

Organizational Culture Management Challenges

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DOI: 10.2478/ejis-2023-0018

Abstract

Healthy organizational culture is an important condition for the long-term stable successful functioning of the organization. It is important for the organization to share the understanding and interpretation of culture, forming healthy attitudes, complex of values, developing strategies for combining personality and organizational cultures, ensuring compatibility with universal humanitarian values of organizational culture. Our research carried out by the Human Potential Management Laboratory is linked to the identification of the main characteristics of organizational culture at Ivane Javakhishvili Tbilisi State University (TSU), revealing of challenges and elaboration of appropriate recommendations. TSU is the oldest higher educational institution in Georgia and also in the Caucasus region. It is the largest university in Georgia, where the best students are enrolled from all regions of Georgia. The established norms of culture, the forms of relations, the system of recognized values here extend not only to the personnel but also to the younger generations that represent the country's significant intellectual potential. The culture they have accepted affects the cultural value system of the country in general. For analysing organizational culture we have used the analysis of its expressive components, such as history, traditions, material symbols, language; Beliefs - understanding how the goals and ideas are related to each other; Routine behaviors established in the organization; Norms shared by groups). The dominant values - the firm, long-term belief of what is important; Expectations - Understanding how events will develop in the organization; The philosophy of organizational policy that determines the attitudes towards the employees, customers (the students); Rules of the game existing in the organization; Climate of the organization; Innovation and the ability to risk; Artifacts - aspects of organizational culture that you can see, hear and feel. The work was based on the qualitative and quantitative research. We studied not only the normative grounds for determining the organizational culture, but also developed hypotheses, we made a

questionnaire. 34 closed and 2 open questions were answered by survey respondents. The survey covered 458 representatives of the Faculty of Economics and Business: Bachelor's, Master's and PhD students, academic and administrative staff. The study has shown that a strong culture is established in the organization, it was found that the influence of the socialist system on it is very high. It needs a great effort to change if needed. It has been revealed that the culture is not managed by open methods, it is less visible that it is an immediate objective of managing management, and its primary expressions are formed as a result of the interaction of normative regulators and individual interpretations of the activity. As a result of the research it has been revealed that the attitudes of different focus groups towards the same event differ, as well as the perceptions of respondents from different categories about cultural trends in the organization. It is interesting that radically different positions have been revealed among the respondents of one category towards certain issues, which gives the basis for making important conclusions. The conducted survey is a kind of supplement to the results of the earlier research carried out by us, which deals with the issue of improving management at higher education institutions in Georgia and in the post-Soviet space in general.

Keywords: Organizational Culture Management, Management of Higher Education Institutions, Post-Soviet Organizational Culture.

Introduction

Healthy organizational culture is an important condition for the long-term stable successful functioning of the organization. It is important for the organization to share the understanding and interpretation of culture, forming healthy attitudes, complex of values, developing strategies for combining personality and organizational cultures, ensuring compatibility with universal humanitarian values of organizational culture.

A healthy innovative and agile culture creates a real competitive advantage by attracting and maintaining talents (Michels, 2017). For the successful management of the organization, it is important the managers to think about company's values, the staff's confidence and vision rather than even market forces, competitive positioning and resource advantages (**Cameron & Quinn, 2006**).

The disadvantages of organizational culture in modern digital environment are the most impeding factors of the organization. Among them are functional and departmental problems, fear of taking risks and even concentrating only on customer interests. According to the research, cultural and behavioral challenges were named as the most basic factors among 10 impeding factors of digital effectiveness (**Gorann, LaBerge, & Srinivasan, 2017**).

Our research carried out by the Human Potential Management Laboratory is linked to the identification of the main characteristics of organizational culture at Ivane Javakhishvili Tbilisi State University (TSU), revealing of challenges and elaboration of appropriate recommendations. TSU is the oldest higher educational institution in Georgia and also in the Caucasus region. It is the largest university in Georgia, where the best students are enrolled from all regions of Georgia. The established norms of culture, the forms of relations, the system of recognized values here extend not only to the personnel but also to the younger generations that represent the country's significant intellectual potential. The culture they have accepted affects the cultural value system of the country in general.

For analysing organizational culture we have used the analysis of its expressive components, such as history, traditions, material symbols, language; Beliefs - understanding how the goals and ideas are related to each other; Routine behaviors established in the organization; Norms shared by groups);

The dominant values - the firm, long-term belief of what is important; Expectations - Understanding how events will develop in the organization; The philosophy of organizational policy that determines the attitudes towards the employees, customers (the students); Rules of the game existing in the organization; Climate of the organization; Innovation and the ability to risk; Artifacts - aspects of organizational culture that you can see, hear and feel; (Coulter & Robbins, 2012).

The work was based on the qualitative and quantitative research. We studied not only the normative grounds for determining the organizational culture, but also developed hypotheses, we made a questionnaire. 34 closed and 2 open questions were answered by survey respondents. The survey covered 458 representatives of the Faculty of Economics and Business: Bachelor's, Master's and PhD students, academic and administrative staff.

In order to improve TSU management system, this study together with other surveys conducted by us (Kharadze, Natalia; Gulua, Ekaterine, 2016), (Kharadze, Natalia; Gulua, Ekaterine, 2016), aims to identify the deficiencies in the university management system and find ways of their solution.

Research covered three main directions: types of relationships among organization members; culture Management and its perception by organization members, satisfaction level in the organization. As a result of filtration, we have chosen different types of respondents to identify such factors as Q1 Q19, with the use of statistics we had an opportunity to analyze the connection of respondents with different status to specific variables.

