# Management Skills that affect the Organizational Climate of Higher Education Institutions

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**Abstract.** About 80 percent of the serious problems afflicting modern organizations concerns the human factor. Since the technological sciences have developed much faster than the sciences that study people, more impetus must be given to the preparation of managers in terms of personnel management, as the Human Resource is the main means that they must use to achieve the objectives of the organization. The need for organizations to improve their quality and productivity, as a necessary condition to be able to compete and survive in globalized markets, has led companies to investigate the causes of the various problems and deficiencies, which depend directly on the influence of the Human Resource. Throughout this article, you will describe the main Management Skills that a Manager must impose in your Institution, for it to work positively, and achieve excellent human management where your employees are satisfied to work in your organization and take care to make the company successful. This is where Management Skills play a big role when they positively influence the Organizational Climate. For this purpose, a descriptive documentary analysis was carried out on the Management Skills that the leaders of the Higher Education Institutions of Mexico, must have to help generate an adequate Organizational Climate, and the question can be answered: What are the Management Skills that affect the Organizational Climate of Higher Education Institutions? to give an overview to managers and officials about which Skills, they must develop day by day, to preserve a Positive Organizational Climate.

## 1. Introduction:

At the international level, the acquisition of Management Skills among the people who lead the Higher Education Institutions has become essential, as they have become key factors for efficiency in the direction of these organizations. Therefore, the acquisition, development, and implementation of these Leadership Management Skills in organizations interact with the personal traits of workers. This interaction involves formal and informal aspects that are shown in everyday life.

In this order of ideas, the need for organizations to improve their quality and productivity is a necessary condition to be able to compete and survive in globalized markets, which has led companies, associations, and institutions to investigate the causes of the various problems and deficiencies. For this reason, there has now been an increase in interest in studying what Are the Management Skills that must be had to foster an Organizational Climate that allows the development of an organization; In this regard, for an administrator and/or manager, it is important to develop skills and competencies that improve the Organizational Climate every day. It is precisely these capabilities that make them able to run an organization obtaining economic and development benefits. These elements are with which a manager must work to adapt to change and thus meet the demands imposed on him by the environment, thus achieving greater efficiency and quality in his services.

Moving to the school grounds, in the last decades of the twentieth century and even more so at the beginning of the 21st century, the university education system in the world has faced three major transformations: a) the scientific-technological revolution; (b) the internationalization of knowledge and culture; and c) globalization (Braslavsky, Una Educación de calidad para todos los Jóvenes, 2006).

Around this landscape, Higher Education, as a public service, is in a permanent process that should enable the development of human potentialities comprehensively. Every day, Higher Education Institutions, as natural engines of the country's research and development, are under pressure from the urgency of applying knowledge in problem-solving, in the pursuit of productivity and competitiveness. In Mexico, however, scientific and technological participation is not significant compared to other countries, which does not contribute to social

transformation or the generation of progress, capital, and employment (OCDE, 2010).

While educational organizations are understood to be a dominant component of contemporary society, they cannot be understood without an estimate and understanding of their characteristics, since all social, economic, and cultural activities are often carried out in institutional environments. In essence, the great social transformations of history take place in organizations (Chiavenato, Comportamiento Organizacional: La Dinámica del Éxito en las Organizaciones (Tercera Edición), 2017).

Many organizations do not always offer beneficial results for the individuals who make them up or for the communities or localities where they operate. Consequently, environmental impacts on the structure and institutional processes concerning their development create healthy or conflicting working and living environments. Although since its inception the Institutions of Higher Education have been characterized as institutions in constant change and renewal (both in terms of their structure and their mission and role within society), over the last few decades they have undergone significant changes in response to the demands and challenges imposed on them by the development of the knowledge society, in addition to the acceleration of scientific and technological innovation, in accordance with cutting-edge public policies.

Higher Education Institutions, being open entities, are directly linked to their environment, in constant dialogue with society, and constant transformation. For the same reason, the State and the different social forces intervene and exert pressures, for example, of market, regulations, and financial, which affect its mission, administration, and financing.

