

# OSTESA EU

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LITERATURE REVIEW AND DESK RESEARCH REPORT



Erasmus+

This project has been funded with support from the European Commission. This communication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project no: 2015-1-PL01-KA202-016892.

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### Introductory note

The aim of the project **ORGANIZATIONAL SUCCESS THROUGH EMPLOYEE SATISFACTION – OSTESA EU** is to increase the competitiveness of SMEs by supporting creation of a positive organizational climate that is assumed to be a major force in influencing employee's motivation and behaviour, through developing and improving the transversal competencies of managers and employees.

The objectives of the project are:

- Improving the organizational climate in SMEs, motivation & engagement of employees;
- Increasing the availability of the tools for improving an organizational climate through developing competencies;
- Improving the capacity of employers and HR manager to understand the need to work on better organizational climate in enterprises;
- Improving the capacity of trainers and HR departments.

The EU level of the project will (1) enhance the development of transversal competencies in the project countries, (2) foster and widen the competencies of EU teaching staff, sharing the possibility to use innovative approach, (3) develop the innovative approach to organizational climate development based on the competence assessment, (4) contribute to unification of the educational and training standards to recognize the learning outcomes, and also (5) develop co-operation between the education and business sectors across different countries.

The main aim of the Literature review & Desk research report is to identify the way of defining organizational climate and describe specific concepts connected with it as well as to analyse existing education and training programs on assessment and improvement of the organizational climate in the European and worldwide context. The results of the Literature review & Desk research will be included in the Research Analysis Report that will identify and analyse the dimensions of organizational climate and impact of leadership style on it as well as analyse the training needs of the target groups in the context of methods and tools, to assist the development of project outputs and to ensure that suitable levels of stakeholder & user engagement are achieved throughout the project (including during end-user validation) in the partner countries.

The objectives of the research work – literature review & desk research and also field work are:

- Research Objective 1:  
Characterization of SME's organizational climate and its dimensions

- Research Objective 2:

Identification of needs of employers and HR managers related to tools and methods to improve the organizational climate

- Research Objective 3:

Identification of educational and training needs of SME employees and employers to improve the organizational climate

Guidebook on Research and Analysis for the Elaboration of the Research Analysis Report exactly describes methodology of literature review and desk research. Data collection, literature review & desk research were supported by a set of tools. Two Data Collection Tools were used to support literature review & desk research action:

- Data Collection Tool 1: Form for the Identification of Key Literature, Institutional Documents/Report Referring to Organizational Climate
- Data Collection Tool 2: Form for the Identification of Education and Training Programs Referring to Organizational Climate.

Each project partner identified and analyzed articles, books, institutional documents, reports regarding organizational climate and filled in two Data Collection Tools. Based on the collected data, the Literature review & Desk research report was elaborated.

### 1. Concepts of the organizational climate

The aim of this part is to identify and analyse the way of defining organizational climate and describe specific concepts (predictors of effective performance at work, organizational climate dimensions, organizational culture, leadership styles, assessment tools) connected with organizational climate in the European and worldwide context.

#### 1.1. Organizational climate – definition, theoretical models and types/dimensions, specifics of SME's organizational climate

Tradition of research on organizational climate has its origins in the Levin's field theory. Climate in the organization is the area of culture and its easily observable manifestation. Organizational climate is people's perceptions of the corporate environment: what it feels like to work in a place. To ignite employees' motivation and sense of ownership, managers must understand and apply a framework, feedback, and some tools for reaping the advantages of a positive organizational climate. Organizational climate refers to the shared perceptions organizational members have about their organization and work environment (Robbins, Judge, 2013).

According to Stringer (2001) organizational climate is a set of measurable properties of the work environment, based on the collective perceptions of the people who work in the environment and demonstrated to influence their motivation and behaviour.

Climate is clearly experienced percept by people who came into contact with the company. Climate can be understood as another dimension of setting or the subjective sphere of the organization (Ashkanasy, Peterson, Wilderom, 2000). Although Ostroff, Kinicki and Tamkins (2003) show that climate is an experientially based description of what people see and report happening to them in an organizational situation. Climate involves employees' perceptions of what the organization is like in terms of practices, policies, procedures, routines, and rewards. Hence, climate's focus is on the situation and its link to the perceptions, feelings, and behaviour of employees. It can be viewed as temporal, subjective, and possibly subject to manipulation by authority figures. Individuals can sense the climate upon entering an organization through things such as the physical appearance of the place, the emotionality and attitudes exhibited by employees, and the experiences and treatment of visitors and new employees.

The climate refers to those aspects of the working environment which members consciously perceive and realize. The climate refers to the perceptions and expectations of the individual. The climate in the enterprise is produced by both – managers and all the

people. One man in the work team can destroy the favourable climate (Kratochvíl, Hashesh, 2014).

Bowen and Ostroff explained organizational climate as the shared perception of what the organization is like in terms of practices, policies, procedures, routines and rewards, based on shared perceptions of organizational members. Practices and policies, procedures, and rewards are integrated aspects of the human resource management practices of an organization (as cited in Putter, 2010).

Ehrhart, Schneider and Macey (2014) defined organizational climate as the shared meaning organisational members attach to the events, policies, practices and procedures they experience and the behaviours they see being rewarded, supported and expected. Organisational climate is an abstraction that represents the cognitive structuring of a whole out of many observations and experiences.

According to Lukášová and Nový (2004) organizational climate is the prevailing atmosphere in the organization, seen by the employees and related to the level of cooperation and friendliness, reciprocal trust, support etc., and influencing the behaviour and motivation of the employees in the organization.

According to Bispo (2006) organizational climate is the indicator of the degree of satisfaction of company members in relation to different aspects of culture or apparent reality of the organization, such as: HR policy, management model, the company's mission, communication processes, professional development and identification with the company.

The concept of organizational climate by Garrido, Lopes and Calheiros (2011) has been approached from four different perspectives: organizational, psychological, psychosocial and cultural:

- I. The organizational perspective, where the climate is seen as an objective manifestation of the organization's characteristics, reflecting a similar set of perceptions that emerge from the exposition of the same individuals to the same organizational factors;
- II. The psychological perspective, within which the climate expresses how the individual, mediated by their individual characteristics, perceives organizational reality;
- III. The psychosocial perspective, according to which the interpretation of the organizational reality stems from the perception of organizational characteristics, its interaction with other members of the organization and their power relations and even political processes, group membership process, and symbolic interaction processes;
- IV. The cultural perspective focuses on the influence of a broader context, where a group of individuals interact and share a frame of reference that contextualizes their interaction and the meaning of organizational events.

According to Moran and Volkswain (1992) there are four theoretical conceptions of organizational climate:

- I. structural (climate is an attribute of organization which distinguish it from other organizations; sources of climate are elements of: the structure, ways of employees recruitment, formalized rules of employees behaviors, the degree of decision centralization, hierarchy levels, size of the institution),
- II. perceptual (the origins of climate are looking in the personal consciousness of organizational reality, the climate is an attribute of the individual functioning in the organization);
- III. interactive (interactions between members of the organization have an impact on how they perceive the organization and how do they interpret specific facts);
- IV. cultural (as cited in Wojszczak, 2000).

Kolb (1972, as cited in Łaguna, Purc, Razmus, Błaszczuk, Gawrońska, 2015) distinguished three main types of organizational climate: **supporting** (high, but clear and understandable requirements for employees, an employee can expect support from colleagues and boss) the **autocratic** (small requirements and vaguely defined, lack of relations and cooperation for the mistakes employees are punished, No awards for achieving the goals), **intermediate** (balance between the type of support and autocratic).

There are many dimensions of organizational climate (organizational culture's components, elements), e.g. clarity, commitment, quality of work life, norms and standards, interpersonal relations, fair rewards, wellbeing etc. By the end of the 1970s, the number of dimensions identified as relevant for climate had grown quite large and included facets such as structure, reward, risk, warmth, support, standards, conflict, identity, democraticness, autocraticness, supportiveness, innovativeness, peer relations, cooperation, cohesion, pressure, and many more. New dimensions were being added to the conceptualization of climate each time a researcher thought climate might be useful for understanding some interesting phenomenon (Ostroff, Kinicki, Tamkins, 2003).

Koys and DeCotiis (1991) mentioned several dimensions of organizational climate:

- **Autonomy** - the perception of self-determination with respect to work procedures, goals and priorities;
- **Cohesion** - the perception of togetherness or sharing within the organization setting, including the willingness of member to provide material aid;
- **Trust** - the perception of freedom to communicate openly with members at higher organizational levels about sensitive or personal issues with the expectation that the integrity of such communications will not be violated;
- **Pressure** - the perception of time demands with respect to task completion and performance standards;

- **Support** - the perception of the tolerance of member behavior by superiors, including the willingness to let members learn from their mistakes without fear of reprisal;
- **Recognition** - the perception that member contributions to the organization are acknowledged.
- **Fairness** - the perception that organizational practices are equitable and non- arbitrary or capricious;
- **Innovation** - the perception that change and creativity are encouraged, including risk taking into new areas or areas where the member has little or no prior experience.

The dimensions of organizational climate by Hay group/McBer (as cited in Snow, 2002):

- **Flexibility** - the feeling employees have about constraints in the workplace; the degree to which they feel there are no unnecessary rules, procedures, policies, and practices that interfere with task accomplishment, and that new ideas are easy to get accepted;
- **Responsibility** - the feeling that employees have that a lot of authority has been delegated to them. It is also the degree to which they can run their jobs without having to check everything with their boss and feel fully accountable for the outcome;
- **Standards** - the emphasis that employees feel management puts on improving performance and doing one's best, including the degree to which people feel that challenging but attainable goals are set for both the organization and its employees;
- **Rewards** - Rewards are the degree to which employees feel that they are being recognized and rewarded for good work, and that such recognition is directly and differentially related to levels of performance;
- **Clarity** - the feeling that everyone knows what is expected of them and that they understand how those expectations relate to the larger goals and objectives of the organization;
- **Team Commitment** - the feeling that people are proud to belong to the organization and will provide extra effort when needed. It is also the feeling that people trust that everyone is working toward a common objective.

**Competing Values Model** by Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, Robinson, and Wallace (2005, pp. 385-386):

1. The Human Relations Model (internal focus, flexible orientations) has norms and values associated with belonging, trust, and cohesion, achieved through means such as training and human resource development. Coordination and control are

accomplished through empowerment and participation, and interpersonal relations are supportive, cooperative, and trusting in nature. Climate dimensions which were identified as representing this quadrant are:

- **Employee welfare** - the extent to which the organization values and cares for employees;
  - **Autonomy** - designing jobs in ways which give employees wide scope to enact work;
  - **Participation** - employees have considerable influence over decision-making;
  - **Communication** - the free sharing of information throughout the organization;
  - **Emphasis on training** - a concern with developing employee skills;
  - **Integration** - the extent of interdepartmental trust and cooperation;
  - **Supervisory support** - the extent to which employees experience support and understanding from their immediate supervisor.
2. In the Internal Process Model (internal focus, control orientation) the emphasis is on stability, where the effects of environmental uncertainty are ignored or minimized. Coordination and control are achieved by adherence to formal rules and procedures. The Internal Process Model represents the classic bureaucracy. Scales which reflect this model are:
- **Formalization** - a concern with formal rules and procedures;
  - **Tradition** - the extent to which established ways of doing things are valued.
3. The emphasis of the Open Systems Model (external focus and flexible orientation) is on readiness, change and innovation, where norms and values are associated with growth, resource acquisition, creativity and adaptation. Climate dimensions which are likely to reflect this orientation are:
- **Flexibility** - an orientation toward change;
  - **Innovation** - the extent of encouragement and support for new ideas and innovative approaches;
  - **Outward focus** - the extent to which the organization is responsive to the needs of the customer and the marketplace in general;
  - **Reflexivity** - a concern with reviewing and reflecting upon objectives, strategies, and work processes, in order to adapt to the wider environment.
4. The primary emphasis in the Rational Goal Model (external focus and control orientation) is on the pursuit and attainment of well-defined objectives, where norms and values are associated with productivity, efficiency, goal fulfilment, and performance feedback. Climate dimensions which might reflect this model are:

- **Clarity of organizational goals** - a concern with clearly defining the goals of the organization;
- **Effort** - how hard people in organizations work towards achieving goals;
- **Efficiency** - the degree of importance placed on employee efficiency and productivity at work;
- **Quality** - the emphasis given to quality procedures;
- **Pressure to produce** - the extent of pressure for employees to meet targets;
- **Performance feedback** - the measurement and feedback of job performance.

