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HUMAN RESOURCES COMPETENCIES AND THE MEDIATION ROLE OF THE ORGANIZATIONAL CLIMATE

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ABSTRACT,

Keywords:

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JEL Codes:

M12, M12, M10

The present study aimed to determine the effect of human resources competency levels on organizational structure, and also to identify the mediation role of the organizational climate in this effect. The relationship among these variables was analyzed by statistical methods such as factor analysis, regression analysis, and Sobel tests. All academic and administrative employees in a state university operating in Mersin Province of Turkey were included in the study. Data, collected using a questionnaire developed by the researchers from all employees of the university, were used to determine the relationship between the variables in the study. It was found in the present study that the levels of human resources competence positively affect organizational structure, and the organizational climate has a partial mediation effect in this relationship.

İNSAN KAYNAKLARI YETKİNLİKLERİNİN ORGANİZASYONLARIN

YÖNETSEL YAPISI ÜZERİNE ETKİSİ, ÖRGÜT İKLİMİNİN ARACILIK ROLÜ

ÖZ

Anahtar Kelimeler:

Organizasyon İklimi,

İnsan Kaynakları Yetkinlikleri,

Organizasyon Yapısı,

İnsan Kaynakları

JEL Kodları:

M12, M12, M10

Bu çalışmanın amacı insan kaynakları yetkinlik düzeylerinin yönetsel yapıya etkisi ve bu etkide örgüt ikliminin aracılık rolünün tespit edilmesidir. Söz konusu değişkenler arasındaki ilişki; faktör analizi, regresyon analizi ve sobel testleri gibi istatistiksel yöntemler ile analiz edilmiştir. Çalışmada Mersin ilinde faaliyet gösteren bir devlet yükseköğretim kurumunda yer alan tüm akademik ve idari çalışanlar ele alınmıştır. Bu konuda hazırlanan anket formu ile üniversitenin tüm çalışanlarından toplanan veriler kullanılarak çalışmada yer alan değişkenler arasındaki ilişkiler belirlenmeye çalışılmıştır. Çalışma sonucunda insan kaynakları yetkinlik düzeylerinin yönetsel yapıyı olumlu yönde etkilediği ve örgüt ikliminin bu ilişkide kısmi aracılık etkisinin olduğu belirlenmiştir.

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1. INTRODUCTION

Traditional management practices tend to become more and more complex, which is not compatible with new organizational environments requiring a simple operation. Narrow job descriptions are not compatible with the dynamic changes like the job. Competence-based management is an approach that reduces complexity because it focuses on core competencies (Decker et al., 1997: 10-18), and resources that add differences and sustainability features to organizations are attained by resources based on knowledge and skills, rather than physical assets.

The present study aimed to determine whether human resources competencies have a significant effect on the organizational structure and whether or not the organizational climate has a mediation role in this effect. For this purpose, various hypotheses were proposed and tested. In the first part of the study, the concept of human resources competencies, organizational structure, and organizational climate is explained. In the second part, research results are analyzed. Factor Analysis, t-Test, and One-Way ANOVA were used for data analysis.

In the literature, it was observed that the concepts of human resources competencies, the managerial structure of organizations, organizational climate, and the bilateral relations between these concepts had been examined widely. However, it was determined that there is no study on the effect of human resources competencies on the administrative structure of organizations and how the mediation of organizational climate affects this relationship. It was evaluated that human resources competencies will have an impact on the managerial structure of organizations. Also, they will be affected by this, and it is thought that determining the mediating effects of the organizational climate will contribute to the literature.

2. HUMAN RESOURCES COMPETENCIES

Selznick first introduced the concept of competence to identify the critical success factors of businesses (Budak, 2008: 50) and popularized by Boyatzis. Boyatzis defined competencies as the person's distinctive features such as motive, character, talent, personal image, social role, and knowledge (Boyatzis, 1982: 16). While competence may result from knowledge, skills, and capabilities, personality,

behaviour, and motives can play essential roles in the emergence of competencies (Heinsman, 2008: 2).

Boam and Sparrow (1992) reported that a large number of work pressures increased the need for new competencies in organizations, and they listed these pressures as new technologies, more flexible and reactive organizations, new competitive regulations, the power of knowledge, and the globalization of jobs. According to the authors, failure of large-scale change programs to achieve mandatory changes in individual behaviour and the increased link between sustainable business performance desired to be achieved through improved management capability, and employee capabilities have led the emergence of competency-based approaches.