In the context of Mexico, the Education Superior faces particularly difficult challenges to overcome, such as implementing models focused on continuous improvement that allow training professionals capable not only of adapting to the unpredictable changes of society and technical, scientific, and social activities; but also, of generating and driving such changes. Education must find ways to have an increasingly decisive, permanent, and effective impact on society in all its fields.

Because of the above, it should be noted that the achievement of these objectives and challenges can only be realized if people who interact in higher education institutions enter into a psychological contract. It must be strong enough to allow them to function in it, to act harmoniously with the norms, values, communication styles, behaviors, beliefs, leadership styles, languages, and symbols of the organization. The set of elements already expressed makes up what is known as Organizational Culture. If the staff is identified with it, there will be a motivated staff, which creates an optimal Organizational Climate.

## 2. Literature Search:

According to Rivas (1999), in all organizations, there is something called Organizational Climate that generates stimuli to compete or to cooperate among the various actors. Depending on what forces make up this climate, there is a synergistic climate as long as a cooperative environment is perceived, where despite having differences, there is a common goal and a desire to achieve it. On the contrary, there is an atmosphere of confrontation, hostility and competition prevail, there is an antagonistic climate.

The authors Brown (1983); Van De Vliert (1985); quoted by Rivas (1999), have shown that, in an antagonistic climate, conflict (in moderate amounts and administered by a skilled negotiator) can be very positive for an organization, as it is a means of organizational change, promotes group cohesion, and produces an increase in the level of tension of the group that makes it more constructive and creative. However, when this conflict out in moderation measures, it reduces productivity and creation.

Similarly, Frederick Glen (1976) quoted by Chiavenato (2007), comments that the Organizational Climate constitutes the internal environment or psychological atmosphere characteristic of each organization. The Organizational Climate is related to the morale and satisfaction of the needs of the participants and can be healthy or sick, can be hot or cold, negative or positive, satisfactory, or unsatisfactory, depending on how the participants feel in relation to the organization.

For Hernández, Fernández y Baptista (2006), the Organizational Climate has been one of the most important factors for the development of a company or institution in all its fields: productive, administrative, structural, and evolutionary. It is a key element in explaining human behavior at work. Organizations with poor working climates may struggle to be better, as their most valuable resource is disintegrated, incommunicado, dissatisfied, concerned, and unmotivated. It is a prerequisite for any change effort.

Similarly, to Brunet (2007), the Organizational Climate is a configuration of the characteristics of an organization, just as an individual's characteristics can constitute personality. The Organizational Climate influences an individual's behavior in their work, just as the atmospheric climate can play a certain role in the way they behave.

Organizational Climate is a multidimensional component of elements as well as atmospheric weather. The latter can be broken down in terms of humidity, atmospheric pressures, gaseous components (oxygen, nitrogen), pollution, etc. The climate within an organization can also be broken down in terms of organizational structures, organization size, modes of communication, leadership style, etc. All these elements are added together to form a particular climate endowed

with its characteristics that represent, in a way, the personality of an organization and influence the behavior of the people in question organization, modes of communication, style of leadership of management, etc. All these elements are added together to form a particular climate endowed with its characteristics that represent, in a way, the personality of an organization and influence the behavior of the people in question (Chiavenato, 2007).

For the researcher Zarza (2006), the study of what is the Organizational Climate leads to understanding why this element or characteristic of companies, is of great importance, since the state it has, positive or negative, has a great impact on the implementation of projects aimed at achieving the efficiency and effectiveness of these organizations through management. A good climate or a bad Organizational Climate will have consequences for the organization on a positive or negative level, defined by the perception that members have of the organization. Positive consequences include achievement, affiliation, power, productivity, low turnover, satisfaction, adaptation, innovation, etc. Negative consequences include misfits, high turnover, absenteeism, little innovation, low productivity, etc.

The author Taguiri (1968), considers that the climate has a connotation of continuity, but not as permanently as culture, therefore it can change after a particular intervention. The author Stein (1999), argues that the Organizational Climate has a link to human behavior, structure, and organizational processes. Besides, they explain that the climate goes beyond the dimensions of people and groups directly impacting the outcome of organizational performance.

When behavior, structure, or process variables are changed, the organization's climate can be positively or negatively influenced by job performance. These changes, when made from the high command of organizations, lead to thinking about the importance that those responsible for these commands, that is, it is their responsibility to seek alternatives of organizational development where actions are taken to improve the environment of the organization (Chiavenato, 2007).

