The Impact of Radical Change on Leadership Development in Large Companies

Julita Majczyk

dr, Faculty of Management, University of Warsaw, Poland
https://orcid.org/0000-0003-4166-4981

Abstract

Purpose: This study aims to identify and describe changes in leadership development programs caused by the spread of SARS-CoV-2.

Design/methodology/approach: Participants were selected purposefully. The core part of the qualitative study involved 25 individual in-depth interviews.

Findings: The data indicates that leadership development is not perceived as a core business process. In most cases, certain learning interventions were withheld but not terminated or managers ordered a digital culture transition. Data shows that given the progressing change, there is a need for further reflection on whether technology-mediated leadership behaviour would not be a standard.

Research limitations/implications: Qualitative research does not permit broad generalizations. Although the data collected allows indicating how leader-nurturing process owners perceive change that impacts leadership development, there is no possibility to indicate the intensity or importance of the reactions.

Originality/value: This study enriches the research on leadership management in big enterprises. It provides meaningful insights by examining the attitude and reactions of managers responsible for nurturing leaders. The findings of this study extend the understanding of the leadership development goal and its impact under specific conditions.

Keywords: leadership development, nurturing leaders, work culture, qualitative research, transformation, pandemic.

JEL: M2, I2

Correspondence address: Faculty of Management, University of Warsaw, Szturmowa 1/3, 02-678 Warsaw; e-mail: jmajczyk@wz.uw.edu.pl.

Wpływ zmiany radykalnej na rozwój przywództwa w dużych przedsiębiorstwach

Streszczenie

Cel: zidentyfikowanie i opis zmian w programach rozwoju przywództwa powodowanych rozprzestrzenianiem się wirusa SARS-CoV-2.

Metodologia: w badaniu zastosowano dobór celowy rozmówców. Główną częścią badania jakościowego było przeprowadzenie 25 indywidualnych wywiadów pogłębionych.

Wyniki: dane wskazują, że rozwój przywództwa nie jest postrzegany jako podstawowy proces biznesowy. W większości przypadków wstrzymano pewne rozwiązania edukacyjne, bez ich eliminacji, lub zarządzono przejście na kulturę cyfrową. Dane pokazują także, że biorąc pod uwagę postępujące zmiany, istnieje potrzeba dalszej refleksji nad tym czy zachowania przywódcze oparte na technologii nie będą stanowić standardu.

Ograniczenia/implikacje badawcze: badania jakościowe uniemożliwiają dokonywanie szerokich uogólnień. Choć zebrane dane pozwalają na wskazanie, jak właściciele procesu pielęgnowania liderów postrzegają zmianę wpływającą na rozwój przywództwa, to nie ma możliwości wskazania intensywności czy istotności tych reakcji.

Oryginalność/wartość: niniejsze opracowanie wzbogaca badania nad zarządzaniem przywództwem w dużych przedsiębiorstwach. Dostarcza wiedzę na temat postaw i reakcji menedżerów odpowiedzialnych za kształtowanie liderów. Wyniki niniejszego badania poszerzają wiedzę na temat celu rozwoju przywództwa i jego wpływu w określonych warunkach.

Słowa kluczowe: rozwój przywództwa, kształtowanie liderów, kultura pracy, badania jakościowe, transformacja, pandemia.

1. Introduction

Managers are an important link in the organization. They lead people, distribute tasks, and participate in creating an organizational strategy. However, the nature of managerial roles has changed, as well as expectations of the results they would achieve. Traditionally, the role has determined the functions of command and control, while today's emphasis is on supporting employees, coaching, motivating, and facilitating cooperation (Laud, Arevalo, & Johnson, 2016, p. 441). With the evolution of the managerial role and working conditions, attention is being paid to the resources of the organization, including all kinds of employee training, that can make these changes possible, easier, or ready for implementation. In organizations aimed at nurturing leaders, to which reference is made in this publication, it was the leader-nurturing process managers coordinating leadership development programs (LDPs) who presented the practice transformation in the field of leadership development. The issue of effective leadership is of greater interest, especially in crisis situations. Personal characteristics, attitudes, and leadership styles or skills are the subject of research mostly at the individual level. However, there is little evidence to refer to research on leadership-nurturing interventions and ways of organizing those (Avolio, 2007; Fusco, O'Riordan, & Palmer, 2015).

