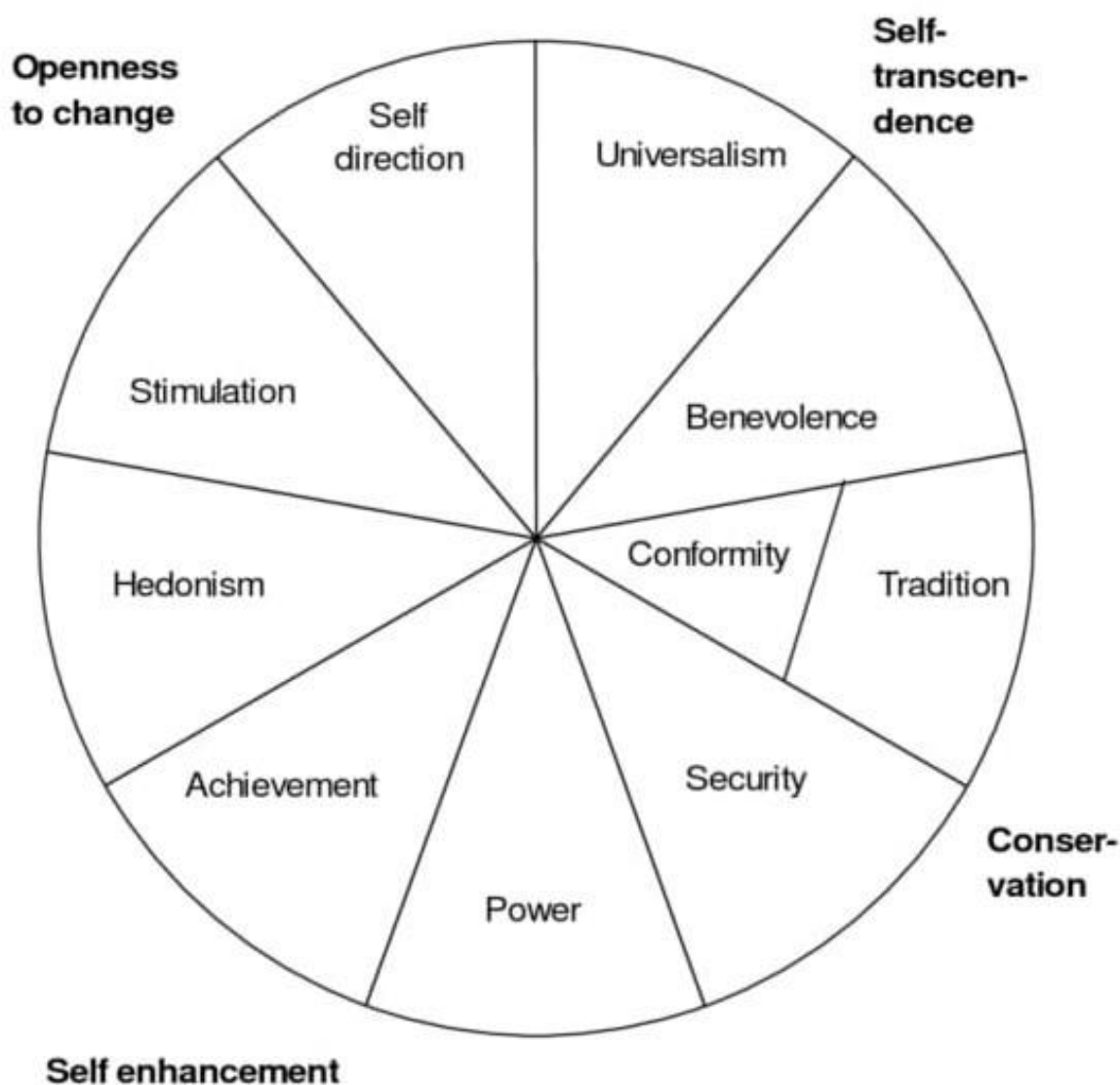
The circular arrangement seeks to demonstrate a motivational continuum (Schwartz, 2005). The motivational types that are close to each other have similar stimuli and are congruent,



and the antagonistic types are in opposite directions from the representation center. In this way, the two closest values are in the circle, the more compatible their motivations are, in the same way, the more distant they are, the more antagonistic the underlying motivations are (Schwartz, 2006).