According to Zarza (2006), the impact of human behavior on the organization's Clime is observed by taking into account individual, group, and intergroup behavior, motivation, and leadership; skills that managers should use and promote. Besides, the processes of the organization, where communication and decision-making stand out, Management Skills that are also necessary to promote a satisfactory organizational climate. This is how it is considered that there are determinants of the Organizational Climate that depend on Management Skills.

In the face of the above, Madrigal (2017) calls skill to a person's talent and ability to perform a certain activity; In this way, in the business field, an administrator's ability is considered based on his or her ability and ability to direct an organization towards previously determined goals.

Guiding, leading, communicating, directing, making decisions, negotiating, and resolving conflicts are verbs that name actions of first importance in any management function of any public or private organization. These actions demand mastery of the skills inherent in them.

For Whetten and Cameron (2005) several definitive features demarcate Policy Skills and differentiate them from other types of features and policy practices:

*I. Management Skills are behavioral.* They are not personality attributes or stylistic tendencies. Management Skills consist of identifiable groups of actions that individuals take and lead to certain outcomes. Skills can be observed by others, unlike attributes that are purely mental or fixed in personality. While people with different styles and personalities can apply skills differently, there is, however, a central group of observable attributes in effective skill performance that are common across a variety of individual differences.

*II. Management Skills are controllable.* The performance of these behaviors is under the control of the individual. Unlike organizational practices such as selectively hiring or cognitive activities such as transcending fear, skills can be consciously demonstrated, practiced, improved, or curbed by individuals themselves. Skills can certainly involve other people and require cognitive work, but they are behaviors that people can control on their own.

*III. Management Skills can be developed.* Performance can improve. Unlike IQ and certain personality or temperament attributes that remain relatively constant throughout life, individuals can improve their competence in skill performance through practice and feedback. Individuals can progress from the lowest to highest competence in Management Skills.

*IV. Management Skills are interrelated and overlapping.* It's hard to demonstrate a single skill isolated from the others. Skills are not simplistic or repetitive behaviors; are an integrated set of complex responses. Effective managers, in particular, should rely on skill combinations to achieve the desired results. For example, to effectively motivate others, skills such as support communication, influence, empowerment, and self-knowledge may be required. Effective managers, in other words, develop a constellation of skills that overlap and support each other and allow flexibility in handling diverse situations.

*V. Management Skills are sometimes contradictory or paradoxical.* For example, Core Management Skills are neither soft-oriented and humanistic nor all highly driving and directives. They are not oriented exclusively towards teamwork and interpersonal relationships, nor exclusively towards individualism and entrepreneurship. A variety of Management Skills are typical for more effective managers, and some of them seem incompatible.

A manager's relationship with subordinate staff is very important as it involves treating them with respect and dignity, being consistent in making and saying, knowing how to listen, and being empathetic. Such skills are

achieved in an individual with strong management training and a positive attitude.

At the discretion of Whetten and Cameron (2005), Essential Policy Skills are ten, organized into three categories:

- Personal Skills. They contemplate the development of self-care, stress management, and analytical and creative problem-solving.
- Interpersonal skills. Support communication, gaining power and influence, employee motivation, and conflict management.
- Group Skills. Empowerment and delegation, training of effective teams, and direction towards positive change.

Another author of recognized prestige, Peter Drucker quoted by Stein, (1999) proposes the five basic steering operations. A manager first sets goals; second, a manager organizes; then a manager motivates and communicates. The fourth basic element of management work is the measurement task and finally, a manager prepares people.

According to Madrigal (2017), the skills that the manager must master in the first instance, are communication, knowing how to make decisions and be aware of the risk that each entails, having the creativity to innovate, improvise and plan, be a leader in each project or program that undertakes; know how to manage your time and that of your staff; working as a team and being assertive.