Thus, the aim is to identify and describe changes in LDPs in large organizations from the perspective of leader-nurturing process managers. In the current research, LDPs serve as an umbrella term for all educational activities and interventions, e.g., workshops, trainings, lectures, case studies, etc., aimed at acquiring or developing leadership competencies. The core research questions are as follows:

Research Question 1: How do leader-nurturing process managers act in the face of radical change?

Research Question 2: What changes do leader-nurturing process managers introduce to LDPs?

The use of qualitative descriptive methods in this study allows providing meaning to the actions in the LDP design process in response to the employee organizational structure.

The contribution is organized as follows. The article begins with a brief discussion on the role of LDPs with a particular focus on radical change which is the health crisis. Following an overview of the research methodology, the decisions and categories of changes in LDPs with perceived consequences are presented. The article concludes with a summary of key findings.

2. Theoretical Background

Organizations can manage employee job satisfaction through educational interventions designed to enhance employee thriving (Chang, Busser, & Liu, 2020). Therefore, employee training is often designed by companies themselves, tailored to current organizational needs, to equip employees with competencies to ensure adaptation to changes previously encountered (Majczyk, 2019). To illustrate this, in the study carried out by Laud, Arevalo and Johnson (2016), interpersonal and technical skills turned out to be the most important for middle and senior managers. The curriculum shapes international relations, allows learners to make sound decisions, participate in society under socially accepted norms (Oder, 2005). Additionally to the scope of LDPs, there is a constant search for techniques that would optimize the matching of qualifications to the needs of the labor market (Dubel, 2015). Narrowing the focus on leadership competency development, new methods are becoming increasingly important, for example problem-based learning (Delaney, Pattinson, McCarthy, & Beecham, 2017) or coaching (Berkovich, 2014; Fusco et al., 2015). Another method that allows developing leadership skills in managers or potential managers is action learning (Belet, 2016) as "[t]he new role of leadership development is to make intelligent assumptions about the future of business and to provide business simulations" (Braun, 2000, p. 11).

Nowadays, due to the pandemic, business entities have become forced to transform on-site employee training into virtual education. Given the fact that distance learning is more cost and time effective, it could be

an argument for executives from smaller companies who tend to ignore the potential value added from an investment in employee development (Pawłowska, 2015). Digital tools are not used as an exception anymore. It is rather proved "the centrality of digital communication technology and work organisation has become a significant artefact in the workplace, shaping human dynamics and sensemaking. No longer are humans and technology living in parallel spaces, we are now integrated into digital culture. Technology in this context refers to the types of digital media that are used to interact with one another through visual, auditory, and textbased forms of communication" (Snyder, 2015, p. 215). The possession of digital competencies indicated in the Recommendation of the Council of the European Union (2018) on the eight key competencies which determine personal fulfillment, employability, social inclusion, or health, seems to be essential in effectively functioning organizations in the current period.

Given the importance of the need to adjust to current working conditions, web-based programs can be considered highly useful. These can be multilingual, strengthen the capacity of teams, and allow to change leadership development interventions in the process (Ladkin, Case, Gayá Wicks, & Kinsella, 2009). Virtual development also helped transfer leadership concepts into daily life (Sherk, Nauseda, Johnson, & Liston, 2009). Distance learning serves for innovation transfer across remotely located business units, which allows for utilizing knowledge in finding solutions by cross-national virtual teams in real time (Braun, 2000). According to (Baltzer, 2016), a company which overcame the crisis in 2009 found out that a change from a training episode (3-day face-to-face intervention) to a process (12-week virtual seminar) helped transfer learning into practice. Sessions with a focus on interactions were shortened up to 2 hours with up to 10 participants, which finally led to greater commitment, openness, and closeness. Distant from the tutor but close to learning embodiment (Ladkin et al., 2009).