Currently, globalization and developments in information technologies have a significant impact on virtually all facet of life. Thus, management with competencies has become more and more critical in the private and public sector (Draganidis & Mentzas, 2006: 51-64) and competencies are considered as an essential factor that determines the success of an organization (Raja and Swapna, 2010: 71-76).

Competence is individuals' underlined characters that are causally associated with superior and/or effective performance in a task or condition (Spencer & Spencer, 1993: 9). Competence is also defined as observable performance dimensions including personal knowledge, skills, qualities, and behaviours such as collaborative team-work, process, and organizational feasibility that are associated with high performance and provide a competitive advantage to the organization (Athey and Orth, 1999: 215-226), and it represents some talents for the individual, team, and organization.

Based on these competency definitions, knowledge, skills, attitudes, observable behaviours, and superior performance can be listed as five standard features of competencies (Budak, 2008: 52-53). In addition to the main features of competencies, there are more specific explanations regarding competencies. For example, Prahalad and Hamel state that the core competencies they introduced in the field improve as they are used and shared, unlike the physical assets, which

deteriorate with use (Prahalad and Hamel, 1990: 82). The concept of competence is in the centre of attention of both strategic management and human resources management, albeit with different perspectives. Competencies from a strategic management perspective are a combination of resources and feasibilities. This combination is called core competencies when they are difficult to replicate and substitute, and they are scarce and valuable. The core competencies can be functions, processes, and routines in an organization (Cardy and Selvarajan, 2006: 235-245). In human resources, the concept of “talent management”, which enables the effective use of talents, has been the centre of attention in businesses (Doğan & Demiral, 2008: 145). The person who is seen from the vantage point of mechanics has turned into a person who is seen as a strategic resource. Then, the person turned into a human resource whose competence needs to be exploited and managed.

Competency-based approaches can facilitate the determination of the current and future skills, information, behaviours, and feasibility of human resources related to strategies and organizational priorities (Draganidis and Mentzas, 2006: 51-64). In this regard, management with competencies address different needs of H.R. professionals (Mansfield, 2000: 3-17) and provides an integrated framework for the development of the human resources system in the organization (Chung-Herrera et al., 2003: 17-25).

In the literature, competencies are classified in various ways according to their qualities and usage in models. Competencies were discussed in a resource-based view by Prahalad and Hamel (1990), and they introduced the terms “core competence” and “organizational competence” in the business literature for the first time. Turner and Crawford (1994) classified competencies in two broad groups: personal and institutional. Personal competencies are competencies that individuals possess including characteristics such as knowledge, capabilities, skills, experiences, and personality, and institutional competencies are related to organizational processes and structures. (Cardy and Selvarajan, 2006: 235-245).

Researchers have divided competencies that differentiate performance into three clusters: “scientific” competencies such as systems thinking and recognition

patterns, “self-management” competencies such as emotional self-awareness and emotional self-control, and “social intelligence” involving social awareness and connecting with people, such as empathy and team-work (Bray et al., 1974: 49; Kotter, 1982: 71; Luthans et al., 1988: 123; Howard and Bray, 1988: 35; Campbell et al., 1970: 85; Goleman, 1998: 91). New (1996) classified the competencies into three: task-specific, management culture-specific, and company-specific competencies.

The strategic perspective addresses competencies at the organizational level and as an abstract combination of resources and feasibilities. Human resource management, on the other hand, sees competencies as personal characteristics related to effective business performance. Since organizational competencies are linked to employee competencies, identifying appropriate employee competencies is an essential aspect of competence-based management (Cardy and Selvarajan, 2006: 235-245). This is because core competencies are based on the organization’s internal feasibility and are linked to the organization’s workforce (Clardy, 2008: 183-197). Individual competencies are categorized in various ways from a human resources management perspective. For example; core competencies, general competencies, and technical competencies (IDAS, 2006: 2); and, core competencies, functional competencies, and personal competencies (Gangani et al., 2006: 127-140). Carrol and McCrackin (1998: 45-63) classify competencies as core competencies, team competencies, leadership/managerial competencies, and functional (job-specific) competencies. In the present study, the human resources competencies model for university staff, which were thought to be compatible with the university’s strategies and values, were determined in three main areas: self-management (core competence), managing the work (functional competence), and managing the team (managerial competence).