We have formulated the following hypothesis:

H1: The status (Q1 - undergraduates, master students, PhD students, academic personnel and administrative personnel) affects the variable Q3 (How often do you agree with your colleagues' opinions?);

H2: The status affects the variable Q4 (Are you sympathetic towards the colleagues?);

H3: The status affects the variable Q5 (Do you feel the existence of clearly expressed common goals with members of the collective?);

H4: The status affects the variable Q6 (Do you have to be in your desired organizational climate?);

H5: The status affects the variable Q7 (Are you satisfied with the content of the work?);

H6: The status affects the variable Q9 (After having done your work especially well are you encouraged non-materially?);

H7: The status affects the variable Q12 (Do you have to maintain the organization's traditions?);

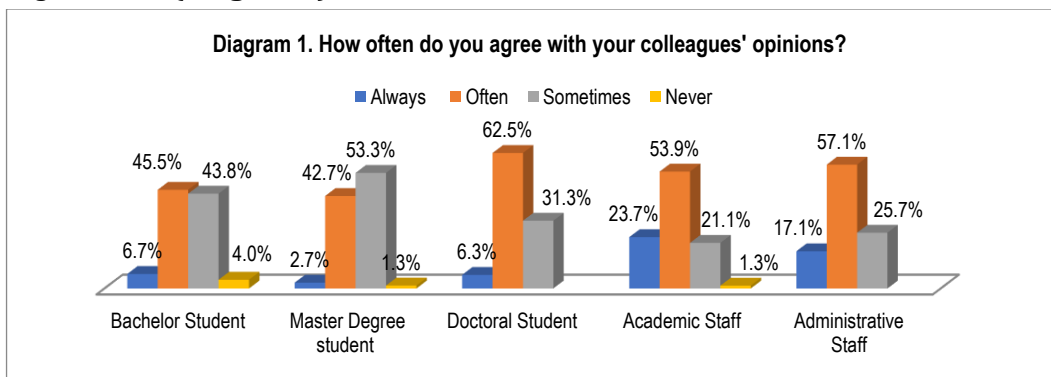
H8: The status affects the variable Q13 (Would you move to another Georgian university if there were an offer?);

H9: The status affects the variable Q14 (Is there an acceptance of group's dominant rules and practices without any hesitation?);

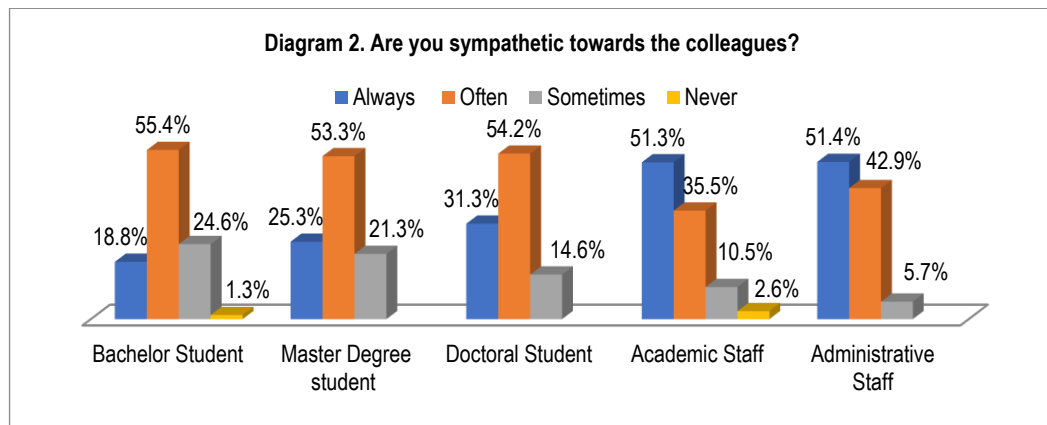
H10: The status affects the variable Q19 (Which form is acceptable for addressing in the relationship between the professors and students?);

Among the respondents 49% was undergraduate students, 16%- master students, 10%-PhD students, 17%-academic staff and 8%-administrative staff. Among them were 39.2% of women and 59.8% of men.

It is interesting to see how often the colleagues and the members of the organization share their opinions, because by this attitude it becomes clear how well-disposed they are towards each other. Because the mood gives you the opportunity to work in unison and work efficiently. The study has found that 49% often share their opinions; 41,3%-Sometimes and almost never. The Crosstab Study has shown that bachelors, master and doctoral students share their views the least and it is also interesting that if 23.7% of the academic staff always share each other's views, this indicator is relatively smaller and constitutes 17.1%. This is when the administration is influencing management processes and establishing a healthy climate in the organization (**Diagram1**).

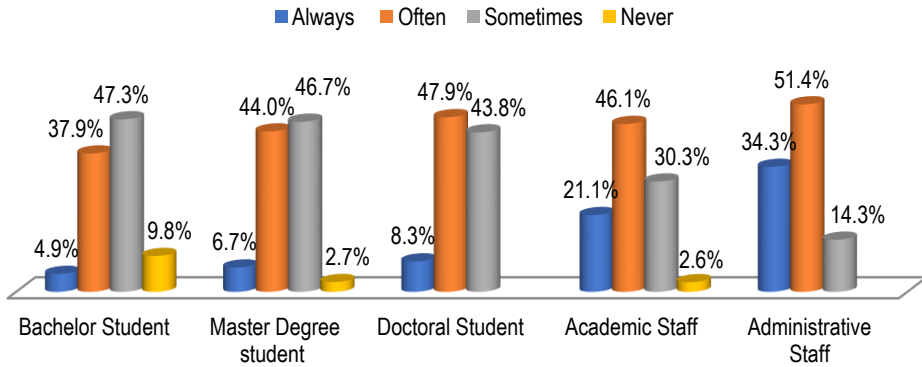


So it was not surprising that 20.3% of the total number of respondents indicated that they are sometimes or almost never sympathetic towards each other. Only 29% is "always" friendly to colleagues. Consequently, each other's views and positions are not shared. 74% of Bachelors, 78% of Master students, 85% of PhD students 86% of Academic Staff, and 93% of Administration are always and often well-disposed towards their colleagues. We can suppose that the more close relationship between certain status respondents is, the higher the level of sympathy. The quality of students' involvement in the university life is low, which can be explained by various reasons **(Diagram2)**.



