
Competencies of Managers of Deep Organizational Changes

Submitted 10/10/20, 1st revision 13/11/20, 2nd revision 01/12/20, accepted 22/12/20

Katarzyna Czainska¹

Abstract:

Purpose: The main purpose of the article was to present the results of research on the competencies of transition managers (TMs) in the process of creating shared service centers (SSC).

Design/Methodology/Approach: The first stage of the research was literature review. Then, an analysis of the data collected in the previous study was performed, special focus was on data on deep lesions. The obtained results were confronted with the opinions of TMs. These opinions were collected using the Computer-Assisted Web Interview (CAWI) and in-depth interviews.

Findings: Based on the theoretical analysis, a definition of transition was developed and classified into the thematic group of management sciences dealing with project management and change management. It was not found necessary to separate the "transition manager" as a new profession. However, differences between the scope of competences of the project manager and the TMs were noticed, especially in the field of substantive knowledge of the processes taken over. It is also important to list the components of the competence referred to as "leadership", important in the transition process, namely, solution-oriented attitude, ability to cope with stress, the ability to flexibly operate under various conditions, accurate prediction of problems that may occur during the implementation of changes, mental resilience, building positive cooperation within the team.

Originality/Value: The subject of research is very interesting, namely the growing professional group of transition managers. If their distinctiveness in terms of competencies is noticed, and they will be properly lead through the development path, these people may be a key resource of global enterprises reporting a constant need for specialists in change management, multiculturalism and projects.

Practical implications: The conclusions formulated in the article can therefore improve the management of competencies of TMs, facilitate the development of competency profiles for the recruitment and selection of project team members, or the creation of training strategies for project managers to prevent professional burnout.

Keywords: Leadership, competence, transition, shared service centres.

JEL classification: M12.

Paper Type: Research article.

¹General Tadeusz Kościuszko Military University of Land Forces, Wrocław, Poland,
e-mail: katarzyna.czainska@awl.edu.pl;

1. Introduction

According to the data published by the Association of Business Services Leaders (ABSL), in the first quarter of 2020, there were a total of 1,513 business process outsourcing centres (BPO), shared service centres (SSC), Global Business Services (GBS), IT centres and research and development centres (R&D) in Poland, employing a total of 338,000 people (ABSL, 2020). The high dynamics of the emergence of service centres in Poland and the implementation of changes in international enterprises, consisting in the migration of processes, technologies and knowledge, resulted in the popularization of the term "transition" in economic practice. A group of managers has also emerged, they have been called "transition managers" or "managers of transition projects". When analysing the scope of work carried out by these managers, the following research questions were formulated: 1/ what competencies should an effective transition manager have? 2/ since business transitions are carried out using project management methods, are the competences of the transition manager convergent with the competences of the project manager?

The aim of the article is therefore to present the results of literature review and research undertaken to analyse the indicated problems. After determining the place of transition in the listed theories and management concepts, the role of the transition manager in the implemented projects was analysed, and then the appropriate set of his/her competences was identified. The theoretical research was verified by comparing the results with the data contained in the report entitled "Leadership in organization 2017" (SGH, 2019), and then by the method of an interview with a group of experts and a CAWI survey for the group of respondents indicated by ABSL.

2. Theoretical framework

In the article, the organizational change involving the creation of a shared service centre, was analysed (Table 1). This change meets the criteria of a deep, planned, transformational and comprehensive change (Adamik, 2013, pp. 298-299). An important stage of this type of change is the transition, i.e. the time of change from the present to future (planned, designed) state. The word "transition" has a universal application. In the field of management sciences, it can be indicated by analogy that a "transition" should be understood as activities aimed at transition to a new state of an organization of significant and noticeable importance (e.g., opening an organizational unit in a new location or taking over processes from teams from other organizational units of the enterprise, etc.). The promoters of the term "transition" also use the names "migration", "transformation" or "transformation project" interchangeably (Erdmańska, 2015a). In a more general sense, they define "transition" as a comprehensive change that requires modification in the way of thinking about the enterprise and organizational culture, as it is a form of transition from the old way of working to the new; transition combines such tasks as building new teams and even organizational structure, designing new processes or

transferring existing processes, developing office space, implementing new technology, etc., (Erdmańska, 2015b).

Although the term "transition" has been popularized in economic practice, it is not directly used in the theory of management sciences. This conclusion was formulated on the basis of the conducted literature review and a query made to recognized databases (including: EBSCO, Web of Science, BazEkon and Nauka Polska). Selected issues related to the organization and course of the transition have been described: a) directly in the studies of consulting and industry organizations, b) indirectly in publications on the functioning of SSC. In the first group, the reports prepared by ABSL and thematic studies prepared by Deloitte (2011) and the Project Management Institute (PMI, 2018) deserve attention.

