

Journal of Intercultural
Management

Vol. **17** | No. **4** | **2025**

pp. **80–116**

DOI **10.2478/joim-2025-0016**

© 2025 Orych et al. This is an open access article
licensed under the Creative Commons Attribution-
Share Alike 4.0 International
License (<http://creativecommons.org/licenses/by-sa/4.0/>).

Maciej Orych

SAN University, Łódź, Poland

morych@san.edu.pl

ORCID ID: 0000-0002-0047-9643

Zofia Patora-Wysocka

SAN University, Łódź, Poland

zpatora-wysocka@san.edu.pl

ORCID ID: 0000-0002-0429-0207

The Impact of Organizational Learning on Dealing with Crisis Situations in a Logistics Company: Toward Organizational Change

ABSTRACT

Objective: The main objective is to analyze the impact of organizational learning through crisis situations on the effectiveness of coping with them (or minimizing their occurrence) in the future in a logistics company – from the perspective of rank-and-file employees (with over 5 years of service). The main objective is also related to identifying the occurrence of organizational change caused by organizational learning through crisis situations.

Methodology: The literature section includes the authors' considerations of three major research areas related to the issues of organizational learning, crisis situations in transport organizations, and organizational change. The empirical part presents the results of the authors' own qualitative research on the impact of organizational learning on dealing with crisis situations – and how, and if at all, it leads to organizational change.

Findings: Our own research shows that organizational learning through crisis situations contributes to minimizing their occurrence in the future. Furthermore, it leads to organizational change.

Value Added: The results of the study bring us closer to understanding how organizational learning through crises situations contributes to organizational change, which can account for increases in work effectiveness.

Recommendations: Logistics companies should pay more attention to the role of knowledge sharing in structures and to organizational learning through crisis situations, as this increases the effectiveness of dealing with organizational threats.

Key words: organizational learning, crisis situations, organizational change, logistics companies, transportation

JEL codes: M10, M14, M16, L20, L21, L91



Introduction

Change is the end result of all true learning

– Leo Buscaglia

Today's organizations face a brutal choice of “learn or die” (Bontis et al., 2002, p. 437; Aspara et al., 2023). Contemporary logistics organizations are characterized by above-average volatility, instability, and uncertainty related to their functioning and survival in today's market. Companies in the logistics sector face many obstacles which, despite hindering day-to-day logistics operations, build organizational identity and develop openness to change. Crisis situations are an inevitable part of both human and organizational life. They are multidimensional and multi-level in nature, as they can affect aspects of everyday life, social, psychological, environmental, economic, political, and even existential aspects.

Crisis situations are usually associated with negative phenomena, with pejorative connotations, where they are described as problematic events in an organization that disrupt the current state of affairs – and this is indeed the case. On the other hand, referring to the etymology of the word crisis, in Japan it is written with two characters, where the first can mean “danger” and the second “opportunity” or “possibility” (Wysłocka, 2011, p. 139). It seems that the perspective adopted by a leader or employee in an organization is important – whether they treat a crisis situation as a negative phenomenon that needs to be resolved as quickly as possible, or whether they treat it as a kind of lesson. From this lesson, conclusions can be drawn, the practical application of which contributes to the expansion of the most important resource in the organization, which is knowledge – both explicit and tacit (see Polanyi, 1964).

Knowledge within an organization and sharing it can contribute to the increased efficiency of individual structures in companies, including logistics. It seems that through crisis situations or crises, modern organizations are able to learn, develop, draw conclusions, and create practical action plans that minimize the occurrence of problematic situations in the future. Crisis situations in companies often turn out to be turning points, leading to change for better or worse. The self-awareness of employees who are open to change,

expanding their knowledge, and willing to learn – including organizational learning – proves to be important.

This article consists of two main parts: literature review and empirical research. The literature section will present the issues of organizational learning in organizations, crisis situations in transport companies, and the concept of organizational change. The empirical section will present the methodology and methods of our own qualitative research, the results of this research along with a discussion, implications for management, conclusions, recommendations, and research limitations.

The article has one main objective, which can also be interpreted as a research problem: analyzing the impact of organizational learning through crisis situations on the effective management of such situations in the future in transport companies by rank-and-file employees. Moreover, the main objective is to identify organizational change through organizational learning in crisis situations. In order to achieve this objective, one research question was posed in this paper, namely:

Q1: *Can organizational learning in crisis situations influence their effective handling in the future (or minimizing their occurrence) in a transport company by rank-and-file employees, and if so, how? Can organizational learning through crisis situations in a transport company lead to organizational change?*

The paper argues that organizational learning through crisis situations has a positive impact on the ability of rank-and-file employees to deal effectively with them in a transport company. Furthermore, organizational learning through crisis situations in transport companies can lead to organizational change for the better.

The article refrains from formulating a priori hypotheses, but an attempt will be made to propose post factum hypotheses.



Literature Review

Organizational Learning

The concept of organizational learning has been discussed for decades in numerous works in the field of social sciences, including management sciences (see e.g., Becker, 2017; Basten & Haamann, 2018; Levitt & March, 1988; Easterby-Smith & Lyles, 2011; Argote, 2011). The concept of organizational learning is inextricably linked to other concepts such as Organizational Learning (OL), Knowledge Management (KM), Organizational Knowledge (OK), and the Learning Organization (LO) (see e.g., Easterby-Smith & Lyles, 2011, p. 4). It should be noted that the first authors to refer to the concept of organizational learning in the literature were Cyert and March (1963), who postulated that organizations possess knowledge, learn, and, over time, treat their knowledge base and social capital as their most valuable assets.

When discussing the development of the concept of organizational learning, it is important to mention the unquestionable influence of classic works by authors such as John Dewey and Michel Polanyi.

Dewey (1916) stated that learning is effective when it is based on action, and thus, in a sense, on an individual and practical level (1916). His ideas of learning through experience fit into models of individual learning within organizations, where the process takes place between experience and reflection (Dewey, 1916). It should be added that learning through action can be one of the key tools of a learning organization.

Polanyi (1964) divides knowledge into explicit (formalized) and tacit (hidden). The author argues that explicit knowledge is characterized by ease of articulation, formalization, conceptualization, codification, and sharing (Polanyi, 1964). Tacit knowledge, on the other hand, is difficult to read and express – it is impossible to write down and verbalize (Polanyi, 1964). Importantly, tacit knowledge also includes experience, human wisdom, and intuition. This issue is not irrelevant to crisis situations in organizations, because the awareness that the importance of classified information can affect the effective functioning of structures in everyday, routine activities in an organization only confirms that employee attitudes

in the face of organizational threats can have a real impact on the emergence or minimization of crisis or problem situations in organizations.

Moving on to the terminology of organizational learning, Basten and Haamann (2018) argue that it is a process whereby organizations change their mental models, rules, habits, processes, or knowledge, in which the overall effective functioning of the enterprise is maintained or improved (2018, p. 2; see Chiva et al., 2014, p. 689). It can be said that the goal of organizational learning may be to adapt organizational processes in such a way as to direct certain activities. This seems to be particularly important for organizations that operate in a turbulent and unpredictable environment – for example, in the logistics sector – where responding to various circumstances faster than competitors can prevent crisis situations from arising.

Organizational learning can also be defined as a change in the knowledge base of a company that occurs as a result of past experiences (Espejo & Flores, 2021).

Alrefaai and Khalil (2019) argue that acquiring and creating knowledge, retaining it within structures, and passing it on can be classified as organizational learning (2019).

Fiol and Lyles (1985) state that organizational learning is the process of improving the performance of individuals and groups within an organization by creating more valuable knowledge and a shared understanding within corporate structures (1985). The authors add that this process does not only take place at the individual level, but also influences value creation and improvement in groups within organizations.