In summary, education fosters social capital (Green, Preston, & Janmaat, 2006; Heyneman, 2000). It contributes to cohesion by both cultural and social capital (Kantzara, 2011), socializing newcomers (Khan, 2016), and employees within assigned organizational roles. This paper examines whether the functioning of LDPs is, however, being adapted to the conditions set by, among many other disruptions, a radical change such as pandemic.

3. Research Methods

This study was part of a larger research project with authentic leaders in selected big enterprises. The core part of the current qualitative study was to conduct 25 individual in-depth interviews in Polish with a length of 72 to 135 minutes and one lasting 25 minutes. A semi-structured interview was used for data collection (Cachia & Millward, 2011). The interviews were intended to serve the purpose of better understanding the specifics

of changes introduced into leadership training processes. Interlocutors were selected purposefully. The eligibility criteria included: managerial position and active participation in the management of an LDP. Although the selection criteria were unambiguous and the scenario with the main questions was sent before, one of the interlocutors [bw24], despite what she claimed, did not manage a training program but was only a participant in it – proved in the recording. The characteristics of the interviewees are presented in Table 1.

Data collection in large companies (i.e., with no fewer than 250 employees and an annual turnover of at least EUR 50 million, and/or an annual balance sheet total of at least EUR 43 million) (European Commission, 2014) running LDPs was carried out from June to July 2020. Due to the coronavirus pandemic, the interviews were conducted remotely using telephone in 16 cases, the FaceTime application in 1 case, and in 9 cases the Microsoft Teams application. The recorded interviews were subjected to naturalized transcription (Mero-Jaffe, 2011).

code	sex	age	current position	industry
bw01	m	20–29	HR business partner	children's articles
bw02	f	30–39	HR manager	chemical
bw03	m	30–39	CEO	heating
bw04	f	40–49	human resources coordinator	pharmaceutical
bw05	f	50–59	director of human resources management	pharmaceutical
bw06	f	30–39	HR manager	financial services
bw07	f	30–39	HR manager	financial services
bw08	f	30–39	team leader of learning & development	financial services
bw09	f	30–39	training & development manager	commercial
bw10	m	40–49	HR business partner	commercial
bw11	f	30–39	center manager	HR
bw12	f	30–39	right management lead	HR
bw13	m	30–39	HR manager	software organization
bw14	f	30–39	junior learning & development manager	software organization
bw15	f	30–39	training & development manager	software organization
bw16	f	30–39	learning & development partner	software organization
bw17	f	30–39	manager	consulting

Table cont.

code	sex	age	current position	industry
bw18[*]	m	60–69	CEO	automotive
bw19	f	NA	director of human resources	automotive
bw20	f	30–39	talent, recruitment & employer branding manager	manufacturing
bw21	f	50–59	HR manager	manufacturing
bw22	f	40–49	personnel manager	manufacturing
bw23	f	30–39	HR manager	manufacturing
bw24	f	30–39	integrated communication senior	advertisement
bw25	f	30–39	learning & development manager	telecommunications
bw26	m	30–39	training & development partner	telecommunications

[*] interview complementary to bw19 (duration: 25 min)

Tab. 1. List of informants. Source: Own study.

In the following study, the answers obtained from the informants made it possible to indicate the direction of changes within LDPs imposed by the spread of SARS-CoV-2. The use of a semi-structured interview allowed to collect answers which are the result of the interlocutor's beliefs and opinions. It is important to recognize that social reality is an intersubjective construction of its participants (Berger & Luckmann, 1966), that is, the research follows the interpretative paradigm. The qualitative data analysis consisted of compiling data into a database, data disassembly (open coding), data reassembly (selective coding), interpreting, and concluding (Yin, 2011). The perceived potential directions for improving leader development identified by leader-nurturing process owners may be aggregated into distinct categories related to the perceptions of (1) decision scope and necessity, and (2) program adjustment (Appendix A). The coding process was supported by Atlas.ti computer program.