The oppositions of the value types can also summarize in two bipolar dimensions (Schwartz, 2005; 2006; Melo & Domenico, 2012). At one end of the circle, there are types aimed at being open to change, and at the opposite pole, conservation. The second dimension also opposes the poles: self-promotion, on one side of the circle, and self-transcendence on the opposite side. In the left-bottom circle, there are motivational types that express individual interests. The value types on the top-right circle express interests to the community (Schwartz, 2006). For Gouveia et al. (2003), individualistic values are self-determination, stimulation, hedonism, achievement, and power, as in the values model proposed by Schwartz (2006). Collectivist values are benevolence, conformity, and tradition, along with the mixed values constituted by security and universalism (Gouveia, Andrade, Milfont, Queiroga, Santos, 2006). The model with the two-dimensional representation of values is in Figure 1.

Figure 1. Representation of two-dimensional values



There are organizational ones in the set of universal values, which have components that guide organizations' behavior and identity. Organizational values are "principles or beliefs, organized hierarchically, related to types of structure or desirable behavior models that guide the life of the company and are at the service of an individual, collective or mixed interests" (Tamayo & Gondim, 1996, p. 63). For Oliveira and Tamayo (2004), both the structures of personal and organizational values share general characteristics with a motivational component; the first guides individuals' lives, while the other guides the organization's life.

From the perspective of different motivational types, values thus serve an institution, organization, or individual's interests. They can then drive actions or decisions, giving them direction and emotional intensity, as acquired through the socialization of the group's values and the personal experience of learning (Schwartz, 1994). Based on these assumptions, Oliveira and Tamayo (2004) developed and validated eight items corresponding to organizational values. These values served as an instrument for the basis of values used in this data collection research (Table 1).

Table 1. Motivational types from Schwartz's organizational value model

Motivational type	Variable	Mean	Interest
Hedonism	Employee's well-being	Promote satisfaction, well-being and quality of life at work.	Individualistic
Realization	Realization	Value the competence and success of workers.	Individualistic
Power	Domain of the environment	Profit, be competitive and dominate the market.	Individualistic
	Prestige	Have prestige, be known and admired by everyone and offer satisfactory products and services.	Individualistic
Self-determination and stimulation	Autonomy	Offer challenges and variety at work, stimulating curiosity, creativity and innovation.	Individualistic
Conformity	Conformity	Promote courtesy at work and respect for the organization's rules.	Collectivist
Tradicion	Tradition	Maintain tradition and respect the organization's customs and beliefs.	Collectivist
Benevolence and Universalism	Concern for the community	Promote justice and equality in the organization, as well as tolerance, sincerity and honesty.	Collectivist

Source: Oliveira e Tamayo (2004)

Considering organizational values in the perception of rural property managers in a cooperative system, they also represent a reflection of their values, which guide the assessment and choice of behaviors (Schwartz & Bilsky, 1987; Schwartz, 1992; 1994; 1996). Thus, a methodological proposal was delimited as an attempt to answer the proposed objective.

3 METHODOLOGICAL PROCEDURES

The research was under the quantitative, descriptive, survey, and cross-sectional approach. The cooperative case chosen was Cooperalfa, which was born in 1967 in Chapecó, Santa Catarina, and has 17,265 associated properties, in addition to 2,860 direct employees (Cooperalfa, 2016). The associated properties linked to the cooperative distributed in the three states of the country's southern region and Mato Grosso do Sul. The cooperative distributed the properties in eight regions of the three states, being: Águas de Chapecó, Campo Erê, Chapecó, Coronel Freitas, Quilombo, São José do Cedro, Xaxim, Planalto Norte and, Midwest. The regional offices have their management, with peculiar characteristics. Due to the regional economic relevance of the Chapecó, and the availability of access to data by Cooperalfa, this region was chosen to carry out the data collection.



The most representative economic activity of Cooperalfa is grains (Cooperalfa, 2016). According to the management report, 2016 ended with 16.7 million grain bags, with soy being the most representative product among grains, with 7.7 million bags absorbed in 2016. In this context, the population consisted of Cooperalfa members who belong to the Chapecó region and are soy producers, totaling 204 rural properties. In this region, the properties are within a radius of up to 80 km from seven branch stores. These branches are in Alto da Serra, Chapecó, Nova Itaberaba, Guatambu, Marechal Bormann, Linha Pavão, and Sede Figueira.