Weed-Schertzer (2020) adds that organizations learn by processing information in order to accumulate knowledge that is useful within their structures and to record this data. The author believes that this is an important behavioral and social process through which new behaviors are instilled in individuals through exposure to social experiences (2020; Proctor, 2018).

Levitt and March (1988) claim that organizational learning is based on routine activities that are dependent on history and strongly goal-oriented (1988). The authors add that organizations have the ability to learn from individual and group experiences, which are used to develop conceptual frameworks for action in organizations (Levitt & March, 1988).

It is worth adding that knowledge in an organization is created at three different levels: individual, group, and organizational (Crossan et al., 1999; Seidl et al., 2025). Table 1 presents each of the processes along with a description and input data.

Table 1. Three levels of organizational learning

Level	Process description	Input data
Individual	Intuition: subconscious thinking and the not fully understood and rationalized identification of patterns or possibilities from experience. Individual influence or influence during interaction with another individual.	Experience, images, metaphors, reflections
	Interpretation: understanding and explaining phenomena to oneself and others in the organization. Preverbal stage.	Language, cognitive map, dialogues, conversations
Group	Integration: The process of developing a shared understanding among people in an organization and coordinating actions on which people agree. Discussions and shared understanding are key. If the knowledge transfer process is repeated, institutionalization may occur.	Mutual understanding, mutual adaptation, interactive arrangements
Organizational	Institutionalization: the process of consolidating changes and transitioning to routine activities. Formalization of the learning process of individuals and groups (systems, structures, procedures, and strategies).	Routine activities, diagnostics, rules, procedures

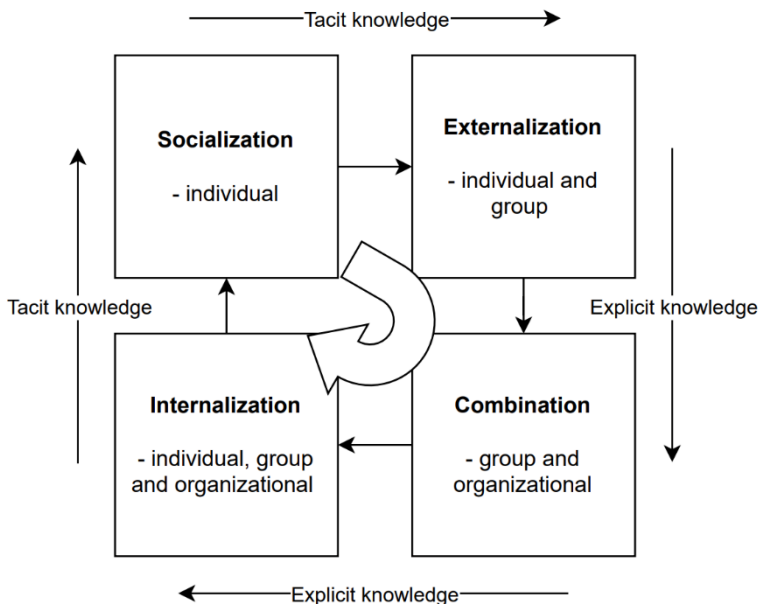
Source: own elaboration based on: Crossan et al., 1999; Seidl et al., 2025.

Organizational learning at the individual level can take place through the use of employee or manager intuition or through conscious interpretation and reasoning about events that have occurred (see Table 1). In addition, at the individual level, it is possible to share knowledge in order to seek business solutions, especially in crisis situations within organizations. The group level is characterized by a shared, collective understanding and the implementation of actions that are not only consistent with other people in the organization, but also lead to the search for effective business solutions (see Table 1). From the group level perspective, mutual understanding, willingness to share knowledge,

and interactivity are important – joint action leads to the search for collective solutions based on perceiving problems from different perspectives. Organizational learning at the organizational level is linked to institutionalization, i.e., a specific transformation from social behaviors or actions into commonly used, routine practices in the organization – i.e., recognizable forms that are located in time and emergent (Giddens, 1984/2003, p. 18; see Turowski, 2005, p. 40; Patora-Wysocka & Orych, 2023).

Nonaka and Takeuchi (1995) presented a model of knowledge creation that combines explicit and tacit knowledge and is based on four fundamental aspects important for this process: socialization, externalization, combination, and internalization (1995) (see Figure 1).

Figure 1. Model of organizational knowledge creation by Nonaka and Takeuchi (1995)



Source: own elaboration based on: Nonaka & Takeuchi, 1995.

According to Figure 1, socialization is the sharing of tacit knowledge among people in an organization (e.g., an intern learns from his or her mentor) – this knowledge is tacit and cannot be used in the future by all members of the organization (Nonaka

& Konno, 1998, p. 43). Externalization involves transforming tacit knowledge into explicit knowledge (e.g., individualized or specialized knowledge is transformed into accessible, explicit knowledge) (Nonaka & Konno, 1998, p. 43). Combination involves transforming explicit knowledge into more complex knowledge by re-sorting and categorizing explicit knowledge collections by different people in the organization (Nonaka & Konno, 1998, p. 43). This is also inevitably linked to the dissemination of knowledge within the company’s structures. Internalization involves transforming explicit knowledge into tacit knowledge (e.g., transforming written patterns into company routines) (Nonaka & Konno, 1998, p. 43). It can be concluded that the above model of knowledge creation in an organization is a specific process in which each of the four elements have their own important purpose in organizational life (see Figure 1).

We can also cite the considerations of Garvin (1993), who presents five essential components of organizational learning: systematic problem solving, experimentation, learning from experience, learning from others, and knowledge transfer (1993). Table 2 contains a description of the individual components of organizational learning.

Table 2. Five Building Blocks of Organizational Learning by Garvin (1993)

Building Block	Description
Systematic problem solving	Learning through daily decision-making based on diagnostic methods for problem solving. Precision is essential.
Experimentation	Learning within the organization by experimenting with new approaches, methods, and solutions (e.g., research, demonstration projects).
Learning from experience	Learning based on individual experiences, events, and stories. This requires reflection on successes and failures and the need to discuss this with others, e.g., after completing a project.
Learning from others	Learning from the experiences and practices of others and translating this into solving everyday problems in the organization. Openness to change and criticism is required.
Transferring knowledge	Fast and effective transfer of public knowledge throughout organizational structures through written or oral reports.

Source: Garvin, 1993; see Basten and Haamann, 2018, p. 4.

Each of the elements included in Table 2 directly concerns the organizational learning process and contributes to the creation and consolidation of both explicit and tacit knowledge in organizations, including those in the logistics sector. From the perspective of crisis management, it seems important to learn from past experiences within the organization – this allows conclusions to be drawn and new, more effective anti-crisis solutions to be developed for the future. It should be remembered that very often reflective teams of employees in organizations, for which organizational learning is the basis for effective future action, create a work environment in which crisis situations are efficiently identified and resolved.

Importantly, it is impossible not to mention knowledge sharing and transfer within organizational structures. In modern organizations, the essence of knowledge sharing is perceived as a key skill and strategic resource for the organization. Cabrera and Cabrera (2002) postulate that knowledge sharing causes a significant increase in the value of knowledge within an organization (2002). Ipe (2003) points out that by sharing knowledge, we make it available to other members of the organization – and this involves transforming information into a form that is digestible and easily accessible to others (2003). The author adds that this is a conscious process through which knowledge becomes shared between the sender and the recipient (Ipe, 2003). This seems to be particularly important from the perspective of combating crisis situations in organizations – by sharing knowledge, other employees are able to identify upcoming threats more efficiently or counteract them more effectively thanks to the experiences of other participants.

The next section will present the issue of crisis situations in logistics organizations.