4. Findings

4.1. Reaction to Change

Managers responsible for planning, organizing, and executing LDPs ("leadership training" or "academy", *in vivo* codes) had to firstly assess their added value for employees and, on this basis, decide how to proceed in the most efficient way considering the pandemic context. Four different decisions were identified. These included halting the training processes for leaders, postponing training, or switching to distance learning schemes. There were also cases where these decisions were not taken.

Usually in our organization we have had such a two-day training, which shuts us down, which is something like a party, a little like an element of team building, and we are now honestly wondering how to implement this aspect. Because this is how we want to celebrate this very moment of completion. This is an important moment for the participants of our training. In terms of motivation, we also want to secure this form, so here we are still wondering how to do it. [bw12]

However, in September we have planned work modules in subgroups, yes? And I think we will try to implement this, but in what formula, online. Will we still manage to meet somewhere in these small groups? We have this comfort because we have a type of training facilities. The boss has a facility which can accommodate small groups and such training can occur, and it is also quite safe because no one, so to speak, is going to be there from the outside. We will see. [bw05]

The lack of an action plan was due to the lack of sufficient information considered relevant to make the right decision now or due to an excess of possible scenarios of how the pandemic could unfold. Thus, these decisions are deliberately postponed, hoping to obtain additional data later, which would make it easier to make the best decision. In other cases, the lack of a decision was also justified by waiting for the so-called new standard to emerge, where the introduction of change would be perceived already as irreversible and generally acceptable.

For our own safety, we simply suspended the program. At least I hoped it was for a while. However, it turned out that the time is a little longer and now we simply have to transform ourselves into an online form. We will simply propose meetings in this form. However, we also need a moment's time to get assured, firstly, that it will not return to normal for a long time, or that it will simply be a new standard, and secondly, to simply adapt the program to this new standard. [bw14]

I think in May, let's say, we are getting back to normal, except that we are moving into the online world, yes? Therefore, as far as it is about training, it is mainly in the same form here, but remotely yes, that is, we all connect. [bw07]

4.2. Leadership Development Program Adjustment

A revision of the reactions to changes points to the interference with the form of educational programs, their duration, the medium used, and the content of their message.

Change in a form of leadership training. In a period of relative calm and stable social and economic situation of the company, the process of training leaders included educational interventions in the workplace, outside the workplace (training trips, workshops at the premises of training companies), and implementation of e-learning solutions. Apart from excluding training trips, the radical change in work organization caused by the pandemic did not affect the choice of educational methods which refer to self-reflection, an article, book, guide book, and instructions for individual application, and mentoring, feedback, and coaching usually used for interpersonal

relationships. Instead, it showed that desirable methods of training include individual leader coaching and distance training. Some organizations had already used distance training methods. For these companies, the transition was almost smooth. For others, it was perceived as a challenge.

> We have a world before and after. Therefore, in general, before, to a large extent, it was just almost and exclusively such a classic workshop training in the classroom to work with a trainer, with little use of tools such as PowerPoint, because we personally believe that for business presentations yes, but for people's development slides are the least needed rather experience, a workshop, a type of work more creative with the trainer. Therefore, that was the time before COVID, and that is how it was basically done. And now we have come to the other extreme, that is, at this point all activities for managers occur on Teams and Zoom. [bw10]

> This coronavirus situation is a major challenge, because I make no secret of the fact that so far 90% of our training has occurred in classrooms. And perversely, we have now turned everything into virtual reality. [bw26]

Ultimately, in each of the entities surveyed, the tools for distance learning are used in the processes related to leadership development.

> Today we only have an online reality. We are currently providing a development solution only in the form of remote channels. [bw25]

> Those programs that were launched, they were in progress, we moved them online. [bw21]

> Now it is all about adapting and dealing with change quickly. We are thinking about how we can now address the development needs and in general what the situation will look like. Not only in terms of training, but also in terms of recruitment and employees' boarding, and the transfer, in principle, of most HR processes to a distant form as well. [bw16]

Changes in the curriculum. Incremental changes in the environment, e.g., migration, globalization, set earlier new directions in the curriculum. Leading multicultural teams or merging diverse businesses required increased attentiveness and improved preparation concerning communication standards. Primarily, the changes are based on some contemporary problematic situations and their inherent uncertainty. To the training portfolio as a result of the pandemic, the following have been added: competencies related to working in a dispersed team using remote working tools [bw06, bw13, bw25, bw26], focus on motivating employees, maintaining their energy [bw06, bw10], skills enabling people to cope with a crisis [bw17], and psychological workshops to support employees in an emotionally difficult situation [bw24].

