Configurations of Employee Assessments of Past Changes: Do Leadership and Learning Matter?

Irena Mladenova
Sofia University St. Kliment Ohridski, Sofia, Bulgaria

irenaml@feb.uni-sofia.bg

Abstract: Organisational change studies increasingly interpret the phenomenon as multiple change, and not a one-time occurrence. Even successful changes may have detrimental longer-term effects - change fatigue, resistance, and undermined cohesion. These might hamper the organisational capabilities needed to navigate current and future changes. Previous research highlights the importance of transformational leadership and learning culture for maintaining organisational capabilities to change sustainably. Employees' interpretations of past changes largely shape their (future) attitudes – were they involved in decision-making, were consequences personally (organisationally) beneficial, and did change break the team cohesion. This paper argues that learning organisation and transformational leadership practices are related to how employees experience and interpret past changes. A configurational approach is employed. The research aims to reveal the relationship between learning organisation (LO) and transformational leadership (TL) with three variables associated with how employees evaluate past changes – history with change (HC), valence (VA), and cohesion (CO). The study is quantitative and uses a standardised questionnaire. The level of research is individual, the sample consists of 188 respondents – managers and employees in firms in Bulgaria. Five composite variables measured by scales adapted from previous research are used. HC, VA, and CO are applied in cluster analysis which reveals three distinct clusters. Cluster 1 consistently shows the highest scores on all three variables, and Cluster 3 – the lowest. The three clusters are profiled using demographic variables, TL and LO. Of all demographic variables, only job position has a statistically significant correlation to cluster membership, suggesting that management and employees experienced past changes differently. Respondents in Cluster 1 gave the highest scores on TL and LO at their workplace, while Cluster 3 had moderate scores. The main conclusions support the argument that transformational leadership and learning organisation are related to how employees interpret past changes. There are several theoretical and practical implications. The research provides empirical evidence on the five variables' relationships thus adding to organisational change studies' advancement. The results highlight the importance of monitoring how employees internalise change consequences. Failing to do so might be detrimental to the organisational change capabilities.

Keywords: Organisational Change, Learning Organisation, Transformational Leadership, Cohesion, Valence, History With Change.

1. Introduction

Changes in organisations are the rule rather than the exceptions and require organisations to focus on building the necessary capabilities to navigate successfully change imperatives. New change initiatives are often started before previous ones are completed, putting a strain on people, processes, and resources in the organisation.

Organisations being open systems are temporary structures of relationships and interactions between individuals and the environment. Organisations are better equipped with the capabilities to change faster than individuals or societies (Laurent, 1990). It might be thus relatively easier to change structures, processes, and procedures within the organisation. When and how employees adopt the new behaviours, though, is more problematic. Heracleous and Bartunek (2021) stress that change outcomes cannot be adequately assessed from the short-term, linear time perspective, focusing on the present – which typically considers deadlines and budgets.

Narratives and sensemaking can help motivate the organisation to pursue a change and connect the past to the future. Shipp and Jansen (2021) stress the importance of accounting for subjective time – how people interpret past, present, and future changes and add meaning to what has changed and what will change. Individuals' interpretations of past changes provide the context for the way they approach current and future changes. Suddaby and Foster (2017) identify four distinct models of organisational change based on the implicit models of history involved – history as fact, as power, as sensemaking, or as rhetoric. The prevailing assumptions of history have a major impact on how change is managed, what exactly changes, and how past, current, and future changes are interpreted.

Subjective time reflects both social construction and individual perception and stresses the important role of interpretation (Shipp and Jansen, 2021). Individuals' interpretations of change (past-present-future) interact with how their group jointly co-creates the experiences and social norms, and thus impacts (individual and

shared) attitudes and behaviours. A current (or future) change is rarely evaluated on its own. It is rather interpreted based on past experiences and future expectations, individual and shared within the group.

Stepping on the concepts of subjective time and multiple change could help explore some important relationships and add to our understanding of organisational change. This study aims to reveal individual-level interpretations of organisational change and seeks answers to the following research questions:

RQ1. How do individual interpretations of past changes relate to organisational change success factors?