Core Competence (Self-management): It is the essential characteristics that the organization expects each employee to display as a behavioural feature in line with the organization’s core values, mission, and vision. Markides and Williamson (1994) evaluated the subject strategically and defined their core competencies as a pool of experience, knowledge, and systems that acts as catalysts in the emergence and accumulation of new strategic values. **Technical Competence (Managing the**

business): These are the specific knowledge, skills, and capabilities required for the employee to be able to perform their tasks effectively in a particular area or to perform superiorly in doing so, and to apply techniques and procedures. It is also expressed as functional competencies. Functional competencies, also called acquired competencies, emerge from certain behaviours or outcome descriptions. **Managerial Competence (Managing the team):** These competencies are the competencies required to perform managerial works and processes (Raja and Swapna, 2010: 71-76). These are the competencies expected to be held by those who are in executive positions within the organization or who will be in executive positions based on their career plans.

When a management with competencies is designed appropriately, it can contribute to individual and organizational performance, thus to organizational structure and organizational climate, by integrating H.R. processes.

3. ORGANIZATIONAL STRUCTURE AND ORGANIZATIONAL CLIMATE

Organizational structure is defined as a group of people who systematically and consciously combine their efforts to define a common task or achieve a goal (Barutçugil, 2004: 489). In other words, the organizational structure is a formal system of authorities, duties, and rules about using business resources and organizing employee relations to achieve the specified goals (Jones, 2004; 8). Organizational structure can be defined as the permanent characteristics of an organization indicated by the distribution of the departments and positions within an organization and through the systematic relationships of the departments and positions with each other (Cheun, Wang, Lang, 2012;689). The focus of this definition is the division of labour. This division of labour creates interconnected or interrelated task positions (Brass, 1984; 19). For this reason, the establishment of an organizational structure is of great importance in that everyone knows what they do in the organization and why, and the role they play in achieving the main objectives of the organization (Ülgen, 1990: 519).

In creating an organizational structure, effective H.R. management helps research, define, and create organizational feasibilities and integrates individual skills into the organization (Ulrich et al., 2007, 1-14). Feasibility building competence is closely related to skill management and organizational design competence (Romualdas Ginevičius & Vida Vaitkūnaite 2006:202). H.R. professionals should play an internal consultant role in the organizational design and restructuring process, and contribute to the integration of organizational feasibilities into structures, processes, and policies. H.R. professionals should also ensure that the talent management and organizational feasibility of the organization are designed according to the needs and strategies of the customers, and they are integrated and function effectively (Mohrman and Lawler III, 1997: 157-162; Ulrich et al., 2007: 1-12).

Researchers on organizational climate have focused on the 'issue-specific' nature of the climate, such as the climate for safety or service, or, in this case, the climate for human resources (Stainke, Dastmalchian, Baniyadi, 2015:53). According to the dominant approach in the literature, organizational climate is conceptualized as the sharing of the perceptions of employees about corporate events, practices, and procedures (Patterson et al., 2005: 380) and reflects the environmental conditions in which tasks are performed.

Researchers studying the functioning of the systems use the concept of organizational climate instead of the term internal environment, which is based on theories in the field of psychology (Ivancevich et al., 2005: 325). Litwin and Stringer (1968: 1) conducted a comprehensive study on organizational climate and defined organizational climate as a set of measurable features in business that are perceived directly or indirectly by people living and working in this environment, and that will affect their motivation and behaviour. The specific climate of a particular organization reflects the internal and external relation processes, business methods, and physical structure, communication networks, members' identities, and the types of authority use. The distinctive features of these common feelings and beliefs are also adopted by new members joining the organization (Mullins, 2007: 489).

For these reasons, organizational climate should be considered as a mediation variable that is affected by organizational characteristics, such as leadership style and organizational structure, and that affect individuals' work behaviours and work-based attitudes (Batlis, 1980: 234). Therefore, the present study hypothesizes that human resources competencies have an effect on the organizational structure and that the organizational climate has a mediation role in this effect.

4. LITERATURE REVIEW

In studies on organizational climate, it has been observed that climate has an effect on employees' attitudes towards job satisfaction, employee performance, motivation, organizational commitment, etc., improve their creative abilities, and has a direct or indirect effect on organizational structure (Witt, 1989; Oldham, 1996; Ornstein, 1990: 197).