Kożusznik (2011) mentioned the following dimensions of organizational climate:

- **Conformism** - a sense that there are many forced restrictions from the outside on the institution or team;
- **Responsibility** - the degree to which employees feel that they can decide independently and solve problems without consulting each step with the boss/employer;
- **Demands** – the degree to which employees feel that the organization sets challenging tasks for them and encourages them to realize it;
- **Awards** - the degree to which employees feel that they are rewarded and recognized for their work rather than ignored, criticized or punished when they do something incorrect;
- **Organize** - the feeling that the organization (team) is well organized and goals are clearly defined;
- **Sense of warmth and support** – the feeling that friendship is the organization (team) important value, that employees trust each other, give each other support; the feeling that positive relationships and cultures exist in the organization (team);
- **Leadership** - members of the organization (team) accept the leadership and guidance of experts, if necessary team members can take leadership roles and are supported by other employees.

In the hierarchical model of organizational climate by James and James (1989 as cited in Wojszczyk, 2000) four dimensions are pointed out:

- 1) **Hierarchical support and facilitation** (hierarchical influence, psychological influence, trust and manager support, facilitate cooperation with the manager, clarity of manager's goals and facilitation);
- 2) **Role stress and non-compliance** (role ambiguity, role conflict, role overload, conflict of subordination in the team, organizational identification, manager interest and awareness);

- 3) **Expectations, tasks and autonomy** (work autonomy, work importance, expectations/tasks and variety);
- 4) **Group cooperation, warmth and friendliness** (group cooperation, responsibility for the effectiveness, warmth and group friendly relations).

James and Jones (1974 as cited in Day, Griffin, Louw, 2014) proposed four generalizable first-order climate dimensions: leadership facilitation and support (*leader*), role stress and lack of harmony (*role*), work-group co-operation (*work group*), and job challenge (*organization*).

### 1.2. Predictors of effective employee's performance at work

Numerous studies have shown organizational climate as indisputably a major contributing factor for changing employees' attitudes and behaviour towards superior job performance and satisfaction (Vijayakumar, 2007). Organizational climate can be seen as a representation of the perception of human resource practices, making organizational climate of more predictive value for organizational performance than only human resource practices themselves (Putter, 2010).

Predictors of effective employee's performance at work are factors which increase the probability of achieving success in the workplace. These factors may be divided into two independent groups. The first one relates to the internal factors associated with the employee (i.e. personality traits, personal values, skills, knowledge, attitudes). The second one can be called external (i.e. rewards, company size, branch). They include all elements which are connected with work environment and living environment (i.e. culture context). Other factors enhancing employees efficiency can be divided into three categories: 1) the competences to do the job, 2) motivation to take action and achieve the goals, 3) way of organizing work (workplace, teamwork, work-life balance) (Skowron-Mielnik, 2009).

One meta-analysis found that across dozens of different samples, psychological climate was strongly related to individuals' level of job satisfaction, involvement, commitment, and motivation. A positive overall workplace climate has been linked to higher customer satisfaction and financial performance as well (Robbins, Judge, 2013).

The causes of an ineffective performance can be on the side of the employee (personal limits, personal problems) and on the side of the manager (missing training or leadership, using motivation, lack of some assumptions or information). Important areas leading to better efficiency in a business organization: clearly defined tasks and work procedure, feedback, explanation of the task priority and the meaning (sense) of task (Urban, 2012)

Cultural values can enhance the performance of an organization if they are consistent with the types of processes needed to accomplish the mission and adapt to the internal and external challenges. (Yukl, 2013).

Climate in an organization evolves out of collective perceptions of employees on various aspects of the organizational work life. It is shaped through their day-to-day experiences while dealing with various facets of the organizational realities such as its goals and objectives, policies and practices, leadership, structure, work design, technology adopted, people, dominant modes of communication, motivational and reward mechanisms, working conditions etc. (Vijayakumar, 2007).

This may be confirmed by the research conducted by Stasiak-Betlejewska and Borkowski (2009) on the relationship between product quality and employees satisfaction. The results revealed that the level of product quality is dependent on the level of employee satisfaction, which is composed of working conditions, the interest in problems of employees and the knowledge provided by the company.

### **1.3. Organizational culture – definitions and impact to organizational climate**

The concept was introduced to literature by Pettigrew (1979 as cited in Kożusznik, 2011 2014). Organizational culture is a space in which the work units thanks to the adopted rules communicate with each other and carry out tasks so sensible that it gives the individuals a sense of identity. Organizational culture is composed of several such elements: symbols, myths, rituals, values, norms.

The organizational culture and organizational climate are sometimes treated as synonymous. However, detailed analysis of these terms can point out some essential differences between these two concepts (Hofstede, 1998). Climate refers to a contextual situation at a point in time and its link to the thoughts, feelings, and behaviors of organizational members. Thus, it is temporal, subjective, and often subject to direct manipulation by people with power and influence. Culture, in contrast, refers to an evolved context within which specific situations are embedded (Brock, Zmud, Kim, Lee, 2005). Moreover, the culture includes all aspects of enterprise - from the strategy, production technology, product success to the staff. The climate, however, reflects the processes of adaptation and satisfaction with the social aspect of the company life (Šigut, 2004). Organizational climate is more strongly associated with individual motivation, behaviour and subjective feelings than culture, which refers to the organization of the company. Climate may be also treated as part of organizational culture.

According to Cameron and Quinn's definition, organizational culture is a set of values that are taken for granted assumptions, which does not say, common expectations, as well as elements of collective memory. Culture reflects the prevailing

opinion, defines a sense of employees identity, provides unwritten and often unconscious rules of behaviour in the workplace and enhances the stability of the social system. The authors distinguish four types of organizational culture: 1) Clan oriented cultures are family-like, with a focus on mentoring, nurturing, and doing things together. 2) Adhocracy oriented cultures are dynamic and entrepreneurial, with a focus on risk-taking, innovation, and doing things first. 3) Market oriented cultures are results oriented, with a focus on competition, achievement, and getting the job done. 4) Hierarchy oriented cultures are structured and controlled, with a focus on efficiency, stability and doing things right (as cited in Łaguna et. al, 2015).

Berg and Wilderon (2004, p. 571) treat organizational culture as “shared perceptions of organizational work practices within organizational units that may differ from other organizational units.” Organizational culture consists of both visible and invisible elements (Dragan & Fuefezan 2015). First include the organizational structure, statutes, and regulations. Second refer to generally accepted values, ways of perceiving and problem solving, the nature of relationships, and specific behaviours.

The most frequently considered culture components are values, artefacts, rules, attitudes, and basic assumptions (Lukášová, Nový, 2004).

Organizational culture may be also defined as the shared basic assumptions, values, and beliefs that characterize a setting and are taught to newcomers as the proper way to think and feel, communicated by the myths and stories people tell about how the organization came to be the way it is as it solved problems associated with external adaptation and internal integration (Schneider, Ehrhart, Macey, 2013).

Numerous scholars have proposed that organizational culture possesses several layers or levels that vary along a continuum of accessibility and subjectivity. There are three fundamental layers at which culture manifests itself:

- I. Observable artefacts – symbols (e.g. natural and manufactured objects, physical settings, and performers and functionaries), organizational language (e.g. jargon and slang, gestures, signals, signs, songs, humour, jokes, gossip, rumour, metaphors, proverbs, and slogans), narratives (e.g. stories, legends, sagas, and myths), and practices (e.g. rituals, taboos, rites, and ceremonies).
- II. Espoused values – values possess five key components: “Values (1) are concepts or beliefs, (2) pertain to desirable end-states or behaviours, (3) transcend situations, (4) guide selection or evaluation of behaviour and events, and (5) are ordered by relative importance”. Espoused values are those that are specifically endorsed by management or the organization at large. In contrast, enacted values are those that are exhibited or converted into employee behaviour. The difference between espoused and enacted values is important because the gap is related to employee attitudes and behaviour.
- III. Basic underlying assumptions – Basic assumptions are unobservable and reside at the core of organizational culture. Some authors consider also that ideologies

represent the core as they are “shared, relatively coherently interrelated sets of emotionally charged beliefs, values, and norms that bind some people together and help them to make sense of their world” (Ostroff, Kinicki, Tamkins, 2003).

### **1.4. Leadership styles impact on organizational climate**

Leadership style is defined as a combination of specific traits, characteristics, skills and behaviours that leaders use when interacting with their subordinates (Ojokuku, Odetayo & Sajuyigbe, 2012, p. 203). Several types of leaders can be identified. In one of the first concept of leadership McGregor suggests the existence of two management styles democratic and autocratic (Kožusznik, 2002). Current leadership theories point to more leadership styles types i.e. charismatic leadership, transactional leadership, transformational leadership, visionary leadership, and culture-based leadership (Bass, 2008).

Original conceptualizations of climate focused largely on the role of the leader in creating climates and experimental studies showed that climates became increasingly differentiated over time in a manner consistent with a leader’s style. Leaders or supervisors serve as interpretive filters of relevant organizational processes, practices, and features for all group members, contributing to the development of common climate perceptions. By exposing employees to the same policies, practices, and procedures, leaders act as “climate engineers” or “meaning managers” (Ostroff, Kinicki, Tamkins, 2003).

The management style, the way the organizational work is directed and coordinated would play a critical role in shaping climate perceptions. Results of the study show that the organizational climate, a key contributing factor for organizational performance, is influenced by the way employees perceive the style with which the management directs and coordinates work activities and their inclinations for accepting diversity and orientation towards individual or team work. The unfavourable climate perceptions attributable to the authoritarian style would perhaps be due to the incompatibility between the demands of market economy and ways of working. Positive organizational climate perceptions build by participatory management style will last long only if the employees are mentally tuned to work under participatory system, which demand inclination to accept (Vijayakumar, 2007).

### 1.5. Organizational climate assessment methods/tools

Many organizational climate assessment methods/tools suffer from a number of problems including a lack of a theoretical basis, little validity information (Ashkanasy et al., 2000), little or no confirmatory studies and/ or small sample sizes used for their development.