> COVID came to us and we do a training for managers on how to manage remote employees. [bw13]

> I will also not be surprised if there is any topic of distant motivation for the team, working with a distributed team, etc. Therefore, the program is not fixed in the

sense that it also reacts to what is going on around and to the needs of the participants. [bw06]

> We had to strengthen these areas of management dealing with a distributed team and a virtual team. (...) Here we had to prepare managers to maintain this energy in the team and verify their effectiveness in such remote mode, right? This is one thing, and the other was related to such ad hoc development of managers in the direction the day before yesterday we were talking about it of such leadership, and of such a bit emotional and crisis leadership. [bw10]

Change in duration. Organizations are giving up longer training courses in favor of shorter meetings, more flexible and fit for business needs. The pandemic has also accelerated or simply made some action more widespread.

> There were additional [trainings] for managers, such as maintaining, maintaining commitment in the organization. [bw21]

> We are increasingly switching to shorter forms, i.e., we are focusing increasingly, and not only due to COVID, we are focusing on webinars that are up to four hours long. [bw12]

Change in expectations of a nurtured leader. The change is implied in the leader's role execution – away from "guardians of the process" [bw10] towards supporters leading to empathy, caring for well-being in this isolated work condition. To help employees work more effectively, psychologists from outside the organization to help work through feelings of fear and frustration, or external trainers in building attentiveness, were invited to such virtual training.

4.3. Managerial Perception of Effects of Leadership Development Program Adjustment

The transition to remote activities caused by the pandemic was for most companies associated with fear, uncertainty, and unwillingness to make prompt decisions immediately. In these cases, the form of distance learning, although postponed in time, now seems to meet the expectations of both participants and leader-nurturing process managers.

> We switched to these online training courses if there was such a possibility. The form has changed a little, but I do not know if this will or will not remain so, because sometimes it turns out that it is actually a comfortable form and a good one. [bw22]

> We had meetings in larger groups, just such a 2-day workshop. At this point, we moved faster and more efficiently to carry out workshops in a remote form in smaller groups and with such a follow-up of activities after the training, these webinars. [bw12]

The benefits of distance learning include, in the case of employers, a reduction of variable costs related to the use of office space, business

trips or purchase of training from suppliers, elimination of tasks related to booking and equipping the training place, shortening the time of delivery of the training content, and the ability to train a larger number of employees. On the other hand, employees are said to appreciate the saving of time spent on travelling, comfort resulting from performing duties at their own place of residence, listening to a meeting and performing another task in parallel.

> How comfortable it is to sit back in bed, I do not know, and even relax with your dog under your arm? (laughter) (...) These are also economic issues related to office space. [bw11]

> In the case of stationary forms, it was 0–1 I am or I am not there. And often they chose not to be. We have an increase in participation at the managerial level, but in short remote forms. [bw25]

> Leaving work for two days by train is really a very big challenge, a disorder, often also an additional stress, causing managers to sit after hours to make up for what happened when they were gone for two days. And it is possible to implement various forms of development, either effectively or more effectively, precisely shorter ones spread over several weeks. [bw26]

The transformation of work culture, according to some interlocutors, can be a new standard of work.

> A big challenge for the training department, certainly a lot of work, but so far satisfactory, because the results of the evaluation of separate stages of this program are satisfactory. [bw01]

> Just as I thought that maybe we will not necessarily go back to the classroom, even if we can, despite the precarious situation. I do not know whether this is really the best form or whether the transformation triggered by the pandemic is greatly accelerated, this will mean that many of our existing programs will have to be rebuilt quickly. [bw26]

It should be pointed out, however, that there are organizations that are skeptical about LDPs, generally soft skills, taught remotely.

