

## THE BEHAVIOR OF THE MANAGERS TO HUMAN RESOURCES AS A FACTOR IN BUILDING A GOOD ORGANIZATIONAL CLIMATE

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**ABSTRACT:** *The modern working conditions with the application of a number of daily changes that create conditions for growth and development of the organization, imply the need for "healthy" organizational climate that is characterized by motivated employees that consider their jobs as a challenge rather than as a process which tires you and is seen as an obligation. Treating the human resources by managers as intellectual capital, which is the organizational wealth by which the organization develops its competitiveness in the market, is the dominant factor based on which is built the sense of total commitment and belonging of the individual in the organization, which is becoming recognizable in the environment by the attitude of the individual towards its work experience as pleasure and not as an imposed obligation that must be realized. This condition can be achieved if the directors have developed managerial, and leadership skills that are necessary condition for building a working climate in which the employee will be treated as a resource that is in the center of the organization.*

**KEYWORDS:** "healthy" organizational climate, intellectual capital, leadership behavior, performance, motivation.

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### INTRODUCTION

This research paper, the focus of its criticism puts on the human resources as part of the overall resources that condition the organizational climate and represent a competitive advantage in the modern global system, where they are treated as intellectual capital, which is the cause of all positive or negative conditions in the organizations or the social systems in which they belong.

Creating good working conditions and their constant improvement as a daily practice of the management, and simultaneously the leadership of the organization with maximum responsibility and care that the staff accept it positively, create conditions for developing their sense of belonging and motivation. In the context of such working conditions that are an integral part of the organizational climate arises the need for communication and sharing of the individual values and beliefs that develop the interpersonal relationships and are in favor of building unity. A healthy organizational climate is of great importance because it allows work environment that provides opportunities for creative thinking and operating discipline that develops to the point of self-discipline and is in favor of efficiency in operations, conditions in which managers and employees build attitudes and values toward the establishment of community, adoption and implementation of decisions based on previously adopted rules, healthy communication in the organization which expands and in its external environment.

The healthy climate is an environment in which the control is transformed into self-control for whose importance Marden Orison Swett would say, "If the man can manage his thoughts, he

can preserve the wrecks of life." (1) The organizational climate is a set of features that represent the job satisfaction, from a social perspective. It is a psychological construction (2) of the system, identifying the current features and it is reflected in the perception of the system by its members. Often treated as part of the outer atmosphere for work, the level of morale and the strength of the sense of belonging, the care and the good will of its members. (3) It is a subjective quality that is the feature of one working environment which influences the behavior of the employees. It is the basis for building attitudes, perceptions and motivation of each individual. Its creator is the manager, who must possess the leadership skills that build his conduct or behavior that enables and helps others to reach the objectives (4). The essence of the leadership is to inspire the group to work towards a common goal. Leaders motivate and set the direction of action in carrying out the company's purposes. They are the spiritual motivators of the energy of the employees. All the employees feel happy and satisfied when they are in the same room with the leaders. (5)

Human relations, in our environment, are in a state that is a reason for the alienation of the individual and his complete de-motivation in the process of social consciousness and labor engagement in organizations. The power of the authority who is on a position, without competences necessary for professionalism in the working process, dominant applying unethical or manipulative tactics of influence, a high degree of arrogance without cover and many other of these destructive elements are characteristics of management styles that most of the directors at the premises of Macedonia accepted and they apply them in the management process, but not the leading process, in the schools as part of the public institutions in our country. It makes a picture of everyday life in which professionalism is treated as a phenomenon which is the object of derision, mediocrity is on the pedestal with the greatest value cloned thought of most of the subordinate to that of the Manager results in rewards and opportunities for career development and the lackey behavior of the individual is treated as a skill that has the greatest influence in the process to "survive" and to reach exclusively their own goals. The situation reminds of deliberately built anarchy, in which the individual responsibility is brought to the margins, day to day life based on penalties, mostly for those in a position of above-average performance, and reward in the form of different types of benefits, which are the prerogative of average or perhaps those who step down on the basis of success. The work climate is based solely on individual interests and goals, which bear the organization away from a position of efficiency and effectiveness.