Crisis Situations in Logistics Companies

Crisis situations – and crises themselves – are an integral part of business operations, regardless of the sector. Companies in the logistics industry, including transport companies, are exposed to problematic situations, often crises,

which are not always easy to predict and diagnose. It seems that certain phenomena disrupting the smooth functioning of structures in organizations are often impossible to predict even by the most experienced teams and the most effective leaders – these are often situations beyond our control. It seems that when crisis and anti-crisis plans fail and crisis situations recur, the concept of organizational learning may prove important – in which members of the organization share information and create and consolidate knowledge within organizational structures.

For the purposes of this paper, it is important to distinguish between the terms crisis and crisis situation. Mitroff and Pearson (1998) believe that a crisis can be the result of or an accumulation of disruptions in an organization that were unforeseeable and may arise from both internal and external causes (1998). The authors emphasize that crises can be characterized by the fact that they are not always predictable using the diagnostic techniques and tools available in the organization (Mitroff & Pearson, 1998).

An important definition is presented by Gilliland and James (1993), who note that a crisis is not only a threat to an organization, but also an opportunity for development and reconstruction (1993, p. 43). The authors emphasize that it is a chaotic and complex phenomenon that can have social, economic, psychological, environmental, or even political or military causes (Gilliland & James, 1993, p. 43). A crisis is also characterized by the necessity of decline, growth, or change (Gilliland & James, 1993, p. 43).

A crisis situation may involve a strategic renewal process that can generate change which breaks free from deteriorative organizational trajectory (Nevalainen et al., 2025; Huff et al., 1992). Due to the emergence of a turning point the rapid change fills the organizational structure with refreshing resources and capabilities. To put it bluntly, it covers the process of breaking organizational paths that alters the organizational practice (Dittrich et al., 2014).

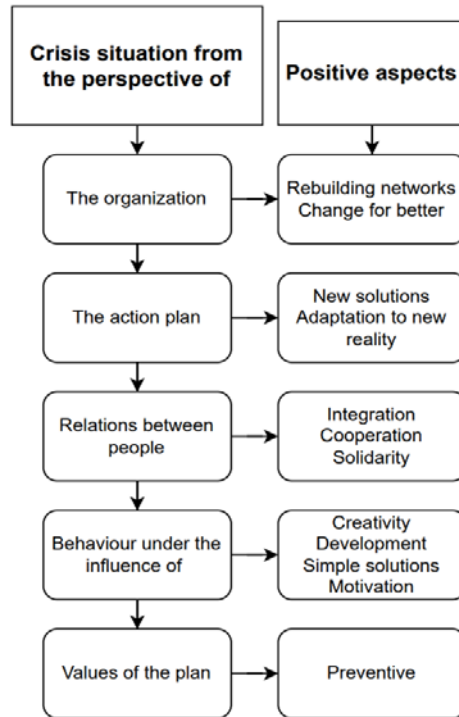
In contrast to a crisis, a crisis situation in an organization is defined as a temporary moment of imbalance, a problematic moment in the structures of the organization that does not significantly affect its further functioning – but if preventive measures are not taken, it can lead to a serious crisis (Żurawski et al., 2019; Ciekanski et al., 2023, p. 341).

Buczek and Wojtaszek (2023) believe that a crisis situation occurs in an organization if the following characteristics are met:

1. There has been a disruption in the effective work of the organization;
2. There has been a violation of rules and norms in the organization that hinders or slows down further work;
3. There may be a risk of disruption to continuity of operations and an organizational crisis is being considered;
4. Circumstances related to human socio-psychology have arisen that reduce the productivity of human capital (e.g., fear, panic, sense of threat);
5. An event or series of seemingly neutral events has contributed to a decline in the company's profitability;
6. There is a noticeable lack of prospects for development within the organization (2023, p. 400).

As mentioned, crises and crisis situations can have both positive and negative aspects (see, e.g., Dębicka, 2014). Due to the subject matter of this article and the concepts of organizational learning through crises, authors have decided to present several positive aspects related to the emergence of a crisis situation in an organization (see Figure 2).

Figure 2. Positive aspects of crisis situations from the various perspectives



Source: own elaboration based on: Dębicka, 2014; see Ciekankowski et al., 2023, p. 342.

According to Figure 2, crisis situations in organizations can lead to a number of positive changes in corporate structures. Starting with rebuilding relationships (reconciliation of staff), through creating new organizational solutions, integration, cooperation, solidarity, developing creativity in teams, ending with aspects related to creating plans and preventive solutions (see Figure 2). It seems that these elements are in a sense related to the concept of organizational learning, in this case through crisis situations.

Next, Mitroff et al. (1987) distinguish between many types of crisis situations caused by internal and external factors, dividing them into: technical and economic (product defects, machine malfunctions, faults, misinformation, etc.) and social and human (inability to adapt to change, sabotage, false rumors, etc.) (1987, p. 287).

An important typology of crisis situations is provided by Michałowska et al. (2015), who divide their causes into endogenous and exogenous (2015, pp. 113–114). Endogenous crisis situations may result from errors related to:

1. Company strategy (e.g., unclear company policy, lack of openness to change);
2. Staff (e.g., excessive staff turnover, false management style, indecisiveness in decision-making, numerous disputes, arguments, mismatched teams);
3. Financial resources (e.g., budgeting irregularities);
4. Organizational structure (e.g., organizational chaos, outdated management methods);
5. Technology (e.g., outdated IT systems and solutions) (Michałowska et al., 2015, p. 113).

In turn, crisis situations caused by exogenous factors may result from errors related to:

1. The macro environment (e.g., too slow economic growth of the country, market regulations, legal restrictions, random factors, changes in the labor code);
2. The microenvironment (e.g., drastic changes related to contractors, excessive competition, payment delays) (Michałowska et al., 2015, p. 114).

When discussing crisis situations strictly in logistics companies, including transport companies, it is worth mentioning various crisis situations related to road accidents, high turnover of international drivers, rising costs of raw materials (e.g., fuel), continuous changes in customs regulations, changing legal regulations, or even problems with the flow of key information within the company (see e.g., Orych, 2024, p. 125).

Rajzer (2024) argues that modern logistics companies, including transport companies, must adapt to a changing reality through skillfully selected staff and effective leadership (2024). Therefore, it may be important to select teams that



are open to change and willing to share knowledge with other team members, referring to the concept of organizational learning.

It should be added that, in addition to the above-mentioned problems related to raw materials and finances, logistics companies also face numerous crisis situations related to staff, strategy, technology, and resources within the organization (including gaps in knowledge resources). It seems that there are frequent cases of problematic and crisis situations related to a lack of effective communication within the organization and problems with the transfer of key information within the structures. Perhaps the key to resolving some crisis situations in logistics organizations is to pay special attention to collective action, during which routines are created in the organization based on experience and knowledge gained from past failures.

The next part of this paper will present the issue of organizational change, which is inextricably linked to the concept of organizational learning.

Organizational Change

Organizational change and change management are important areas of contemporary research, the application of which can be analyzed in the context of the constantly changing business environment. Changes in models and processes within organizations can contribute to the creation of new, more effective business plans, which can also be applied during crises and emergencies in companies. The concept of organizational change is discussed in the social sciences by many authors (see e.g., Lewin, 1947; Wang, 2007; Patora-Wysocka, 2016; Kumarasinghe & Dilan, 2021; Hubbart, 2023).

Kumarasinghe and Dilan (2021) postulate that “organizational change examines the process through which a corporation or organization changes its operating procedures, technology, organizational structure, overall structure, or strategies, as well as the consequences of those changes” (2021, p. 49).