In this context, Robbins-Coulter, (2006), citing that the researcher Robert L. Katz found that managers need three basic administrative skills. Technical skills are knowledge and competencies in a specialized field, such as engineering, computing, accounting, or manufacturing. These skills are most important at the lower levels of management, as these managers deal directly with employees who do the organization's work. Personal treatment skills consist of the ability to work well with others, both individually and as a group. Because managers deal directly with people, these skills are crucial. Managers who own them can get the best out of their staff. They know how to communicate, motivate, direct, and instill enthusiasm and confidence. These skills are also important at all levels of management. Finally, conceptual skills are what managers must possess to think about and conceive of abstract and complicated situations. With these skills, managers contemplate the organization as a whole, understand the relationships between their units, and see their place in the overall environment. These skills are most important at higher administrative levels.

It is worth mentioning that Chiavenato (2007), quotes that, for Katz, technical skills are related to doing; that is, with working with objects, whether physical, concrete, or material processes. It is relatively easy to work with objects and figures because they are static and inert and do not oppose or resist the action of the administrator.

Conceptual skills involve the vision of the organization or organizational unity as a whole, the ease of working with ideas, concepts, theories, and abstractions. An administrator with conceptual skills can understand the various functions of the organization and complement each other; to understand how the organization relates to the environment and how changes in one part of it affect others. Conceptual skills relate to thinking, reasoning, diagnosing situations, and formulating alternatives for problem-solving. They represent the administrator's most sophisticated cognitive abilities, which allow him to plan for the future, interpret the mission, develop a vision, and perceive opportunities where there is no appearance.

However, these three skills require other personal competencies to succeed in practice. Competences (qualities of those who can analyze a situation, present solutions, and solve issues or problems) are the greater heritage of the administrator, his intellectual capital, and his greater wealth. However, in a world of constant transformations, the acquisition of necessary competition almost always implies the abandonment of another already obsolete one. The key is to acquire durable skills: those that, even in times of change, do not become disposable or obsolete. Faced with these challenges, three durable competencies must be developed: knowledge, perspective, and attitude.

Thus, knowledge is all a collection of information, concepts, ideas, experiences, and learnings that the administrator has about his specialty. As knowledge changes at every moment by virtue of the ever-increasing transformations and innovations, the administrator must constantly update and renew it. This involves learning to learn, to read, to make contact with other people and professionals, and, in particular, to be continuously updated so as not to become obsolete in their knowledge. Companies are full of professionals with an excellent curriculum and a huge wealth of knowledge, but they are not able to transform that personal capital into effective contributions to the business and create value for the organization. These administrators have the knowledge for themselves, but it is not available to the organization; they know, but they don't know how to apply or use it. Knowledge is necessary and fundamental, but it is not sufficient for professional success. To achieve this, it is necessary to add perspective and attitude, two other durable competencies.

Perspective is the ability to put knowledge into action, to know how to transform theory into practice, to apply knowledge to situation analysis and problem-solving, and business management. It is not enough to know because it can remain in a potential state. It is necessary to know how to use it and apply it in various situations and troubleshooting. Perspective is the ability to implement abstract ideas and concepts that are in the administrator's mind, as well as to see opportunities (not always perceived by ordinary people) and transform them

into new products, services, or personal actions. In reality, perspective is the personal condition that allows the administrator to diagnose situations and propose creative and innovative solutions.

Attitude means the personal behavior of the administrator in the face of work situations; represents the personal style of making things happen, how things are directed, motivated, communicated, and moved forward. It includes the impetus and determination to innovate, the conviction to continuously improve, entrepreneurship, nonconformity in the face of current problems, and, in particular, the ability to work with and trust others. This competence allows the administrator to be not only a conservation agent but also a change agent in companies and organizations.

It is considered that undoubtedly the most important personal competence for the administrator is an attitude if we defend the view that this needs to be an agent of change in organizations. The administrator encourages the change of mentality, culture, processes, activities, products, and services, etc. Its main product is innovation. It is the administrator who makes organizations more effective and competitive and guides them towards success in a complicated business world full of change and competition. To be the advocate of change and innovation that guarantee and maintain organizational competitiveness, the administrator must develop certain personal characteristics that transform him into a true leader of the organization: perseverance, assertiveness, deep conviction, not accepting the status quo, nonconformity with mediocrity, and high dose of entrepreneurial spirit.