## **RESEARCH METHODOLOGY**

The conditions in the organizations or in the present case in the schools in our environment, are characterized with a high degree of de-motivation for many of the employees, which is the cause of alienation and feeling of not belonging in the organization or even more in the socio-state system for whose goals exist the schools. Current approaches to management that show the need for teamwork, is applied only declaratively, resulting in a lack of unity, which is the basis for successful teamwork. Trust as a necessity is brought on the sidelines, and the everyday imputations, regardless of the thing on what hierarchy level are happening, become our everyday life. Along with this the opportunities for career development of each employee receive dimensions which are not supported at all by what means real value, norms and individual-organizational achievements. Organizations fail to provide the security of the employees, innovation in work become unnoticeable for the work environment, and cooperation is something that is more remote than what impose as necessary the professional

framework. Actual results are far from "healthy" working climate. The problem is complex and very complicated. A significant element of it is the appointment of managers/directors of schools that do not have or the system objectively makes it difficult to implement in practice the leadership skills that are aimed at building healthy working climate.

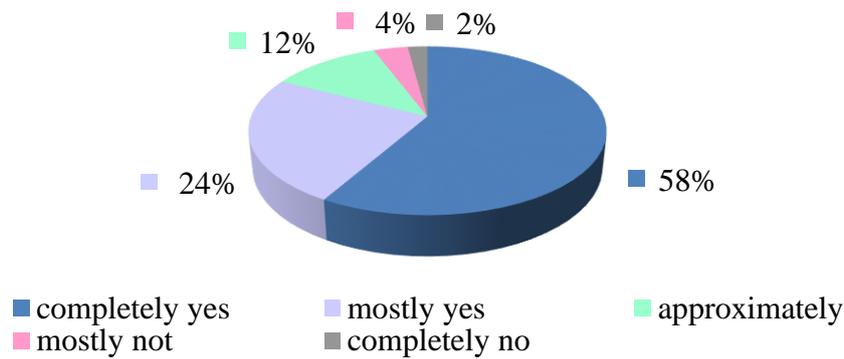
In order to spot the thoughts and attitudes of the employees in the area of education, regarding the need for the right approach in the management or running of the organizations, there were conducted surveys, aimed to capture the opinion of the respondents regarding the need of a healthy organizational climate. Within this questionnaire were embedded statements aimed to see the real picture, how much do the employees perceive their managers as leaders who build healthy working climate, yet this part of the questionnaire gave a chance for self-worth of the Directors in terms to consider whether such directors have leadership capabilities that provide conditions for building the necessary working climate. The third part of the research through real and direct statements was designed to provide data on what is the actual working climate in schools in Macedonia.

For the purposes of this study there were conducted two surveys on various structures of employees in the education, which covered a sample of 447 respondents, in 63 schools in Macedonia. The first question has 51 statement, but for this occasion there will be presented the data for only four of them. For the statements set, the respondents expressed their opinions through scale of paragraphs 1 to 5. In addition to the questionnaire are posted 3 statements aimed to facilitate the conduct of a comparative analysis of data obtained by the employees and the managers. The second questionnaire was structured in three types of questions, and on this occasion will be presented the data based on six questions, which form an integral part of the type of issues that relate specifically to the destructive events that are associated with the organizational climate work. The views and opinions were expressed by the respondents by selecting one of several proposed alternatives. The data were then subject to quantitative and qualitative analysis.

### **Empirical Research**

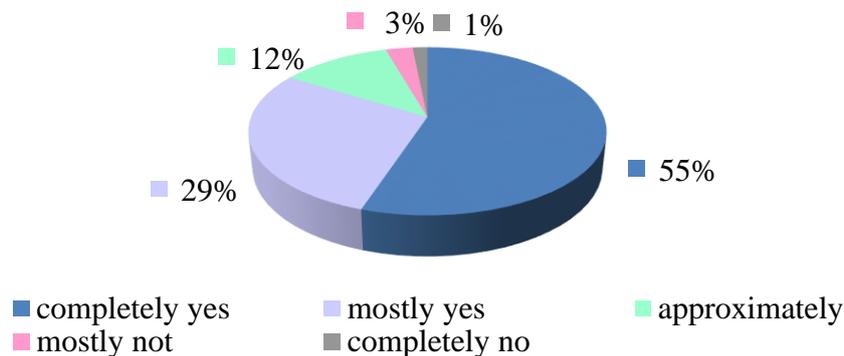
In the process of collecting data through the distributed tools were evident certain knowledge. Unlike many previous studies, where the authors of this paper were actively involved in the process when the respondents were completing the questionnaires, while answering, there could be felt indifferent attitude of the respondents in the collection of data, whereas in this case it appeared that the respondents of this survey have experienced it as an opportunity to express their views in an anonymous way, the conditions that can be felt as factors resulting in extreme demotivation and alienation in organizations where they work. The received data is fully matched with the positions of those employees at schools where the research was conducted, who because of objective reasons could not be interviewed, but in a direct tete-a-tete communication with the researchers expressed their findings extremely demotivational climate that is present in their organizations, and the factors for such a situation the researchers could easily relate it with those presented in the questionnaire.