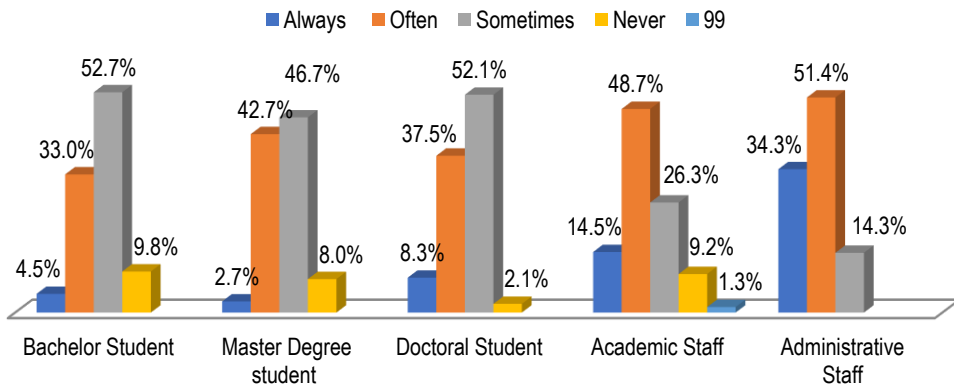
For establishing as a self-organizing system a collective needs to go through a three-step process: At the first stage individualism prevails in human actions, they get to know one another and try to show their abilities, at the second stage they get closer to one another, certain norms of behavior are established, at the last stage it reaches stabilization and joint goals are formed. **(Armstrong, 2000)**. Thus, it is interesting to know whether the members of the organization can realize having a common goal. As it turned out only 10% of respondents always felt clearly expressed common goals with the members of the team, often felt - 42,4%, sometimes felt - 41.5% and almost never felt - 5,7%. The results have confirmed that the stages of collective formation have not taken place at the appropriate stage in the organization. The existence of clearly expressed general objectives with the members of the collective team is felt by 4,9% of the undergraduate students, 6,7% of master students, 8,3% of doctoral students, 21,1% of academic staff and 34,3% of the administration. The academic personnel, together with the administrator and the student of each level, must formulate the aim for ensuring the team work to achieve a common goal. The feeling of such unity is not observed at any stages of teaching, which makes us think that a student, academic personnel and administration are not the ingredients of a united system around the common goal **(Diagram3)**.

Diagram 3. Do you feel the existence of clearly expressed common goals with members of the collective?

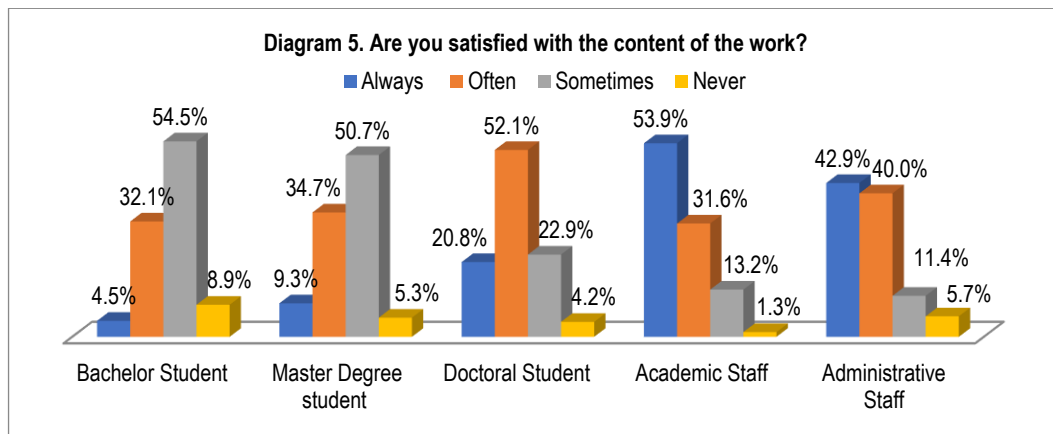


Only 47.6% of respondents report that they are in the desired organizational climate. In this regard, negative attitude is shown by 52.2%. The role of the collective is important in the life of any human being, they are recognised and appreciated in the collective. They support one another. What is more important, the creation of a psychological climate of the collective results from interdependence, which is affected by the quality of each member's satisfaction. The present data proves that the satisfaction indicator of the collective members is low. 4.5% of the undergraduates, 2.7% of master students, 8.3% of doctoral students, 14.5% of academic staff and 34.3% of the administration feel completely that they are in the preferred organizational climate. The results show that certain categories of respondents avoid negative assessments or enjoy certain advantages and are under more attention than professors and students while the main force in the university is a student and a professor (**Diagram4**).

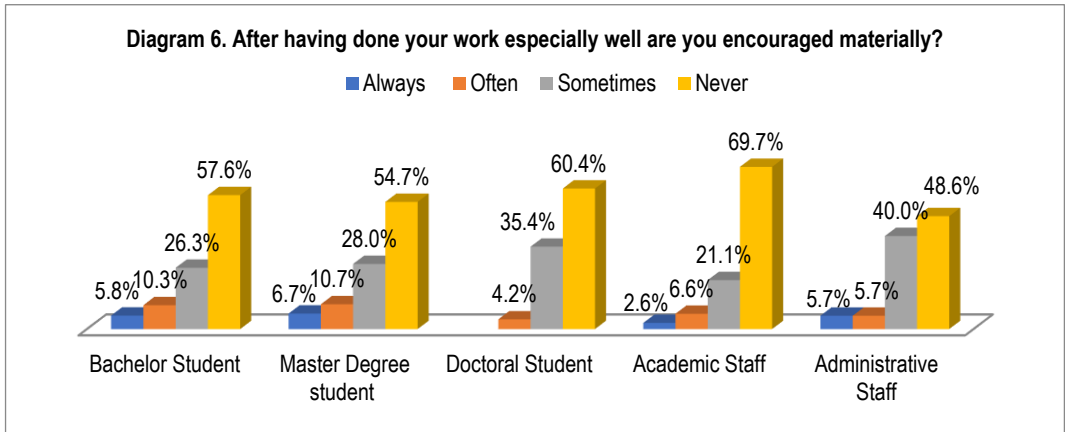
Diagram 4. Do you have to be in your desired organizational climate?