> [COVID-19] was very impactful. And it influenced all our development and training activities in the company. And because we are a very specific business and a very traditional one, and we think that the effectiveness of online training is art for art's sake. [bw09]

Negative aspects include the doubtful quality of training in the form of webinars, technical issues (e.g., lost connections, interference), a lack of integration among the participants, a lack of networking, decreasing openness in technology-mediated interactions, increasing anonymity of the participants or lost opportunity to solve professional problems that are not wanted to be discussed with audience.

The added value of each face-to-face training is that it is a conversation behind the scenes, during breaks and exchange of experiences. Well, well... That, that is missing. [bw05]

I think that in the long term, I do not know to what extent this will distort the exchange of common experience, this kind of learning from each other. [bw07]

5. Discussion

Leadership development interventions are not universal as changes seem to be an immanent feature of all active systems. The system reacts with resistance when it is forced towards a change, in particular when the change is unexpected and perceived as of significant power. In the given situation leader-nurturing process managers came up with two decisions: digital culture transition or withholding but not terminating it. There were two possible reactions to change: acceptance or denial, which is in line with attitudes toward change (Bovey & Hede, 2001; Johannsdottir, Olafsson, & Davidsdottir, 2015). When the change is ignored, no modus operandi is changed. In case of acceptance of the change, the reaction is immediate or postponed.

Decisions on changes introduced by leader-nurturing process managers to LDPs refer to curriculum methods of conducting LDP, program frequency and length. Implementation of distance learning helps to acquire new leadership skills anytime, abolishes the quota system of participants, which is justified by the capacity offered by virtual classes, introduces knowledge at shorter intervals, and eases the modification of learning content. Curriculum flexibility was often perceived by managers as their strength, and further perceived as an asset of the organization. The scope of LDPs revolves around motivating employees to maintain their energy, enhancing skills, enabling them to cope with a crisis, and emotional support for employees in an emotionally difficult situation, and corresponds to the institutionalized expectations of potential leaders which present leaders as those who provide advice, act as an information channel between teams, protect them from pressure from higher levels in the organization, motivate teams to undertake difficult tasks, resolve conflicts (Morgeson & DeRue, 2006).

Collecting and disseminating knowledge through operation in virtual contexts requires specific digital skills, which is in line with other research (Stachowicz-Stanusch & Aleksander, 2018). Technology is a connector, for many during the pandemic, the only medium used to communicate with co-workers, thus "the need for us to become aware of technology as a partner in our human connections and acts of communication and sensemaking increases" (Snyder, 2015, p. 230). Therefore, digital communication skills should be acquired. Employees learn how to express their thoughts using specific codes and symbols. They seem to be also more attracted to the virtual development process as the access to the content is more flexible,

which was found in previous research (Ladkin et al., 2009). Restraining access to knowledge in the field of further leadership development may deteriorate the working culture in the long term.

6. Conclusions

What emerged during collecting data was the identification of changes introduced into LDPs resulting from a specific attitude toward change. The manner in which the pandemic mostly affected the processes of educating leaders was the subject of this analysis. Even though the qualitative research does not allow for generalization, it can be stated that leadership development is not perceived by the majority of leader-nurturing process managers as a core business process. It happened that it became unclear for informants which process within HR activities should be given priority and what position distance education occupies within the company profile. Thus, in 14 different organizations, certain types of leadership interventions were withheld. However, given the progressing change, there is a need for further reflection on whether technology-mediated leadership development would not be a standard.

Appendix A. Direction of leadership development optimization.