RQ2. Can these individual interpretations distinguish between different groups of organisational members (clusters)?

RQ3. What are the different clusters' characteristics?

The rest of this paper is organised as follows. The next section provides an overview of the theoretical background. The third section presents the methodology and sample. The fourth section describes the analysis and results. The fifth section discusses the findings and limitations of the study. The last section concludes.

2. Literature Review

2.1 Organisational-Level Factors

2.1.1 Learning Organisation

Learning has a crucial role in the adaptability of organisations to increasingly dynamic environments. The organisation seen as an open system employs learning and knowledge to interpret the internal and external environment signals, formulate (proactive or reactive) responses and implement them to ultimately improve its chances to survive (and prosper). Marsick and Watkins (1999) define the learning organisation as characterised by (1) systems-level, continuous learning (2) that is created in order to create and manage knowledge outcomes (3) which lead to improvement in the organisation's performance, and ultimately its value.

A learning approach to strategy, structure and culture enables the development of a learning organisation, and this highlights the importance of leadership (Alerasoul *et al.*, 2022). A learning organisation has an adequate climate, culture, systems, and structures that influence and create a proper environment in which individuals learn; it results in intentional improvement in knowledge performance (Marsick and Watkins, 2003).

A learning organisation builds a capacity to support, encourage, and apply knowledge on an organisational, not just an individual level. This means integrating learning into systems, structures and relevant climate and culture while considering learning on individual, team, and organisation-wide levels (Marsick and Watkins, 2003).

2.1.2 Transformational Leadership

Transformational leadership is associated with change-oriented behaviours, adaptation to external stimuli, innovation, and learning at the individual, team, and organisational levels (Mladenova and Davidkov, 2023). Many authors point to leadership as one of the key success factors of organisational change (Burke, 2011; Cameron and Quinn, 2011; Peng *et al.*, 2021). Transformational leadership is characterised by charisma-inspiration, intellectual stimulation, and individualised consideration (Bass, 1999).

Transformational leadership fosters employees' positive attitudes towards organisational change (e.g. commitment, openness, and readiness) and reduces negative reactions (e.g. resistance and cynicism) (Peng *et al.*, 2021). Transformational leadership increases employees' perceptions of attractive change consequences (valence) (Faupel and Süß, 2019) and correlates with learning on the organisational level (Lundqvist *et al.*, 2023).

2.2 Individual-Level Interpretations

2.2.1 History with Change

In this study, history with change reflects the participation in the planning and implementation of previous changes. These are often cited as key success factors in change literature. Participation is among the most prevalent change process dimensions that are found to be change antecedent (Oreg *et al.*, 2011). The way employees evaluate their experiences with previous changes may be key to the realisation of future changes (Lauzier *et al.*, 2020). Positive assessment of previous changes may help instil openness to change and reduce

change cynicism, increase self-efficacy (Lauzier *et al.*, 2020), and encourage employees to participate actively and share their opinions and concerns (Mladenova, 2022). Previous experience refers to the collectively developed change processes and perceived legitimacy of change (Klarner *et al.*, 2008) and is positively related to organisational adaptability and performance (Mladenova, 2022). The success or failure of a past change is manifested in the retrospective narratives of the organisational members and may also be controversial (Hay *et al.*, 2021). It relates to learning and suggests the active participation of employees in planning and implementing changes. Transformational leadership is expected to encourage – and correlate with – participation.

2.2.2 Valence

A key determinant of acceptance of or resistance to changes is whether these are perceived as beneficial or not (Oreg *et al.*, 2011). Personal valence in this study refers to the extent to which one feels that he or she benefitted or not from the implementation of previous changes (Holt *et al.*, 2007). Valence is one of the beliefs of change recipients that plays a key role in the success or failure of change initiatives (Armenakis *et al.*, 2007).