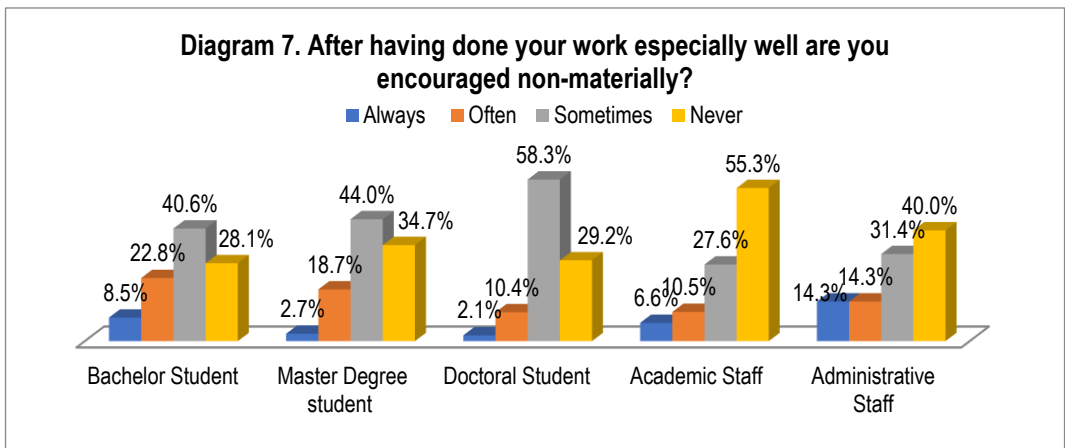
The quality of personal satisfaction is determined by the content of the work in which the members of the collective are engaged. 53,3% report positive responses “frequent” and “almost always” to this issue. The full satisfaction to this question is shown by 4,5% of the undergraduates, 9,3% of master students, 20,8 of PhD students, 53.9% of academic personnel and 42,9% of administrative staff. As we see the quality of students’ satisfaction with the content of their work is the lowest and increases with the growth of steps. From this data it is clear that we do not deal with the system's joint work around the goal. In other cases, the degree of satisfaction in students and professors should be close to each other (**Diagram5**).



Implementation of the right and fair motivation policy directly affects organizational culture and climate formation. Only 13.5% of respondents report that their results are always and frequently encouraged materially (almost never - 58.7%), and only 25% report that they are encouraged in non-material form. (almost never - 34.7%). As a result it is confirmed that there is no collective determined by the driving factors of human behavior. It is known that a bad mood reduces the effectiveness of the workforce. (**Harnois, Gaston; Phyllis, Gabriel, 2002**). In the conditions of unwanted motivational policy it is impossible to create a positive mood. In terms of encouraging in a material form, the respondents of all the status are equally dissatisfied. In case of students it can be a scholarship and their small percentage is understandable. In a material form 5,8% of the bachelors, 6,7% of master students, 4,2% of PhD students, 2,6% of academic staff and 5,7% of administrative staff are always encouraged. Here the fact that the assessment of the administration representatives’ work with material stimulus is 2 times higher compared to the academic personnel is rather striking. Obviously, in terms of material motivation, administrative staff is privileged in a higher education institution (**Diagram6**).

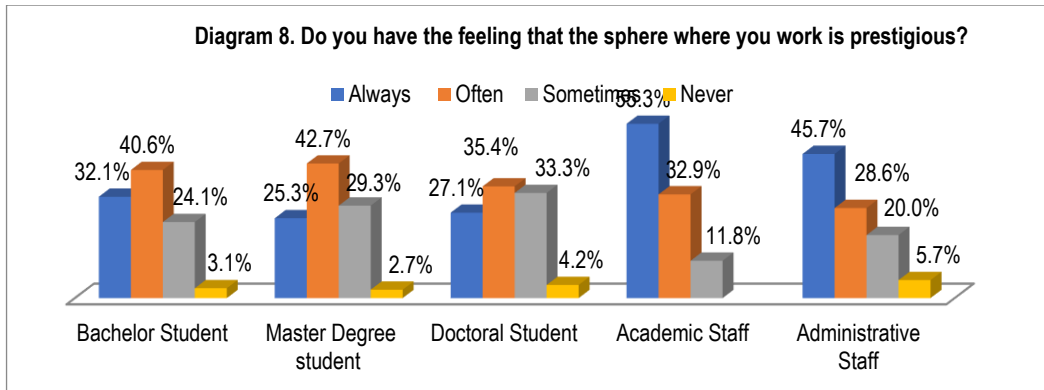


It was also found that the indicator of non-material incentive is also low. The satisfaction with the answer "always" was 8.5% of bachelors, 2.7% of MA students, 2.1% of PhD students, 6.6% of academic staff and 14.3% of administration. If we look at the organization from motivational policy, it seems that the administrative personnel are better encouraged in a material and non-material forms than other categories of respondents, and thus, the academic staff's desire to enter the administration and combine their scientific activities with administrative work is not surprising (**Diagram 7**).