In the field of literature on the subject, two paths of analysis of issues related to transition have been adopted: 1) review of publications related to SSC in terms of specific issues; 2) review of publications in the field of organization sciences, project and program management, change management, strategic management and process management in terms of identifying terminological convergences. After entering a query to digital repositories regarding the search for publications related to SSC, the following lists were received: 757 items in Nauka Polska, 490 in EBSCO, 52 in BazEkon and 0 in Web of Science. The authors of the publications indicated, however, analysed various aspects of the SSC already operating, omitting the transitional stage. Also, the subject of competencies, raised by researchers, focused primarily on employees working in the operating SSC (Konieczna, 2017; Mezihorak, 2018).

Conducting literature studies made it possible to formulate a definition according to which the transition related to the creation of SSC is a set of activities aimed at taking over processes from individual organizational units of a given enterprise or several enterprises and their centralization in an external entity, legally and organizationally separated. Taking the above definition as a starting point for further theoretical investigations, the following conclusions were indicated:

1. a transition cannot qualify under one management category;
2. the plan to establish a SSC meet the criteria of a strategic plan (Krzakiewicz and Cyfert, 2018, p. 38), while the implementation of this operation takes the form of a project of strategic importance; it can be justified by adopting a typology of activities in an organization (Trocki, Grucza, and Ogonek 2003, p. 14), according to which a transition, like a project, is an activity with a negligible degree of repetition and very high complexity;
3. the essence of the transition is the transfer of processes, therefore it is important to apply the guidelines for process management both at the preparation and implementation stage (Bitkowska, 2013, pp. 84-87);

4. transition concerns a change of a comprehensive, planned and adaptive nature, as it affects all organizational areas, i.e. the structure of the organization, technology, operations and people; although only a selected function changes (e.g. accounting or IT), the consequences of this change apply to its other functions (organization redesign); additionally, the course of the transition depends on the size of the gap between the planned and realized efficiency in terms of the processes taken over (Rummler and Brache, 2004);
5. transition often takes place on a transnational scale, at a significant geographical distance of individual organizational units, therefore, during its implementation, there are events resulting from the specificity of multicultural and virtual management (Czainska, 2010);
6. one of the most difficult aspects of the transition are psychological and sociological problems resulting from employees' attitudes towards change, both on the part of the candidates and those taking over processes, as well as relations at higher management levels; J.P. Lewis aptly summarized this issue with the following words: "projects are people, and project management means working with people and extracting the best results from them" (Lewis, 2011, p. 67);
7. all of the above premises are confirmed by the results of research on leadership behaviour in the process of change, on the basis of which the assumptions of the so-called transformational leadership; the following elements are the pillars of this model: 1/ individualized approach (coaching, mentoring, open communication), 2/ intellectual stimulation (ambitious assumptions, creativity), 3/ inspiring motivation (vision and optimism), 4/ idealized influence (highly ethical behaviour patterns) and gaining respect and trust) (Korzyński, 2018).

The role and tasks of the TM differ depending on the complexity of the project, the degree of preparation of the preceding stage, the position of the manager in the organizational structure and the composition of the team (Kisielnicki, 2014, pp. 94-106). In each case, however, the manager combines the tasks resulting from project management and strategic change (Table 1). It should also be added that very often the transitions related to the creation of SSC are international, which is why the manager must additionally solve problems resulting from multicultural differences.

Table 1. Phases of creating a shared service centre

	Phase	Actions
PRE-TRANSITION PHASE	Feasibility assessment	1. Defining the main assumptions and vision
		2. Defining the model of service provision
		3. Development of a strategy and profit and loss analysis
	Projects	4. Preparation of assumptions, including the document establishing the project
		5. Development of project structure and project team
		6. Development of detailed plans (i.e. efficiency, risk management, progress monitoring, performance measurement)
		7. Change factor analysis (identification of success factors, stakeholders analysis, communication with stakeholders, overcoming resistance)