All 204 participants were contacted at least twice using at least one of the data collection strategies. Among the data collection strategies, the following were adopted: telephone and/or personal contact of the cooperative with the member, telephone and/or personal contact between the researchers and the associate, data collection at member/cooperative meetings, and home visits. In this sense, this study is a census, as it covered a survey that reached all elements of the population. The census had 136 accessible elements.

The IPVO instrument (Oliveira & Tamayo, 2004) is adopted to research data collection. The IPVO contains the motivational types proposed by Schwartz (1992).

The questionnaire data collected were organized and processed with the aid of an Excel® spreadsheet and the SPSS® software. In these cases, Hair, Hult, Ringle, and Sarstedt (2014) recommend using the other responses' average. In the database treatment, there were seven new questions. Next, the descriptive analysis shows an overview of the collected data's responses to frequency distribution. There were calculating the mean and standard deviation and the values by asymmetry and kurtosis. The database was composed of 136 respondents, and 48 statements for the organizational values construct and nine others referred to identification data, totaling 57 variables.

The results are describe thought the eight dimensions. After categorizing the sociodemographic and production variables, which will be mentioned later, two more dimensions were added: age and education.

The almost-normal dimensions were identified through asymmetry (-2 to +2) and kurtosis (-7 to +7) (Finney & Distefano, 2013). Next, the categories did with demographic data: education (in elementary, secondary, and higher education), age (from the tertiles), and whether the participant identified himself as a successor or not. The mean and the standard deviation (SD) described the variables. The homogeneity of the variances examined using the Levene test. The Student's t-test for independent samples and the one-way ANOVA with three different post hoc tests to verify which pairs of categories differed in the groups used for comparisons. The Tukey test (HSD) used to the sample elements presented equal numbers. The Tukey-Kramer test (unequal HSD) used to the sample elements showed uneven numbers. The Dunnett's C test was used for large samples when there was heteroscedasticity. The level of significance adopted was 0.05.

4 RESULTS AND DISCUSSION

Initially, data regarding the mean (m), standard deviation (sd), asymmetry (as), and kurtosis (k) of the dimensions of the latent variable of organizational values are in Table 2.