Schneider, Salvaggio and Subirats (2002) maintain that, in organizations with a strong climate (i.e., events are perceived in the same way by all members of the study and where expectations are clear), people should produce similar behaviors. They also maintain that, when the climate is both positive and strong, positive behavior can be expected from employees, and when the climate is negative and strong, negative behaviors can be expected. Also, Schneider, Ehrhart and Macey (2011) state that a positive working climate entails service-oriented behavior in employees, which leads to positive evaluations of customers on the quality of the service.

Shipmann et al. (2000) conducted studies to develop competence models. They listed the processes contributing to the development of competence models and discussed the contribution of each of these processes to competence models. Scullen et al. (2003) defined task performance and conceptual performance factors, explained task performance with technical skills and managerial skills, and conceptual performance with human skills and citizenship behaviour sub-factors and competencies related to these factors. Schmit and Allschied (1995) determined that the organizational climate is closely related to the measurement of employee job satisfaction. The relationship of climate with innovation was examined by Abbey and Dickson (1983), and it was determined that efficiency was higher in climates where

reward and appreciation were emphasized. Lawler, Hall and Oldham (1974) found that climate is more effective in research and development laboratories that are perceived as skilful, responsible, practical, risk-oriented, and encouraging.

In addition to the conceptual studies on organizational climate, H.R. competence, and organizational structure, there is an increase in empirical studies aiming to reveal the interactions of these concepts with each other. Some of the studies in this regard are:

Hawi, Alkhodary and Hashem (2015) examined the data they obtained from 62 managers working in four major airline companies in order to find the relationship between managerial competence and organizational performance and found that managerial competencies have a positive relationship with business performance. Chen and Chang (2011) examined the concept of core competence in terms of strategic management and human resource management. They found that the core competencies of an organization can improve individuals by contributing to the level of competence. Osei and Ackah (2015) examined the relationship between the competence of employees and organizational performance with the data obtained from 280 participants in the pharmaceutical industry. They suggested that businesses should improve their employees' competencies in order to achieve high performance.

5. RESEARCH METHOD

5.1. Research Model and Hypotheses

In this research, aiming to determine the effects of the Core Competency Level (CCL), Functional Competency Level (FCL), and Managerial Competency Level (MCL), the three subdimensions of the Human Resources Competency Level, on the organizational structure and the mediation role of organizational climate in this effect, information is provided first on the sample and scales.

Then, analyses related to the model created in light of the data obtained from the sample were conducted. In this context, first, correlations between variables were determined. Hypotheses and mediation effects were tested using the hierarchical regression analysis. Then the Sobel tests were carried out to test the mediation effects.

The findings obtained as a result of all the analyses were compared with the existing literature, and suggestions were made for those who are in managing positions and researchers. Hypotheses created based on the theory and empirical research are presented below. The research model structured within this scope is presented in Figure 1.

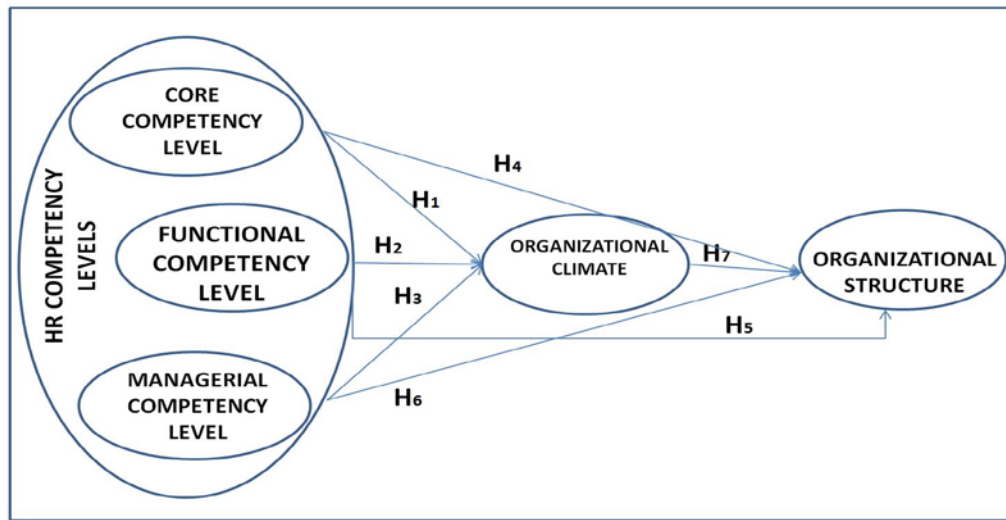


Figure 1. Research Model

Ten hypotheses of the research prepared for testing are as follows:

H₁: Core competency levels of employees positively and significantly affect the organizational climate.