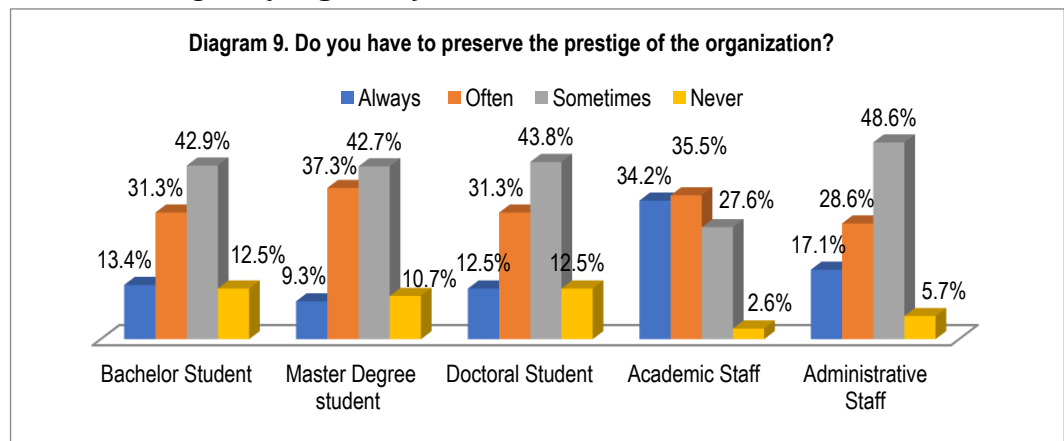


The feeling of prestige of activity also indirectly shows the psychological state of the collective. Psychological situation of the collective is characterized by: the quality of the members' satisfaction of the needs, which is affected by the following factors: the content of the work, the character and the attitude of the people, the prestige, the state of encouragement, and others (**Joey, Cheng, Tracy, Foulsham, Kingstone, & Henrich, 2013**). It is interesting that almost 74% of respondents have a feeling of prestige. It is natural since Ivane Javakhishvili Tbilisi State University is the leading university in Georgia and the Transcaucasian region. He endured centuries of

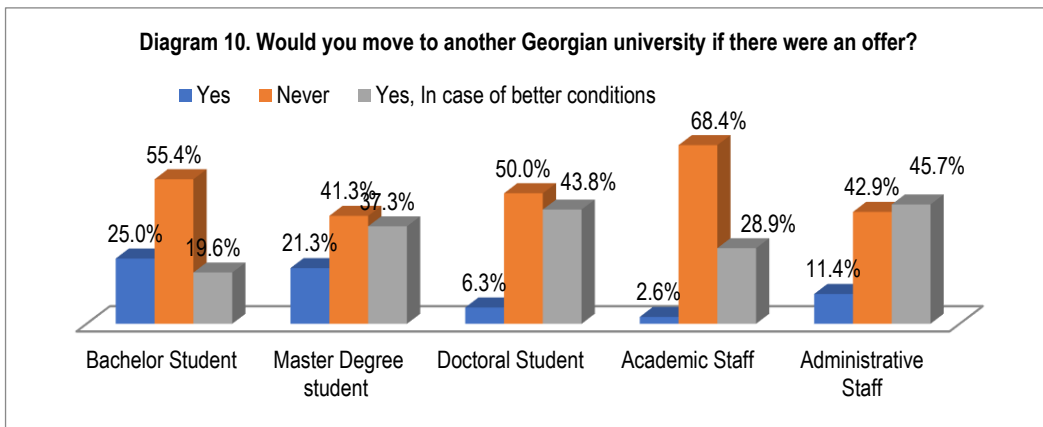
challenges. The highest positive level of feeling prestige is expressed by 31.1% of Bachelors, 25.3% of Master students, 27.1% of Academic Staff - 55.3% and 45.7% of Administration. It is significant that in spite of the fact that in terms of encouragement the administration is in a privileged position compared to academic personnel, still more percentage of academic staff considers their activities to be more prestigious, which indicates that they love their jobs **(Diagram 8)**.



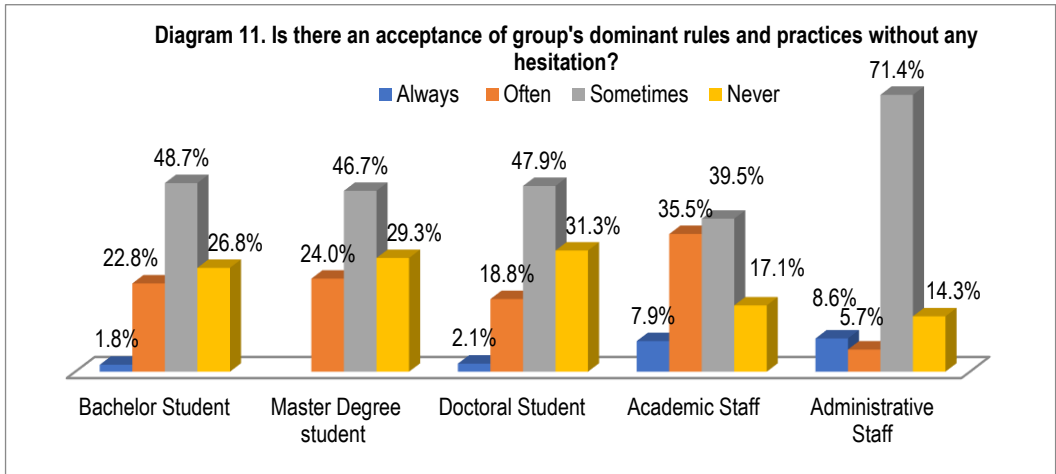
In the activity of the staff their solidarity is important - psychological integrity of collective in important issues. The solidarity implies that a person has an aspiration to protect and take care of the organization's prestige and traditions. The study has found that 49.2% frequently and always have to take care of the prestige, and 46.3% - protect traditions. The prestige of the organization has to be always protected by 13.4% of the undergraduates, 9.3% of master students, 12.5% of PhD students, 34.2% of academic staff and 17.1% of the administration. The fact that their work for the academic staff is prestigious and despite the lack of motivation they are loyal to their work, it is not surprising that exactly the academic personnel are guarding the preservation of the University's prestige and exceed the same indicator of the administration representatives. It would be good for our younger generation to have a similar feeling too **(Diagram 9)**.