Ameti (2020) states that organizational change is a kind of transition from the current situation to the desired one, adding that today’s business environment

requires companies to adapt to change almost constantly if they want to remain competitive (2020, p. 60).

Crisis situations or crises often cause organizational changes, for better or worse (Aguilera, 1990; Barnett & Pratt, 2000; Wang, 2007, p. 4; Skalik, 2004). Experiencing a crisis or problematic situations in organizations changes the experiences of employees and undermines their existing beliefs about the social and physical environment (Wang, 2007).

When analyzing the concept of organizational change, it is worth presenting the types of these changes along with descriptions and examples, referring to the context of organizational life (see Table 3).

Table 3. Types, descriptions and examples of organizational change

Type of changes	Description	Examples
Organization-wide vs. Subsystem change	Most organizations implement changes that affect different stages of the company's life cycle	Transition from a highly reactive organization to a stable and planned development company
	A change that covers a smaller area of the scope	Reorganization of departments, streamlining of employee responsibilities
Transformational vs. Incremental change	Changes in the structures of process-based organizations	Business process reengineering
	Gradual introduction of changes on a smaller scale	Continuous improvement with an emphasis on effective quality management
Remedial vs. Developmental change	An urgent change that solves a current and existing problem	Resolving cases of burnout at work
	Continuous improvement of what already exists – but no drastic changes	Increasing the number of consumers served
Unplanned vs. Planned change	Unplanned change occurs when an unexpected disruption occurs in the organization, causing chaos	Pandemic, machine malfunctions, product defects
	Change is planned when an organization recognizes the need to make significant changes and develops a proactive plan to ensure implementation	Implementation of a strategic plan, reorganization of operational structures

Source: own elaboration based on: Kumarasinghe and Dilan, 2021, pp. 50–52.

From the perspective of organizational change caused by a crisis situation in the organization, companies often have to deal with unplanned organizational changes that need to be implemented immediately in order to control the threat (see Table 3).

It seems that the topic of organizational change is inextricably linked to the reflections of rank-and-file employees and leaders – and further to reflexivity in management (see e.g., Schippers et al., 2018). Reflection is defined as a systematic and in-depth analysis of past experience (Robson, 2022, p. 72). Reflexivity can be seen as “a deeper analysis to identify reflective bias in values, beliefs, and power relationships” (Robson, 2022, p. 72). Schippers et al. (2018) also postulate the phenomenon of group reflexivity in organizations, which leads to team planning and then to organizational action and structural change (2018, p. 176).

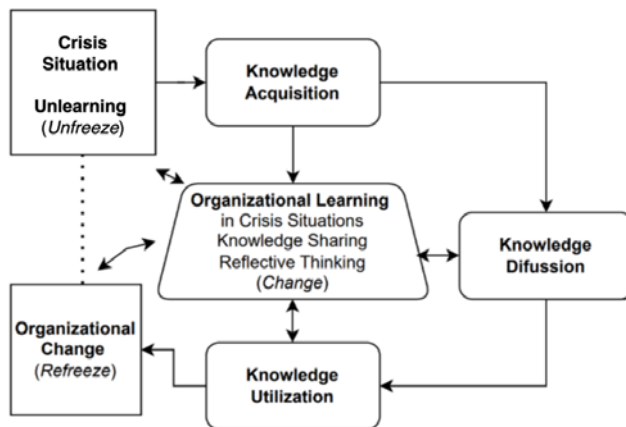
In the context of organizational change, we can also mention the work related to Critical Management Studies (CMS) by Spicer and Alvesson (2024), who refer to a postmodernism-inspired research trend focusing on understanding the world and the role played by uncertainty and randomness (2024). Different narratives, randomness, and coincidences can lead to organizational change that was neither planned nor anticipated. Crisis situations are characterized by a certain unpredictability – and, just like organizational change, they can occur in a random and chaotic manner. It is worth adding that such changes are not worthless and ineffective – often spontaneous changes lead to the consolidation of patterns and behaviors in organizational structures that are not only effective but also embedded in the organizational life cycle for a long time.

When discussing organizational learning and organizational change, it is impossible not to mention Lewin’s popular 3-Stage Model of Change (1947). The model consists of three key stages (processes): unfreeze, change, refreeze (Lewin, 1947; see Hussain et al., 2018, p. 126). The unfreeze stage takes place when the organization decides that change is necessary – this stage should involve preparing employee teams for organizational change. The change stage is responsible for preparing changes and implementing them in the organization. At this stage, employees are also helped to adapt to the new reality. The refreeze stage stabilizes and integrates the changes introduced into the life of

the company. When discussing the refreeze stage, one can mention the institutionalization of changes that become routines in organizational life (see, e.g., Patora-Wysocka, 2019).

Lewin's 3-Stage Model of Change also served as inspiration for the creation of an integrated model relating to organizational learning and organizational change through crisis situations (see Figure 3).

Figure 3. Integrated Model of Organizational Learning and Change in Crisis Situations



Source: own elaboration based on: Wang, 2007; Lewin, 1947.

Analyzing Figure 3, it can be concluded that crisis situations in organizations can lead to the unfreezing of knowledge in organizations, followed by the necessary process of acquiring, diffusing, and utilizing knowledge, which may ultimately lead to organizational change (refreeze). All processes are influenced by organizational learning, which can take place with the participation of members of the organization on the basis of their own thoughts, reflections, team knowledge sharing, and organizational learning through experience – at this point, change occurs. Importantly, this knowledge can be recorded in organizational structures and can turn into routine activities in organizations, including those in the logistics industry.

The next part of the paper will present the methodology and methods of qualitative research.



Qualitative Research – Methodology

The starting point for conducting own qualitative research was the observations made by Dodgson (1993) and Fiol and Lyles (1985) that environmental factors such as crisis situations can stimulate organizational learning. It should be added that crisis situations often lead to organizational changes, for better or worse (Aguilera, 1990; Barnett & Pratt, 2000).

The main goal of qualitative research in the social sciences is to understand a specific social situation, role, group, event, or interaction (Creswell, 2009, p. 180; see Czernek, 2020). It is a research process in which the researcher gradually attempts to give greater meaning to a social phenomenon by contrasting, comparing, replicating, cataloging, and classifying the subject of the study (Creswell, 2009, p. 180; see Czernek, 2020).

Own qualitative study was designed to answer one main research question that was formulated for the purposes of this work, namely:

Q1: *Can organizational learning in crisis situations influence their effective handling (or minimizing their occurrence) in the future in a transport company by rank-and-file employees, and if so, how? Can organizational learning through crisis situations in a transport company lead to organizational change?*

The objective of qualitative research is to gain a deeper understanding and identify the impact of organizational learning through crisis situations in a transport organization on effectively dealing with future threats and to analyze the occurrence of organizational changes through organizational learning in crisis situations in a company.

Due to the exploratory and idiographic nature of the research and the fact that it focused on understanding the organizational reality in a given company, no a priori hypotheses were formulated, but an attempt will be made to formulate post factum hypotheses (see e.g., Patora-Wysocka, 2019).

For the purposes of the research, the case study method was used, and the tool was the individual in-depth interview (semi-structured) (Perska, 2024,

p. 92; see Czakon, 2020). This is a recommended research technique that allows learning about specific topics, issues, events, or even the feelings of informants (Perska, 2024, p. 92).

The qualitative study was conducted in accordance with the methodological rigor required for this type of research, i.e., each of the recommended stages were completed: identifying the topic; designing; conducting the interview; transcribing; analyzing the material; verifying; reporting (Babbie, 2004, p. 334).