In order to spot the views regarding the need for qualification of the manager as a leader, in building objective criteria and instruments that are put in the role of evaluating the performance of human resources, 82% of respondents thought it was a need that day to day or very often should form an integral part of the operations, 12% of respondents think that it is imperative that occasionally needs to be applied, and only 6% have such an opinion that there is no big reason for that.



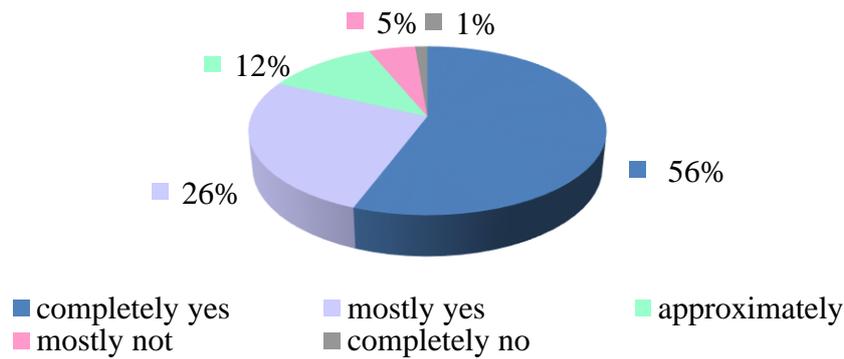
**Figure 1. There are objectively defined criteria and instruments for assessment of the performance of the human resources (range 4.33)**

In this survey were examined the need for developed methods for evaluating the work and payment system of the human resources. The data once again confirmed the importance of such methods and systems, which are largely determined by the success of the leadership activities. Thus, 82% of the respondents believe that it is complete or common essential activity of the manager/leader, 12% of the respondents think that occasionally needs to be done, and 6% thought that mainly should or it should not at all be a part of the everyday work practice.



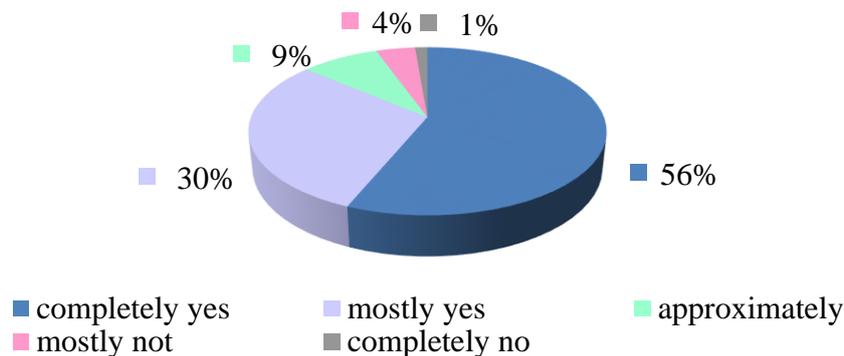
**Figure 2. There are built methods for evaluation of the work and payment system for the human resources (range 4.33)**

The statement: "To what extent should the manager build an organizational system which applies the concept of career development according to the principle of equality?" represents a segment in the process of building a "healthy" organizational climate. Career development is developing a sense of belonging in the organization and complete dedication to the work. An equal term is a factor that motivates, stimulates and develops the sense of internal competition in the individual. 82% of the respondents believe that this need should fully or often be a feature in terms of the organization/school, 12% think it should be an occasional practice, while 6% see no reason for it mainly and not at all to be applied.



**Figure 3. Builds organizational system in which has been applied the conception for career development under the principle of equality (range 4.30)**

Regarding the proposition aimed to acknowledge the views of the respondents on the need for competence of the manager for setting and applying working standards that are based upon open communication, consensus in decision making, independence and impartiality in the decision making. For 56% it is necessity for that in any situation should be applied for 30% it often has to be implemented for 9% of the respondents it is an average, and 4% i.e. 1% the need for setting and enforcing these norms, mainly or is not at all of great importance.