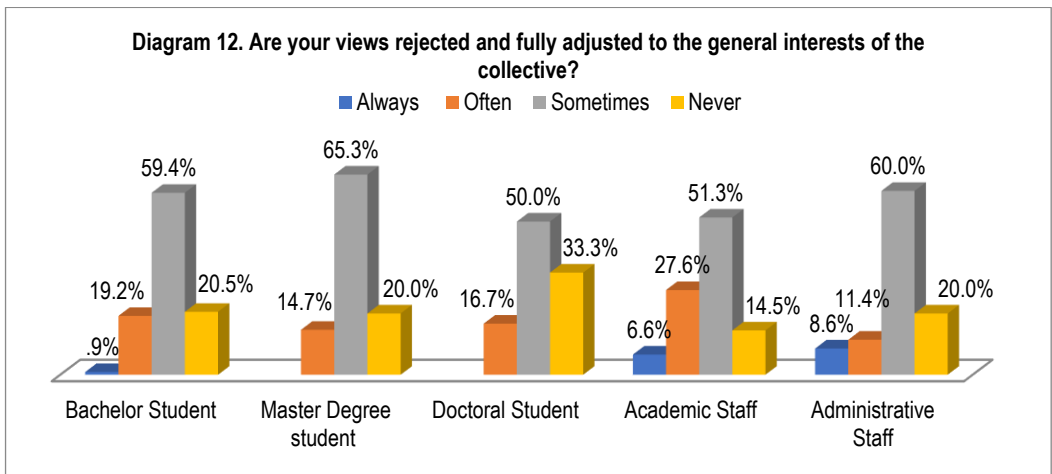
It is noteworthy that for 53.7% of respondents the university is so important that they will not leave the university even if they are offered any other conditions. This is due to the fact that the citizens of Georgia relate TSU to national and spiritual values of the country. In this respect, the academic personnel still holds the leading position (42%) and significantly exceeds the similar indicators of all other categories of respondents. In case of the offer, 23.3% of Bachelors, 21,3% of Master students, 4,2% of PhD students, 2,6% of Academic Staff and 11.4% of Administrative Staff would move to other university. From previous questions, it is clear that there are no clearly expressed common goals and interests between students and academic personnel. This confirms the organizational management flaws – the unity is not felt in the organization and, therefore, has no feeling of solidarity, organization membership. Consequently, it is not surprising that most of the students easily give up the university and freely agree on the transition to other university (**Diagram10**).



It is believed that the strength and influence of the collective is determined by the conformism of its members. One of the objectives of the research was to determine the level of conformism. 26.5% of the respondents note that they frequently and almost always have to accept the rules and views prevailing in the group without any hesitation, sometimes - 48.5%, almost never - 25.1%. In this case, the qualitative analysis gives significantly different results and the conformity indicator is much higher than the respondents recognize it. It is also important to highlight what is meant in the group and whether it is an influential part made with a small number of people. The cross tabulation analysis shows that the prevailing rules and views are almost never unquestionably accepted by 26.8% of the undergraduates, 29.3% of master students, 31,3% of doctoral students, 17,1% of academic staff and 14.3% of administrative staff. As the data shows, the level of conformism increases with the increase in status (**Diagram11**).

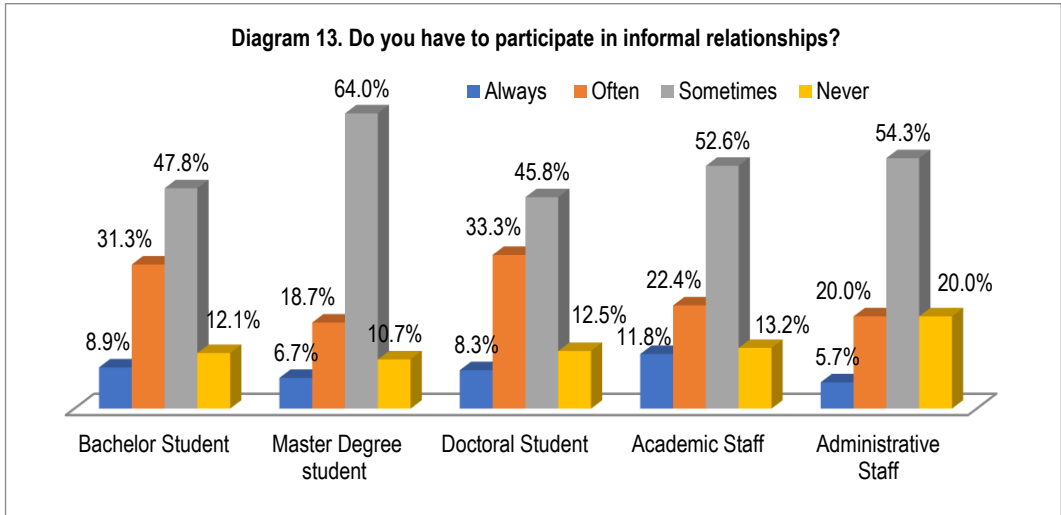


When asked: "Do you have to refuse your views and adjust to the general interest of the collective?" - answers: "Frequently" and "Almost always" were indicated by 21,2%, which means that every fifth respondents of any category is obliged to refuse his/her views. In this case, the answer "almost never" is indicated by 20,7%. This is likely to be that part which makes the organizational collective adjusted to itself and manages it. Considering the results of other quantitative researches conducted under the aegis of our laboratory and the qualitative research of organizational culture, we can conclude that the conformism indicator in the organization is much higher than observed here, and its foundation is the fear of losing a job (**Diagram12**).