Armenakis et al. (2007) see valence as crucial in developing readiness for change – i.e. when the organisation plans an upcoming change initiative employees will seek a motivating answer to the question "what is in it for me?". Similarly, assessing past changes and their outcomes on a personal level might influence the open attitude to future changes. If one benefitted from previous changes, he or she would more likely expect that future changes would be also beneficial. Such a conclusion, however, is highly dependent on the scope of previous and upcoming change initiatives, and a direct relation cannot be assumed. Transformational leadership is expected to demonstrate the change benefits, work to prove its fairness, and motivate employees. If successful in past changes, transformational leadership is expected to correlate to valence.

2.2.3 Cohesion

This study borrows the definition of cohesion used by Bouckenooghe et al. (2009). It reflects the perception of togetherness and sharing, as well as the cooperation and trust in team members' competence. Trust in colleagues is one of the internal context antecedents of change (Oreg *et al.*, 2011). Cohesion is one of the climate-of-change dimensions and plays an important role in defining the background against which a change unfolds. Climate-related dimensions reflect individuals' description of their own perceptions (Koys and DeCotiis, 1991) of interconnected experiences with organisational policies, practices, and procedures, such as leadership (Schneider *et al.*, 2017) or change processes.

High levels of cohesion would mean employees would be more willing to support each other, expectedly also during challenging times such as when the organisation undergoes changes. Perceiving one's work environment as generally unsupportive, on the other hand, is more likely to lead to cynical reactions and rejection of changes (Oreg *et al.*, 2011). Climate is delicate and impacted by various organisational life events and management actions. Leadership has been widely agreed upon as a major driver of climates of all kinds (Schneider *et al.*, 2017). Transformational leadership is expected to correlate with cohesion.

2.3 Hypotheses Formulation

This study selects three dimensions of individual interpretations of past change and their effects on personal and group levels. They represent the process of change (history with change reflects whether the individual participated in the process of designing and implementing previous changes), the climate of change (cohesion reflects whether the individual trusts and cooperates with peers), and outcomes of change (valence reflects whether the individual evaluates previous changes as personally beneficial or not). Their correlation with two organisation-level success factors is assessed – transformational leadership and learning organisation. Transformational leadership is expected to largely influence employees' interpretations of changes and their results and impact. Learning organisation is expected to be influenced – and influence employees' interpretations of organisational changes.

Based on the above review, this study posits the following hypotheses:

H1: Transformational leadership correlates with individual-level interpretations (previous experience with change, valence, and cohesion).

H2: Dimensions of the learning organisation correlate with individual-level interpretations (previous experience with change, valence, and cohesion).

3. Method

3.1 Sample

This study uses data from a larger research project. The sample acquisition was conducted via an online self-administered questionnaire distributed to employees and managers in firms operating in Bulgaria. Data collection used a convenience approach in line with previous empirical research (Rahi *et al.*, 2022). This sampling approach has its limitations but can be beneficial in preliminary research (Stratton, 2021) and thus is found applicable for the purposes of this study. The inclusion criteria are ease of access and willingness to participate, as well as previous experience with organisational changes. The government sector is excluded. The level of research is individual (micro level). The demographic characteristics of the sample are presented in Table 1.

Table 1: Demographic characteristics of the sample (n=188)

Respondents profile	Number	Percentage
Age (M=34.94, SD=9.292)		
up to 30	76	40.4
31-40	64	34.0
41-50	35	18.6
51-60	10	5.3
above 60	3	1.6
Gender		
Female	109	58.0
Male	79	42.0
Education		
High school	11	5.9
Bachelor	44	23.4
Master	124	65.9
PhD	9	4.8
Tenure (M=6.85, SD=7.633)		
up to 5 years	122	64.9
6-10 years	27	14.3
11-15 years	18	9.6
16-20 years	6	3.2
above 21 years	15	8.0
Job position		
Employee	105	55.9
Middle management	69	36.7
Top management	14	7.4

The largest share of the respondents work in the Services sector (56.4%), followed by Manufacturing (28.2%). Commerce (11.7%) and Construction (3.7%) are less represented. Similarly, the largest share of the respondents work for large firms, as measured by the number of employees, i.e. 250 or above (58.6%), followed by medium-sized with 50-249 employees (20.2%), small with 10-49 employees (12.2%) and micro firms with up to 9 employees (9%).