TRANSITION PHASE	Construction and testing	8. Process design and verification through analysis of legal, technological and strategic aspects	
		9. Analysis of the application of technology (implementation or consolidation)	
		10. Development of organizational assumptions (i.e. the operating model, accounting, billing, legal and tax solutions) and appointment of a project team	
		11. Location analysis and infrastructure design	
		12. Development of model contracts for the provision of services and performance indicators	
		13. Implementation of the management structure	
		14. Development of a detailed process map and documentation for users	
		15. Creation of dedicated programs and interfaces, preparation of data for conversion, implementation of technological infrastructure, component testing	
		16. Conducting the recruitment and training of service centre personnel, creating a support system; establishing the principles of cooperation and relations between the centre and other organizational cells and units; implementation of physical infrastructure	
		Implementation and development	17. Development of a detailed map of the transition
			18. Managing communication and change
			19. Knowledge transfer
			20. Managing the transition of individual businesses / business functions
21. Managing relations with business partners			
Optimization	22. Comparison of planned and realized effects		
	23. Modification (improvement) and implementation of the principles of continuous control and process improvement		
	24. Modification (improvement) of the operation of IT systems		
	25. Establishing a communication strategy, monitoring the finances of a new business unit, work optimization, motivating employees, identifying and developing employee competencies, location optimization (globalization and outsourcing)		
POST-TRANSITION PHASE			

Source: Based on Deloitte, 2011, "Shared Services Handbook. Hit the Road. A practical guide to implementing share services", www.deloitte.com, pp.12 (22.12.2020).

If it is assumed that the transition is primarily a specific type of project, then in accordance with best project management practices, the manager coordinating the transition should report directly to the company's top management. This manager should also participate in the work preceding the transition, i.e. be a member of the team developing the concept and the transition plan. At this point, however, it should be noted that the decision-making powers of the transition manager also depend on the adopted type of project organization; from the catalogue of recommended solutions, in the case of the creation of SSC, it can be considered: 1/ project matrix organization, 2/ independent ("clean") project organization excluded from the existing organizational structure, 3/ a project "daughter company", that is an organization legally separated for a specific project (Trocki, 2013, pp. 336-355). Another factor influencing the role of the manager and the scope of his work is the

composition of the team with which he carries out transitions, especially the so-called decision-making support staff, i.e. deputies and content consultants (e.g. IT specialist, accountant, coach, psychologist, multiculturalism specialist, etc.).

3. Identification of Deep Change Manager Competencies - Literature Review Results

The TM competency analysis was carried out consistently with the assumption that the transition is a specific type of project, combining elements of strategic, change and project management. Thus, literature studies were focused on identification of a set of competences common to the above-mentioned areas. The starting material was the classification proposed by L. Crawford and A.H. Nahmias, according to which the common competences that people implementing the above types of projects should have are: leadership skills, human team development, stakeholder management, communication, intercultural skills, decision making, problem solving and planning (Crawford and Nahmias, 2010). Generally, so-called “leadership competencies” can be centred on the 1) Lead, 2) Develop and 3) Achieve categories (Michalewski and Pietrakowski, 2018).

Moreover, Gaviria-Rivera and López-Zapata (2019), noted that the main dimensions of transformational leadership style include: communicating a positive vision of the future, empowerment that fosters trust, support and recognition of people, staff development as individuals, innovative thinking, leadership through example, and charisma. The key role of leadership skills in project management, emphasized by other authors, is in particular characterized as: 1/ intellectual competences (critical analysis and inference, vision and imagination, strategic perspective) and 2/ managerial competences (resource management, communication skills, empowering, employee development, self-awareness, emotional resilience, intuitiveness, interpersonal sensitivity, the ability to exert influence, motivation, conscientiousness) (Muller and Turner, 2010; Dulewicz and Higgs, 2005). At this point, it is worth noting that the success of the transition is determined by the proper (correct and timed) acquisition of knowledge and skills about the given processes, with the main repository being people who return and take over these processes; therefore, the key competency of a manager is leadership, but aimed at adjusting employees to work, team and organization (Wojtczuk-Turek, 2018; Balcerzyk and Balcerzyk, 2014), especially at the stage of team building, which will constitute the core of the SSC.

Global standards for project managers' competences have been developed by such organizations as: International Project Management Association (IPMA), Project Management Institute (PMI), Engineering Construction Industry Training Board and the Australian Institute of Project Management. For example, IPMA developed a model called the IPMA Competency Baseline (IPMA) listing 46 project management competencies grouped on four levels: A - for the program and project director, B - for the senior project manager, C - for the project manager, and D - for

an associate in the field of project management (Wyrozębski, 2009) (Table 2). According to this model, the transition manager should be at level A or B.

Table 2. ICB Model – project management competence levels

Level	Experience	Competencies
A - program and project director	At least 5 years of practice in direct management of complex projects / programs, of which at least 3 years of experience in supervision and management of a project portfolio.	Competence to independently manage complex projects and programs
B - senior project manager	At least 5 years of experience in project management, related to responsible functions in highly complex projects	Competence to independently manage complex and very complex projects
C - project manager	At least 3 years of experience in project management related to responsible functions in projects of low and medium complexity	Practical and theoretical knowledge of all elements of project management
D - team member (associate)	Lack	Theoretical knowledge of all elements of project management

Source: Based on Wyrozębski, P., 2009, "Competency models in project management", *e-mentor 2* (29), p. 60.