This is how individuals and the organization make up the Organizational Climate in an integrated way, so the manager (manager) must conduct constant studies to know how their employees perceive or feel this climate, which helps them know what changes they must make to benefit the institution with an efficient increase in productivity, and at the same time to employees, giving them greater and/or better benefits. The organizational environment is a system composed of several elements that interrelation; if one of them fails, it affects the rest of these or hinders their proper functioning (Chiavenato, 2009).

## 3. Methodology:

Derived from the research being positioned epistemologically in positivism and empiricism, methodologically it is identified with a quantitative approach, since, to meet the objectives, since it is necessary or the collection of data to establish the Management Skills that determine (affect) the Organizational Climate of the Higher Education Institutions in Mexico, based on the numerical measurement and statistical analysis to test it. Consequently, this work also handles a descriptive scheme, because it sought to collect the incidences, properties, and

characteristics of the aforementioned variables, and then carry out a general statistical analysis.

The management literature is full of lists of attributes, behaviors, skills, orientations, skills, attitudes, and skills to promote performance success (as can be found in the Literature Review section). For this reason, table 1 was prepared, which presents a frequency analysis of the Management Skills that authors of different theories and periods have identified and that have direct or indirect effects on the Organizational Climate of any Company, Organization, or institution.

It is possible to appreciate the Management Skills with the greatest effect (impact) on the Organizational Climate according to the authors studied are Leadership, Communication, Motivation, Team Training, and Conflict Management. However, in accordance with the central trend measures and following the methodology guidelines proposed for the development of this research, the following was determined:

The median represents the central value that is located in an ordered series of data, considering each of the Management Skills studied and raised in table 1, and that the possible results (relative *frequency)* were to oscillate according to this order: 0, 1, 2, 3, 4, 5, 6, 7, 8. Thus, when calculating the possible median for each Directive Skill cited by the different authors, it resulted in it being 4.

Derived from the above, the rule was established to determine the specific Management Skills that impact or determine the Organizational Climate of higher education institutions: "These are those specific Policy Skills that their relative frequency (fashion) is above the possible median for each of the variables: 4".

## 4. Results:

When applying the previous rule, and comparing it with the results of table 1, it was decreed that the Management Skills of Leadership, Communication, Motivation, Team Training, and Conflict Management, are the ones that can have the greatest positive or negative effects on the Organizational Climate of Higher Education Institutions in Mexico. After the above the sagittal diagram was *built* (Rivas 2006), which is a comprehensive scheme that establishes the relationship between The Management Skills: Leadership, Communication, Motivation, Team Training, and Conflict Management; and the Organizational Climate of Higher Education Institutions in Mexico.

According to the authors specialized in the area and my own experience in the field, these specific Management Skills mentioned above, are substantial for the Organizational Climate, for the following:

### *4.1. Leadership*

Whetten and Cameron (2005) have characterized this skill as one that gives direction to positive change. When organizations are dynamic and transforming, people show Leadership.

*Table 1: Frequency analysis of Management Skills impacting the Organizational Climate*

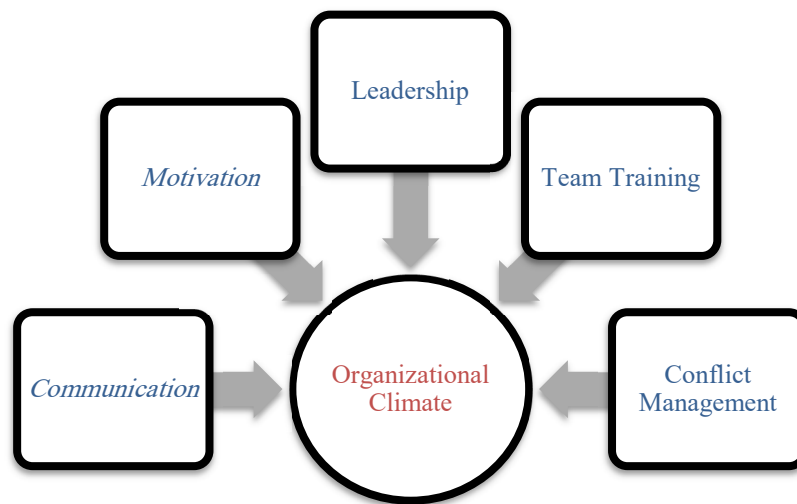| Management Skills | Authors Consulted | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Drucker (1954) | Katz (1995) | Román (2004) | González (2006) | Puchol (2010) | Whetten y Cameron (2011) | Bonifaz (2012) | Madrigal (2017) | Frequency |
| Communication | X | X | X | X | X | X | X | X | 8 |
| Employee Motivation | X | X | X | X | X | X | | | 6 |
| Setting goals | X | | | | | | | | 1 |
| Organization | X | | | | | | | | 1 |
| Measurement | X | | | | | | | | 1 |
| Staff development and preparation | X | | | | | | | | 1 |
| Leadership | X | | X | X | X | X | X | | 6 |
| Team Training | | X | X | | X | X | X | | 5 |
| Self | | | | | | X | | | 1 |
| Stress management | | | X | | X | X | | | 3 |
| Troubleshooting | | | | | | X | | | 1 |
| Troubleshooting | | | | | | X | | | 1 |
| Conflict Management (Negotiation) | | | X | X | X | X | X | | 5 |
| Faculty and Delegation | | | | | X | X | | | 2 |
| Self esteem | | | | | | | X | | 1 |
| Creativity | | | X | | | | | X | 1 |
| Decision-making | | | | | | | | X | 1 |
| Time management | | | | | | | | X | 1 |