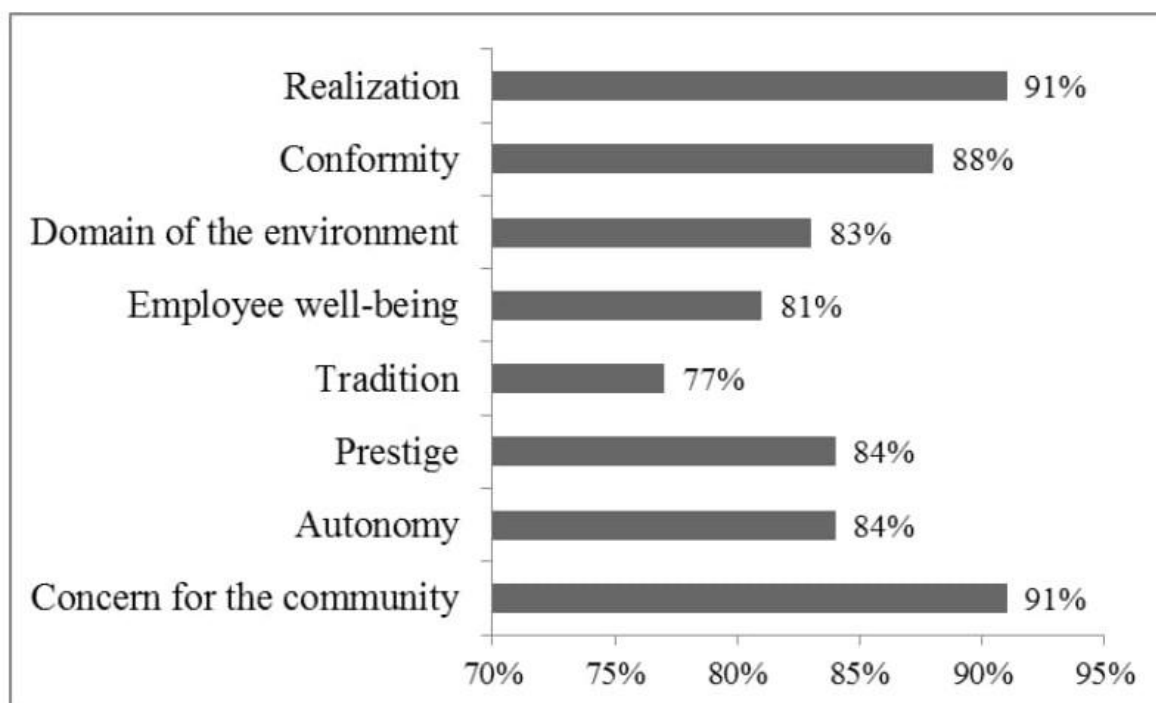


Table 2. Descriptive measures of organizational values

Organizational values dimensions	m	sd	as	k
Tradition	23.03	2.96	-0.24	0.59
Conformity	37.01	3.50	-0.95	1.56
Concern for the community	39.74	2.55	-1.34	1.55
Domain of the environment	30.07	3.73	-0.47	-0.32
Employee well-being	29.21	4.18	-0.68	0.37
Realization	27.26	2.44	-1.11	2.30
Prestige	20.12	3.10	-1.17	1.97
Autonomy	40.42	4.20	-0.39	-0.11

The dimensions of organizational values are almost normal. The responses of the rural property managers regarding the eight dimensions of the IPVO are shown in Figure 2. The data are in percentages, as there is a different number of questions in each dimension of the instrument. To calculate the percentage of values, the total possible score in each dimension was considered.

Figure 2. Overall results of organizational values



The concern with the community dimension stands out (94%) and is consistent with the values relevant to cooperativism since it provides for the promotion of justice and equality in the organization. This dimension is consistent with the motivational types of universalism and benevolence (Oliveira & Tamayo, 2004) and geared towards self-transcendence, thus expressing interests related to the community (Schwartz, 2006). The compliance dimension (88%) included promoting courtesy at work and respecting the rules, which seems to reinforce the importance of collectivism for the researched group.

The dimension with the lowest index was tradition (77%). Considering the bipolar constructs of values (Schwartz, 2006), tradition focused on conservation. The realization dimension also stood out (91%), which demonstrates that the researched group is self-assessed as suitable to being open to changes and self-promotion, which are values with a type of individual motivation.

In addition to presenting the results of all eight dimensions of the organizational values

profile (Oliveira & Tamayo, 2004) and psychological well-being (Machado, Banderia, & Pawlowski, 2013), the aim was to demonstrate the comparison of values with age and education.

Table 3 shows the results that compare the age categories with organizational values. Levene's test pointed to heteroscedasticity for "concern for the collectivity," used Dunnett's post hoc. The Unifactorial ANOVA in other values used to Tukey's post hoc for the equal number of observations (HSD). The group means calculated by adding the participants' scores obtained in each dimension and dividing by the total number of participants in the same group.

Table 3. Values presented in age categories (in years)

Organization values	Age in years <i>m(sd)</i>			<i>p</i> -value
	Until 47 (<i>n</i> =46)	47 to 55 (<i>n</i> =45)	+55 (<i>n</i> =45)	
Realization	27.91(1.85)	27.33(2.33)	26.49(2.91)	0.02 ^a
Conformity	38.13(2.55)	37.11(3.65)	35.67(4.06)	0.00 ^a
Domain of the environment	30.85(3.78)	30.51(3.39)	28.78(3.87)	0.02 ^a
Employee well-being	30.09(4.19)	29.20(4.11)	28.31(4.14)	0.13
Tradition	23.02(3.15)	23.33(2.70)	22.69(3.20)	0.60
Prestige	20.37(3.60)	20.07(3.26)	19.82(2.58)	0.71
Autonomy	41.59(4.04)	40.87(3.75)	38.78(4.35)	0.00 ^{ba}
Concern for the community	40.07(2.44)	39.80(2.65)	38.33(4.01)	0.02 ^a

Note: a significant difference between "up to 47 years old" and "over 55 years old"; b significant difference between "47 to 55 years old" and "over 55 years old"

It is possible to observe that the age categorization was carried out through the distribution of the sample tertiles. The first group had an upper limit of 47.18 years; the second group had a lower limit of 47.19 years and an upper limit of 55.48 years; the third group had a lower limit of 55.49 years. The age calculation was performed based on the information "date of birth." The first group was called "up to 47 years old", the second group was "from 47 to 55 years old", and the third group was "over 55 years old".

The dimensions of achievement, compliance, and domain showed a significant difference ($p < 0.05$) between the groups "up to 47 years old" and "over 55 years old". In this sense, for the group of the youngest soy producing managers in this region, the dimensions of achievement, compliance, and dominance are more critical than for the group of older associates.