When creating the list of transition manager competences, the PMI Talent Triangle model (PMI, 2018) was also taken into account, in which competences were grouped into three categories: a) strategic and business management, b) technical aspects of project management, and c) leadership. The above catalogues are supplemented with a list of 30 competencies developed by a team of EVOLUTE scientists (Czainska *et al.*, 2009), which, after conducting international research, specified the following competencies of project team managers: emotional awareness, self-confidence, reliability, following orders, innovation, responsibility, obtaining information, analytical thinking, conceptual thinking, language skills, achievement orientation, initiative, optimism, understanding others, developing others, communication, conflict management, management, leadership, building interpersonal relationships, cooperation, self-esteem, flexibility, resistance to stress, commitment, production efficiency, quality of decisions made, distribution of influence, organizational sense, ability to work in a group (Wyrwicka *et al.*, 2007).

4. Identification of the competences of the deep change manager based on the research "Leadership in organization 2017" (SGH, 2019)

Research on the leadership competences of managers who are active participants in changes in organizations was carried out in September and October 2017. The survey was performed using the Computer Assisted Telephone Interview (CATI) method. The survey consisted of two substantive parts concerning: 1/ changes in the

organization, their depth and effectiveness; 2/ self-assessment of competences/leadership skills necessary in the change process. The respondents answered individual questions using a four-level scale, where 1 meant a definite need for competence development, and 4 a competence developed at the expert level. outstanding. The selection of respondents was random. In total, 385 respondents took part in the study. When verifying the results of the above study, data was extracted for respondents who indicated that their company underwent a deep change, i.e. a strategically significant change consisting, for example, in a modification or comprehensive change of the direction and goals or the way the company's work was organized (transformational/strategic change). The research sample was limited to 63 people, which constituted 16.36% of all respondents. The selected respondents represented the roles of initiator, manager and participant of changes; this group did not include a single recipient of the change (Table 3).

Table 3. Structure of in-depth survey respondents by role in the change process

Role in the process of change	Type of work participation	Number of responses	Share (%)
Initiator	active	14	22,22
Manager	active	8	12,70
Participant	active	41	65,08
Receiver	passive	0	0
Total		63	100

Source: SGH, 2019, "Przywództwo w organizacji 2017" (Szkoła Główna Handlowa, Warszawa).

When characterizing the selected group of respondents, the following data can also be indicated:

- 11 people (17.46%) represented a large organization employing over 250 people; 52 people (82.54%) represented an average company employing 50-249 people;
- 9 people (14.29%) had over 30 years of work experience; 4 people (6.35%) - 26 - 30 years; 16 people (25.4%) - 21 -25 years; 21 people (33.33%) - 16 - 20 years; 8 people (12.69%) - 11-15 years; 3 people (4.76%) - 6 - 10 years; 1 person (1.59%) - 1 - 5 years; 1 person (1.59%) did not specify work experience. Therefore, 92.06% of the respondents had work experience over 10 years;
- all respondents participated in the process of changes in the organization in the last 2 years (i.e. 2015-2017);
- 25 people (39.68%) indicated that the changes in which they participated had been fully implemented; 17 people (26.98%) - to a significant extent; 17 people (26.98%) - partially; 2 people (3.18%) - a slight part; 2 people (3.18%) - were not implemented;
- all respondents held a managerial position in the organization.

The respondents assessed their level of competencies in individual scopes on the following scale: (1) a definite need for competency development; (2) the need for competence development; (3) competence developed at an appropriate level; (4) competence developed at the expert / outstanding level.

The first analysis covered the answers in which the respondents assessed their competences at the expert level. The aim of the analysis was to: 1/ indicate the competency with which the most responses were recorded (i.e. at least 50% of the respondents selected a given answer); 2/ determining whether the answers of the respondents will differ depending on the role they played in the change process. In the first case, it was assumed that these competences are considered crucial for the respondents, as they acquired and developed them during many years of professional practice, and then found them useful in introducing changes.

The data analysis (Table 4) shows that the "initiators" and "managers" chose different competences; similarity occurred only in the case of "ability to set an example of behaviour to other workers". Among the "initiators" competencies of the strategic type, i.e. "creating a vision", clearly dominate. The "managers" answer applies to both strategic and managerial competencies; competencies related to people management prevail, especially those related to building an efficient team (shaping involvement and supporting development). In the group of "participants", the distribution of answers was very uniform, i.e. there was no predominance of indications for any of the answers; the most responses (37%) were recorded for the item "reporting employees for the training they need".