It was decided to purposively select cases, which was dictated by the complex and ambiguous nature of the issues addressed in this research. This is an acceptable choice for this type of analysis in the social sciences (Creswell, 2009; Babbie, 2004). The purposive selection of cases was homogeneous in nature, i.e., informants were selected for the study who: a) were rank-and-file employees without managerial functions; b) worked in the same international transport company with an established market position; c) had documented work experience of more than 5 years; d) were familiar with the specifics of the company and participated in its daily operations, including crisis situations handling; and e) worked in the same international transport department.

For methodological and quality reasons, it was important to interview employees who had experienced a number of crisis situations in the organization, hence the search for informants with 5 or more years of experience.

The subject of the study was an international transport company registered in Poland. It provides international container, tarpaulin, and refrigerated transport services. It has a fleet of approximately 150 truck sets. It employs many workers from both Poland and Ukraine (drivers), has its own warehouse facilities and a workshop near the company's headquarters. The company has been operating on the market for over 15 years and is managed by a married couple – a man who manages the fleet, shipping, transport, and warehouse, and a woman who manages human resources, administration, payments, and other departments, such as debt collection. The company is located in the Mazowieckie Voivodeship, about 50 kilometers from the capital city of Warsaw. The company has many departments, including road transport (which was the subject of the study), human resources, administration, control, etc.



The subject of the research was the impact of organizational learning through crisis situations on effective coping with them in the future (or minimalizing) and the identification of organizational change through past threats that have arisen.

Interviews were conducted with five logistics specialists who work in the transport department of the company under study. Their characteristics can be described as follows:

1. Informant Alpha – a woman aged around 40, with 7 years' experience at the company, holding the position of senior freight forwarder;
2. Informant Beta – a man aged around 26, with 5 years of experience in this company, holding the position of junior forwarding agent;
3. Informant Gamma – a woman aged around 30, with 9 years of experience in this company, holding the position of senior forwarding agent;
4. Informant Delta – a man aged around 29, with 5 years' experience at this company, holding the position of forwarding agent;
5. Informant Epsilon – a man aged around 35, with 6 years' experience at this company, holding the position of forwarding agent.

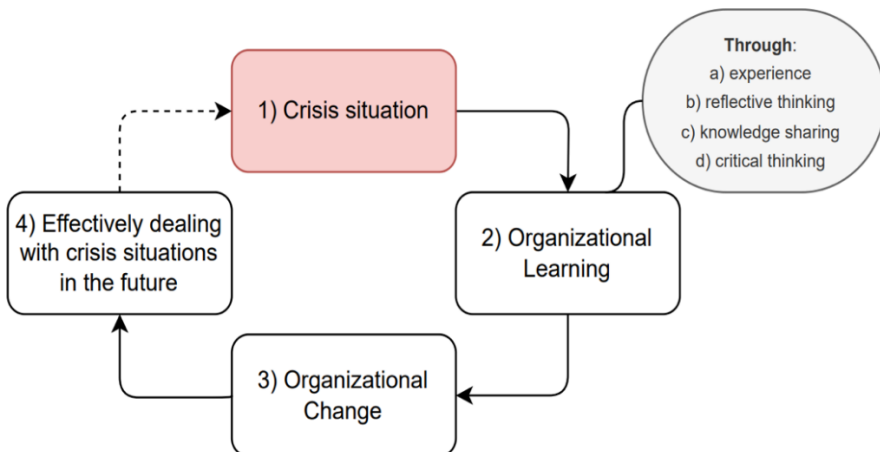
The homogeneous but at the same time purposive selection of cases for the study was based on the fact that common features were found in all five informants.

The research material was collected in the second half of August 2025. Each interview with an informant was conducted separately and recorded using a voice recorder. The interviews lasted approximately 15 minutes in each case and were then transcribed. Each informant was informed about the purpose of the conversation, the use of data, the anonymity of the conversations, and the fact that the conversations were being recorded. It should be added that the purposive selection of cases resulted from the fact that the authors knew the informants through their active participation in the organizational life. The transcription of the interviews comprises 49 pages of text. The questions were constructed in such a way that the informants could freely express their views on the topics raised. The questions concerned organizational learning, organizational change, and the broadly understood issue of crisis situations in their organization.

In order to conduct a more in-depth analysis of organizational learning through crisis situations and organizational change, it was decided to conduct non-participatory observation in the company under study. It lasted 2 days, 4 hours each. During these two visits, notes were taken, and keywords were noted. Observing the organizational life in this company contributed to a higher quality assessment of the collected material, which translated into the description of the results of our own research. This method is methodologically correct (see e.g., Juszczak, 2013).

Before conducting own qualitative study, an analysis of the relevant literature was carried out, and these considerations were then included in the first part of this work. Based on these theoretical considerations, we proposed a hypothetical model of organizational change through organizational learning in crisis situations in logistics (see Figure 4). The following model will be verified through in-depth interviews with informants (see Figure 4).

Figure 4. A hypothetical model of organizational change through organizational learning in crisis situations



Source: own elaboration.



Importantly, effective crisis management in the future can also be interpreted from an organizational perspective – that there may be significantly fewer crisis situations thanks to effective organizational learning and change – and those that do arise can be dealt with more efficiently and effectively based on past experience and reflection.

The next part of this paper will present the results of the research (along with partial transcripts of the interviews) and will include a discussion.

Research Results and Discussion

Table 4 presents excerpts from interviews with five informants, along with an attempt to detect the presence of a “Building Block” (see Table 2), the level of organizational learning, and the type of organizational change.

Table 4. Excerpts from interviews with informants – organizational learning through crisis situations

Informant	Transcribed excerpt from the interview	Building Block	Level of organizational learning	Type of organizational change
Alpha	<p>“We often had situations where we took loads from one day to the next, without planning them in advance, because we never knew how many trucks would be available on a given day (...). Then these loads were constantly delayed, and once we got a huge financial penalty (...). I knew that this couldn’t go on, so I suggested to him in advance that we take these loads spontaneously, but reschedule the deliveries to later dates, for example, 5 days ahead on the Rotterdam–Warsaw route (...). We’ve been doing this for a year now and there are practically no delayed loads or crisis situations. All it took was to think, talk, and implement a solution, but you just have to be willing to do it (...).”</p>	<p>Systematic problem solving, experimentation, learning from experience</p>	<p>Individual (through reflexivity, critical thinking, experience)</p>	<p>Subsystem change, remedial change</p>
Beta	<p>“I remember once when a colleague went on sick leave. He was very seriously ill and didn’t have the strength to work, and he was practically the only one who knew how to use the IT programs for handling containers and notifications in ports (...). I had to replace him and I had no idea what to do, and he wasn’t answering his phone, so we lost a customer because we didn’t pick up about six containers (...). That’s not the case now. We’ve introduced a system where we describe how to notify containers in the programs so that everyone has access to it and can do it if necessary. We can’t afford to lose customers (...). What’s important here is sharing knowledge and transferring responsibilities, learning within the company, teaching others about your work, etc. (...). Since we have these written rules on how to notify it, I can easily replace him, but he had to pass on this knowledge to us. Now, our entire department can work more effectively”.</p>	<p>Learning from experience, learning from others, transferring knowledge</p>	<p>Group (through reflexivity, experience, knowledge sharing)</p>	<p>Transformational change, remedial change, planned change</p>