**Figure 4. Sets and apply working rules based on open communication, consensus in decision making, independence and impartiality in deciding (range 4.36)**

The survey, which also covered management structures enabled by benchmarking, to perceive the differences in terms of opinion, how the managers see themselves as leaders who are building the organizational climate, as well as how their subordinates perceive them. The obtained data are presented in the following table.

**Table 1. Comparative research results in the educational institutions**

| In your organization the manager possesses personal characteristics for building "healthy" working climate |           |
|--|-----------|
| Managers   | Employees |
| 4,31   | 2,85      |

What can be concluded, based on the data presented in the table is the fact that the managers believe that they own highly developed leadership skills that are aimed at building a climate for work and that they successfully implement them in the process of their management. Unlike them, their subordinates believe that their managers have the skills which, according to the ranking, are much lower than the average score. Those results indicate that managers in this sector have low capability of self-evaluation, while the employees have high expectations of their managers and they expect a lot more of their managers and they expect them to develop leadership skills. In a word, they do not see their managers people with developed capabilities that will enable them to be efficient and effective leaders.

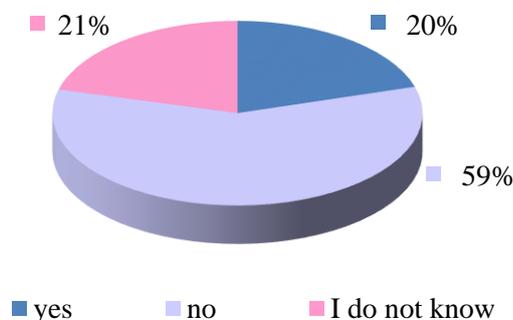
Such differences were the reason for conducting a second survey on the same target group with more concisely defined issues that often, in communication and as part of this educational structure, the authors of this research paper, feel them as factors for extremely disturbed interpersonal relationships in schools.

The question: “Are there many poltroons in your organization?”, 48% answered yes, 11% no, and the remaining 41% answered I do not know.



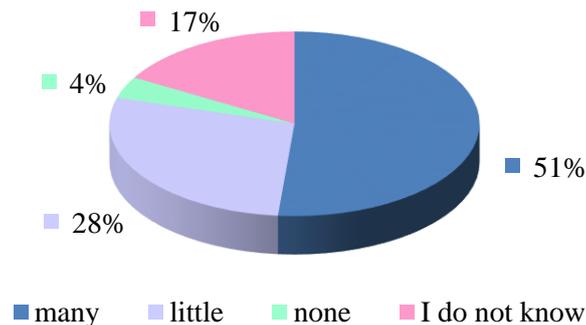
**Figure 5. Are there many poltroons in your organization?**

The second question: “Whether, in the present conditions, quality is an advantage or a handicap?”, 20% of the respondents believe that it is an advantage, 59% have an opinion that in the present work conditions quality is handicap while the remaining 21% do not have an opinion or do not want to express it, as a result of the fear and uncertainty that they feel as a result of the overall situation in the organization.



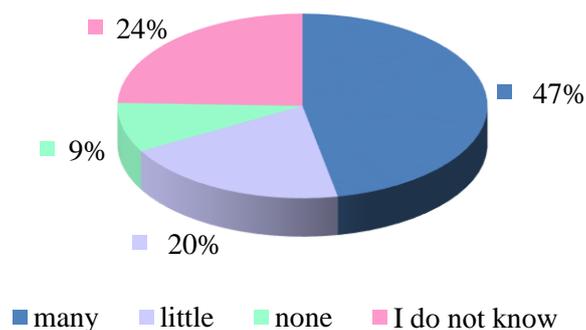
**Figure 6. Whether, in the present conditions, quality is an advantage or a handicap?**

The third question was intended to perceive: “To which level is developed: the hoax, the intrigue, the gossip and the humiliation in your organization?”. Of the total number of respondents 51% believe that it is widespread, 28% believe that it exists but with low intensity, 4% have the opinion that such conditions do not exist at all, while 17% of respondents chose the answer - I do not know.