H₂: Functional competence levels of employees affect the organizational climate positively and significantly.

H₃: Managerial competence levels of employees affect organizational climate positively and significantly.

H₄: Core competence levels of employees affect organizational structure positively and significantly.

H₅: The functional competence levels of employees affect organizational structure positively and significantly.

H₆: Managerial competence levels of employees affect organizational structure positively and significantly.

H₇: Organizational climate positively and significantly affects organizational structure.

H₈: Organizational climate has a mediation role in the effect of core competence levels of employees on organizational structure.

H₉: Organizational climate has a mediation role in the effect of the functional competence levels of the employees on organizational structure.

H₁₀: Organizational climate has a mediation role in the effect of the managerial competence levels of the employees on organizational structure.

5.2. Research Sample

The research universe is composed of the employees of state universities operating in Mersin Province of Turkey. All academic and administrative staff of the university participated in the research. A questionnaire was administered in a total of 91 employees, and the return rate was received is 100%. Since data were convened before January 1, 2020 (in 2019), the permission of the ethics committee was not requested. 41.8% of the participants were employed in the Faculty of Technology (n = 38), 22% (n = 20) in the School of Applied Technology and Business, and 36.3% (n = 33) were in the Vocational School. 41.8% (n = 38) of the employees were academic staff, 47.3% (n = 43) were administrative staff, and 11% (n = 10) were workers. 6.6% (n = 6) had less than one year, 35.2% (n = 32) had 1-5 years, 22% (n = 20) had 6-10 years, and 36.32% (n = 33) had 10 years or more work experience.

5.3. Scales Used in the Study

The scales used in this research are presented below.

Human Resources Competency Level Scale (HRCLS): Human resources competency level scale consisting of 3 dimensions and 21 items was used to determine the competency levels of the participants. Sample items on the scale are “My level of openness to learning is high” and “I use my versatile skills while doing

my job". The answers in the scale are in the form of 5-point Likert scale (1 = I strongly disagree, 5 = I strongly agree). The total Cronbach alpha reliability coefficient of the scale was .96, and the Cronbach alpha reliability coefficients of the subscales of the HRCLS, namely Core Competency Level (CCL), Functional Competency Level (FCL), and Managerial Competency Level (MCL), were found as 0.98, 0.94, and 0.94, respectively.

Organizational Climate Scale (OCS): A scale consisting of seven items was used to determine the level of perceived organizational climate within the organization. The items on the scale are "the freedom that the institution gives to the employees in determining the working time and pace is sufficient" and "a mutual friendship and trust are dominant among the employees of our institution." The scale is of a 5-point Likert scale (1 = I strongly disagree, 5 = I strongly agree). The Cronbach alpha reliability coefficient of the organizational climate scale was found to be .81.

Managerial Structure Scale (MSS): A scale consisting of 14 items was used to determine the organizational structure. Sample scale questions are "managers at our institution encourage employees to strive for the institution." and "in our institution, importance is given to formalities, procedures, and rules rather than results." The items were of a 5-point Likert scale (1 = I strongly disagree, 5 = I strongly agree). The Cronbach alpha reliability coefficient of the organizational structure scale was found to be .90.

6. FINDINGS

The data obtained were analyzed in SPSS and AMOS software programs. Means, standard deviations, and correlations between the participants' perceived competence levels (including all three subdimensions, namely, core competency, functional competency, and managerial competency) and the organizational structure and organizational climate variables, which were thought to have an impact on these variables, were examined. Then, in the second stage of the analysis, regression analyses were performed to identify the interaction between these variables. The averages, standard deviations, and correlation values obtained as a result of the analysis are given in Table 1.

Table 1. Mean, Standard Deviation, and Correlation Values of the Data

	Mean	S.D.	1	2	3	4	5
1. CCL	4.16	.96	(.98)				
2. FCL	4.16	.92	.93**	(.94)			
3. MCL	4.16	.92	.85**	.88**	(.94)		
4. OCS	3,68	1,02	.70**	.68**	.63**	(.81)	
5. MSS	3,78	.99	.74**	.75**	.70**	.80**	(.90)

*p< .05 ** p< .01

As seen in Table 1, there are significant relationships between all dependent and independent variables. Therefore, significant correlations can be predicted among the variables. Collinearity was also examined in order to determine whether there were multiple linear relation problems in the model. The obtained tolerance and VIF values gave results confirming that there were no multiple connections between independent variables (Tolerance> .2, VIF <10).