The realization dimension refers to the competence to perform the work, plan goals, and the demonstration of skills for the execution of work activities (Oliveira & Tamayo, 2004). Compliance refers to the definition of limits on the actions of rural property and members' behavior, giving priority to respecting the rules and models of behavior, both in the work environment and in the relationship with other institutions (Oliveira & Tamayo, 2004). The domain dimension brings together aspects related to power, obtaining status, control over people and resources, and searching for a competitive position in the market (Oliveira & Tamayo, 2004).

The autonomy dimension showed two significant differences ($p < 0.05$) between the age groups, first between "47 to 55 years" and "over 55 years", and second, between "47 years" and "over 55 years". The results indicate that the smaller the age group, the higher the importance of autonomy. According to Oliveira and Tamayo (2004), it represents the pursuit of constant improvement of people and property, expressed through competence, curiosity, openness to challenges, creativity, variety of experiences, and definition of professional goals.

There was a significant difference between the group "up to 47 years old" and "over 55 years old" in the value of community concern. For the younger group, the "daily relationship with



close individuals and the community” (Oliveira & Tamayo, 2004, p. 137) is more essential than for the older group.

Table 4 shows the values presented in the education categories. The recategorizing the education variable facilitates the analysis since there were groups with few participants—the group of “Elementary Education” defined as all respondents with complete and incomplete elementary education. As for the “High School” group, all had complete and incomplete high school. For “Higher Education,” all had complete and incomplete higher education, plus postgraduate studies.

Table 4. Values presented in schooling categories

Organizational values	Schooling <i>m(sd)</i>			<i>p</i> -value
	Elementary Education (<i>n</i> =83)	High School (<i>n</i> =33)	Higher Education (<i>n</i> =20)	
Realization	26.71(2.63)	28.21(1,85)	27.90(1.94)	0.00 ^a
Conformity	36.18(3.80)	38.30(3,05)	38.10(2.51)	0.00 ^a
Domain of the environment	29.61(3.70)	30.70(3,94)	30.80(3.68)	0.24
Employee well-being	28.19(4.14)	30.15(4,07)	31.85(3.00)	0.00 ^{ab}
Tradition	22.87(3.01)	22.82(3,40)	23.90(2.16)	0.32
Prestige	19.49(3.20)	20.94(3,32)	21.15(2.06)	0.02 ^c
Autonomy	39.47(3.93)	41.52(4,53)	42.50(3.65)	0.00 ^{ab}
Concern for the community	38.88(3.56)	39.97(2,40)	40.65(2.00)	0.04 ^b

Note: a Significant difference between “Elementary Education” and “High School”; b Significant difference between “Elementary Education” and “Higher Education”; c The post hoc test found no significant difference.

For organizational values, only the tradition dimension was not homogeneous. After the Tukey-Kramer post hoc test (Unequal HSD), the values of achievement, compliance, employee well-being, and autonomy showed significant differences ($p < 0.05$) between the “Elementary School” and “High School” groups. These dimensions tend to be more critical for the group with high school education compared to the group of managers with elementary school.

Besides, the averages showed significant differences ($p < 0.05$) between the groups “Elementary Education” and “Higher Education” for the values of employee well-being, autonomy, and concern for the community. Employee well-being indicates the property’s concern to provide employee satisfaction, paying attention to the quality of life at work (Oliveira & Tamayo, 2004). The survey showed that these dimensions are more significant for the group with Higher Education compared to the group with Elementary Education.

The prestige value showed a significant difference for the group; however, in the unequal HSD test, no difference was found between the pairs. There are no significant differences between the “High School” and “Higher Education” groups in any of the values.

After carrying out the analyzes, it hypothesized that those who identify themselves as successors, even though they are still young, do not have full responsibility for the property’s sustainability. They may present differences compared to those who identify themselves as managers, those responsible for the sustainability of the rural property. The results in Table 5 using the means and standard deviation of the responses categories referring to the identification of the participants regarding their successor status or not. To compare the differences between the two categories were used to Student’s t-test for independent samples. However, there were no significant differences.