Table 4. Expert level competences

Statement	Process competence	Analytical competence	Share of responses
INITIATOR			
The ability to see and seize opportunities to improve the situation in the organization	Create a vision	Business orientation	50%
Ability to set an example of behaviour to other employees	Create a vision	Implementation of vision and values	50%
The ability to make decisions taking into account the needs of the organization and the needs of employees	Create a vision	Decision-making	50%
MANAGER			
Ability to treat each employee individually	Shaping commitment	Individual treatment	63%
The ability to independently take the initiative in carrying out tasks	Creating change and innovation		63%
Ability to implement short-term	Create a vision	Management of	50%

goals		short-term goals	
Ability to set a good example of behaviour to other employees	Create a vision	Implementation of vision and values	50%
The ability to build positive cooperation within the team	Shaping commitment	Building a relationship	50%
The ability to report employees to the training they need	Support development		50%
The ability to inspire employees to develop	Supporting development	Leadership communication	50%
The ability to match tasks to the development needs of employees	Supporting development	Flexibility	50%

Source: SGH, 2019, "Przywództwo w organizacji 2017" (Szkoła Główna Handlowa, Warszawa).

The next analysis concerned the fields of improvement, i.e. competences for which the respondents indicated "a definite need for development". As a result of experience in implementing organizational changes, the respondents indicated important competences that they still need to develop. Also in this case, the discrepancy in answers resulting from the role of the respondent in the change process was confirmed. The convergence was found only at the following positions:

- a) initiator - participant:
 - "ability to involve employees in decision-making",
 - "the ability to clearly define goals in short periods",
 - "the ability to recognize the strengths and weaknesses of employees";
- b) initiator - manager: "the ability to accurately predict problems that may occur during the introduction of changes"

Table 5. *Competences for which the respondents indicated the need for improvement*

Statement	Process competence	Analytical competence	Share of responses
INITIATOR			
Flexible motivation of employees, adjusted to individual people and situations	Shaping commitment	Flexibility	14%
Include employees in decision making process	Shaping commitment	Decision-making	7%
Clearly define short-time goals	Create a vision	Management of short-term goals	7%
Identifying strengths and weaknesses of employees	Supporting development		7%
Encourage employees to participate in changes	Shaping commitment	Inspirational influence	7%
Indicate the benefits of changes for employees in the long run	Create a vision	Implementation of long-term plans	7%
Individual treatment of each employee	Shaping commitment	Individual treatment	7%

Advising employees to do their jobs better	Supporting development		7%
Inspiring employees to develop	Supporting development	Leadership communication	7%
Matching tasks to the development needs of employees	Supporting development	Flexibility	7%
Clearly define the vision - the concept of organizational development	Create a vision	Implementation of long-term plans	7%
Clearly communicate the vision of the organization after the changes	Create a vision	Leadership communication	7%
Reporting employees for the training they need	Supporting development		7%
Accurate prediction of problems that may occur during the implementation of changes	Creating change and innovation		7%
Clearly define what employee behaviour is desired	Create a vision	Implementation of vision and values	7%
Set a good example of behaviour for other employees	Create a vision	Implementation of vision and values	7%
Translation of tasks in a way that makes people want to participate	Shaping commitment	Leadership communication	7%
INITIATOR			
Accurate prediction of problems that may occur during the implementation of changes	Creating change and innovation		25%
Noticing and using opportunities to improve the situation in the organization	Create a vision	Business orientation	25%
PARTICIPANT			
Include employees in decision making process	Shaping commitment	Decision-making	17%
Clearly define short-time goals	Create a vision	Management of short-term goals	15%
Identifying strengths and weaknesses of employees	Supporting development		15%

Source: SGH, 2019, "Przywództwo w organizacji 2017" (Szkoła Główna Handlowa, Warszawa).

In the third analysis, competencies that were not relevant according to the respondents were identified. This verification was carried out using the elimination method with the assumption that the competences are considered irrelevant when the percentage of responses is 0 in all response categories. It was considered that these are competencies that the respondents do not have (competency developed at the appropriate level = 0 and competency developed at the expert / outstanding level = 0) and there is no need to acquire it (definite need for development = 0 and need for competency development = 0).

It is interesting that in the case of "initiators" the above condition is met by the following competences: 1/ "ability to make decisions taking into account the needs of the organization and the needs of employees"; 2/ "the ability to come up with new ideas, invent and implement innovative solutions". On the other hand, in the case of managers, these skills were: 1/ "to clearly define what behaviour of employees is desired"; 2/ "flexible, tailored to individual people and situations of employee motivation", 3/ "advising employees to better perform their tasks", 4 / "matching tasks to the development needs of employees". In the group of "participants" no competencies meeting the specified criteria were found.