The respondents' composition is balanced adequately according to the demographic and firm characteristics to justify their use in subsequent analyses. Some deviations from the national structure of sectors and employment should be mentioned – i.e. employees in large enterprises are overrepresented in this study sample, while micro-enterprises are underrepresented.

3.2 Composite Variables and Measures

This study uses five composite variables measured by scales adapted from previous research. All indicators were translated into Bulgarian language and transformed to a uniform 5-point Likert scale (1=completely disagree, 5=completely agree). In line with methodological recommendations (Weijters and Baumgartner, 2012) some reverse items were transformed to reduce possible issues related to psychological mechanisms employed by respondents. The final set of indicators and sources are presented in the Appendix.

4. Analytical Procedure

Data was analysed with SPSS v.25. First, the construct reliability, convergent validity and discriminant validity were examined. All constructs were found to have acceptable reliability and validity (Cronbach's alpha>0.7, item-total correlation >0.3, inter-item correlations>0.2) (Clark and Watson, 2016; Everitt, 2002; Hair *et al.*, 2010; Nunnally, 1967) (Table 2).

For the purposes of further analyses, the composite variables were calculated as mean values of their indicators.

Table 2: Composite variables - reliability and convergent validity

Composite Variable	Number of items	Corrected item-total correlation	Range of inter-item correlations	Cronbach's alpha
CO: Cohesion	4	0.720-0.808	0.582-0.794	0.895
VA: Valence	3	0.373-0.630	0.325-0.651	0.708
HC: History with Change	3	0.430-0.553	0.319-0.472	0.667
LO: Learning Organisation	7	0.354-0.716	0.200-0.643	0.848
TL: Transformational Leadership	7	0.755-0.877	0.643-0.843	0.952

Results of Kolmogorov-Smirnov and Shapiro-Wilks tests showed that data is not normally distributed. Thus, Spearman's rank-order correlation was applied. Descriptive statistics and correlations are presented in Table 3 and show that all composite variables are correlated ($p<0.01$).

Table 3: Descriptive statistics and factors correlations (n=188)

Composite variable	M	S.D.	CO	VA	HC	LO	TL
CO: Cohesion	4.4149	0.72857	1				
VA: Valence	3.0355	0.89624	.199**	1			
HC: History with Changes	3.2411	0.93953	.326**	.416**	1		
LO: Learning Organisation	3.8480	0.77188	.605**	.269**	.476**	1	
TL: Transformational Leadership	4.1223	0.93620	.473**	.283**	.392**	.658**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Hierarchical and non-hierarchical cluster analyses were performed along the three individual-level composite variables (CO, VA, HC) to assess possible similarities within and dissimilarities between the groups. The other two (LO, TL) were then used to describe the clusters, and thus to verify the hypotheses.

Hierarchical cluster analysis with Ward's method was applied to assess the possible cluster solutions. The decision to proceed with a three-cluster solution was based on the assessment of the dendrogram and agglomeration schedule. The agglomeration matrix shows that a three-cluster solution is appropriate.

Then, K-means cluster analysis was performed, specifying three clusters. The resulting mean values per cluster are presented in Table 4. The F-values indicate that the means of all three variables are significantly different. The non-hierarchical cluster analysis results suggest that the three-cluster solution is adequately discriminating the observations.

Table 4: Composite variable means per cluster

Composite variable	Final Cluster Centres				
	Cluster 1	Cluster 2	Cluster 3	F	Sig.
Cohesion	4.66	4.53	3.11	134.5979	0.000
Valence	3.72	2.47	2.48	88.94436	0.000
History with Change	3.91	2.87	2.04	222.7495	0.000
Cluster size	85	80	23		
% of total	45%	43%	12%		

The three clusters' profiles are illustrated in Figure 1 and clearly point to the differences in values for each cluster. The three factors' mean values are highest in Cluster 1 and lowest in Cluster 3.