Exemplary quote	1st order codes	Theoretical categories
[The directors and managers development program] because of COVID was completely suspended because it completely fell apart. It was based on the idea that directors and individual managers come to these workshops and play a group game planned by training game studios. And we didn't manage to translate this formula completely into the virtual world. [bw26 – halting the program]	Decision variants	Reaction to change
We'll see if we succeed or not, but for now, it's like these priorities are there and all the power is focused on completely different problems. [bw05]	Postponing a decision due to low priority	
Face-to-face courses died a long time ago. The only thing this may have affected is that some employees very rarely had coaching. Because they are the ones that have stopped taking place live. They take place virtually. The virus, on the other hand, did not have any particular effect. [bw13]	Lack of impact on managerial action	
They are delivered online, and I believe, and I believe 100% that if these online classes are delivered in a substantive, technically well-organized way, then people can adapt to the current situation. [bw11]	Form of delivery of educational interventions	LDP adjustment

Appendix cont.

Exemplary quote	1ˢᵗ order codes	Theoretical categories
And the main topic was how to deal with stressful situations, but also how to deal with the current situation, () workshops with psychologists. [bw24]	Curriculum	
Somewhere in there, it becomes our perspective and may possibly be a plan for the future, is this diversification, that is the fact that these needs very often change quickly, so we also need more and more flexible action. So sometimes these programs should also be created to be able to respond flexibly to business needs. To be quick, short and more modular than comprehensive and long. [bw01]	Duration	
They should also see their role not only as guardians of the process or someone who watches over the team to ensure that the work is done properly, but also know how to enter into this role of someone who will take care of the employees, ask them how they feel. [bw10]	Expectations of a nurtured leader	

Acknowledgements

References

Avolio, B. J. (2007). Promoting more integrative strategies for leadership theory-building. *American Psychologist*, *62*(1), 25–33. https://doi.org/10.1037/0003-066X.62.1.25.

Baltzer, L. (2016). Training and qualification: Online leadership training in crisis. In M. Zeuch (Ed.), *Handbook of human resources management* (pp. 335–338). Berlin, Heidelberg: Springer Berlin Heidelberg. https://doi.org/10.1007/978-3-662-44152-7_35.

Belet, D. (2016). Enhancing leadership skills with action learning: A promising way to improve the effectiveness of leadership development. *Development and Learning in Organizations: An International Journal*, *30*(6), 13–15. https://doi.org/10.1108/DLO-06-2016-0049.

Berger, P. L., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. New York: Anchor Books.

Berkovich, I. (2014). Between person and person: Dialogical pedagogy in authentic leadership development. *Academy of Management Learning & Education*, *13*(2), 245–264. https://doi.org/10.5465/amle.2012.0367.

Bovey, W. H., & Hede, A. (2001). Resistance to organizational change: The role of cognitive and affective processes. *Leadership & Organization Development Journal*, *22*(8), 372–382. https://doi.org/10.1108/01437730110410099.

Braun, W. (2000). DaimlerChrysler: Global leadership development using action-oriented and distance learning approaches. In Y. Boshyk (Ed.), *Business driven action learning* (pp. 3–13). London: Palgrave Macmillan UK. https://doi.org/10.1057/9780230285866_1.

Cachia, M., & Millward, L. (2011). The telephone medium and semi-structured interviews: A complementary fit. *Qualitative Research in Organizations and Management: An International Journal*, *6*(3), 265–277. https://doi.org/10.1108/17465641111188420.

Chang, W., Busser, J., & Liu, A. (2020). Authentic leadership and career satisfaction: The meditating role of thriving and conditional effect of psychological contract fulfillment. *International Journal of Contemporary Hospitality Management*, *32*(6), 2117–2136. https://doi.org/10.1108/IJCHM-06-2019-0551.

Council of the European Union. (2018). *Council Recommendation of 22 May 2018 on key competences for lifelong learning*. Pub. L. No. ST/9009/2018/INIT, Official Journal of the European Union 1. Retrieved from https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7.

Delaney, Y., Pattinson, B., McCarthy, J., & Beecham, S. (2017). Transitioning from traditional to problem-based learning in management education: The case of a frontline manager skills development programme. *Innovations in Education and Teaching International*, *54*(3), 214–222. https://doi.org/10.1080/14703297.2015.1077156.

Dubel, P. (2015). Projekt innowacyjny Wellbox w świetle funkcjonowania polskiego rynku pracy. *Studia Europejskie*, *3*, 223–233.