Table 5. Values presented by the group of successors and non-successors

Organizational values	Successor <i>m(sd)</i>		<i>p</i> -value
	Yes (<i>n</i> =21)	No (<i>n</i> =115)	
Realization	27.43(1.60)	27.22(2.58)	0.62
Conformity	37.71(2.47)	36.84(3.75)	0.31
Domain of the environment	29.76(3.75)	30.10(3.79)	0.70
Employee well-being	29.95(3.94)	29.07(4.22)	0.37
Tradition	22.14(3.59)	23.17(2.88)	0.15
Prestige	19.52(3.92)	20.19(3.01)	0.38
Autonomy	41.19(4.18)	40.27(4.20)	0.36
Concern for the community	39.90(2.14)	39.31(3.33)	0.43

The organizational values guide the behavior and the identity of the associated properties, and therefore, they must serve to guide management policies on the part of the cooperative. The importance of aligning the values of the cooperative and its members are perceived. For Oliveira and Tamayo (2004), the structures of organizational values have a motivational component that guides the organization's life. Considering that people of different schooling and age groups manage rural properties, changes in the importance of specific values may require an adaptation process from the cooperative.

The sense of collectivity, typical of individuals or groups with PWB, makes people who believe that their work benefits others exert an extra effort (Grant, 2008). Therefore, enhancing positive aspects of personality can also be implemented by the cooperative system to boost regional development through cooperativism.

5 CONCLUSIONS

Through the survey and measurement of organizational values, high rates were identified for their dimensions, with significant differences compared to age and education groups. The youngest (under the age of 47) differ from the older ones for the meaning they attach to achievement, autonomy, dominance, conformity, and concern for the community. Thus, feeling competent to carry out the work and achieve goals, seeking constant improvement and openness to challenges, and aiming at aspects related to power and control, are characteristics that differentiate the two mentioned age groups. Managers with a higher education level also assigned greater importance to achievement, prestige, autonomy, employee well-being, compliance, and concern for the community than elementary education managers. There was a reconciliation between values of underlying individualistic motivation and collectivist values, both for the youngest and those with higher education. The collectivist values "compliance" and "concern for the collectivity," which emphasize respect for rules and a tendency to praise defined behavior models exhibited a significantly higher index for the younger and more educated public.

Even though older members and/or those with less education occupy most management positions on soy properties, the cooperative needs to target younger generations increasingly. That in turn, they are taking over the properties through the natural succession process. Therefore, the cooperative conduct a self-assessment process and, if necessary, adaptation to this scenario, in which individualistic values together with collectivists have been proven essential, especially for members with higher education and younger age. The inclusion and active participation of managers associated with the longest time in preparing new members are essential. The know-how that con-

tributes to the growth, development, and sustainability of rural properties, and consequently, the cooperative, is a powerful tool for sustainability if reconciled with new values.

Based on the study, the approximation and strengthening of the associates' bonds with the cooperative will be continuous if it occurs through the identification process as it is both dynamic and relational. The cooperative's identity contains representations and meanings that have the power to promote the approach and/or removal of members. If members can perceive their characteristics (as individuals) in the cooperative (as a group), it created a sense of belonging. In addition to fostering feelings of security, it conceived that the greater the congruence in the identification process between associates and the cooperative, the greater the meaning attributed to work. In this context, distancing from the group can promote withdrawal from oneself.

No differentiation between individual and work can incur the pathological processes of psychological functioning. This study seeks to promote just the opposite, that is, well-being as a way of avoiding pathological processes in labor relations due to no differentiation, especially in rural properties. In rural properties, where people are usually born, work, and live for a lifetime, actions to raise awareness and implement assertive succession processes are necessary. It is crucial to conduct it, considering local characteristics. Thus, older managers can continue to participate and contribute to the evolution of the rural property, occupying a strategic position. At the same time, younger people are inserted alongside their values, occupying an executive function and, if necessary, an operational one.

Among the empirical contributions, cooperative and rural properties can improve their decision making. Improvements in people management practices and organizational results can be realized, in addition to promoting the sustainable development of the organization through investments aimed mainly at enhancing the values of members. Consequently, the intention is that this study's results could guide cooperative management policies, provide new links with public services, and contribute to the planning and decision-making process of rural properties, mobilizing regional development.

This study has limitations. It points to the phenomenon of social desirability, an essential factor for studying human values, especially when instruments of self-perception measure these constructs. On the other hand, the study focuses on a geographical area and a specific sector, so it is appropriate to recommend testing the constructs in other contexts. There may have been an interpretation bias in the questions due to most participants' education. All study limitations suggest possibilities for future studies. Qualitative studies' performance may contribute to the development and better understanding of the topics covered in this research.

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3. Development of theoretical propositions (theoretical work)	√		√
4. Theoretical foundation / Literature review	√	√	
5. Definition of methodological procedures	√	√	√
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