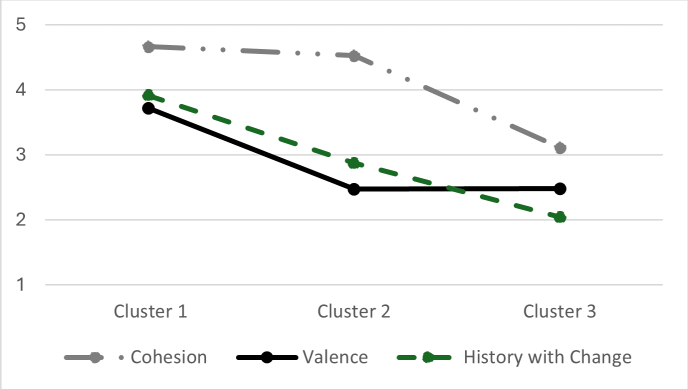

Figure 1: Clusters profiles – mean values per variable

Examining cluster stability and validity allows for further analysis and deriving conclusions of practical significance (Hair *et al.*, 2010). To assess cluster stability, data was reordered by another factor (respondent's age) and non-hierarchical analysis was performed again. The four-cluster solution is stable, with 37 of the observations (19.7%) assigned to a different cluster.

To assess predictive validity, a multivariate test was performed using three additional variables. These are three indicators of firm performance - capacity utilisation (financial performance), process improvements (market performance) and secure jobs (stakeholders). A MANOVA model was estimated where the above three variables were entered as dependent variables, and the cluster membership as an independent variable. The overall model is significant (Wilks' Lambda for cluster membership=0.814, F=6.604, Sig.=0.000). The individual F-statistics are also significant ($p<0.05$), as presented in Table 5. The results demonstrate that the cluster membership can predict other variables thus providing evidence for validity.

Table 5: Three criteria validity variables and cluster membership

Variable	Cluster number	Mean	F	Sig.
Capacity utilisation	1	4.082	9.234	0.000
	2	3.638		
	3	3.348		
Process improvements	1	4.024	18.575	0.000
	2	3.263		
	3	3.043		
Secure jobs	1	4.365	8.921	0.000
	2	3.925		
	3	3.696		

The profiles of the clusters are first assessed using the demographic variables of the respondents (age, gender, education, tenure, and job position). Then, to test the hypotheses, the additional two composite variables are used – learning organisation and transformational leadership. The relationships are tested with cross-tabulation (Table 6). Of the demographic variables, only job position has a statistically significant relationship with cluster membership. Both LO and TL show statistically significant relationships to cluster membership providing support to confirm the hypotheses. and can be used to define the clusters' profiles. The two organisation-level variables (transformational leadership and organisational learning) correlate with the individual-level interpretations (previous experience with change, valence, and cohesion).

Table 6: Cluster Profiles

		Cluster Number of Case			Total
		Cluster 1	Cluster 2	Cluster 3	
Job position	Employee	38	51	16	105
	Middle management	36	26	7	69
	Top Management	11	3	0	14
Total (χ2=11.556; df=4, Asympt. Sig.=0.021		*85*	*80*	*23*	*188*
Learning organisation	Low	0	0	2	2
	Rather low	0	0	1	1
	Average	3	13	8	24
	Rather high	32	42	10	84
	High	50	25	2	77
Total (χ2=53.049; df=8, Asympt. Sig.=0.000		*85*	*80*	*23*	*188*
Transformational leadership	Low	0	0	2	2
	Rather low	0	2	4	6
	Average	5	11	3	19
	Rather high	17	19	11	47
	High	63	48	3	114
Total (χ2=51.297; df=8, Asympt. Sig.=0.000		*85*	*80*	*23*	*188*

5. Results and Discussion

In response to the first research question, the results show that the composite variables HC, VA, and CO can be used to describe some of the individual-level interpretations of organisational changes. These variables and the organisational-level factors (LO, TL) are correlated. The cluster analyses respond to the second research question and show that these individual-level interpretations can be used and discriminate well between the groups of organisational members. Profiling of the clusters responds to the third research question and demonstrates that the three clusters have different characteristics.