As part of the mediation test, the relationships between independent variable CCL and MSS were examined in the first stage. In the first step of this stage, **CCL was found significantly affecting MSS** ($\beta = .74, p <.001$). In the second step, the effect of CCL on OCS, whose mediation status was examined, was assessed. As a result of the analysis, it was determined that **CCL significantly affected OCS** ($\beta = .70, p <.001$). In this step, the effects of OCS on MSS were investigated. It was found that **OCS significantly affected MSS** ($\beta = .80, p <.001$). In the last step of this stage, CCL and OCS were analyzed together, and their effects on the MSS were examined. This analysis showed that the effect of CCL on OCS continued and decreased ($\beta = .43, p <.001$), and the effect of OCS on MSS continued ($\beta = .52, p <.001$). After these conditions were met, the Sobel test was performed to confirm the mediation effect, and the Sobel (z) was found significant ($z = 6.2, p <.001$). This finding suggests that **OCS has a partial mediation role in the effect of CCL on MSS**. As a result of this

the analysis in this part, it is seen that **H1, H4, H7 and mediation hypothesis H8 was supported.**

Table 2. Mediation test results (CCL-OCS-MSS)

		β	
		OCS	MSS
CCL	Test 1		
	Age		-.09
	Work		.04
	CCL		.74***
	<i>Adjusted R²</i>		.74
	ΔR^2		.74
			(<i>F=347**</i>)
	Test 2		OCS→MSS
	Age	-.09	.011
	Work	.08	-.04
	CCL	.70***	.80***
	<i>Adjusted R²</i>	.70	.80
	ΔR^2	.70	.80
		(<i>F=298**</i>)	(<i>F=428**</i>)
	Test 3		
Age		-.05	
Work		-.07	
CCL		.43***	
OCS		.52***	
<i>Adjusted R²</i>		.50	
ΔR^2		.50	
		(<i>F=549**</i>)	
<i>Sobel Test(z)</i>	6.3		

*** $p < .001$

In the second stage of the mediation test, the relationships between the second independent variable FCL and MSS were examined. In the first step of this stage, it was seen that **FCL significantly affected MSS** ($\beta = .75, p < .001$). In the second step, the effect of FCL on OCS, whose mediation effect was investigated, was assessed. The analysis showed that FCL significantly affected OCS ($\beta = .68, p < .001$). In the last step of this phase, when FCL and OCS were analyzed together, and their effects on MSS were examined. The analysis of FCL together with OCS showed that the effects of FCL on MSS continued and decreased ($\beta = .38, p < .001$), and the effects of OCS on MSS continued ($\beta = .48, p < .001$). After these conditions were met, the Sobel test was performed to confirm the mediation effect, and the Sobel (z) was found significant ($z = 4.9, p < .001$). This finding shows that OCS plays a partial mediation role in the

effect of FCL on MSS. The analysis of this section showed that **H2, H5, and the mediation hypothesis H9 were supported.**

Table 3. Mediation Test Results (FCL-OCS-MSS)

		β	
		OCS	MSS
FCL	Test 1		
	Age		-.07
	Work Duration		.08
	FCL		.75***
	<i>Adjusted R²</i>		.74
	ΔR^2		.74
			(F=689***)
	Test 2		
	Age	-.03	
	Work Duration	.05	
	FCL	.68***	
	<i>Adjusted R²</i>	.67	
ΔR^2	.67		
		(F=391*)	
Test 3			
Age		-.08	
Work Duration		.07	
FCL		.38***	
OCS		.48***	
<i>Adjusted R²</i>		.46	
ΔR^2		.46	
		(F=385***)	
<i>Sobel Test(z)</i>	4.9***		