5. Identification of the competences of the transition manager - in-depth research

Based on the results of theoretical research, a questionnaire and an in-depth interview scenario were developed. The questionnaire consisted of six questions in which the respondents' opinions on the following subjects were checked: 1/ the concept of transition; 2/ TM types; 3/ major transition problems that a TM must solve; 4/ competences of a TM; 5/ leadership competencies necessary for a TM; 6/ hard skills of a TM. The questions were closed, the respondents chose their answers from the prepared list.

The following questions were formulated in the interview scenario: 1/ Do you see the relationship between the transition - project - program - change? 2/ Should a TM be considered a new profession? 3/ Indicate the place of a TM in the hierarchical structure of the transition. 4/ Have you noticed any other challenges related to the transition? 5/ What are you afraid of the most when taking up a TM position? 6/ What could be the reasons for the failure of the transition? 7/ Is TM selected according to competences? If so, what is the selection process? 8/ Is TM trained prior to transition? If so, what is the scope of a training? 9/ Is TM trained during the transition? If so, from what scope? 10/ How can TM competences be developed? 11/ Does TM develop or burn out during the transition? 12/ Is TM a leader or just a manager?

The research was conducted on two dates:

- a) in October 2018 - with two managers in the form of a face-to-face meeting, which made it possible to conduct an interview at the same time;
- b) in November 2018 - thanks to the Association of Business Service Leaders (ABSL), the survey was carried out using the CAWI method for a dedicated group of respondents (8 transition managers).

In total, ten TMs took part in the study, which of course cannot be considered a representative group from the point of view of the size of the group. In the case of the pilot study, however, more important was the selection of the group of experts who carried out at least two transitions with a positive result. This goal has been

achieved. Additionally, the managers who joined the cooperation represented various areas of SSC (Table 6).

Table 6. Respondents' indications regarding the type of services provided by the shared services centre to which the transition they are implementing was concerned

The type of services provided by the shared service centre	Number of responses
Finances and accountancy	6
IT: Supporting users / Service Desk	4
IT: Infrastructure Management / Support	4
IT: Application lifecycle management (including software development)	3
IT: other IT services	2
Support for customer operations	2
Supply chain management and logistics	2
Financial services	1
other	1

Source: Own study.

Most of the respondents (7 people) considered the transition to be a kind of project; 4 people noticed that it is also a form of change management. Accordingly, 7 people equate a TM with the project manager (PM), and 4 people also with the manager of change. However, interviewees noted a significant difference between a PM and a TM, which is that the task of PM is mainly to coordinate project processes without the need to know the subject of the process (e.g. PM of an IT project in a bank, there is no obligation to be a banking specialist), and TM must have knowledge related to the processes that are taken over and are to be carried out in a given centre. This knowledge allows her/him to build authority and trust, make decisions accurately, avoid manipulation of employees, and above all, properly map and copy processes.

Responding to the third question, the respondents were asked to indicate the seriousness of the problems related to the transit; a five-point scale was used, with 1-being very little and 5 being critical. As the most important elements, the respondents indicated situations related to interpersonal cooperation during process of change (Table 7); this is confirmed, first of all, by the sixth conclusion of theoretical considerations, formulated in this article. The interviewed managers summarized the issues in the following words: "if you realize that the essence of what a transition manager does is very often lay off one group of people so that others take over their work; the dismissed persons are to hand over the processes properly during the period of notice; people taking over processes are most often newly hired employees; top management expects timeliness; then by taking into

account only these aspects of the transition one can imagine a whole range of interpersonal problems and human behaviour”.

Table 7. *Transition problems that a Transition Manager has to deal with*

Problems during the transition	Average weight
employee resistance to change	4,75
the need to reconcile the interests of different parties	4,50
direct impact on employees and the way they perform their work	4,38
explaining to employees the essence of the transition and the consequences of its implementation	4,25
the need to build the commitment of employees and management	4,25
complexity of the transition (legal, financial, organizational, etc.)	4,13
the need to build trust	4,13
cultural diversity of the employees involved	3,75
long duration of the transition (i.e. boredom, no visible effects, etc.)	3,13
managing a large number of employees involved in the transition	3,00
geographic dispersion of employees involved	2,75
the need to travel constantly	2,38

Source: *Own study.*

In the fourth question, the respondents were asked to estimate the significance of the listed competences of a TM. In this case, the PMI Talent Triangle competency model was used (Table 8). Thanks to the answers of the respondents, it was possible to verify the above model. The smallest discrepancies between the assessment of PMI specialists and practitioners occurred in terms of competences related to communication and project management. However, the biggest discrepancies were noticed in the field of negotiation competences and virtual team management. The interviewed persons also pointed out that a TM should be resistant to pressure and ignorance, accustomed to dislike, flexible in the selection of management styles and oriented towards the opinion of the lowest-level employees.