Several conclusions could be made based on the analysis results. In all clusters, cohesion has the highest scores among the three composite variables. Even the lowest mean value in Cluster 3 (M=3.11) points to a rather high assessment of cohesion by the respondents. In view of the interpretations of past organisational changes and their consequences for the self and the cohesion climate, one of the possible explanations would be that past changes had positive effect on the cohesion climate, as suggested by the correlation between HC and CO. Active participation in previous change initiatives may be interpreted as a mechanism that pulls together and guides the organisation and its members; focuses their attention on the change events and the belief that they are part of something important; gives direction and enthusiasm (Bamford and Forrester, 2003). VA scores also align with such interpretation. Individuals who were actively involved in previous changes (HC) are likely to give a higher assessment of the consequences for the self (VA) and give a high assessment of the climate for cohesion in their organisation. The subjective time lens might have an impact on how respondents interpret past changes and their consequences (HC, VA) and relate to the assessment of the present climate (CO). The presence of a climate of cohesion could serve as an important ingredient for the successful implementation of upcoming changes.

Second, the composite variables used to describe two organisational-level factors (TL and LO) are correlated. The correlation between TL and LO aligns with previous research findings (Lundqvist *et al.*, 2023).

Third, this study finds evidence to support the two hypotheses raised – that the two organisational-level variables (TL and LO) correlate with the individual-level interpretations (HC, VA, CO). It suggests that the firms who worked to develop the dimensions of learning organisation and transformational leadership are characterised by more favourable individuall-level interpretations of past changes.

Fourth, this study reports a positive relationship between cluster membership and three firm performance measures – capacity utilisation, process improvements and secure jobs. This suggests that in dynamic times and environments, positive individual-level interpretations of changes might support the organisation's endeavours to improve performance. The subjective time lens could point to the relationship between the way employees internalise past changes' consequences and their interpretations of and behaviours during current and future change initiatives.

Several limitations of this study need to be mentioned. The level of analysis employed is individual. The study uses cross-sectional data. An organisation-level quantitative analysis combined with a qualitative data collection method could enrich the understanding of the studied factors and their relationships. A longitudinal study could allow for the analysis of multiple changes thus providing empirical evidence for the conclusions suggested here.

6. Conclusion

The goal of this study was to explore the relationship between two organisation-level variables (transformational leadership and learning organisation) with three individual-level variables that describe personal assessments of changes and their consequences for the self and the organisation (history with change, valence, and cohesion).

A configurational approach resulted in confirming correlations between all five composite variables (TL, LO, HC, VA, and CO). Three distinct clusters were identified, with Cluster 1 consistently scoring highest and Cluster 3 – lowest on all variables. The study finds a relation between cluster membership and three firm performance indicators – capacity utilisation, process improvements and secure jobs. The study finds evidence to support two hypotheses raised regarding correlations between two organisational-level variables (TL, LO) and three individual-level interpretations (HC, VA, CO). It thus promotes the argument that transformational leadership and learning organisation dimensions are related to the way organisational members experience and interpret past changes.

Acknowledgements

This work was financially supported by the project No. BG-RRP-2.005-0001 Twinning for scientific excellence: Stimulating sustainable energy economy and promoting research in the field of innovation management in Bulgaria (TWIN4ECO), financed by European Union – NextGeneration EU.

References

Alerasoul, S.A., Afeltra, G., Hakala, H., Minelli, E. and Strozzi, F. (2022), "Organisational learning, learning organisation, and learning orientation: An integrative review and framework", *Human Resource Management Review*, Vol. 32 No. 3, p. 100854.

Armenakis, A.A., Bernerth, J.B., Pitts, J.P. and Walker, H.J. (2007), "Organizational Change Recipients' Beliefs Scale: Development of an Assessment Instrument", *The Journal of Applied Behavioral Science*, Vol. 43 No. 4, pp. 481–505.

Bamford, D.R. and Forrester, P.L. (2003), "Managing planned and emergent change within an operations management environment", *International Journal of Operations & Production Management*, Vol. 23, pp. 546–564.

Bass, B.M. (1999), "Two Decades of Research and Development in Transformational Leadership", *European Journal of Work and Organizational Psychology*, Vol. 8 No. 1, pp. 9–32.

Bouckenooghe, D., Devos, G. and Van Den Broeck, H. (2009), "Organizational Change Questionnaire–Climate of Change, Processes, and Readiness: Development of a New Instrument", *The Journal of Psychology*, Vol. 143 No. 6, pp. 559–599.