Source: Own elaboration (2020).



**Figure 1. Sagittal diagram.**
Source: (Rivas, Cómo hacer una Tesis de Maestría, 2006).

On the other hand, management has traditionally been associated with the status quo. Maintaining stability is the job of the manager. Leaders have been said to focus on setting direction, initiating change, and creating something new; but it has also been claimed that managers focus on maintaining stability, controlling variation, and refining current performance.

Leadership has been equated with dynamism, vibration, and charisma; direction with the predictable condition, balance, and control. Therefore, Leadership is often defined as "doing the right things," while the direction is often defined as "doing things right."

### 4.2. Communication

The authors Whetten and Cameron (2005) call "support communication" the one that seeks to preserve a positive relationship between communicators at the time they are addressing a specific problem. It allows you to provide negative feedback, or resolve a difficult issue with another person, resulting in strengthening your relationship. Concerning this competition, the investigation of Losada y Heaphy (2004) identified organizations that foster such relationships enjoy higher productivity, faster problem solving, better quality production, as well as fewer conflicts and subversive activities in relation to groups and organizations where relationships are less positive.

### 4.3. Motivation

Workers based on their perceptions of results often experience varying degrees of satisfaction or dissatisfaction. In the first case, satisfaction creates a positive circle or feedback, which increases the motivation of the individual, which manifests itself in greater effort. For the second case, dissatisfaction results in diminishing results and therefore lower performance and rewards. If this pattern is not corrected, absenteeism and staff turnover personal may result (Chiavenato, 2017).

This means that motivated employees have a desire to start an activity and a commitment to get it done as best as possible. It is important to keep in mind that people are usually motivated by both extrinsic and intrinsic results.

### 4.4. Conflict Management

Under the perspective of Whetten and Cameron (2005), there is sufficient evidence that conflict often produces harmful results. For example, some people have a very low tolerance for disagreement. If this is the result of family background, cultural values, and personal characteristics, interpersonal conflict undermines energy and demoralizes the spirit. Besides, some types of conflict, regardless of frequency, usually produce dysfunctional results, which include personality conflicts and arguments about things that should not be changed.

This means that motivated employees have a desire to start an activity and a commitment to get it done as best as possible. It is important to keep in mind that people are usually motivated by both extrinsic and intrinsic results.

### 4.5. Team Training

Researchers Whetten and Cameron (2005) have highlighted the ability to form effective teams, commenting on the most important attributes of them and work in a skillful set:

- Effective teams have interdependent members. The productivity and efficiency of an entire unit are determined by the coordinated, interactive efforts of all its members.
- Effective teams help their members become more efficient by working together without alone. As a result, they perform better as a team than even the best independent performance.
- Efficient equipment works so well that they create their magnetism. Team members want to be on it because of the benefits they receive for their membership.
- Effective teams don't always have the same leader. Leadership responsibility often takes turns and is widely shared as teams develop over time.
- Ineffective teams, their members take care of themselves and care about each other. No collaborator is devalued or unevaluated. All are treated as an integral part of the team.