- a. The **Organizational Climate Questionnaire (OCQ)** by Litwin and Stringer (1968)- operationally define dimensions of organizational culture. It comprises 50 items that assess nine dimensions of climate. But the OCQ lacked validity and was not a consistent measurement device (Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, Robinson, Wallace, 2005). The Organization Climate Questionnaire consists of nine factors/indicators:
  - **Structure** - workers perception on the restrictions in their work: many rules, regulations, procedures and other constraints;
  - **Responsibility** - sense of autonomy in regards to work-related decisions and reduced dependency when performing its functions;
  - **Challenge** – perception of risk in decision-making and in performing their duties;
  - **Reward** - feeling of being rewarded for a job well done; emphasis on positive incentives rather than penalties; feeling about the fairness of the promotion and remuneration policy;
  - **Relationship** - general feeling of good fellowship and mutual aid prevailing in the organization;
  - **Cooperation** - spirit of helping and mutual support from above (managers) and below (subordinates);
  - **Conflict** - feeling that the administration is not afraid of differing opinions and that mediation is used to solve problems;
  - **Identity** - sense of belonging to the organization as an important and valuable element within the working group, in general, the feeling of sharing personal goals with organizational goals;
  - **Standards** - is the degree to which the organization emphasizes standards and procedures.
  
- b. **The Creative Climate Questionnaire** was developed by Göran Ekvall. Within his research he differentiated ten dimensions of organizational climate that help, stimulate or block innovation:
  - **Challenge:** It means that organizational members are emotionally involved into the company's goals and operations. A high Challenge

- climate is present when people feel joy and experience meaningfulness in their job, and so they invest much energy into work;
- **Freedom:** Denotes the behavioral independence of organizational members. In a high Freedom climate people are making contacts freely, exchange information, initiate and make decisions. The opposite is a rule-bound and passive environment;
  - **Idea Time:** The amount of time organizational members can and do use for elaborating new ideas. In a high Idea time situation possibilities exist to test and discuss suggestions and fresh impulses that were not planned and scheduled in advance;
  - **Idea Support:** Describes the ways new ideas are handled in the organization. In a supportive environment bosses and workmates are attentive and supportive, people listen to each others' initiatives, there is a constructive and positive climate;
  - **Openness:** The emotional safety in relationships. In a high Openness environment everyone in the organization dares to put forward new ideas and opinions. Initiatives can be taken without fear of reprisal and ridicule in case of failure. There is a straightforward communication style;
  - **Dynamism:** The eventfulness of life in organizations. In a high Dynamism environment new things happen all the time and ways of thinking are frequently changing. There is a "psychological turbulence" which is characterized by "full speed" and "breakneck";
  - **Playfulness/Humour:** The spontaneity and ease that is displayed. A relaxed atmosphere with jokes and laughter is present in a high Playfulness environment;
  - **Debates:** The occurrence of clashes and encounters between differing points of views, ideas, experiences and knowledge. In a Debating organization many voices are heard and people are keen on putting forward their ideas and questioning the status quo;
  - **Conflicts:** The lack of emotional and personal tensions (in contrast to conflicts between ideas) in the organization. When there are many Conflicts (and the measure is actually low) people dislike each other and the climate is characterized by "warfare", plots and traps being its usual elements;
  - **Risk Taking:** the tolerance of uncertainty in organizations. A high score means that decisions are quick and prompt, arising opportunities taken and concrete experimenting is preferred to detailed investigation and analysis (Porzse, Takacs, Csedo, Sara, Fejes, 2012).

- c. **Organizational Climate Measure (OCM)** by Patterson, West, Shackleton, Dawson, Lawthom, Maitlis, Robinson, and Wallace (2005). Climate scales which are likely to map onto the Competing Values quadrants are:
1. Human Relations - Comprising, Involvement, Autonomy, Supervisory Support, Integration, Welfare, Training, and Effort;
  2. Internal Process - Formalization and Tradition;
  3. Open Systems - Reflexivity, Innovation & Flexibility, and Outward Focus;
  4. Rational Goal - Clarity of Organizational Goals, Pressure to Produce, Quality, Performance Feedback and Efficiency.
- Reliability of scales range between 0,67 and 0,91.
- d. Method prepared by Kożusznik (2011), inspired by Kolb, Rubin and McIntyre (1974). It has seven dimensions (Conformism, Responsibility, Demands, Awards, Organize, Sense of warmth and support, Leadership) with 10 point answer scale. Every dimension is defined on the answer sheet. Additionally the answer scale has definitions of extreme points. i.e.: Conformism - a sense that there are many forced restrictions from the outside on the institution or team; the degree to which employees feel that there are a lot of rules, procedures and methods, according to which they must work, rather than working as they think it is appropriate. Conformism is not typical for the organization (team) 1-2-3-4-5-6-7-8-9-10 Conformism is typical for the organization (team).  
The respondent must put the letter "A" above the number that describes the current state of the organization and the letter "I" over a number indicating the perfect condition.
- e. **KLIO** by Makurat and Wojszczyk (2000), 39 items questionnaire allows to measure four dimension of organizational climate: the **significance of tasks/work** (importance of the task and task acceptance), **security, support by manager, social relationships and integration of the team**. The first two dimensions characterized by self-perceived conditions of self-realization. The other two refer to the relationship of employees in the organization. The answers are given on a five-point Likert scale.
- f. **Organizational Climate Exercise (OCE)** - Based on McClelland's research, the questionnaire has been developed for more than 40 years and is being used in research by consulting firm Hay Group. It allows to measure two aspects of organizational climate: current (how things are now) and desired (how they should be). Each aspect is evaluated using the 14 items/subjects estimated on

six point scale. According to information from the Hay Group website OCE allows to measure six dimensions of organizational climate:

- **Clarity:** everyone in the organization knows what is expected of them;
- **Standards:** challenging but attainable goals are set;
- **Responsibility:** employees are given authority to accomplish tasks;
- **Flexibility:** there are no unnecessary rules, policies and procedures;
- **Rewards:** employees are recognized and rewarded for good performance;
- **Team Commitment:** people are proud to belong to the organization.

The method has several language versions. Its psychometric parameters in Polish conditions are also proved. The raw scores obtained by single examined person may be computed into sten scale (Wudarzewski, 2014).

## 2. Available ways to improve the organizational climate

The aim of this part is to characterize education and training programs on assessment and improving organizational climate, existing guidebooks for managers in this area, and standards according to which persons providing training related to the organizational climate are certified.

### 2.1. Education and training programs on assessment and improving organizational climate

#### Program 1

<b>Program title:</b>	POWERFUL WORKPLACE
<b>Program objectives:</b>	Powerful Workplace is a complex solution for companies which want to perform their best. The first step is going through a mini-audit – the employees are asked and interviewed. According to the results and after the interview with the managers a company can obtain the certificate Powerful Workplace. Education and training programs for certificated and no-certificated companies are provided.
<b>Specific program and modules description:</b>	The training programme scope is tailor made for companies. A model situation: the audit results showed that the climate is not good and the company decided to pay for an education of their managers. The education offer can contain the diagnostics of the competences, training and 10 hours of mentor coaching.
<b>Theoretical background of the training program:</b>	The provider works with the MOPS (Module Personal System). This system was created within the project financed by the EU funds (CZ.1.04/3.4.04/88.00121). More information: <a href="http://www.silnepracoviste.cz/mops/o-projektu.html">http://www.silnepracoviste.cz/mops/o-projektu.html</a>
<b>Methods of training:</b>	Coaching and mentoring. Tailor-made workshop.
<b>Provider:</b>	Name of the training institution: RPIC-ViP s.r.o. Address: Výstavní 2224/8, 709 00 Ostrava – Mariánské hory www: <a href="http://www.rpic-vip.cz">http://www.rpic-vip.cz</a>
<b>Training duration:</b>	One day training and 10 hours of coaching.
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	1850 € per person

#### Program 2

<b>Program title:</b>	CA method – Group profile
<b>Program objectives:</b>	CA method is a unique diagnostics platform. It is based on colour associations; it measures and evaluates among others the organizational climate. The provider certifies trainers who work as external consultants and carry out the trainings.
<b>Specific program and modules description:</b>	The diagnostics tool which measures the organizational climate is a part of the output called Group profile. The trainers' certification takes 2 days. For better understanding of each person in the group, trainers can be certified to use Profile of individual. The trainers (consultants) have to participate in supervise trainings each year.  Description of the most used and most efficient training model: The trainings provided by the certificated consultant for a group of 16 persons take 3 days. The participants have to carry out the CA method diagnostics. The consultants use the Group profile and Individual profile. The training has 2 parts: First part: Individual consultation – 2 days – each day 8 participants per 55 minutes. Second part – training with all participants. The individual consultation gives the feedback and provides the employees and managers with a range of

	solutions. The trainer focuses on the climate of the group and other group parameters; however, the training is made on the basis of the information gained by CA method.
<b>Theoretical background of the training program:</b>	CA method, theory of team work and organizational climate.
<b>Methods of training:</b>	Individual consultation, discussions, training games, lecturing
<b>Provider:</b>	Name of the training institution: DAP Services a.s. Address: Sadová 553/8, Ostrava, 702 00 www: <a href="http://www.dap-services.com/">http://www.dap-services.com/</a>
<b>Training duration:</b>	3 days
<b>Target audience:</b>	Employer/manager Employee
<b>Price in Euro:</b>	2516€ per group of 16 persons. 157 € per person
<b>Other relevant details:</b>	More information about CA method: <a href="http://www.camethod.com/">http://www.camethod.com/</a>

## Program 3

<b>Program title:</b>	Workshop to improve employees' performance and strengthen the motivational climate of the organization
<b>Program objectives:</b>	To show managers the options how to motivate and how important is the motivation climate of the organization.
<b>Specific program and modules description:</b>	Establishment of a motivational climate in the organization through knowledge of the principles and of motivational effect, positive and negative feedback, non-financial motivation.
<b>Theoretical background of the training program:</b>	Theory of motivation – courses of motivation, motivation and effectiveness. Team work. Organizational climate and motivation, theory or changes.
<b>Methods of training:</b>	Training, individual plan, lecturing, moderated workshop
<b>Provider:</b>	Name of the training institution: MP Poradenství Address: Brožikova 1523/3, 741 01 Nový Jičín www: <a href="http://www.mp-poradenstvi.cz/">http://www.mp-poradenstvi.cz/</a>
<b>Training duration:</b>	2 days
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	1480 € per group of 14 person. 105 € per person.