Burke, W. (2011), *Organization Change. Theory and Practice (3rd Edition)*, SAGE Publications, Inc., Thousand Oaks, CA.

Cameron, K.S. and Quinn, R.E. (2011), *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, 3rd ed., John Wiley & Sons.

Carless, S.A., Wearing, A.J. and Mann, L. (2000), "A Short Measure of Transformational Leadership", *Journal of Business and Psychology*, Vol. 14, pp. 389–405.

Clark, L.A. and Watson, D. (2016), "Constructing validity: Basic issues in objective scale development.", in Kazdin, A.E. (Ed.), *Methodological Issues and Strategies in Clinical Research (4th Ed.).*, American Psychological Association, Washington, pp. 187–203.

Coyle-Shapiro, J.A.-M. (1999), "Employee Participation and Assessment of an Organizational Change Intervention: A Three-Wave Study of Total Quality Management", *The Journal of Applied Behavioral Science*, Vol. 35 No. 4, pp. 439–456.

Daly, J.P. and Geyer, P.D. (1994), "The role of fairness in implementing large-scale change: Employee evaluations of process and outcome in seven facility relocations", *Journal of Organizational Behavior*, Vol. 15 No. 7, pp. 623–638.

Everitt, B. (2002), *The Cambridge Dictionary of Statistics*, 2nd ed., Cambridge University Press, Cambridge, UK ; New York.

Faupel, S. and Süß, S. (2019), "The Effect of Transformational Leadership on Employees During Organizational Change – An Empirical Analysis", *Journal of Change Management*, Vol. 19 No. 3, pp. 145–166.

Hair, J.F., Black, W.C., Babin, B.J. and Anderson, R.E. (2010), *Multivariate Data Analysis*, 7th ed., Prentice Hall, Upper Saddle River, NJ.

Hay, G.J., Parker, S.K. and Luksyte, A. (2021), "Making sense of organisational change failure: An identity lens", *Human Relations*, Vol. 74, pp. 180–207.

Heracleous, L. and Bartunek, J. (2021), "Organization change failure, deep structures and temporality: Appreciating Wonderland", *Human Relations*, Vol. 74, pp. 208–233.

Holt, D.T., Armenakis, A.A., Feild, H.S. and Harris, S.G. (2007), "Readiness for Organizational Change: The Systematic Development of a Scale", *The Journal of Applied Behavioral Science*, Vol. 43, pp. 232–255.

Klarner, P., Probst, G. and Soparnot, R. (2008), "Organizational Change Capacity in Public Services: The Case of the World Health Organization", *Journal of Change Management*, Vol. 8, pp. 57–72.

Koys, D.J. and DeCotiis, T.A. (1991), "Inductive Measures of Psychological Climate", *Human Relations*, Vol. 44 No. 3, pp. 265–285.

Laurent, A. (1990), "A Cultural View of Organizational Change", in Evans, P., Doz, Y. and Laurent, A. (Eds.), *Human Resource Management in International Firms*, Palgrave Macmillan UK, London, pp. 83–94.

Lauzier, M., Lemieux, N., Montreuil, V.-L. and Nicolas, C. (2020), "On the transposability of change management research results: a systematic scoping review of studies published in JOCM and JCM", *Journal of Organizational Change Management*, Vol. 33 No. 5, pp. 859–881.

Lundqvist, D., Wallo, A., Coetzer, A. and Kock, H. (2023), "Leadership and Learning at Work: A Systematic Literature Review of Learning-oriented Leadership", *Journal of Leadership & Organizational Studies*, Vol. 30 No. 2, pp. 205–238.

Marsick, V.J. and Watkins, K.E. (1999), *Facilitating Learning Organizations: Making Learning Count*, Gower, Aldershot, Hampshire, England ; Brookfield, Vt., USA.

Marsick, V.J. and Watkins, K.E. (2003), "Demonstrating the Value of an Organization's Learning Culture: The Dimensions of the Learning Organization Questionnaire", *Advances in Developing Human Resources*, Vol. 5 No. 2, pp. 132–151.