## 5. Conclusion:

This section presents the conclusions that were drawn after the investigation was conducted. These were based on the discussion of the results in relation to all the fundamentals, guidelines, theoretical content and results presented. They are presented as follows:

In the last ten years the scientific study of the educational field, specifically in the area of human resources, has increased markedly. This is explained in the changing social conditions in which we live today (2020). On the one hand, competitiveness is no longer a term merely used in the industrial or business sector, as it is now not only required that competitive organizations, but also the individuals working in them be highly competitive. On the other hand, employees must have a strong intellectual capital, which allows them to develop continuous and cutting-edge innovation that helps to place their companies among the best globally. This results in the fundamental work of higher education institutions with society being to train qualified and qualified personnel to develop in the demanding industry of the 21st century. According to the above, and with the intention of training people with comprehensive and high-quality knowledge, higher education institutions are required to be managed, at all levels, by leaders able to meet both the social needs of their environment, such as those of their workers, to contribute to the strengthening of the Higher Education sector.

It can be said that "Leadership" in organizations and "institutional management" point towards the achievement of purposes and objectives. However, this depends on the person in charge, the conditions in which he or she is located, and the impact he wants to generate on the institution, as well as the community. From this, a leader designs how he will exercise his Leadership and manage his resources to achieve it.

It is concluded that effective communication is an element of paramount importance in interpersonal relationships. Since it allows the exchange of information; encourages the proper implementation of activities; and entails achieving objectives through messages transmitted and received. In this regard, in an organization with the characteristics of a Higher Education Institution, communication is fundamental and effective, because it contributes to the timely interaction between, employees who must carry out different activities and have extensive knowledge in the operations of the institution.

Another important aspect observed in organizations is the coordination of tasks and the relationship between bosses and subordinates. For this point, it is essential to highlight the role of teamwork, which is characterized by being trained with a certain number of people with complementary skills. They do work together to achieve an end and thus lead to companies being highly productive by, avoiding individualized work. For this reason, should analyze errors in the performance of functions, streamline processes, and strengthen industrial relations.

If you also need people to help you achieve your goals, you need collaborators who make it work not only normally, if not that it also becomes an excellent organization, for which it is essential that the people who integrate it are motivated. In the face of this, it can be said that people's motivation is the key to success and maximum institutional performance.

When talking about the management of "conflicts" in modern organizations, should address "the way to distort work environments" (where disagreements and nonconformities are generated by employees or higher hierarchical levels of the same institution), preventing or avoiding internal nonconformities and disagreements. On the above, ways of using different management tools should be designed, which allow to resolve the differences, prevailing in the general interest, but accentuating, in particular cases, the conditions that may be generating disputes at specific and crucial times.

In the case of teamwork, one thing that must be promoted is the change of mindset -- both the governing body and the staff in general -- because collaborating does not involve "doing the work to the other", nor "to rest, because the rest will take over." Collaborative work does not detract from the responsibility of the actors, but, moreover, makes that responsibility more approachable, being assumed as a mission in which everyone is committed to planning, analyzing, and evaluating together,

each fulfilling what is required of their role to complete the established goals. As far as has been said, reciprocal loyalty and trust are basic to collaborative work, but these conditions do not arise "by magic", but must be constructed and worked intentionally to secure them. A commitment to work agreement should be stipulated, with respect, responsibility, active participation, and support, among other principles.

Management managers must develop their Management Skills to generate a positive Organizational Climate. According to the contributions of various authors, the main Skills to be mastered are Leadership, Communication, Motivation, Team Training, and Conflict Management. If all of them are achieved, the common objectives will be achieved. This can only be realized if people interact in and harmoniously develop in institutions with the norms, values, communication styles, leadership, behaviors, beliefs, languages, and symbols of the organization that have been established previously.

Taking into account what has been expressed in past paragraphs, it is inferred that the Organizational Climate is one of the greatest strengths of an institution if it has been properly developed; otherwise, it is one of the main weaknesses. Therefore, timely implementation of programs and actions that change organizational factors is important, as they prevent staff from identifying with the institution and developing a highly motivating and productive working environment.

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