*** p<.001

At the last stage, the relationships between independent variable MCL and MSS were examined. In the first step of this phase, it was seen that **MCL significantly affected MSS** ($\beta = .70, p <.001$). In the second step, the effects of MCL on OCS, whose mediation effect was investigated, was examined. The analysis showed that **MCL significantly affected OCS** ($\beta = .63, p <.001$). In the last step of this phase, MCL and OCS were analyzed together, and the effects of MCL on MSS were examined. The analysis of MCL and OCS together showed that the **effects of MCL on MSS continued and decreased** ($\beta = .31, p <.001$) and **the effects of OCS on MSS continued** ($\beta = .44, p <.001$). After these conditions were met, the Sobel test was performed to confirm the mediation effect, and the Sobel (z) was found significant ($z = 5.7, p <.001$). This finding shows that **OCS has a partial mediation role in the**

effects of MCL on MSS. As a result of the analysis of this section, it is seen that H3, H6 and mediation hypothesis H10 was supported.

Table 4. Mediation Test Results (MCL-OCS-MSS)

		β	
		OCS	MSS
FCL	Test 1		
	Age		-.07
	Work Duration		.08
	FCL		.75***
	<i>Adjusted R</i> ²		.74
	ΔR^2		.74
			(F=689***)
	Test 2		
	Age	-.03	
	Work Duration	.05	
	FCL	.68***	
	<i>Adjusted R</i> ²	.67	
	ΔR^2	.67	
			(F=391*)
	Test 3		
Age		-.08	
Work Duration		.07	
FCL		.38***	
OCS		.48***	
<i>Adjusted R</i> ²		.46	
ΔR^2		.46	
		(F=385***)	
<i>Sobel Test(z)</i>	4.9***		

*** p< .001

7. CONCLUSION AND SUGGESTIONS

In this study, the effects of the core competence, functional competence, and managerial competence levels, which are the three dimensions of human resources competency level, on the organizational structure of a higher education institution and the mediation role of the organizational climate in this effect were investigated. The study was conducted in employees of a public university in Mersin, Turkey. In this research, the effects of the variables included in the analysis on the organizational climate were assessed using the hierarchical regression analysis. With the research conducted, explanatory findings regarding the human resources competence levels and organizational structure relation related to this higher education institution were obtained. This finding is consistent with theories and similar research. (Witt, 1989; Oldham& Cummings, 1996; Ornstein, 1990; Cardy &

Selvarajan, 2006; Hawi, Alkhodary & Hashem, 2015; Chen & Chang,2011; Osei &Ackah, 2015; Oldham, 1996; Ornstein, 1990; Schneider, Ehrhart ve Macey,2011).

An analysis of the results of the present research showed that all three dimensions of the human resources competency level are related to organizational structure, and they positively affect organizational structure significantly as expected. Similarly, it was observed that the perceived organizational climate is related to organizational structure, and it positively and significantly affects the organizational structure, as expected. The finding that organizational structure, which is one of the most critical outputs for modern higher education institutions, can be brought to desired levels through variables such as organizational climate, along with practices to improve human resources competencies, is an essential outcome of the study. Besides, revealing the relationship between human resources competence levels with organizational climate and demonstrating the strong relationship between organizational climate and organizational structure are the other significant results of this study.

It is thought that many variables can influence employee behaviour, and human resources competence levels and organizational climate can be reflected through some variables in organizational structure, which is an output variable. From this point of view, the mediation role of the organizational climate was investigated in the effect of the human resources competence levels on organizational structure. It was found that the organizational climate has a mediation role in the impact of all three dimensions of human resources competency levels on organizational structure.

In order to increase the competence levels of the employees at a level that can overcome the difficulties required by the competitive environment in which today's higher education actors compete with each other, it is necessary to focus on increasing their competencies. By increasing the level of competence, it is possible to offer quality education, knowledge, skills, and competencies to our students, who are the stakeholders in this regard.

Competency-based human resources management, on which research has been increasing globally for the past three decades, is a relatively new subject for both academics and practitioners in Turkey and has recently begun to be implemented only by some multinational and large-scale companies. In this study, the practice of competency-based human resources management was investigated in a higher education institution, and it was aimed to make a contribution in terms of both theory and practice to the studies examining the competencies that provide a significant competitive advantage to higher education institutions.

This research has some limitations. The fact that the research was conducted in a university and that other sectors were not included is an important limitation of the research. If other sectors were included in the study, different findings could be obtained from this study. It may be suggested to researchers to investigate the effects of human resources competencies on the managerial structure of organizations and to provide a broader perspective on the subject through analysis of data from studies in different sectors in Turkey on a different scale with different organizational cultures.

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