## Program 4

<b>Program title:</b>	MSc Human Resource Management and Organisational Behaviour
<b>Program objectives:</b>	<ul style="list-style-type: none"> <li>• Develop a critical understanding of the theory and practice of Human Resource Management.</li> <li>• Understand the role of HR as a strategic partner and how to design and align HR strategies and policies to support the implementation of the business strategy.</li> <li>• Understand, analyse and critically evaluate key HR activities such as employee relations, training and development, recruitment and selection, performance management, employee resourcing, talent management and rewards management.</li> <li>• Discuss, analyse and assess the broader organizational and business environment in which HR professionals work as well as the challenges and implications for human resources management at international level.</li> <li>• Develop a set of critical skills for HR professionals to perform their role and, more broadly, for effective leadership and people management.</li> </ul>
<b>Specific program and modules description:</b>	Some of the modules covered in this programme relating to the organizational climate are as follows: Managing Human Resources: Employee Resourcing and Appraisal & Talent Management, Labour Law and Employment Relations,

	Leadership Development, Organisational Behaviour, Professional & Career Development, Rewards Management, Training & Employee Development, Coaching Skills & Techniques, Conflict Management & Dispute Resolution, Employee Engagement.
<b>Theoretical background of the training program:</b>	Nowadays, companies recognise that employees are their most valuable asset. Their profitability and competitiveness largely depends on employees' skills, knowledge and motivation. Therefore, the human resources department – which is responsible for recruiting, training, appraising, compensating, and motivating employees – assumes a bigger and more significant role in defining the firm's overall strategy. Students attending this programme will gain the necessary skills and the knowledge to effectively manage the HR function and help companies and organisations become more efficient and competitive.
<b>Methods of training:</b>	Innovative Teaching and Learning Methods Learning in the MSc Human Resource Management and Organisational Behaviour programme lays stress on student participation, class exercises and student/teacher interaction. Sessions will combine: <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case studies</li> <li>• Business simulations</li> <li>• Work in small groups</li> <li>• Group presentations</li> <li>• Guest speakers</li> <li>• Field visits</li> </ul>
<b>Provider:</b>	Name of the training institution: Cyprus International Institute of Management Address: 21 Akademias Avenue 2107 Aglandjia Nicosia, Cyprus Tel: +357 2246 2246 Fax:+357 2233 1121 Email: <a href="mailto:ciim@ciim.ac.cy">ciim@ciim.ac.cy</a> www: <a href="http://www.ciim.ac.cy">http://www.ciim.ac.cy</a>
<b>Training duration:</b>	Flexible - less than a year up to two years
<b>Target audience:</b>	Employer/manager Employee
<b>Price in Euro:</b>	€9,580

## Program 5

<b>Program title:</b>	People Management Essentials
<b>Program objectives:</b>	The aim of this programme is to supply the management staff of organisations with a tool kit of practical and realistic applications for managing, motivating, coaching and developing the potential of their people. As a result, participating companies will experience significant increase in their employee retention, engagement, productivity and performance.
<b>Specific program and modules description:</b>	Among others, the modules that are part of this training programme are: Understanding needs and motivation theories, Motivating de-motivated people, Engage talented employees, Stress management, Coaching vs mentoring, Understanding the role of power and authority, The basics of feedback,
<b>Theoretical background of the training program:</b>	In a fiercely competitive businesses reality, the need for managers to develop the highly valuable skills of managing and understanding people at individual, group and organizational levels is further highlighted. This training workshop will supply you with new ideas and practical understanding of relevant approaches for developing yourself and others in ways that mutually release and unblock performance. You will identify managerial actions that release the best in others, as well as explore ways of interacting with others whose way of thinking and behaving are different from yours. You will expand emotional intelligence to flex your style when developing others. You will also appreciate and apply an effective coaching approach,

	diagnose conflict-handling styles, understand the impact of change, recognise feedback for achieving effectiveness and identify actions for improving your organisation, department's or team's culture through coaching and feedback.
<b>Methods of training:</b>	Theoretical and practical seminar, work in groups, workshops, discussion groups
<b>Provider:</b>	Name of the training institution: Cyprus International Institute of Management-Executive Education Address: 21 Akademias Avenue 2107 Aglandjia Nicosia, Cyprus Tel: +357 2246 2246 Fax:+357 2233 1121 Email: ciim@ciim.ac.cy www: <a href="http://www.ciim.ac.cy">www: www.ciim.ac.cy</a>
<b>Training duration:</b>	28 hours
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	€930

## Program 6

<b>Program title:</b>	Seminar on Improving the Workplace
<b>Program objectives:</b>	Customized seminar within the organization about the improvements of the workspace and organizational climate according to the needs of the company
<b>Specific program and modules description:</b>	Teambuilding, Dealing with conflicts in the workplace, Creating a positive working environment, How to communicate effectively with the opposite sex within workplace
<b>Theoretical background of the training program:</b>	-
<b>Methods of training:</b>	Personalized seminars provided by the trainer within the organization upon the agreement
<b>Provider:</b>	www: <a href="http://www.knowledgecy.com/services/">http://www.knowledgecy.com/services/</a>
<b>Training duration:</b>	Upon agreement
<b>Target audience:</b>	Employer/manager Employee
<b>Price in Euro:</b>	N/A

## Program 7

<b>Program title:</b>	Master di Consulenza al Ruolo e Sviluppo Organizzativo – Master in Consultancy for Organisational Development
<b>Program objectives:</b>	The three-years “Master in Consultancy for Organizational Development” aims at: <ul style="list-style-type: none"> <li>• Fostering among psychologists the sensitivity to the problems, which can arise in workplaces and/or within organizations;</li> <li>• Fostering among other participants the capacity to understand the emotional aspects connected to the working environment.</li> </ul> <p>This is useful to acquire skills and competences to enhance the participant's effectiveness in their professional role (e.g. competences of HR directors) or to start a new profession: consultant (or organizational counsellor) and organizational development consultant.</p>
<b>Specific program and modules description:</b>	1 year: the person 2 year: groups 3 year: organizations The program is constructed around a consultancy project. Modules are based on the project phases. <u>Modules:</u> 1: Diagnosis: understanding the problem and the client's needs 2: Interpretation: dialogue with the clients

	3: Project management: the project 4: Evaluation: results
<b>Theoretical background of the training program:</b>	Organisational development, as it is thought in this program, has as its theoretical base, the literature about organisation development both European (eg. Tavistock Institute, Bayswater Institute etc.) and American (eg. C. Argyris, E. Schein, etc...), which is enriched by the thoughts of E. Jaques and S. Freud and by the literature of Luigi Pagliarani (years '70s). We can define it "analytical approach to the organizational development".
<b>Methods of training:</b>	Training methodologies are based on the phyco-socio-analytical methods linked to the analysis of roles and of the relations among roles. The training follows an experiential approach. The training methodologies are: <ul style="list-style-type: none"> <li>• traditional ones: <ul style="list-style-type: none"> <li>○ face-to-face lessons</li> <li>○ group works</li> <li>○ case studies</li> </ul> </li> <li>• specific ones: <ul style="list-style-type: none"> <li>○ Bottega - workshop</li> <li>○ Laboratorio di supervisione di auto-casi – case studies are proposed by the learners</li> <li>○ The operational group</li> <li>○ The use of organisational case</li> <li>○ Internships</li> </ul> </li> </ul>
<b>Provider:</b>	ARIELE – Associazione italiana di Psicossocioanalisi Milano, via Montepulciano 11 <a href="http://www.psicossocioanalisi.it/navigazione/offerta-formativa">http://www.psicossocioanalisi.it/navigazione/offerta-formativa</a> <a href="http://www.psicossocioanalisi.it/navigazione/offerta-formativa/flyer-master-2015-16-def.pdf">http://www.psicossocioanalisi.it/navigazione/offerta-formativa/flyer-master-2015-16-def.pdf</a>
<b>Training duration:</b>	3 years
<b>Target audience:</b>	Employer/manager Consultants
<b>Price in Euro:</b>	€ 3700 + VAT per year

## Program 8

<b>Program title:</b>	Corso executive in "Clima organizzativo e HRM" - Executive training in "Organisational climate and HRM"
<b>Program objectives:</b>	The executive course "Organisational climate and HRM" aims at: <ul style="list-style-type: none"> <li>• Improving company's performance, while increasing satisfaction of employees, achieved through improved management of people;</li> <li>• Fostering capabilities and tools to design "climate analysis", analyzing the most important theoretical differences between the dimensions mostly analysed (satisfaction, engagement, commitment, etc...);</li> <li>• Fostering the awareness of the importance of the organizational climate in supporting HR policies and strategies and in achieving better performances;</li> <li>• Understanding the link between organizational climate, satisfaction and commitment of employees.</li> </ul>
<b>Specific program and modules description:</b>	The programme includes the following topics: <ul style="list-style-type: none"> <li>• The creation and evolution of the organisational climate;</li> <li>• The main dimensions of the organisational climate;</li> <li>• The climate measurement: objectives and analysis methodologies;</li> <li>• The role of the climate to favour the efficiency of the HRM systems for individual and organisational performances.</li> </ul>
<b>Theoretical background of the training program:</b>	No information is given
<b>Methods of training:</b>	The training is thought to involve participants in an active way and to favour a good interaction among them. One case study is presented and it is followed by a debate among participants. Learners are advised to read one manual.
<b>Provider:</b>	LUISS Business School Viale Pola, 12 – Roma

	<a href="http://www.lbs.luiss.it/?catalogo-corso=clima-organizzativo-e-hrm">http://www.lbs.luiss.it/?catalogo-corso=clima-organizzativo-e-hrm</a>
<b>Training duration:</b>	<b>1,5 days</b>
<b>Target audience:</b>	Employer/manager Consultants
<b>Price in Euro:</b>	990 €+ VAT

## Program 9

<b>Program title:</b>	Master in counseling aziendale: Presenza, Empowerment e Counselling organizzativo – Master in corporate counselling: Presence, Empowerment, Organisational counselling
<b>Program objectives:</b>	The Master in corporate counselling: Presence, Empowerment, Organisational counselling aims at: <ul style="list-style-type: none"> <li>• Fostering among participants corporate counselling skills, orientations and methodologies</li> <li>• Delivering operational tools to balance corporate and individual objectives</li> <li>• Integrating indoor experiential training and theory and practice of facilitation</li> <li>• Developing the individual potential and efficiency and the individual presence</li> <li>• Favouring collective leadership, deep innovation and change</li> <li>• Fostering among participants communication skills for a coherent behaviour in a contest based on productive wellbeing</li> <li>• Teaching the use of problem-solving tools both for individuals and companies</li> <li>• Fostering among participants the skills linked to the management of change happening at individual and corporate level</li> </ul>
<b>Specific program and modules description:</b>	<ul style="list-style-type: none"> <li>• Counselling and development</li> <li>• Business emotional intelligence: understanding emotions in organizational change</li> <li>• Starting a path through the development of individual and team performance</li> <li>• Counselling models for the change: ethical, social and long-term wellbeing</li> <li>• Integrating counselling as a response to facilitation</li> </ul>
<b>Theoretical background of the training program:</b>	Robert E. Yager Peter Senge Otto Scharmer The proposed models are based on the Carl Rogers approach. However, models of Maslow, May, Erickson, Perls, Satir, Dilts, Miller, Rollnick, SternBerg, Wilber and Goleman, integrated to operational models based on practical experiences are also presented.
<b>Methods of training:</b>	The master follows a practical and experiential approach, with theoretical and practical lessons (practical lessons are based on individual and group work). An individual operational action plan completes the programme. Three evaluation tests are foreseen
<b>Provider:</b>	E-consultant srl Via Zanella, 57 - 20133 Milano <a href="http://www.e-consultant.it/percorsi/master_counseling.php">http://www.e-consultant.it/percorsi/master_counseling.php</a>
<b>Training duration:</b>	184 hours + 30 hours for supervision
<b>Target audience:</b>	Employer/manager Experts in counselling Psychologists Facilitators
<b>Price in Euro:</b>	€ 2500+VAT for individuals € 2900+VAT for companies

## Program 10

<b>Program title:</b>	Corso executive in People Management - Come motivare e valorizzare i propri collaboratori – Executive training in People Management – Motivating and giving value to collaborators
<b>Program objectives:</b>	The training programme in People Management has four main objectives: <ul style="list-style-type: none"> <li>• Fostering the capability to motivate collaborators</li> <li>• Developing the capability to align collaborators’ behaviours to the corporate strategy</li> <li>• Sharing technics and strategies to motivate collaborators</li> <li>• Improving the efficiency of participants as leaders managing people</li> </ul>
<b>Specific program and modules description:</b>	Building the working contest Performing the managerial role Evaluating the performance of the employee Salaries and bonus Communication and feedback Management of change
<b>Theoretical background of the training program:</b>	This programme is designed on the basis of the best research developed in the most famous business school.
<b>Methods of training:</b>	The training follows an experiential approach. The training programme is built around the following elements: <ul style="list-style-type: none"> <li>• Action Plan</li> <li>• Myers-Briggs Type Indicator (MBTI):</li> <li>• Creative workshop</li> <li>• GEAR – management simulation</li> </ul>
<b>Provider:</b>	SDA Bocconi School of Management via Bocconi 8, 20136 Milano, Italy <a href="http://www.sdabocconi.it/it/formazione-executive/people-management">http://www.sdabocconi.it/it/formazione-executive/people-management</a>
<b>Training duration:</b>	6 days
<b>Target audience:</b>	Employer/manager Project managers responsible for organisational units Line managers
<b>Price in Euro:</b>	€ 4000+VAT