European Commission. (2014). *Commission Regulation (EU) No 651/2014 of 17 June 2014 declaring certain categories of aid compatible with the internal market in application of Articles 107 and 108 of the Treaty Text with EEA relevance*. Official Journal of the European Union.

Fusco, T., O'Riordan, S., & Palmer, S. (2015). Authentic leaders are... conscious, competent, confident, and congruent: A grounded theory of group coaching and authentic leadership development. *International Coaching Psychology Review*, *10*(2), 131–148.

Green, A., Preston, J., & Janmaat, J. (2006). *Education, equity and social cohesion. A comparative analysis*. New York: Palgrave Macmillan.

Heyneman, S. P. (2000). From the party/state to multiethnic democracy: Education and social cohesion in Europe and Central Asia. *Educational Evaluation and Policy Analysis*, *22*(2), 173–191. https://doi.org/10.3102/01623737022002173.

Johannsdottir, L., Olafsson, S., & Davidsdottir, B. (2015). Leadership role and employee acceptance of change. *Journal of Organizational Change Management*, *28*(1), 72–96. https://doi.org/10.1108/JOCM-12-2013-0238.

Kantzara, V. (2011). The relation of education to social cohesion. *Social Cohesion and Development*, *6*(1), 37–50. https://doi.org/10.12681/scad.8973.

Khan, Z. N. (2016). Role of education in building social cohesion. *International Journal of Secondary Education*, *4*(2), 23–26. https://doi.org/10.11648/j.ijsedu.20160402.12.

Ladkin, D., Case, P., Gayá Wicks, P., & Kinsella, K. (2009). Developing leaders in cyber-space: The paradoxical possibilities of on-line learning. *Leadership*, *5*(2), 193–212. https://doi.org/10.1177/1742715009102930.

Laud, R., Arevalo, J., & Johnson, M. (2016). The changing nature of managerial skills, mindsets and roles: Advancing theory and relevancy for contemporary managers. *Journal of Management and Organization*, *22*(4), 435–456. https://doi.org/10.1017/jmo.2015.48.

Majczyk, J. (2019). O przedsiębiorczości jako kluczowej kompetencji przyszłości. *Przegląd Organizacji*, *9*, 33–39. https://doi.org/10.33141/po.2019.09.05.

Mero-Jaffe, I. (2011). 'Is that what I said?' Interview transcript approval by participants: An aspect of ethics in qualitative research. *International Journal of Qualitative Methods*, *10*(3), 231–247. https://doi.org/10.1177/160940691101000304.

Morgeson, F. P., & DeRue, D. S. (2006). Event criticality, urgency, and duration: Understanding how events disrupt teams and influence team leader intervention. *The Leadership Quarterly*, *17*(3), 271–287. https://doi.org/10.1016/j.leaqua.2006.02.006.

Oder, E. (2005). The social cohesion role of educational organizations: Primary and secondary schools. *Peabody Journal of Education*, *80*(4), 78–88.

Pawłowska, A. (2015). Kompetencja „orientacja na klienta" u osób zakładających działalność gospodarczą oraz jej znaczenie dla procesu inwestowania w rozwój pracowników. *Problemy Zarządzania*, *1*(51), 170–182.

Sherk, K. E., Nauseda, F., Johnson, S., & Liston, D. (2009). An experience of virtual leadership development for human resource managers. *Human Resources for Health*, *7*, 1–3. https://doi.org/10.1186/1478-4491-7-1.

Snyder, K. (2015). Exploring digital culture in virtual teams: Implications for leading and developing distributed organisations. *Journal of Organisational Transformation & Social Change*, *12*(3), 211–233. https://doi.org/10.1080/14779633.2015.1101247.

Stachowicz-Stanusch, A., & Aleksander, A. (2018). Kompetencje przyszłości. *Zeszyty Naukowe Politechniki Śląskiej*, *121*, 485–497.

Yin, R. K. (2011). *Qualitative research from start to finish*. New York: The Guiford Press.