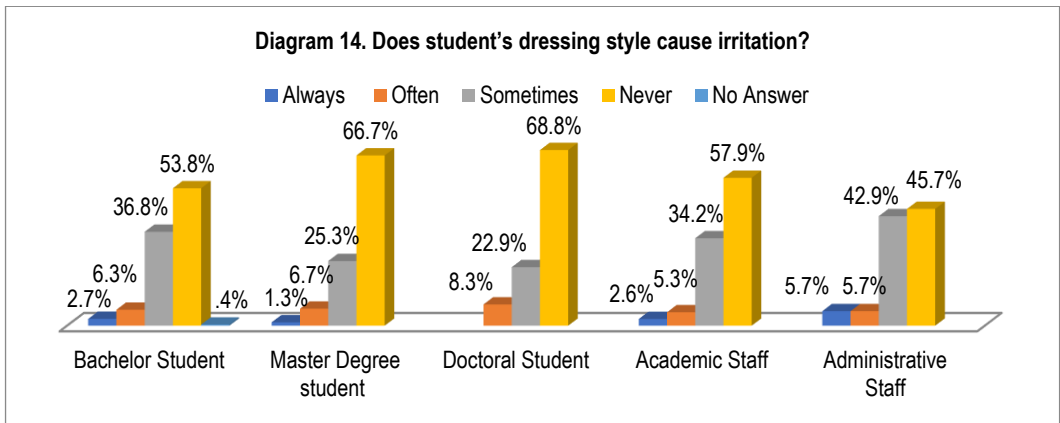


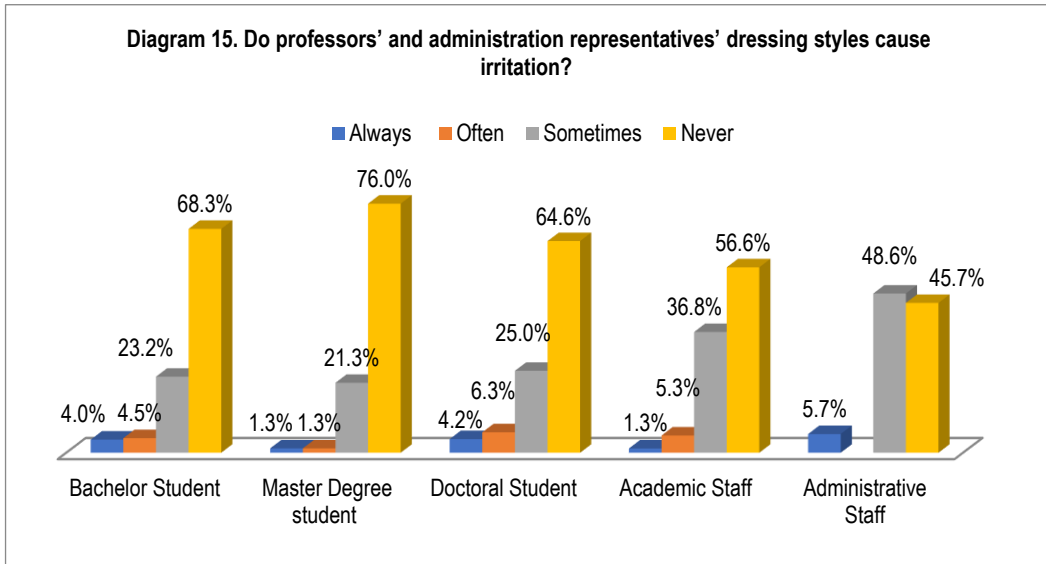
The organization's unity and positive psychological climate is shown by the intensity of informal meetings. Participation in such meetings frequently and always are indicated by 36,8% of respondents. Among them: 40% are bachelors, 25%- master students, 41%- doctoral students, 34% - academic personnel and 25% - administrative staff. Compared to the master students, the high rate of bachelors'

scores is due to the master students' time limit (**Ekaterine, Gulua; Natalia, Kharadze, 2017**). Masters' budget survey showed their difficult condition in this regard. Consequently, such a difference is not surprising. As for the less involvement in non-formal relationships by the administration, it shows an unhealthy state of organization and psychological climate (**Diagram13**).

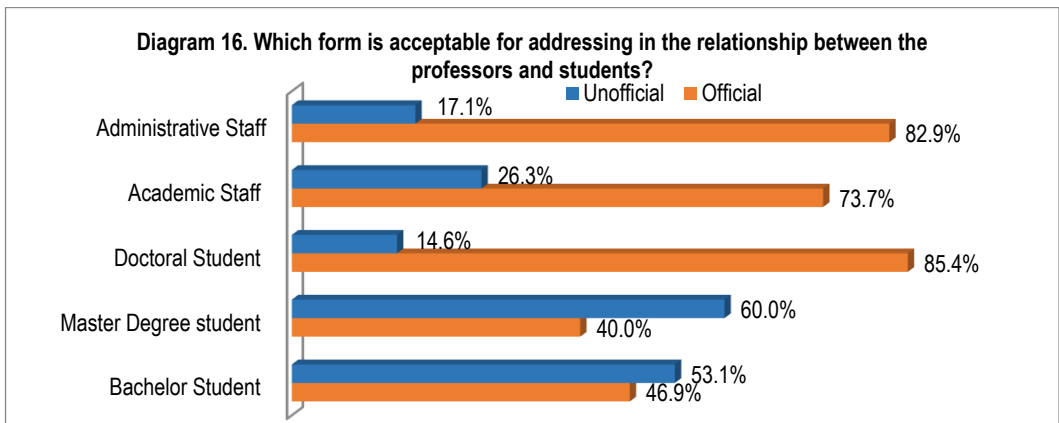


It is known that the job status makes certain demands for the appearance of a businessman and his dressing style. It is interesting to know what kind of attitudes the respondents have not only towards behaviors but also a dressing style. With the maximum share the answers "always" and "often" to the unacceptability of students' dressing style were named by 8,7% of administrative staff. 5.7% of the same category indicated the answer "always" to the most unacceptability of professors and administration employees' dressing style. Professors and administrative staff's unacceptable dressing style was shown with answers "always" and "often", by doctoral students with the most share (11,4%) (**Diagram14**), (**Diagram15**).





In the process of professional activities, it is necessary to take the peculiarities of human relationships into consideration. Selecting an official or unofficial forms of address in business relations depends on the desire of both parties. The survey showed that 57% of respondents prefer the official form and 43% prefer the unofficial forms of address. How the answers were distributed on the respondents with different status have been found as a result of cross tabulation analysis. The unofficial forms of address are supported by 52.7% of bachelors, 60% of master students, 12.5% of doctoral students, 26.3% of academic staff and 17.1% of administrative staff. The attitude of young people in this direction is radically different and has a different expectation of the relationship than the people with other status of this organization. It should be noted that in an academic environment, in the university with centuries of tradition it is important to keep an official and academic form of address and conversation. **(Diagram16).**



To study the influence of the status on the variables we have used different statistical procedures. As a result of constructing a crosstab tables, we have received tables that show a connection of status with each variable (Q3, Q4, Q5, Q6, Q7, Q9, Q12, Q13, Q14, Q19). In the **Tables 1;2;3;4;5;6;7;8;9;10** show the statistical connection between a status and these questions according to a Chi-square test.