## Program 11

<b>Program title:</b>	Corso di perfezionamento in Benessere Organizzativo – Training in Organisational Wellbeing
<b>Program objectives:</b>	The training programme in Organisational Wellbeing has the objectives of: <ul style="list-style-type: none"> <li>• Delivering the necessary competences and skills for the profession of: expert of organisational wellbeing</li> <li>• Training consultants who are able to give value to human resources as a way to improve company’s performance</li> </ul>
<b>Specific program and modules description:</b>	The programme deals with the following topics: CSR Organisational wellbeing HR Emotional leadership Development of creativity in organisational contests The programme is built around the following modules: <ul style="list-style-type: none"> <li>• Institutional analysis</li> <li>• Shared value</li> <li>• Organisational change and stress</li> <li>• Multidisciplinary and wellbeing</li> <li>• Operational strategies for the organisational wellbeing</li> </ul>
<b>Theoretical background of the training program:</b>	Non indicated
<b>Methods of training:</b>	Frontal lessons will be mixed with practical exercises, role-playing, video and audio materials. Participants will integrate the competences acquired during

	the training with additional material distributed by trainers.
<b>Provider:</b>	Istituto di Ricerca dei Sistemi Evolutivi del Management Via Matteotti 89 70032 Bitonto (BA) <a href="http://www.irsem.org/main/detail.php?id=11">http://www.irsem.org/main/detail.php?id=11</a>
<b>Training duration:</b>	10 days
<b>Target audience:</b>	<i>Please select and specify the type of audience.</i> X employer/manager Psychologists Economists Legal officers Entrepreneurs
<b>Price in Euro:</b>	€ 500+VAT

## Program 12

<b>Program title:</b>	Organizational Change
<b>Program objectives:</b>	<ul style="list-style-type: none"> <li>• Understand the importance of Human Resource Management in an organization</li> <li>• Know the areas of operation related to the Human Resource Management function</li> <li>• Apply different practices of Human Resources Management</li> <li>• Understand the role of the Human Resources Manager as agent of change</li> </ul>
<b>Specific program and modules description:</b>	<ol style="list-style-type: none"> <li>1. Organizations and Organizational Psychology (2 Hours) <ul style="list-style-type: none"> <li>• Organizations: concept, structure, design and strategy</li> <li>• Organizational Psychology: concept and perspectives</li> <li>• The role of organizations in society</li> </ul> </li> <li>2. Organizational theories (2 Hours) <ul style="list-style-type: none"> <li>• Classical theories</li> <li>• Human Relations Theory</li> <li>• Systemic theories</li> <li>• Contingency theories</li> </ul> </li> <li>3. <b>Organizational Climate Surveys (2 Hours)</b></li> <li>4. The nature of organizational change (3 hours) <ul style="list-style-type: none"> <li>• Different types of change: planned, strategic, emerging and improvised</li> <li>• Why, when and how to change? <ul style="list-style-type: none"> <li>○ Outbreak of the change processes</li> <li>○ Incremental change versus radical change</li> <li>○ Scheduled change vs. emerging change</li> </ul> </li> <li>• Reasons underneath unsuccessful change processes <ul style="list-style-type: none"> <li>○ Diversity of factors</li> <li>○ Psychological obstacle: resistance to change</li> <li>○ Organizational obstacles: incorrect management of change</li> </ul> </li> <li>• How to drive change processes <ul style="list-style-type: none"> <li>○ Diagnosis, preparation and implementation</li> </ul> </li> </ul> </li> <li>5. <b>Organizational culture and climate (3 Hours)</b> <ul style="list-style-type: none"> <li>• Organizational culture <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Functions</li> <li>○ Levels of analysis and conceptual models</li> <li>○ Formation, transference and maintenance</li> <li>○ Change the organizational culture</li> </ul> </li> <li>• Organizational climate <ul style="list-style-type: none"> <li>○ Definition</li> <li>○ Formation</li> </ul> </li> <li>• Organizational culture vs. organizational climate</li> </ul> </li> </ol>
<b>Theoretical background</b>	NA
<b>Methods of</b>	Face to face



<b>training:</b>	
<b>Provider:</b>	<b>Name of the training institution:</b> KEY Training & Consulting <b>Address:</b> Tecmaia - Parque de Ciência e Tecnologia da Maia Rua Eng. Frederico Ulrich, 2650 4470-605 Maia, Portugal <b>www:</b> <a href="http://www.key.pt/cursos/index.php">http://www.key.pt/cursos/index.php</a>
<b>Training duration:</b>	12h
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	279,00 €

## Program 13

<b>Program title:</b>	Culture, Climate and Organizational Environment - Analysis and Alignment with the Business Strategy
<b>Program objectives:</b>	<ul style="list-style-type: none"> <li>• Describe and understand the organization's culture</li> <li>• Distinguish different types of culture and identify strengths and weaknesses</li> <li>• Integrate and adjust the person to the organization</li> <li>• Implement the defined changes</li> <li>• React (efficiently) to announced changes</li> </ul>
<b>Specific program and modules description:</b>	<ol style="list-style-type: none"> <li><b>1. Organizational culture</b> <ul style="list-style-type: none"> <li>• Adjustment of the person to the organization</li> <li>• Organizational support structures</li> </ul> </li> <li><b>2. Organizational culture and performance</b> <ul style="list-style-type: none"> <li>• Reflection of the organizational culture on the performance</li> <li>• Self-assessment</li> <li>• Self-esteem</li> <li>• Self-image</li> <li>• Self confidence</li> <li>• Competences, skills and knowledge</li> <li>• The decision-making process</li> <li>• Individual, group/team and organizational performance</li> </ul> </li> <li><b>3. Culture, leadership and motivation</b> <ul style="list-style-type: none"> <li>• Leadership and management</li> <li>• Monitoring the results, performances and behaviours</li> <li>• Effects (planned and generated)</li> <li>• Needs and motivation (how to monitor?)</li> </ul> </li> <li>4. Relevance of the basic assumptions                             <ul style="list-style-type: none"> <li>• Organizational level</li> <li>• Technological level</li> <li>• Human and relational level</li> <li>• Relationship networks (networking)</li> </ul> </li> <li><b>5. Sub-cultures in the organization</b> <ul style="list-style-type: none"> <li>• Strengths and weaknesses</li> <li>• Its reflexes, results and impacts</li> </ul> </li> <li>6. Organizational goals                             <ul style="list-style-type: none"> <li>• Why is important to define goals?</li> <li>• Goals definition (methods and processes)</li> <li>• Goals orientation</li> <li>• Alignment of the objectives with the business strategy</li> </ul> </li> <li>7. Socialization                             <ul style="list-style-type: none"> <li>• The socialization of new members</li> <li>• Personality and individual dispositions</li> <li>• Power, influence and politics</li> </ul> </li> <li>8. Stress and work-related stress                             <ul style="list-style-type: none"> <li>• How stress arises and why?</li> <li>• How can work-related stress be managed in the organization</li> </ul> </li> <li>9. Organizational culture change</li> </ol>

	<ul style="list-style-type: none"> <li>• Change/Reengineering</li> <li>• Methods and techniques</li> </ul>
	<p>10. Case study</p> <ul style="list-style-type: none"> <li>• Relevant assumptions to considers when developing a questionnaire</li> <li>• Features of the universe of the survey</li> <li>• Analysis and interpretation of the data</li> <li>• Conclusion</li> </ul>
<b>Theoretical background</b>	NA
<b>Methods of training:</b>	Face to face
<b>Provider:</b>	<p><b>Name of the training institution:</b> Vantagem+</p> <p><b>Address:</b> Edifício Tower Plaza, Rotª Eng.º Edgar Cardoso, Nº 23 - 6º - G 4400-676 Vila Nova de Gaia, Portugal</p> <p><b>www:</b> <a href="http://www.vantagem.com/empresa.aspx">http://www.vantagem.com/empresa.aspx</a></p>
<b>Training duration:</b>	18 h
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	1.690,00 €

## Program 14

<b>Program title:</b>	Strategic Human Resources Management
<b>Program objectives:</b>	<ul style="list-style-type: none"> <li>• Develop an integrated Human Resources Management Model based on individual and organizational assets</li> <li>• Know how to implement a strategy of Human Resources aligned with the business strategy of the organization</li> <li>• Understanding of Human Resources management metrics as aggregating tool and know what are the advantages and benefits</li> <li>• Define and select human capital indicators for the construction of a balanced scorecard for Human Resources</li> <li>• Implement strategies and tools that lead to motivation, empowerment and talent in the organization.</li> </ul>
<b>Specific program and modules description:</b>	<ol style="list-style-type: none"> <li>1. Alignment of the organizational strategy on Human Resources management. <ul style="list-style-type: none"> <li>• Organizational structure – System and processes for organizational efficiency</li> <li>• <b>Organizational culture and climate (actual versus desired)</b></li> <li>• Corporate strategy and vision, mission, values and organizational goals</li> <li>• Organizational communication</li> <li>• Human Resources strategy: <ul style="list-style-type: none"> <li>○ HR Business Partner - HR as "business partners"</li> <li>○ Human and intellectual capital as a strategic asset of the organizations.</li> <li>○ Participatory strategic management: involvement, commitment and accountability.</li> </ul> </li> <li>• Empowerment and motivation.</li> </ul> </li> <li>2. Metrics in Human Resources Management <ul style="list-style-type: none"> <li>• The new economic paradigms</li> <li>• Measuring and managing human capital (advantages and benefits); guiding principles and basic philosophy for proper measurement of HR.</li> <li>• The Balanced Scorecard: <ul style="list-style-type: none"> <li>○ Concepts and practical aspects.</li> <li>○ Integration of strategy, management of human capital and organizational results.</li> <li>○ Definition and selection human capital indicators. BSC phases.</li> </ul> </li> </ul> </li> <li>3. Remuneration policies and management of incentives <ul style="list-style-type: none"> <li>• Compensation policies: organization strategy and career management (talent retention)</li> <li>• Remuneration system: principles and implications</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Salary structure and review</li> <li>• Incentive programs</li> </ul> <p>4. Training Management and Human Resources development</p> <ul style="list-style-type: none"> <li>• New challenges on training related to skills development and empowerment for improvement of the organizational performance:             <ul style="list-style-type: none"> <li>○ The new role of training in organizations</li> <li>○ Alignment of training with the organizational strategy and goals: training as a tool for transmission of the organizational culture and organizational change</li> <li>○ Development of skills for current and future requirements of the function: Training Plan (needs analysis; design, communication of the plan, evaluation and ROI)</li> </ul> </li> </ul> <p>5. Strategies and tools of strategic Human Resources management</p> <ul style="list-style-type: none"> <li>• Recruitment policy, employee selection and integration (attract, motivate and retain talent)             <ul style="list-style-type: none"> <li>○ Identification of the organization's needs and the function's requirements</li> </ul> </li> <li>• The importance of communication in organization.</li> <li>• The leader-coach in Human Resources management - role of the leaders in people management</li> </ul>
<b>Theoretical background</b>	NA
<b>Methods of training:</b>	Face to face
<b>Provider:</b>	<p><b>Name of the training institution:</b> Global Estratégias</p> <p><b>Address:</b> Rua do Conde de Redondo, 61 - 5º 1150-102 Lisboa, Portugal</p> <p><b>www:</b> <a href="http://www.globalestrategias.pt/">http://www.globalestrategias.pt/</a></p>
<b>Training duration:</b>	35h
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	1.145,00 €