Table 8. *Comparison of the level of competence of a Transition Manager according to the recommendations of PMI and survey respondents*

Competence	Degree of competence recommended by PMI: (B-basic - 1, P-practical - 2, C-competent - 3, E-expert - 4)	Average value indicated by the respondents: (1-primary, 2-practical, 3-competent, 4-expert)
Communication	4	3,75
Project team management	4	3,5

Virtual team management	4	2,88
Managing a multicultural team	4	3,13
Troubleshooting	4	3,5
Decision-making	4	3,63
Cost management	4	2,75
Risk management	4	3,5
Planning and estimating	4	3,25
Managing dependencies in the project	4	3,38
Leadership	3	3
Change and transformation management	3	3,63
Strategic management	3	2,75
Business management	3	2,63
Stakeholder management	3	3,13
Coaching and mentoring	3	2,75
Negotiations	2	3,5

Source: Study based on: *The PMI Talent Triangle™*, www.pmi.org (accessed on 28/11/2018) and the results of own research.

Taking into account the assumption resulting from the literature review that one of the most important competences of the project and change manager is leadership, in the fifth point of the questionnaire the catalogue of leadership competences related to the change process was used (SGH, 2019). This study was designed not only to confront the opinions of the respondents with the creators of the model, but above all to clarify the components of competencies described by the word "leadership". In this approach, the most important turned out to be mental resilience, creativity and flexibility of a TM (Table 9).

Table 9. Components of the "leadership" competences important in the transition process

Components of the competence of "leadership"	Number of indications of the respondents
ability to cope with stress	8
solution-oriented	7
the ability to flexibly operate under various conditions	7
accurate prediction of problems that may occur during the implementation of changes	7
mental resilience	7
building positive cooperation within the team	6
setting a good example of behaviour to other employees	4
the ability to define short-time goals	4
anticipating information needs	3
creativity	3

learning ability	3
individual treatment of individual employees	3
taking risk adequately to the situation and without the need to implement corrective actions	3
perceiving and taking advantage of opportunities to improve the situation in the organization	3
involving employees in decision making	3
advising employees to do their jobs better	2
the ability to flexibly motivate employees, adjusted to individual people and situations	2
good health	2

Source: Own study.

The sixth question of the survey questionnaire concerned the indication of the hard competences of a TM. The respondents considered the most important: language skills, the ability to use Microsoft Office and processes mapping. During the interview, the key importance of the substantive knowledge in the field of the processes taken over was emphasized again (Table 10).

Table 10. *Hard competences of a Transition Manager*

Hard competence of the transition manager	Number of indications of the respondents
foreign languages	8
Microsoft Office support	7
process mapping	5
ability to use ERP systems	4
operation of an IT program for project management	4
finances	3
cloud computing and visualization	3
legal regulations related to the project being carried out	3
designing and using Web tools	2
accountancy	1
Big Data analysis	1
maths	1
design and development of mobile applications	1

Source: Own study.

Supplementing the conclusions from the survey, the remaining statements of the respondents formulated during the interview should be mentioned, in the order corresponding to the questions in the scenario (Table 11).

Table 11. Conclusions based on the statements of the participants of the in-depth interview

Question	Answer
Do you see the relationship between transition - project - program - change?	there is a relationship between transition - design and change; Transition is a stage of a strategic project, and at the same time a kind of project consisting of processes preparing people for change
Should TM be considered a new profession?	the transition manager is not a new profession; rather, it is a new type of project manager with a great deal of substantive knowledge and experience in running projects
Indicate the place of the TM in the hierarchical structure of the transition	the transition manager should report directly to the top management of the enterprise; even if it is controlled by the so-called "Steering committee", it must be able to present the situation and its opinion to the management board; the main goal is to shorten the decision path as much as possible.
Have you noticed any other transition challenges than those mentioned?	Comments are placed next to the results of the survey
What do you fear most when taking up the TM position?	the greatest fear of transition managers is the need to eliminate conflicts resulting from reconciling the interests of stakeholders
What could be the reasons for a transition failure?	the main reasons for the failure of the transition are bad project preparation, lack of competence of the transition manager and the actions of local managers (i.e. managers of units that are to delegate processes) boycotting the transition
Is TM selected according to competences? If so, how is the selection process?	the selection of people for the position of transition manager is different in each company; the most common are: 1. internal recruitment: a. a substantive specialist is selected and trained in project management (e.g. an accounting specialist for creating a shared-accounting centre); b. a substantive specialist with experience in project management is selected; c. a person with knowledge and experience is selected as a project manager; 2. external recruitment: a. a project manager with experience in creating shared service centres is employed (regardless of the centre's specialization); b. an external project manager with experience in creating a specific type of shared service centre is employed; c. an external project manager with no experience in creating shared service centres is employed. 1b, 1a and 2b are indicated as recommended.
Is TM trained prior to transition? If so, from what scope?	The training most often concerns strategic and design assumptions for creating a specific centre. In international projects, TM receives training in the field of intercultural differences. Unfortunately, very often TM just "throws himself into the deep water".
How can TM competencies be developed?	TM competences can be developed mainly by participating in transitions. You can also increase substantive knowledge through thematic training.
Does TM develop or burn out	Due to the permanent and high level of stress and