Informant	Transcribed excerpt from the interview	Building Block	Level of organizational learning	Type of organizational change
Gamma	<p>“I can think of a crisis situation where the debt collection agency actually kept records of who wasn’t paying, but didn’t inform us which shipping companies weren’t paying, and we took loads from them (...). Once, after a few months, we found out that we were taking loads from a company that was in bankruptcy (...). A large debt was incurred (...). Since then, we have introduced a program where we share information with everyone about which companies are not paying, and before accepting any transport order, we check in the cloud program whether a given company is a good payer or not. Since then, there have been far fewer payment arrears. But we had to find a solution, albeit a simple one. I think it’s important to talk and share ideas, because in debt collection they only looked at the problem from their perspective (...). The whole company benefited from it”.</p>	<p>Learning from experience, systematic problem solving, experimentation, transferring knowledge, learning from others</p>	<p>Organizational (through reflexivity, critical thinking, knowledge sharing)</p>	<p>Organization-wide change, transformational change, unplanned change</p>
Delta	<p>“There was one crisis situation where, at one point in the organization, practically no one in our department shared information about what they were taking, what loads, where, when, for how much (...). We were taking two loads per truck at a time, and I thought then that it was impossible to work like that. We created an Excel spreadsheet, and since then, everyone has been required to enter what load they took, when, for how much, and on what date – and now when I plan something, I look at Excel. Back then, we weren’t picking up any loads at all, we were getting overloaded, we were losing customers, it wasn’t good. Now, there are no such situations at all, because we share what we take and from whom, and this applies to our entire department”.</p>	<p>Learning from experience, experimentation, transferring knowledge</p>	<p>Group (through reflexivity, critical thinking, knowledge sharing)</p>	<p>Transformational change, planned change, subsystem change</p>

Informant	Transcribed excerpt from the interview	Building Block	Level of organizational learning	Type of organizational change
Epsilon	<p>“There have been many such situations. I’ve been working here for so many years, but I remember my intuition and feeling about one in particular – it wasn’t strictly a crisis situation, but I felt it coming (...). We started work later than other companies, at 9 a.m., and everyone in shipping and transport works from 8 a.m. No one answered our calls between 8 and 9 a.m., and the shipping companies and customers were getting upset. We had a lot of unpleasantness because we didn’t answer the phone in the morning, we didn’t give reports, only after 9 a.m., when everyone from our transport department came to work. I suggested that we work from 8 a.m. to 4 p.m. instead of 9 a.m. to 5 p.m., or at least try to come in earlier, after 8 a.m., before 9 a.m., whatever, a small change, gradually. It actually came into effect, the management agreed to it (...). And then I heard from many customers that it was good that we changed it, that we answer the phone earlier, because they already wanted to terminate the cooperation”.</p>	<p>Experimentation, learning from experience, knowledge sharing</p>	<p>Organizational (through reflexivity)</p>	<p>Incremental change, organizational-wide</p>

Source: own elaboration.

Theoretical considerations (Kumarasinghe & Dilan, 2021, pp. 50–52; Garvin, 1993) were compared with the results of our own qualitative research, which allowed identifying types and levels of organizational learning and types of organizational change (see Table 4).

Interviews were conducted with five rank-and-file employees of the transport company under study – in each transcribed excerpt from the interviews, elements were found that confirm two theses of this case study:

1. Organizational learning through crisis situations leads to effective coping with them in the future (in the cases studied – to minimizing or completely preventing their occurrence);
2. Organizational learning through crisis situations contributes to organizational change (see Table 4).

To clearly present the results of our research, we can summarize the conclusions drawn from each informant’s reflections:

1. Informant Alpha indicated that due to a crisis situation related to logistics planning, the organization received a financial penalty – through systematic problem solving, experimentation, and learning from experience, organizational learning occurred at the individual level, which led to organizational changes: subsystem change and remedial change (see Table 4).
2. Informant Beta indicated that the lack of knowledge sharing within the organization led to the loss of an important customer, while learning from experience and from others, as well as knowledge sharing, led to organizational learning at the group level and organizational changes: transformational, remedial, and planned.
3. Informant Gamma claimed that the lack of knowledge sharing by the debt collection department with other employees led to the company incurring large debts – through learning from experience, systematic problem solving, knowledge sharing, and experimentation, organizational learning took place at the organizational level. The organizational changes were general, transformational, and unplanned.

4. The Delta informant believed that the lack of communication about planned routes and shipments led to organizational chaos and disorganization within the team and caused damage – an effective IT solution was introduced. Organizational learning took place at the group level – organizational learning occurred through experience, experimentation, and knowledge sharing. Three changes took place: transformational, planned, and subsystem.
5. Informant Epsilon sensed an impending crisis related to the loss of customers – gradual changes in working hours were introduced – this led to organizational learning through experimentation, knowledge sharing, and learning from experience. Incremental and organizational-wide changes took place.

Interestingly, the intuition of one of the employees led to the introduction of incremental changes that minimized the risks over time (see Table 4, Epsilon case).

Importantly, in almost every case, experimenting with new business solutions proved to be practical and effective (see Table 4).

Based on the above considerations, two post factum hypotheses can be put forward, which may be subject to further verification in other studies. These are:

- H1:** *Preventive implementation of incremental changes by employees contributes to minimizing the occurrence of crisis situations in the future in transport companies;*
- H2:** *Experimenting with the application of new business solutions through crisis situations in transport companies minimizes their occurrence in the future.*

It can be concluded that the purposive selection of cases proved to be accurate – each employee encountered various types of risks in their professional career. In addition, there was a group of informants who, based on critical thinking, their own reflections, experiences, and self-awareness, led to an organizational learning process, which then led to organizational changes.



These changes are very diverse in nature and often affect only part of the organization, but it should not be forgotten that, as in the case of Informant 5 (Epsilon), the introduction of incremental change leads to larger changes, and as a result, entire organizations work more effectively, like an efficient system that is able to communicate.

A particularly important conclusion from our own research and implication for management in logistics companies (including transport companies) is that there is a great need for knowledge sharing and cooperation within company structures. Transferring information, sharing it, experimenting, introducing new solutions – regardless of the organizational level of learning – contributes to minimizing the occurrence of crisis situations (or dealing with them more effectively in the future, as in the model presented, see Figure 4).

Reference can also be made to the concept of diversity management in organizations, which is discussed in many works on management sciences (see, e.g., Rakowska, 2014; Gross-Gołacka, 2016; Gross-Gołacka, 2018a; Orych, 2022, pp. 22–23). The implementation of the concept of diversity management enables a significant improvement in operational performance in both the short and long term (Gross-Gołacka, 2018a, pp. 18–19). Diverse teams (in terms of gender, age, seniority, or cultural experience, for example) create and strengthen human and organizational capital, which is one of the most important elements influencing organizational effectiveness, even in crisis situations (Gross-Gołacka, 2018a: pp. 18–19). Diversity in an organization has many positive implications, both from a micro- and macroeconomic perspective, for example, in terms of employee creativity, innovation, critical thinking, and productivity, as well as in logistics (Gross-Gołacka, 2018a, p. 19). Restricting recruitment in companies, both for junior and managerial positions, to narrow and homogeneous criteria limits the possibilities for both development and organizational learning – and, consequently, the possibilities for sharing knowledge in organizations in threatening conditions.

Therefore, from a managerial perspective in logistics companies, it seems important to create teams in which people differ in terms of gender or professional experience, as this allows for a broader view of organizational problems and the search for solutions that are creative and offer a different perspective

on the threat. Building such teams can lead to more open communication, more effective knowledge sharing, and trust building in hazardous situations (Gross-Gołacka, 2018b; Rakowska, 2021). Perhaps the implementation of the concept of diversity management can have an impact on minimizing the occurrence of organizational threats caused by both endogenous and exogenous factors (see, e.g., Rakowska, 2021). Hypothetically, creating diverse teams can also contribute to organizational change for the better.

Empirical considerations are consistent with many literature considerations on organizational learning through crisis and organizational change (see, e.g., Espejo & Flores, 2021; Robson, 2022; Patora-Wysocka, 2019; Nevalainen, 2025).

The next section of the paper presents conclusions, recommendations, and limitations from our own research.