## Program 15

<b>Program title:</b>	Organizational climate in the company - design of dimensions, individual questions and research steps
<b>Program objectives:</b>	Understanding the research methodology of organizational climate, measure methods and the way of its improvement
<b>Specific program and modules description:</b>	<ul style="list-style-type: none"> <li>• The role of organizational climate in the organization and its impact on the level of employees' motivation, innovation of their work and measurable business results.</li> <li>• Scenario and methodology of organizational climate assessment.</li> <li>• Defining dimensions for climate measurement, most frequently diagnosed areas of climate and information arising therefrom, which they can hide behind the results obtained in them:             <ul style="list-style-type: none"> <li>○ wages and appreciation</li> <li>○ responsibility</li> <li>○ clarity</li> <li>○ work standards</li> <li>○ openness and flexibility</li> <li>○ commitment and cooperation</li> </ul> </li> <li>• The role and design of closed questions in the survey.</li> <li>• Methods of aggregation and interpretation of the data obtained in the study.</li> <li>• Creation of corrective action based on the obtained results</li> </ul>
<b>Theoretical background of the training program:</b>	No information is given
<b>Methods of</b>	workshops

<b>training:</b>	
<b>Provider:</b>	Name of the training institution: Alianz Address: www: <a href="https://allianz-rynia.pl/Oferta_rynia_szkolenia_02_13.pdf">https://allianz-rynia.pl/Oferta_rynia_szkolenia_02_13.pdf</a>
<b>Training duration:</b>	2 days
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	310

## Program 16

<b>Program title:</b>	Internal communications
<b>Program objectives:</b>	Understanding the principles of creating an internal communication strategy
<b>Specific program and modules description:</b>	The role of internal communication in management, The strategy of creating internal communication, Internal communication tools, Communications audit, Mapping organizational culture ( <u>organizational climate issues are included in this module</u> ) Communication in the process of change, Interpersonal communication as a basis for building the team, Planning and implementation of internal communication strategy.
<b>Theoretical background of the training program:</b>	No information is given
<b>Methods of training:</b>	No information is given
<b>Provider:</b>	Name of the training institution: Centrum Doskonalenia Kadr „EuroPartner” Spółka z o.o. Address: www: <a href="http://www.cdk-europartner.pl">www.cdk-europartner.pl</a>
<b>Training duration:</b>	2 days
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	-

## Program 17

<b>Program title:</b>	Employer branding (postgraduate studies)
<b>Program objectives:</b>	Acquiring information on the formation of the desired image and employer brand
<b>Specific program and modules description:</b>	Introduction to Employer Branding, Scientific and organizational basis for employer branding, Modern HR in the organization, Internal aspects and determinants of building the image of the employer (issue of organizational climate belongs to this module), The external aspects and determinants of building the image of the employer, Competencies of managers
<b>Theoretical background of the training program:</b>	-
<b>Methods of training:</b>	lectures and workshops
<b>Provider:</b>	Name of the training institution: Katowice School of Economics Address: ul. Harcerzy-Wrzesnia 3, 40-659 Katowice, Poland <a href="http://www.gwsh.pl/studia/studia-podyplomowe-employer-branding.html">http://www.gwsh.pl/studia/studia-podyplomowe-employer-branding.html</a>
<b>Training duration:</b>	196 hours
<b>Target audience:</b>	Employer/manager
<b>Price in Euro:</b>	836

## 2.2. Guidebooks for managers to diagnose and improve organizational climate

There is a list of books, reports, articles and other documents below, which can be useful for managers wanting to assess and improve organizational climate in their SME.

1.	<p>Edelman, A. J., (2011). <i>Receivables Report for America's Health Care Financial Managers / 12 Strategies to Build a Positive Organizational Culture</i>. New York: Aspen Publishers.</p> <p>Publication contents: Twelve strategies to build positive organizational culture. To Encourage and reward workers. To maintain open lines of communication. To Reduce micromanagement. To maintain competitive salary and benefits. To Encourage ethical decision-making. Mission-driven leadership.</p>
2.	<p>Altman, R. (2000). <i>Understand the Organizational Climate</i>. In: Canadian Manager. Hamilton: Canadian Centre for Occupational Health and Safety.</p> <p>Publication contents: The author recommends implementing an organization climate survey and enlists benefits which managers can await from it.</p>
3.	<p>Stodola, L. (2012). <i>Jak zlepšit ve firmě pracovní klima? Významnou roli hraje angažovanost pracovníků</i>. In: ProByznys.info. Praha: Economia, a. s. (Retrieved from: <a href="http://probyznysinfo.ihned.cz/c1-57362430-jak-zlepsit-ve-firme-pracovni-klima-vyznamnou-rolu-hraje-angazovanost-pracovniku">http://probyznysinfo.ihned.cz/c1-57362430-jak-zlepsit-ve-firme-pracovni-klima-vyznamnou-rolu-hraje-angazovanost-pracovniku</a>, 14/12/2015)</p> <p>Publication contents: The author recommends using some tools which measure the engagement of employees. He shows an example of the classification of the employees into 4 groups: engaging, oppositional, co-operating, resigned.</p>
4.	<p>Michele McDonough (2011). <i>10 Suggestions to Improve Organizational Climate</i>. Troy NY: Bright Hub Inc. (Retrieved from: <a href="http://www.brighthub.com/office/human-resources/articles/113543.aspx">http://www.brighthub.com/office/human-resources/articles/113543.aspx</a>, on 14/12/2015)</p> <p>Publication contents: The article defines organizational climate and provides some suggestions on how to achieve success in this field.</p>
5.	<p>Hay Group: Offer Organizational climate survey (OCS) . <a href="http://www.haygroup.com/leadershipandtalentondemand/ourproducts">http://www.haygroup.com/leadershipandtalentondemand/ourproducts</a></p>

	<p>/item_details.aspx?itemid=51&amp;type=1&amp;t=2</p> <p>Publication contents: The research results of the Organizational climate survey (OCS) show that not only the people are more motivated but also the financial performance of the company profits from the organizational climate.</p>
6.	<p>Atkinson T., Frechette, H. (2009): <i>Creating a Positive Organizational Climate in a Negative Economic One. Improving Organizational Climate to Transform Performance</i>. In: Forum. Boston: IIR Holdings, Ltd.</p> <p>The report concludes that there is a direct correlation between organizational climate and financial results – it represents one third of the factors that influence the success.</p>
7.	<p>Arnie Dahlke , Building An Organizational Climate Of Trust; <a href="http://www.arniedahlke.com">www.arniedahlke.com</a></p> <p>Publication contents: Guidelines For Building Trust: Help People Feel They Belong Guidelines For Building Trust: Promote Mutual Respect Guidelines For Building Trust: Help People Feel Safe Guidelines For Building Trust: Recognize A Job Well Done Guidelines For Building Trust: Consistently Honor Commitments Guidelines For Building Trust: Keep People Informed Guidelines For Building Trust: Discourage Turf Protection Guidelines For Building Trust: Develop Competence Guidelines For Building Trust: Stop Micromanaging Employees Guidelines for Building Trust: Treat Employees Fairly</p>
8.	<p>How to Reduce Employee Turnover GRS Professional Recruitment Solutions LTD <a href="http://www.cyprusprofile.com/en/articles/view/how-to-reduce-employee-turnover">http://www.cyprusprofile.com/en/articles/view/how-to-reduce-employee-turnover</a></p>
9.	<p>Leadership Styles Adapted from “The Wall Street Journal Guide to Management” by Alan Murray, published by Harper Business. <a href="http://guides.wsj.com/management/developing-a-leadership-style/how-to-develop-a-leadership-style/">http://guides.wsj.com/management/developing-a-leadership-style/how-to-develop-a-leadership-style/</a></p>
10.	<p>How to Change Your Organization’s Culture Adapted in part from “The Wall Street Journal Guide to Management” by Alan Murray, published by Harper Business <a href="http://guides.wsj.com/management/innovation/how-to-change-your-organizations-culture/">http://guides.wsj.com/management/innovation/how-to-change-your-organizations-culture/</a></p>

<p>11.</p>	<p>Creating a Positive Work Environment in our Health Services. A Useful Guide for Staff, HR Practitioners and Line Managers; Rosarii Mannion, National Director Human Resources  <a href="http://www.hse.ie/eng/staff/Benefits_Services/HRGuidePositiveWork.pdf">http://www.hse.ie/eng/staff/Benefits_Services/HRGuidePositiveWork.pdf</a></p> <p>Publication contents:          Management Standards for Addressing Workplace Stress, Understanding conflict styles, Dealing with Issues, Participative Approach, Integrity, Appropriate Referral of Cases to the Mediation Service, Use of Official Processes</p>
<p>12.</p>	<p>Marconcini, A. (2005). <i>Metodologia di diagnosi di clima: teoria e pratica</i>.  <a href="http://www.performat.it">www.performat.it</a>, July 2005</p> <p>Publication contents:          Main phases to be managed in order to carry out an effective organizational climate analysis:</p> <ol style="list-style-type: none"> <li>a. Before the diagnosis             <ol style="list-style-type: none"> <li>1) Goals definition</li> <li>2) Main variables to be investigated (those common to every organization and specific ones)</li> <li>3) Definition of organizational climate</li> </ol> </li> <li>b. Diagnosis             <ol style="list-style-type: none"> <li>1) Organizational phase pinpoint (stable, crisis, change)</li> <li>2) Working group definition</li> <li>3) Goals sharing with the group</li> <li>4) Preliminary analysis of the organizational environment</li> <li>5) Identifying target population for the analysis</li> <li>6) Methodology and tools planning/developing</li> <li>7) Testing tools and data gathering</li> <li>8) First data analysis and preliminary reporting to internal client</li> <li>9) Feedback to participants</li> </ol> </li> <li>c. Reporting</li> </ol> <p><u>Methodology and tools:</u>          The <i>diagnosis phase</i> is based on a research which methodology and tools are developed according to 3 main types of approach:</p> <ul style="list-style-type: none"> <li>• Quantitative (extensive questionnaire)</li> <li>• Quantitative (in depth interviews with key roles/positions in the organization)</li> <li>• Mixed (either based on quantitative analysis of the main organizational issues and then deepened with insights from interviews; or based on in depth interviews with key organizational actors about some of the climate issues and then broadened to get wider perspective by means of extensive questionnaires)</li> </ul>