Table 1. Q1 with respect to Q3				Table 2. Q1 with respect to Q4			
Chi-Square Tests				Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)		Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	52.872	16	.000	Pearson Chi-Square	49.712	16	.000
a				a			
Likelihood Ratio	54.867	16	.000	Likelihood Ratio	52.425	16	.000
Linear-by-Linear Association	5.482	1	.019	Linear-by-Linear Association	1.933	1	.164
N of Valid Cases	458			N of Valid Cases	458		
a. 11 cells (44.0%) have expected count less than 5. The minimum expected count is .69.				a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .38.			
Result: from the Chi-square test a status has a statistically significant, close relationship with Q3 (P <0.001).				Result: from the Chi-square test a status has a statistically significant, close relationship with Q4 (P <0.001).			
Table 3. Q1 with respect to Q 5				Table 4. Q1 with respect to Q 6			
Chi-Square Tests				Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)		Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	65.685	16	.000	Pearson Chi-Square	69.880	16	.000
a				a			
Likelihood Ratio	65.044	16	.000	Likelihood Ratio	67.295	16	.000
Linear-by-Linear Association	.012	1	.914	Linear-by-Linear Association	.195	1	.659
N of Valid Cases	458			N of Valid Cases	458		
a. 10 cells (40.0%) have expected count less than 5. The minimum expected count is .31.				a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .38.			
Result: from the Chi-square test a status has a statistically significant, close relationship with Q5 (P <0.001).				Result: from the Chi-square test a status has a statistically significant, close relationship with Q6 (P <0.001).			
Table 5. Q1 with respect to Q 7				Table 6. Q1 with respect to Q9			
Chi-Square Tests				Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)		Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	141.417	16	.000	Pearson Chi-Square	53.453	20	.000
a				a			
Likelihood Ratio				Likelihood Ratio	50.640	20	.000

<table border="1"> <tr> <td>Likelihood Ratio</td> <td>141.382</td> <td>16</td> <td>.000</td> </tr> <tr> <td>Linear-by-Linear Association</td> <td>1.588</td> <td>1</td> <td>.208</td> </tr> <tr> <td>N of Valid Cases</td> <td>458</td> <td></td> <td></td> </tr> </table> <p>a. 9 cells (36.0%) have expected count less than 5. The minimum expected count is .69.</p>	Likelihood Ratio	141.382	16	.000	Linear-by-Linear Association	1.588	1	.208	N of Valid Cases	458			<table border="1"> <tr> <td>Linear-by-Linear Association</td> <td>.886</td> <td>1</td> <td>.347</td> </tr> <tr> <td>N of Valid Cases</td> <td>458</td> <td></td> <td></td> </tr> </table> <p>a. 11 cells (36.7%) have expected count less than 5. The minimum expected count is .08.</p>	Linear-by-Linear Association	.886	1	.347	N of Valid Cases	458																						
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Thus, the listed hypotheses have been proved.

But from analyze the connection of respondents with different status to specific variables: Q8 (After having done your work especially well are you encouraged materially?), Q10 (Do you have the feeling that the sphere where you work is prestigious?), Q11 (Do you have to preserve the prestige of the organization?), Q15 (Are your views rejected and fully adjusted to the general interests of the collective?), Q16 (Do you have to participate in informal relationships?), Q17 (Does student's dressing style cause irritation?), Q18 (Do professors' and administration representatives' dressing styles cause irritation?) have not been proved.

The conducted survey is a kind of supplement to the results of the earlier research carried out by us, which deals with the issue of improving management at higher education institutions in Georgia (**Kharadze, Natalia; Gulua, Ekaterine, 2017**) and in the post-Soviet space in general.

The post-Soviet, developing economy influences the cultural characteristics of functioning organizations in Georgia. In this regard, our early researches also confirmed important challenges in small and medium-sized enterprises of Georgia. Although there are far greater opportunities for cultural management in the organizations of such a size. (Gulua, Ekaterine; Kharadze, Natalia, 2014). Also the research confirmed the mutual willingness to cooperate from higher education institutions and business representatives (including in terms of sharing knowledge) and a high level of realizing its necessity (Gulua, 2015). Although it is also argued that there are many problems in higher education institutions in terms of managing internal processes too (**Ekaterine, Gulua; Natalia, Kharadze, 2017**) (including culture management).

From the results of current qualitative and quantitative research of TSU organizational culture the following conclusions were identified:

The study has shown that a strong culture is established in the organization, it was found that the influence of the socialist system on it is very high. It needs a great effort to change if needed. It has been revealed that the culture is not managed by open methods, it is less visible that it is an immediate objective of managing management, and its primary expressions are formed as a result of the interaction of normative regulators and individual interpretations of the activity. As a result of the research it has been revealed that the attitudes of different focus groups towards the same event differ, as well as the perceptions of respondents from different categories about cultural trends in the organization. It is interesting that radically different positions have been revealed among the respondents of one category towards certain issues, which gives the basis for making important conclusions.

The quality of democracy in the organization is problematic, especially academic and administrative personnel are careful with showing their opinions, which means that the force that should establish their competent opinions in the country, sees the risk of losing a job. It is difficult to imagine a clear future of the country where scholars' and professors' freedom of expression is indirectly restricted. Also, a student's right to receive education of a good quality is hindered, a professor sees a competitor in a

student (Gulua, 2017). Relationships based on the internal competition of employees lead to tension, organizational culture pathologies, which ultimately prevent a team spirit, knowledge sharing, and joint activities of the organization members for the goals. The organization should make a choice between a domestic competition and stagnation and a healthy organizational culture and development.

The problems of organizational culture and the poor quality of democracy do not allow the processes to improve, eradicate the shortcomings, introduce changes that are so important for the organization functioning in the field of education and science. There is no organization that can maintain and advance competitiveness in the conditions of unhealthy organizational culture.

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