**Figure 7. To which level is developed: the hoax, the intrigue, the gossip and the humiliation in your organization?**

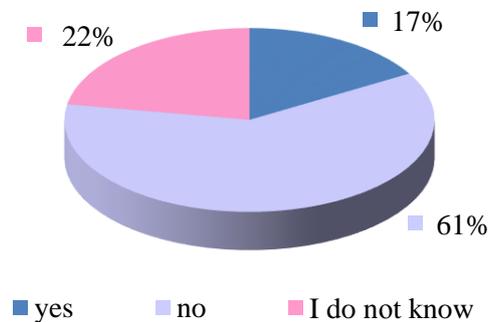
In order to spot party influences in the education, in the questionnaire was placed fourth question: “What is the extent of politicization in your organization?”, to which 47% answered that it has a very high intensity, 20% said that it exists, but its influence is small, 9% have an opinion that it does not exist, while the remaining 24% of the respondents did not tell their opinion and opted for an alternative response - I do not know.



**Figure 8. What is the extent of politicization in your organization?**

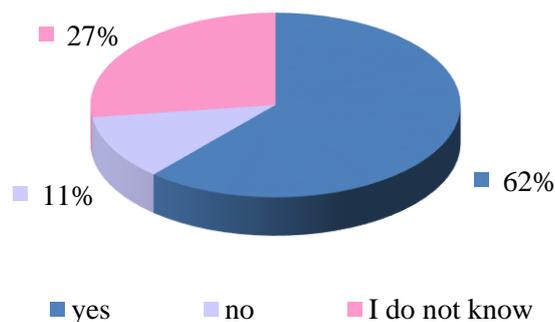
The everyday situations in the field of education, with all the states of constant pressure and controls related to the individual, not perceiving the anomalies of the educational process as a whole, imposed the need for a fifth question: “Do you feel that your workplace is safe with the decision for full-time job and the real conditions (external and internal assessment, the integral evaluation, as well as the frequent and unannounced audits of educational inspectors)?”. To this question 61% responded that they do not to feel that their workplace is safe, 17% have an

opinion that their safety is ensured, while 22% did not know or had no opinion regarding this situation.



**Figure 9. Do you feel that your workplace is safe with the decision for full-time job and the real conditions (external and internal assessment, the integral evaluation, as well as the frequent and unannounced audits of educational inspectors)?**

Job security (without pressure, threats, harassment in the workplace) is a factor for creative and innovative work, which is the basis for efficient and effective educational process of each teacher, that arose the need of the sixth question: “Do the current laws give opportunities for employers to make personal and subjective assessment regarding the employees, and as a result the inability for super-control to cause compliance, mobbing etc.?”. Of all the respondents 62% answered that it is a daily practice in the area of the educational organizations, 11% think that it does not happen in our reality, while the remaining 27% do not have an opinion regarding this issue.



**Figure 10. Do the current laws give opportunities for employers to make personal and subjective assessment regarding the employees, and as a result the inability for super-control to cause compliance, mobbing etc.?**

The obtained data alerts on a very bad situation in terms of the educational institutions. The high percentage of the expressed opinions regarding the actual situation indicates an organizational climate that is far from the required working atmosphere in which the individual will give its optimum. If to these high percentages we add those where the respondents did not want to express their opinion (due to the fear that their managers may find out about their answers, and as a consequence they may have problems), so they gave alternative answers “I

do not know”, then it becomes clear that in the educational organizations exists “bad” or rather “sick” work climate.

## **DISCUSSION ON THE DATA OBTAINED**

The need for "healthy" organizational climate is perceived by a high percentage of high-ranking attitudes of the respondents for creating optimal working conditions that represent an imperative for proper management of the human resources who are one of the four factors that affect it. The respondents raised the priority of competence of the managers with leadership skills that allow the practice of objectively defined criteria and tools for evaluating the performance of human resources (range 4.33 / maximum 5). The obtained data confirmed the importance of the process of evaluating the performance which is aimed at understanding the causes of the problems in schools, as well as identifying the opportunities and the individual needs of the employees receiving a higher form of motivation. In this way the manager builds a picture of each of his subordinates and their abilities and affinities for building a career and professional development. In terms of organization this process is important because it provides an opportunity to determine: some problems in the part which is responsible for staffing in the organization, opportunities to improve the ways of planning in all areas of work, perceiving the degree of balance of the individual and the organizational goals, opportunities to improve the communications at all levels of the organizational structure. All this improves the organizational performance. The organization gets a realistic idea of what resources it has, in terms of human resources, which is an important factor for the adoption of appropriate staffing decisions regarding training, systems of rewarding, motivation, distribution and redistribution of the total human potentials.