	<p><i>Tools</i> (questionnaires and check list for interviews) are usually built for the specific organization, and mainly focus on gathering information about the dynamics and relationship between</p> <ul style="list-style-type: none"> <li>• Individual and the Organization</li> <li>• Individual and the Head/Manager</li> <li>• Individual and the Work</li> <li>• Individual and the Colleagues</li> </ul>
<p><b>13.</b></p>	<p>Chia-Chien Hsu, Brian A. Sandford (2007). <i>The Delphi Technique: Making Sense Of Consensus, Practical Assessment, Research &amp; Evaluation, Vol 12, No 10</i></p> <p>Publication contents:                  The article explains in details Delphy methodology, process, advantages and weaknesses.                  The Delphi technique is widely used and accepted method for gathering data from respondents within their domain of expertise. The technique is designed as a group communication process, which aims to achieve a convergence of opinion.</p>
<p><b>14.</b></p>	<p>Einarsen, S., Hoel, H., &amp; Notelaers, G. (2009). <i>Measuring bullying and harassment at work: Validity, factor structure, and psychometric properties of the Negative Acts Questionnaire - Revised. Work &amp; Stress, 23(1), 24-44</i></p> <p>Publication contents:                  The article contains all the information needed to use the negative acts questionnaire in research.                  The NAQ is a research inventory developed for measuring perceived exposure to bullying and victimisation at work.</p>
<p><b>15.</b></p>	<p>D'Amato, A. Majer, V. (2005)</p> <p>Publication contents:                  Multifactor analysis questionnaire for company climate diagnosis; the operational tool for measuring organizational phenomena so as to develop concrete actions focusing on improving the organization and the quality of working life of the involved HR.                  Quantitative questionnaire based on 70 items, on a 5-point Likert scale (answers from 1 – False to 5 – True) merging in 10 first order factors. They are perceptive measurement of all the aspects of the organizational life, they describe organizational activities, practices and procedures (cognitive appraisal):</p> <ul style="list-style-type: none"> <li>• Communication: availability and clarity in information spreading</li> <li>• Autonomy: work organization</li> <li>• Team: group cohesion</li> <li>• Coherence: organization image and strategic operativeness</li> <li>• Job description</li> <li>• Job involvement</li> <li>• Reward: equity, social sensitiveness, ..</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership: relations and communication with managers</li> <li>• Innovativeness</li> <li>• Dynamism/development</li> </ul>
16.	<p>Dias, F. (2008). Manual Técnico do Formando: “Cultura da Empresa” – Coleção: Ferramentas para o Empreendedor. ANJE - Associação Nacional de Jovens Empresários e EduWeb</p> <p>Publication contents:                  Definitions; The influence of national culture on organizational behavior; Portugal and European values; Organizational culture; Types of corporate cultures; Knowledge as an intangible asset of the organizations; Knowledge management; Business networks; Customer satisfaction; Corporate Social Responsibility  <a href="http://www.anje.pt/system/files/items/75/original/Cultura%20Empresas-v11-final.pdf">http://www.anje.pt/system/files/items/75/original/Cultura%20Empresas-v11-final.pdf</a></p>
17.	<p>Ferreira, A. &amp; Martinez, L. (2008). Manual de Diagnóstico e Mudança Organizacional. Lisboa: Editora RH.</p> <p>Publication contents:                  Background and organizational diagnosis models; Diagnostic methods; Organizational culture; Organizational climate; Organizational motivation; Psychological contract, Intellectual capital; Organizational structure and design; Organizational leadership; Financial information and management; Organizational change</p>
18.	<p>Fernandes, E. (2005). Gestão da Mudança Organizacional – Coleção Gestão da Produtividade e Qualidade. Escola Superior de Tecnologia e Gestão da Guarda.</p> <p>Publication contents:                  The change process, Manage the change process, Change and Organizational Development; Evaluate the change and development.  <a href="http://bdigital.ipg.pt/dspace/bitstream/10314/966/1/Manual%206-%20Gest%C3%A3o%20da%20Mudan%C3%A7a%20Organizacional.pdf">http://bdigital.ipg.pt/dspace/bitstream/10314/966/1/Manual%206-%20Gest%C3%A3o%20da%20Mudan%C3%A7a%20Organizacional.pdf</a></p>
19.	<p>Ferreira, A. (2006) Desenvolvimento Organizacional – Manual Técnico do Formador, NUFEC - Núcleo de Formação, Estudos e Consultoria.</p> <p>Publication contents:  <a href="https://elearning.iefp.pt/course/view.php?id=848">https://elearning.iefp.pt/course/view.php?id=848</a></p>
20.	<p>Ferreira, A. (2006) Desenvolvimento Organizacional – Manual Técnico do Formando, NUFEC - Núcleo de Formação, Estudos e Consultoria.</p> <p>Publication contents:  <a href="https://elearning.iefp.pt/course/view.php?id=848">https://elearning.iefp.pt/course/view.php?id=848</a></p>

<p><b>21.</b></p>	<p>Gut, J., Haman, W. (2013) <i>Psychologia szefa: szef to zawód</i>. Warszawa: PARP, Helion</p> <p>Publication contents:</p> <p>The book is a practical guidance on how boss should behave in different situations which may have impact on organizational climate. The guidebook provides information on:</p> <ul style="list-style-type: none"> <li>- How to prepare and present expose?</li> <li>- Punishment</li> <li>- Rewarding</li> <li>- How to deliver difficult decisions?</li> <li>- A set of psychological tools boss</li> <li>- Releasing staff</li> <li>- How to deal with complaints from subordinates?</li> <li>- how to be a mediator</li> <li>- New ways of motivating subordinates and bonding the best employees with the company</li> <li>- How to talk and negotiate with the departing employee?</li> </ul>
<p><b>22.</b></p>	<p>Fortuna, P., Torój, M. (2009). <i>Jak być lepszy, szefem. Inspiracje psychologiczne</i>. Warszawa: Difin.</p> <p>Publication contents:</p> <p>This book contains a number of practical hints and information about proper relationship between superior and subordinate. It also provides interesting insight on stereotypical beliefs about the role of the boss, as well as covers the following topics:</p> <ul style="list-style-type: none"> <li>• The consequences of psychological remoteness of the boss</li> <li>• Lack of boss charisma</li> <li>• Secrets and gossip</li> <li>• Infallibility and omniscience</li> <li>• Assertive accepting criticism of subordinates</li> <li>• Establishing the scope of duties</li> <li>• The reasons for the unequal treatment of subordinates</li> <li>• How to properly appreciate the employees?</li> <li>• What the heads tends to manipulation?</li> <li>• How to influence without manipulation?</li> <li>• Violence</li> </ul>
<p><b>23.</b></p>	<p>Niemczyk, A., Niemczyk, A., Mądry, J. (2009). <i>Motywacja pod lupą. Praktyczny poradnik dla szefów</i>. Gliwice: OnePeress.</p> <p>Publication contents:</p> <p>The book gives a theoretical and practical understanding of employee motivation. The book gives many practical tips on non-financial ways of motivating employees. The authors listed 13 simple rules of motivating employees, which may also initiate</p>

a good climate in the company, e.g.:

- Do not motivate others without recognizing their needs;
- Motivate, highlighting achievements;
- Group affiliation motivates;
- Motivate, enable development.



### 2.3. National standards for trainers preparation in the field of organizational climate

Below there is a list of national standards for trainers preparation in the field of organizational climate from each project country.

<b>Cyprus</b>	
<b>Example 1</b>	
<b>Name of Institution confirming trainer qualifications:</b>	Human Resource Development Authority Cyprus
<b>Certificate name:</b>	Trainer of Vocational Training (level 3)
<b>The requirements necessary to obtain a certificate:</b>	<ul style="list-style-type: none"> <li>• Apply the appropriate, where applicable, techniques of data collection for the identification of problems.</li> <li>• Collect and assess information referring to the characteristics of the organisations.</li> <li>• Detect problems related to the training needs.</li> <li>• Set out the collective training needs of the organisations.</li> <li>• Proceed to the grouping of training needs.</li> </ul> <p>The Assessment of the skills and necessary knowledge within the framework of the procedure of awarding the Vocational Qualification “Trainer of Vocational Training – Level 3” is carried out with the use of the assessment methods stated below:</p> <ul style="list-style-type: none"> <li>• Observation in real work conditions (implementation of training programme)</li> <li>• Observation under simulation conditions (sample training programme/microteaching)</li> <li>• Case study/special project/role-playing</li> <li>• Personal interview/oral examination</li> <li>• Written examination</li> </ul>
<b>Detailed information about program of trainers training:</b>	<p>FIELD OF APPLICATION (FA) FA3. Problems related to training needs</p> <ul style="list-style-type: none"> <li>• People-to-people contacts</li> <li>• Productivity</li> <li>• Motivation</li> <li>• Customer service</li> <li>• Quality</li> <li>• Skills/technical knowledge level</li> </ul>
<b>Training price in Euro:</b>	N/A
<b>Methods of training:</b>	Personal training, on the spot training (during the delivery time of the trainer)
<b>Training provider:</b>	<p>Name of the training institution: Human Resources Development Authority Cyprus                      Address: Anavyssou 2, 2025 Strovolos, P.O.Box 25431, 1392 Nicosia, Cyprus                      Tel.: +357 22515000, Fax: +357 22496949                      E-mail: hrda@hrdauth.org.cy,                      www: <a href="http://www.hrdauth.org.cy">www.hrdauth.org.cy</a></p>
<b>Example 2</b>	
<b>Name of Institution confirming trainer qualifications:</b>	Human Resource Development Authority Cyprus
<b>Certificate name:</b>	Trainer of Vocational Training (level 3)
<b>The requirements necessary to obtain a certificate:</b>	<ul style="list-style-type: none"> <li>• Apply the team management and encouragement principles.</li> <li>• Create a learning environment.</li> <li>• Manage time effectively.</li> <li>• Use oral communication effectively.</li> </ul>

	<ul style="list-style-type: none"> <li>• Use body language efficiently.</li> <li>• Adjust programme and/or training module implementation according to the particular features of the trainees.</li> </ul> <p>The Assessment of the skills and necessary knowledge within the framework of the procedure of awarding the Vocational Qualification “Trainer of Vocational Training – Level 3” is carried out with the use of the assessment methods stated below:</p> <ul style="list-style-type: none"> <li>• Observation in real work conditions (implementation of training programme).</li> <li>• Observation under simulation conditions, (sample training programme/microteaching).</li> <li>• Case study/special project/role-playing.</li> <li>• Personal interview/oral examination.</li> <li>• Written examination.</li> </ul>
<b>Detailed information about program of trainers training:</b>	<p>FA1. Team Management and Encouragement Principles</p> <ul style="list-style-type: none"> <li>• Equal treatment of trainees</li> <li>• Handling different types of trainees</li> <li>• Bridging differences</li> <li>• Facing friction</li> <li>• Interaction</li> <li>• Motivation</li> </ul> <p>FA2. Learning Environment</p> <ul style="list-style-type: none"> <li>• Trust</li> <li>• Creativity</li> <li>• Expression of opinions</li> <li>• Participation</li> <li>• Team spirit</li> </ul>
<b>Training price in Euro:</b>	N/A
<b>Methods of training:</b>	Personal training, on the spot training (during the delivery time of the trainer)
<b>Training provider:</b>	Name of the training institution: Human Resources Development Authority Cyprus Address: Anavyssou 2, 2025 Strovolos, P.O.Box 25431, 1392 Nicosia, Cyprus Tel.: +357 22515000, Fax: +357 22496949 E-mail: hrda@hrdauth.org.cy, www: www.hrdauth.org.cy
<b>Czech Republic</b>	
<b>Example 1</b>	
<b>Name of Institution confirming trainer qualifications:</b>	The Ministry of Labour and Social Affairs by the National Register of Qualifications ( <a href="http://www.narodnikvalifikace.cz/en-us/">http://www.narodnikvalifikace.cz/en-us/</a> )
<b>Certificate name:</b>	Lektor dalšího vzdělávání (Continuing education lecturer)
<b>The requirements necessary to obtain a certificate:</b>	The Ministry of Labour and Social Affairs provides by the National Register of Qualifications simplified descriptions of each qualification and establishes the list of the organizations which can train and issue certificate. The recommended education level is bachelor’s degree program in economics and management. Another alternative is a secondary education with a graduation exam. There are about 70 organizations that can provide training and certificate.
<b>Detailed information about program of trainers training:</b>	Exam: There are 7 categories in the certification exam. In each category the applicant has to obtain at least 7 points out of 8. Continuing Education Lecturer gives the foundation, techniques and tools to develop programmes of learning activities, as well as to plan, prepare and research lessons, prepare teaching materials, coordinate students on an individual or group basis, check and assess students’ work.
<b>Training duration:</b>	180 hours
<b>Training price in Euro:</b>	525 €
<b>Methods of training:</b>	Theory, Training of presentation skills, teaching aids,