Conclusions, Recommendations, and Limitations

It seems that Dębicka's (2014) considerations on the positive aspects of crisis situations in organizations have also been confirmed by our own qualitative research presented in this paper. Crisis situations, apart from being unexpected and disrupting the functioning of structures in organizations, also involve many positive aspects that lead to organizational changes, often long-lasting. These include building relationships and contacts, change for the better, new business solutions, integration, cooperation, employee solidarity, developing creativity, motivation for change, preventive functions, and employee self-development. These are just some of the aspects that create organizational value and build a strong position for human resources in organizations, including logistics ones.

Every crisis situation, both in everyday life and in an organization, can teach a lesson that will bear fruit in the future. They are inevitable and unexpected, but the perspective that an employee or leader takes depends on them. According to our own research, these situations lead to the search for effective business



solutions that not only serve for a long time, but also enable organizations to work in a more stable and effective manner.

From a managerial perspective, it may be important to build an organizational culture in which leaders encourage teams to experiment, create and share knowledge, think critically, and learn through experience – all of which can lead to finding better solutions in crisis situations.

Further research in this area is recommended. A specific recommendation is to identify the impact of incremental change on the emergence of future organizational threats, including in the logistics sector. Another recommendation is to conduct research in various sectors and to use a comparative method of companies in social research. It is also recommended to conduct qualitative research (interviews) on a larger sample and in different departments of companies, not just in one, as in this case.

This own research is not free from limitations. Only five informants in one company were interviewed. Only one example from each informant was transcribed in the interviews. It may be advisable to cite multiple examples of organizational behavior in crisis situations – then it would be possible to compare these problems and solutions.

In summary, every crisis presents a hidden opportunity.

References

- Aguilera, D. C. (1990).** *Crisis intervention: Theory and methodology* (6th ed.). St. Louis: Mosby.
- Alrefaai, M. R., & Khalil, A. H. A. (2019).** The Impact of Knowledge Management on the Learning. *Open Access Library Journal*, 8(5).
- Ameti, T. (2020).** Organizational Change – Importance and Effective Management of Change. *Trends in Economics, Finance and Management Journal*, 2(2), 59–68.
- Argote, L. (2011).** Organizational learning research: past, present and future. *Manage. Learn.* 42(4), 439–446. <https://doi.org/10.1177/1350507611408217>.

- Aspara, J., Lamberg, J. A., Sihvonen, A., & Tikkanen, H. (2023).** Chance, strategy, and change: the structure of contingency in the evolution of the Nokia Corporation, 1986–2015. *Academy of Management Discoveries*, 9(4), 469–496. <https://doi.org/10.5465/amd.2019.0067>.
- Babbie, E. (2004).** *Badania społeczne w praktyce*. Warszawa: Wydawnictwo Naukowe PWN.
- Barnett, C. K., & Pratt, M. G. (2000).** From Threat-Rigidity to Flexibility: Toward a Learning Model of Autogenic Crisis in Organizations. *Journal of Organizational Change Management*, 13, 74–88. <http://dx.doi.org/10.1108/09534810010310258>.
- Basten, D., & Haamann, T. (2018).** Approaches for Organizational Learning: A Literature Review. *SAGE Open*, 8(3). <https://doi.org/10.1177/2158244018794224>.
- Becker, M. C. (2017).** *Organizational Routines and Organizational Learning*, In: L. Argote, J.M. Levine (Eds.), *The Handbook of Group and Organizational Learning* (pp. 507–520), Oxford: Oxford University Press.
- Bontis, N., Crossan, M., & Hulland, J. (2002).** Managing and organizational learning system by aligning stocks and flows. *Journal of Management Studies*, 39(4), 437–469.
- Buczek, M., & Wojtaszek, H. (2023).** Analiza zmian organizacyjnych w sytuacjach kryzysowych. *Management and Quality – Zarządzanie i Jakość*, 4(4), 398–410.
- Cabrera, A., & Cabrera, E. F. (2002).** Knowledge-Sharing Dilemmas. *Organization Studies*, 23(5), 687–710. <https://doi.org/10.1177/0170840602235001>.
- Chiva, R., Ghauri, P., & Alegre, J. (2014).** Organizational learning, innovation and internationalization: a complex system model. *British Journal of Management*, 25, 687–705. <https://doi.org/10.1111/1467-8551.12026>.
- Ciekanowski, Z., Nowicka, J., Zurawski, S., Czech, A., & Zdunek, M. (2023).** Crisis Management and Crisis Situation in the Organization. *European Research Studies Journal*, 16(4), 339–353. <https://doi.org/10.35808/ersj/3288>.
- Creswell, J. W. (2009).** *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage Publications.
- Crossan, M. M., Lane, H. W., & White, R. E. (1999).** An Organizational Learning Framework: From Intuition to Institution. *The Academy of Management Review*, 24(3), 522–537. <https://doi.org/10.2307/259140>.
- Cyert, R. M., & March, J. G. (1963).** *A Behavioral Theory of the Firm*. Englewood Cliffs, NJ: Prentice-Hall.
- Czakon, W. (2020).** *Rygor metodologiczny*. In: W. Czakon (Eds.), *Podstawy metodologii badań w naukach o zarządzaniu, wyd. III* (pp. 82–102). Warszawa: Wydawnictwo Nieoczywiste.

- Czernek, K. (2020).** Wprowadzenie do badań jakościowych w naukach o zarządzaniu. In: W. Czakon (Eds.). *Podstawy metodologii badań w naukach o zarządzaniu, wyd. III* (pp. 167–184). Warszawa: Wydawnictwo Nieoczywiste.
- Dębicka, A. (2014).** Zarządzanie sytuacją kryzysową w MŚP: wybrane problemy. *Ekonomiczne Problemy Usług*, 111, 233–243.
- Dewey, J. (1916).** *Democracy and education: An introduction to the philosophy of education*. New York: MacMillan.
- Dittrich, K., Guérard S., & Seidl, D. (2014).** A Practice-Theoretical Perspective on the Role of Talk in Routine Change. In: K. Dittrich, *The Accomplishment and Change of Organizational Practices and Routines. Three Papers from a Practice-Theoretical Perspective*, doctoral thesis.
- Dodgson, M. (1993).** Organizational Learning: A Review of Some Literatures. *Organization Studies*, 14, 375–394. <http://dx.doi.org/10.1177/017084069301400303>.
- Easterby-Smith, M., & Lyles, M. A. (2011).** *Handbook of Organizational Learning & Knowledge Management*. UK: John Wiley & Sons.
- Espejo, F. H. S., & Flores, E. (2021).** Knowledge management and teamwork in organizational learning in educational institutions of network No. 02, Lima. *Psychology and Education Journal*, 58(2), 5245–5259.
- Fiol, C. M., & Lyles, M. A. (1985).** Organizational learning. *Academy of Management Review*, 10(4), 803–813.
- Garvin, D. A. (1993).** Building a learning organization. *Harvard Business Review*, 71, 78–91.
- Giddens, A. (1984/2003).** *Stanowienie społeczeństwa. Zarys teorii strukturalizacji*, Poznań: Wydawnictwo Zysk i S-ka.
- Gilliland B., & James, R. (1993).** *Crisis Intervention Strategies*. California: Brooks/Cole, Golan.
- Gross-Gołacka, E. (2016).** Rola koncepcji zarządzania różnorodnością w doskonaleniu organizacji. *Problemy Jakości*, 48(4), 28–34.
- Gross-Gołacka, E. (2018a).** Diversity Management in Organisations Located within the Visegrad Group V4 Countries (The Czech Republic, Poland, Slovakia and Hungary) – State of Implementation and Benefits. *Business and Management Horizons*, 6(1), 16–30.
- Gross-Gołacka, E. (2018b).** *Zarządzanie różnorodnością*. Warszawa: Difin.
- Hubbart, J. A. (2023).** Organizational Change: The Challenge of Change Aversion. *Administrative Sciences*, 13(7), 162. <https://doi.org/10.3390/admsci13070162>.

