

Summary in English

MANAGING PROACTIVE EMPLOYEE DEVELOPMENT AND LEARNING IN NEW AND FLEXIBLE WAYS OF WORKING: EMPLOYEE AND MANAGER PERSPECTIVES

The subject of this dissertation was the analysis of mechanisms underlying proactive employee development and learning in the context of new and flexible forms of work. The study was grounded in the pragmatic paradigm and followed a sequential exploratory design using a mixed-methods approach. The 3P model was applied as a theoretical framework integrating presage factors, learning processes, and learning outcomes. In the first phase of the study, in-depth interviews were conducted with employees and managers; in the second phase, a quantitative survey was carried out on an international sample. The consistency of findings between the two phases concerned the importance of personal resources: learning readiness and proactive personality, as factors supporting engagement in learning and its outcomes (proactive development behavior, engagement, satisfaction, and performance). Partial consistency emerged regarding the role of organizational resources: in the quantitative study, only learning opportunities showed a statistically significant positive relationship with learning and were its strongest predictor, whereas the qualitative findings highlighted the importance of leadership style, social support, and the role of HR departments. Based on the integrated findings, a model for managing workplace learning and proactive development was developed, encompassing three interrelated areas: individual, organizational, and technological. The model provides concrete recommendations for HRM and managers on how to support learning and proactive development in the context of new and flexible work arrangements. The dissertation contributes theoretically to the Job Demands–Resources (JD-R) model by providing new evidence on the significance of personal and organizational resources in the learning process. It also advances the theory of proactive employee development in the context of contemporary employment forms and expands workplace learning theory by integrating various forms of learning (formal and informal: drawn from both personal and environmental sources) with a proactivity-based perspective.

Keywords: proactive employee development, workplace learning, new ways of working, flexible work arrangements, 3P model, JD-R theory, proactivity, human resource management, mixed-methods research