<b>Training provider:</b>	Name of the training institution: V-Studio, s.r.o. Address: Žižkova 1, 370 01 České Budějovice www: <a href="http://www.v-studio.cz/">http://www.v-studio.cz/</a>
<b>Example 2</b>	
<b>Name of Institution confirming trainer qualifications:</b>	The Ministry of Labour and Social Affairs by the National Register of Qualifications ( <a href="http://www.narodnikvalifikace.cz/en-us/">http://www.narodnikvalifikace.cz/en-us/</a> )
<b>Certificate name:</b>	Specialista vzdělávání a rozvoje zaměstnanců (Specialist for training and development of employees)
<b>The requirements necessary to obtain a certificate:</b>	The Ministry of Labour and Social Affairs provides by the National Register of Qualifications simplified descriptions of each qualification and establishes the list of the organizations which can train and issue certificate. The recommended level of education is master's degree program in education. Another alternative is another master's degree program. There are about 25 organizations that can provide training and certifications.
<b>Detailed information about program of trainers training:</b>	Exam: there are 6 categories. Identification of training needs in relation to human resources needs of company – desired result 6/8. Designation of position related requirements – desired result 4/8 Creation of principles for career growth of employees – desired result 5/8 Orientation in forms and possibilities of further education and training – desired result 6/8 Creation of training plan – desired result 6/8 Evaluation of the effectiveness of the training – desired result 6/8
<b>Training duration:</b>	50 hours + the exam
<b>Training price in Euro:</b>	218 €
<b>Methods of training:</b>	lecturing, moderated workshops, communication training
<b>Training provider:</b>	Name of the training institution: Středisko vzdělávání s.r.o. Address: ul. 1. máje 11, 709 00 Ostrava www: <a href="http://www.vsostrava.com/">http://www.vsostrava.com/</a>
<b>Example 3</b>	
<b>Name of Institution confirming trainer qualifications:</b>	The Ministry of Education, Youth and Sports
<b>Certificate name:</b>	Pedagogické minimum (The pedagogic minimum)
<b>The requirements necessary to obtain a certificate:</b>	Education requirements: a secondary education with a graduation exam. Provided universities or other organizations certificated by the Ministry of Education, Youth and Sports.
<b>Detailed information about program of trainers training:</b>	Area: psychology, pedagogy, methodology, didactics, work organization, communication skills, safety at work.
<b>Training duration:</b>	44 hours and exam
<b>Training price in Euro:</b>	222 €
<b>Methods of training:</b>	Theoretical background, soft skills training (presentation, communication)
<b>Training provider:</b>	Name of the training institution: RCPV Address: Ke sv. Jiří 1190/32, 312 00 Plzeň www: <a href="http://www.rekvalifikace-prace.cz/plzen/">http://www.rekvalifikace-prace.cz/plzen/</a>
<b>Italy</b>	
There is no such certification either at national or at local level, since no standards have been defined for such a profile, being this kind of professional more like consultants than trainers. However, from the literacy review and from the existing training programmes for organizational climate analysis as reported in the previous section, some main skill	

clusters can be identified as crucial for driving successfully the diagnosis and give useful feedback for improving organizational climate and performance:

- 1) Consulting skills – professionals should be able to build up a consultancy relationship with the client (Schein, E. Process consultation), and perform the client system analysis
- 2) Social research skills – professionals should be able to use software tools and analytics for performing quantitative (questionnaires statistics) and qualitative (semantic tools) research.
- 3) Contents' mastery skills – professionals should know and understand all of the main areas that are to be investigated in the analysis (HR, People management, Leadership, Interpersonal relationship, organizational behaviour, motivation, engagement, satisfaction, ...). Specifically, they should be able to analyse all the vertical and horizontal links of the environment they are to research: Individual and the Organization (retribution, welfare, ...), Individual and the Boss (vertical collaboration), Individual and the Job (motivation, satisfaction, performance, ...), Individual and the colleagues (horizontal collaboration)
- 4) Oral and Written Communication skills – professionals should be able to clearly and thoroughly report about the performed diagnosis and analysis (Report Writing skills) and also to effectively present them to clients and participants (Presentation and Public Speaking skills).

## Poland

### Example 1

<b>Name of Institution confirming trainer qualifications:</b>	Polish Psychological Association
<b>Certificate name:</b>	Recommendation of 1 <sup>st</sup> degree - trainer of psychosocial skills workshop Cost of certificate: 110 €
<b>The requirements necessary to obtain a certificate:</b>	<ul style="list-style-type: none"> <li>• Membership in the Polish Psychological Association (PTP),</li> <li>• Completion of basic training (two parts: training and workshop) preparing to conducting workshops (200-250 hours),</li> <li>• Preparing and conducting at least two days of training (16 hours) in the field of psychosocial skills. Training must be supervised and evaluated by person recommended by PTP,</li> <li>• Possessing knowledge about group process and the problems that may arise during training,</li> <li>• Experience in training (at least 10 16-hour workshop).</li> </ul>
<b>Detailed information about program of trainers training:</b>	<ul style="list-style-type: none"> <li>• interpersonal training</li> <li>• trainer's personal development - analysis of interpersonal training course</li> <li>• group process</li> <li>• trainer's work methodology</li> <li>• planning of workshop</li> <li>• active learning methods</li> <li>• trainer's communication and self-presentation</li> <li>• difficult situations in trainer's work</li> <li>• building of trainer image</li> <li>• supervising workshop</li> <li>• summary and evaluation</li> </ul>
<b>Training duration:</b>	about 10 months
<b>Training price in Euro:</b>	960 €
<b>Methods of training:</b>	Lecture, workshops, work in small groups, case studies
<b>Training provider:</b>	Name of the training institution: Szkoła Trenerów PROGRESS (training program meets the requirements of PTP)

	Address: www: <a href="http://www.szkolatrenerow.info">http://www.szkolatrenerow.info</a>
<b>Example 2</b>	
<b>Name of Institution confirming trainer qualifications:</b>	Stowarzyszenie Konsultantów i Trenerów Zarządzania Matrik
<b>Certificate name:</b>	International Certificate of Management Trainer in the field of training, learning and development Cost of certificate: 1900 €, time of certification 6-12 months
<b>The requirements necessary to obtain a certificate:</b>	Matrik certificate is based on the British NVQ standard (National Vocational Qualifications). The certification process has several stages: <ul style="list-style-type: none"> <li>• registration</li> <li>• participation in the certification workshop</li> <li>• gathering materials to portfolio</li> <li>• evaluation of a candidate for trainer</li> <li>• issuance of a certificate.</li> </ul> <p>The candidate for the coach is assisted by three persons: personal advisor, assessor (evaluates the portfolio, takes a final interview with the candidate) and verifier (supervision over the process and compliance with Edexcel). The candidate must prove conducting 100 days of training and possessing specific knowledge/competences.</p>
<b>Detailed information about program of trainers training:</b>	<ul style="list-style-type: none"> <li>• Identification and analysis of training needs</li> <li>• Training design</li> <li>• Training conducting</li> <li>• Training evaluation</li> <li>• Personal and professional development</li> <li>• Trainers' etudes</li> </ul>
<b>Training duration:</b>	6 months
<b>Training price in Euro:</b>	2190 €
<b>Methods of training:</b>	Lecture, workshops
<b>Training provider:</b>	Name of the training institution: Stowarzyszenie Konsultantów i Trenerów Zarządzania Matrik Address: ul. Wrocławska 11/3, 30-006 Kraków www: <a href="http://www.matrik.pl">www.matrik.pl</a>
<b>Example 3</b>	
<b>Name of Institution confirming trainer qualifications:</b>	Wszechnica Uniwersytetu Jagiellońskiego LLC
<b>Certificate name:</b>	Professional Trainer or Specialist Trainer Cost of certificate: 1200/1640 €, time of certification 3-6 months
<b>The requirements necessary to obtain a certificate:</b>	<p>Stage I:</p> <ul style="list-style-type: none"> <li>• Filling the predisposition questionnaire</li> <li>• Presenting own experience as a trainer</li> <li>• Presenting a 2 hour video of the training provided by the candidate</li> <li>• Meeting with supervisor</li> <li>• Choosing one of two possible paths (professional trainer or specialist trainer)</li> </ul> <p>Stage II:</p> <ul style="list-style-type: none"> <li>• A test feedback from the supervisor</li> <li>• Training conducted by the candidate with supervisors feedback</li> <li>• Supervisor's recommendation</li> </ul> <p>Stage III:</p> <ul style="list-style-type: none"> <li>• Presenting own project of a training process by the certification jury, Decision of successful completion of certification process</li> </ul>

<b>Detailed information about program of trainers training:</b>	<ul style="list-style-type: none"> <li>• Introduction to the role of a trainer</li> <li>• Basic competencies</li> <li>• Constructing training programme</li> <li>• Training implementation and group dynamics</li> </ul>
<b>Training duration:</b>	13 days (103 training hours)
<b>Training price in Euro:</b>	1760 €
<b>Methods of training:</b>	mini-lectures, discussion, work in small groups, work with camera, “aquarium” exercises, self-evaluation questionnaires, elements of coaching
<b>Training provider:</b>	Name of the training institution: Wszechnica Uniwersytetu Jagiellońskiego Sp. z o.o. Address: ul. Sławkowska 10, 31-016 Kraków www: www.wszechnica.uj.pl
<b>Portugal</b>	
<b>Example 1</b>	
<b>Name of Institution confirming trainer qualifications:</b>	IEFP – Institute of Employment and Professional Training
<b>Certificate name:</b>	Certificate on Pedagogical Skills
<b>The requirements necessary to obtain a certificate:</b>	In Portugal, trainers providing training in scientific, technical or technological areas must comply with the legal requirements defined by the ministerial order n.º 214/2011 of 30th of May and by the regulation of the Institute of Employment and Professional Training (IEFP): they need to have a formal Certificate on Pedagogical Skills or higher education qualification. In case of training in operational areas trainers need to hold the same qualification level provide by the course and at least 5 years of professional experience.  The Certificate on Pedagogical Skills can be achieved with the conclusion of a Pedagogical Aptitude Training Course (authorised by the IEFP) with a minimum duration of 90 hours. Also, a candidate holding a higher education degree can request the IEFP to analyse the equivalence between pedagogical skills gathered during the graduation and the skills required by the Pedagogical Aptitude Training Course. If correspondence exists, then the candidate receives the Certificate on Pedagogical Skills with no need of the training course of 90 hours.
<b>Detailed information about program of trainers training:</b>	Compulsory structure of the Pedagogical Aptitude Training Course (9 Modules with 10 hours each): <ol style="list-style-type: none"> <li>1. Trainer: contexts of intervention</li> <li>2. Initial pedagogical simulation</li> <li>3. Communication and group dynamics in training</li> <li>4. Methodologies and pedagogical strategies</li> <li>5. Training operationalization: from the plan to the action</li> <li>6. Educational resources</li> <li>7. Collaborative learning platforms</li> <li>8. Learning evaluation</li> <li>9. Final pedagogical simulation</li> </ol>
<b>Training duration:</b>	90 h
<b>Training price in Euro:</b>	Average cost: 100,00 €
<b>Methods of training:</b>	Face to face or b-learning
<b>Training provider:</b>	Providers must be authorized by the IEFP.

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