Mladenova, I. (2022), "Impact Of Experience With Changes On Adaptability And Organizational Performance", *HR and Technologies*, Creative Space Association, No. 2, pp. 70–87.

Mladenova, I. and Davidkov, T. (2023), "Leadership, adaptability and performance of Bulgarian organizations - cultural reflections on empirical data", *Ikonomicheski Izsledvania*, Vol. 32 No. 7, pp. 93–113.

Nunnally, J.C. (1967), *Psychometric Theory*, 5. [print.]., McGraw-Hill, New York.

Oreg, S., Vakola, M. and Armenakis, A. (2011), "Change Recipients' Reactions to Organizational Change: A 60-Year Review of Quantitative Studies", *The Journal of Applied Behavioral Science*, Vol. 47 No. 4, pp. 461–524.

Peng, J., Li, M., Wang, Z. and Lin, Y. (2021), "Transformational Leadership and Employees' Reactions to Organizational Change: Evidence From a Meta-Analysis", *The Journal of Applied Behavioral Science*, Vol. 57 No. 3, pp. 369–397.

Rahi, S., Alghizzawi, M., Ahmad, S., Munawar Khan, M. and Ngah, A.H. (2022), "Does employee readiness to change impact organization change implementation? Empirical evidence from emerging economy", *International Journal of Ethics and Systems*, Vol. 38 No. 2, pp. 235–253.

Schneider, B., González-Romá, V., Ostroff, C. and West, M.A. (2017), "Organizational climate and culture: Reflections on the history of the constructs in the Journal of Applied Psychology.", *Journal of Applied Psychology*, Vol. 102 No. 3, pp. 468–482.

Shipp, A.J. and Jansen, K.J. (2021), "The 'Other' Time: A Review of the Subjective Experience of Time in Organizations", *Academy of Management Annals*, Vol. 15 No. 1, pp. 299–334.

Stratton, S.J. (2021), "Population Research: Convenience Sampling Strategies", *Prehospital and Disaster Medicine*, Vol. 36 No. 4, pp. 373–374.

Suddaby, R. and Foster, W.M. (2017), "History and Organizational Change", *Journal of Management*, Vol. 43 No. 1, pp. 19–38.

Weijters, B. and Baumgartner, H. (2012), "Misresponse to Reversed and Negated Items in Surveys: A Review", *Journal of Marketing Research*, Vol. 49 No. 5, pp. 737–747.

Appendix

Construct, (source)	Items used
Cohesion, (Bouckenooghe *et al.*, 2009)	When I need help, I can always ask my colleagues
	We cooperate well in my department
	My colleagues are sufficiently competent
	I have confidence in my colleagues
Learning Organisation (DLOQ), (Marsick and Watkins, 2003)	In my organisation, people are rewarded for learning
	In my organisation, people spend time building trust with each other
	In my organisation, teams/groups revise their thinking as a result of group discussions or information collected
	My organisation makes its lessons learned available to all employees
	My organisation recognises people for taking initiative
	My organisation works together with the outside community to meet mutual needs
	In my organisation, leaders continually look for opportunities to learn
Transformational Leadership, (Carless *et al.*, 2000)	My leader communicates a clear and positive vision of the future
	My leader treats staff as individuals, supports and encourages their development
	My leader gives encouragement and recognition to staff
	My leader fosters trust, involvement and cooperation among team members
	My leader encourages thinking about problems in new ways and questions assumptions
	My leader is clear about his/her values and practices what he/she preaches
	My leader instils pride and respect in others and inspires me by being highly competent
Valence, (Armenakis *et al.*, 2007)	Previous changes usually increased my feeling of accomplishment
	In general, after previous changes I earned higher pay
	As a result of previous changes, I had better opportunities for self-fulfilment
History with Change, (Coyle-Shapiro, 1999; Daly and Geyer, 1994)	People like myself had input into the decisions for previous changes
	Management did not give me a chance to express my concerns before they made the decision to move (R)
	I personally participated in the implementation of previous changes in the organisation

* (R) – reverse item