Significant results in this research were also obtained in accordance to the need for practicing the previously established methods for evaluation of the work and the payment system of human resources by the manager. The importance of this process in terms of the employees is confirmed since they rank it with the average grade 4.33. Similar are the indicators related to the need for equal treatment of the employees in the creation of conditions for career development. The equal access to every employee creates the conditions for a high degree of motivation, which in turn develops the sense of belonging to the organization. It is a key factor that allows the career development of the employees to put into operation a constantly growing organization, or school. The school becomes recognizable in the environment, and its image is rapidly expanding. Usually those are schools or in general organizations led by managers who have a high degree of integrity.

In the context of building an organizational climate, the respondents as a significant factor that is rated with an average score of 4.36, emphasized the application of norms of work that are based on open communication, consensus, independence and impartiality in decision making. The good communication provides an opportunity to express their views, allows suspension and respect for different opinions, results in building a community in terms of shared vision, organizational goals, etc., thus creating conditions for resolution of the conflicts with constructive finish. The respondents once again reaffirmed the need to include the employees as part of the teams in the organization, in decision-making, based on previously conducted their own and group analyzes for a given problem.

Taken as a whole, the received data from the first survey reaffirmed the necessity of building a good organizational climate which is a prerequisite for achieving organizational efficiency and effectiveness. The performed comparative analyzes of the data collected from the surveyed employees and managers, gives a complex situation of the managers who are unable to objectively assess its own performance, which is the primary determinant of a fair working atmosphere that is far from the real needs for the successful operation of any organization.

The real picture in our environment that can be found with the data obtained from the second survey is complete dehumanization of the process. Job security is brought to the sidelines. Politicization of the education is our everyday life. Quality of work is seen as a handicap, the benefits that the manager gives are privilege to the individual who accepted the "ideology" that is imposed by the manager. Mediocrity in the work is the most reliable way to stay aside of all unwanted, but regularly applied unethical influences, aimed to marginalize the innovation and creativity of the individual or group. The lackey behavior reaches the maximum value and regularly is "rewarded" with fast professional and career development by the managers or higher hierarchy structures in the educational system. Cooperation, community, and professional relations among the employees is met by planting, chicanery, gossiping and humiliation of the quality. The data obtained alert the very bad conditions in the area of the educational institutions. A high percentage of the stated views regarding the actual situation leads to organizational climate which is far from the necessary working atmosphere in which the individual will give its optimum operation. If such high rates are added and those respondents did not want to express their views (as a consequence of fear that their managers can learn about their answers, and as a consequence have problems such as a change in the workplace, everyday controls which would have aimed to find a "reason" for fines and even losing their job), and answered the alternative "I do not know", then it becomes quite clear that there is a real educational organizations working climate characterized by malignant pathology, in which the individual is not treated as an intellectual capital but as a means that of various aspects should be used.

## CONCLUSION

Modern global experiences indicate the need for treatment of the human resources as a capital, which has the greatest value and it should be treated as a determinant that no other resource can replace. This assertion also derives from the words of Andrew Carnegie: "Take my staff, but leave my factories, and soon grass will grow on the factory floors. Take away my factories, but leave my staff, and we will soon have a new and better factory". Productivity in the work, mostly, is determined by this resource, which should be treated humanistically, that develops a sense of motivation, job satisfaction and membership in the organization. In this context, Abraham Maslow and Douglas McGregor will say that "only satisfied employees are productive employees" (6)

Realized studies show states in which the workers, the elements on which is based and underlying the organizational climate treat them as indispensable, and from their headmasters expect a much greater degree of leadership behaviors that would go towards building a good working climate. On the other hand, the directors affected by the subjective self-assessment are convinced that they are good managers who have the leadership skills to build a good climate. The real picture, confirmed by data from the second survey indicate that conditions are far from perfect atmosphere to work in schools.

Such a climate can be improved only in terms of setting trained and professional managers, on the highest levels of the hierarchy of the education system, which will create conditions for the implementation of process of changes in the mental models for each individual (employee or manager) as an integral of the educational organizations, that is the foundation of the social life in the whole country. Their professionalism should be based on a high degree of personal integrity, for such a person Gilbert Beers says: "creates a certain system of values by which you estimate everything in life." (7) Managers need to reach a dimension of leadership that will create conditions for inspiring or giving energy of the employees to work in the best possible individual and collaborative manner in order to reach a shared vision. Leadership within the managers will provide hope and will restore the importance of the employees and will create an organizational climate with high confidence where human resources will be treated as intellectual capital.

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