- Huff, J. O., Huff, A. S., & Thomas, H. (1992).** Strategic renewal and the interaction of cumulative stress and inertia. *Strategic Management Journal*, 13(S1), 55–75. <https://doi.org/10.1002/smj.4250131006>.
- Hussain, S. T., Lei, S., Akram, T., Haider, M. J., Hussain, S. H., & Ali, M. (2018).** Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation & Knowledge*, 3(3), 123–127. <https://doi.org/10.1016/j.jik.2016.07.002>.
- Ipe, M. (2003).** Knowledge Sharing in Organizations: A Conceptual Framework. *Human Resource Development Review*, 2(4), 337–359. <https://doi.org/10.1177/1534484303257985>.
- Juszczyk, S. (2013).** *Badania jakościowe w naukach społecznych*. Katowice: Wydawnictwo Uniwersytetu Śląskiego.
- Kumarasinghe, H. P. N. I., & Dilan, H. K. T. (2021).** Organizational Change and Change Management. Global Learners Academy of Development.
- Levitt, B., & March, J. G. (1988).** Organizational Learning. *Annual Review of Sociology*, 14(1), 319–338. <https://doi.org/10.1146/annurev.so.14.080188.001535>.
- Lewin, K. (1947).** Frontiers in Group Dynamics. *Human Relations*, 1(1), 5–41. <https://doi.org/10.1177/001872674700100103>.
- Michałowska, M., Stankiewicz, D., & Danielak, W. (2015).** Zarządzanie sytuacją kryzysową w przedsiębiorstwie. *Zeszyty Naukowe Polskiego Towarzystwa Ekonomicznego w Zielonej Górze*, 2, 110–126. <https://doi.org/10.26366/PTE.ZG.2015.20>
- Mitroff, I. I., & Pearson, C. M. (1998).** *Zarządzanie sytuacją kryzysową, czyli jak ochronić firmę przed najgorszym*. Warszawa: Business Press.
- Mitroff, I. I., Shrivastava, P., & Udvardia, F. E. (1987).** Effective crisis management. *The Academy of Management Perspectives*, 1(3), 283–292. <http://dx.doi.org/10.5465/AME.1987.4275639>.
- Nevalainen, P., Lamberg, J-A., Seppälä, J. & Mattila, P. (2025).** Executive training as a turning point in strategic renewal processes. *Long Range Planning*, 58(2). <https://doi.org/10.1016/j.lrp.2025.102510>.
- Nonaka, I., & Konno, N. (1998).** The Concept of “Ba”: Building a Foundation for Knowledge Creation. *California Management Review*, 40(3), 40–54. <https://doi.org/10.2307/41165942>.
- Nonaka, I., & Takeuchi, H. (1995).** *The Knowledge-creating Company: How Japanese Companies Create the Dynamics of Innovation*. Oxford: Oxford University Press.
- Orych, M. (2022).** Przywództwo kobiet w organizacjach – analiza percepcji żeńskiego lidera. *Przedsiębiorczość i Zarządzanie*, 23(4), 17–29.



Orych, M. (2024). The Effectiveness of the Feminine and Masculine Styles of Management in Crisis Situations in an International Transportation Company. *Journal of Intercultural Management*, 16(4), 112–145. <https://doi.org/10.2478/joim-2024-0016>.

Patora-Wysocka, Z. (2016). Technologia i zmiana organizacyjna z perspektywy procesualnej w zarządzaniu / Technology and organizational change from processual view in management. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*, 457, 81–95. <https://doi.org/10.15611/pn.2016.457.08>.

Patora-Wysocka, Z. (2019). *Rutyny organizacyjne w zarządzaniu z perspektywy procesualnej*. Warszawa: PWN.

Patora-Wysocka, Z., & Orych, M. (2023). Institutionalization of Outcomes of Purposive and Intuitive Decision-Making in Crisis Situations. *Journal of Intercultural Management*, 15(3), 26–49. <https://doi.org/10.2478/joim-2023-0010>.

Perska, A. (2024). Dobór próby w indywidualnych wywiadach pogłębionych na przykładzie badań w jednostkach samorządu terytorialnego. In: I. Olejnik, M. Antoniak (Eds.). *Metody badań jakościowych i ilościowych. Przykłady zastosowań w ekonomii i zarządzaniu*. Poznań: Wydawnictwo UE w Poznaniu.

Polanyi, M. (1964). *Personal Knowledge: Towards a Post-Critical Philosophy*, New York, Evanston: Harper Torchbooks/The Academy Library.

Proctor, T. (2018). *Creative problem solving for managers: Developing skills for decision making and innovation*. Routledge: London. <https://doi.org/10.4324/9780429458255>.

Rajzer, K. (2024). Challenges of international logistics in the face of financial crises. *Transborder Economics. International Journal on Transborder Economics, Finance, Politics and Statistics*, 6(1), 51–58.

Rakowska, A. (2014). Różnorodność zasobów ludzkich – stan badań i wyzwania. *Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu*, 349, 351–360. <https://doi.org/10.15611/pn.2014.349.29>.

Rakowska, A. (2021). *Różnorodność zasobów ludzkich w organizacji: istota, dylematy, wyzwania*. Lublin: Wydawnictwo Uniwersytetu Marii Curie-Skłodowskiej.

Robson, I. (2022). *The Reflective Leader. Reflexivity in Practice*, United Kingdom – North America – Japan – India – Malaysia – China: Emerald Publishing.

Schippers, M. C., Edmondson A. C., & West M. A. (2018). *Team Reflexivity*, In: L. Argote, J.M. Levine (Eds.), *The Oxford Handbook of Group and Organizational Learning* (pp. 175–194), Oxford: Oxford University Press.

Seidl, D., Guérard, S., & Raecker, T. (2025). Meetings and Workshops as Strategy Practices. In: Golsorkhi D. et al. (Eds.), *Cambridge Handbook of Strategy as Practice* (pp. 620–637), Cambridge University Press. <https://doi.org/10.1017/9781009216067.036>.

Skalik, J. (2004). Zarządzanie zmianą w sytuacjach kryzysowych organizacji. *Prace Naukowe Akademii Ekonomicznej we Wrocławiu*, 1054, 118–127.

Spicer, A., & Alvesson, M. (2024). Critical Management Studies: A Critical Review. *Journal of Management Studies*, 62, 446–483. <https://doi.org/10.1111/joms.13047>.

Turowski, J. (2005). A. Giddensa teoria strukturacji a teoria konstruktywizmu strukturalnego P. Bourdieu. *Roczniki Nauk Społecznych*, 33(1), 37–59.

Wang, J. (2007). *Organizational Learning and Crisis Management*. Retrieved from: <https://files.eric.ed.gov/fulltext/ED504551.pdf>. Access: 25.08.2025.

Weed-Schertzer, B. (2020). Tools for Knowledge and Organizational Learning. In: *(I)Logical Knowledge Management* (pp. 83–117). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83867-803-620201003>.

Wysocka, E. (2011). Kryzys – nieodłączny element funkcjonowania współczesnych organizacji. *Zeszyty Naukowe Uniwersytetu Ekonomicznego w Poznaniu*, 199, 138–147.

Żurawski, S., Załoga, W., & Ciekanski, Z. (2019). Wpływ sytuacji kryzysowej na zarządzanie bezpieczeństwem w organizacji. *Przegląd Naukowo-Metodyczny. Edukacja dla Bezpieczeństwa*, 2(43), 313–324.