during the transition?	concentration, the transition definitely causes a lot of exhaustion. Therefore, it is usually practiced that a manager can only carry out one transition at a time. Transition most often develops a manager's knowledge and experience, but the lack of mental hygiene causes burnout.
------------------------	---

Is TM a leader or just a manager?	In this case, we have a terminological problem, since from the point of view: a) competences and tasks - TM should be a leader; b) the nomenclature used in the project by the different organizations, the position of "project leader" and "project manager" is separated; as part of the creation of a given shared service centre, several transitions (e.g. from different countries) may be realized, so the "leader" is placed higher in the structure, as he manages the entire project and supervises the work of managers; using this nomenclature, TM is the manager.
-----------------------------------	--

Source: Own study.

6. Summary and Concluding Comments

The conducted research made it possible to formulate initial answers to the questions identified at the beginning of the work, namely: 1/what competencies should an effective transition manager have? 2/ since business transitions are carried out using project management methods, are the competences of the transition manager convergent with the competences of the project manager? Additionally, it was possible to facilitate the development and testing of a research tool (survey questionnaire), which will be used in the relevant research on a representative group of respondents (quantitative research). The results of the theoretical analysis allowed for the development of a definition of transition and its classification into the thematic group of management sciences dealing with project management and change.

Additionally, taking into account the opinion of the respondents, it was not found necessary to distinguish the "transition manager" as a new profession; however, differences were noticed between the scope of competences of the project manager and the transition manager, especially in terms of substantive knowledge. It is also important to list the components of the competence referred to as "leadership", which are the key competence in the transition process, namely: solution-oriented attitude, ability to cope with stress, the ability to flexibly operate under various conditions, accurate prediction of problems that may occur during the implementation of changes, mental resilience, building positive cooperation within the team.

On the basis of the research results, especially information indicated by management practitioners, a gap was identified regarding the diagnosis of training needs of transition managers, the selection of their development path and the prevention of professional burnout. In subsequent studies, attention should also be paid to the issues of the correct diagnosis of the training needs of transition managers, the

selection of development paths, and most importantly, the issues of preventing professional burnout.

References:

- ABSL. 2020. Sektor nowoczesnych usług biznesowych w Polsce. Związek Liderów Sektora Usług Biznesowych - ABSL, Warsaw.
- Adamik, A. (ed.). 2013. Nauka o organizacji. Ujęcie dynamiczne. Oficyna a Wolters Kluwer business, Krakow.
- Balcerzyk, R., Balcerzyk, D. 2014. Zarządzanie kompetencjami w organizacji i analiza stanowisk pracy. Zeszyty naukowe WSOWL, 2(172), 150-163.
- Bitkowska, A. 2013. Zarządzanie procesowe we współczesnych organizacjach. Difin, Warsaw.
- Crawford, L., Nahmias, A.H. 2010. Competencies for Managing Change. *International Journal of Project Management*, 28(4), 405-412.
- Czainska, K. 2010. Czynniki kształtujące kulturę organizacyjną przedsiębiorstw wielonarodowościowych. Wydawnictwo UAM, Poznan.
- Czainska, K., Odrakiewicz, P., Sworowski, T. 2009. EVOLUTE Polska. Projekt badawczy. Wydawnictwo Poznańskiej Wyższej Szkoły Biznesu i Języków Obcych, Poznan.
- Deloitte. 2011. Shared Services Handbook. Hit the Road. A practical guide to implementing share services. www.deloitte.com.
- Dulewicz, V., Higgs, M.J. 2005. Assessing leadership styles and organizational context. *Journal of Managerial Psychology*, 20/2005, 105-123.
- Erdmańska, A. 2015a. Kluczowe czynniki sukcesu w projektach transformacji – na podstawie doświadczeń własnych. *Strefa PMI* 11, 12-14.
- Erdmańska, A. 2015b. Czym jest transition management i jakie niesie wyzwania? Z doświadczeń własnych słów kilka. *Strefa PMI* 10, 22-23.
- Gaviria-Rivera, J.I., López-Zapata, E. 2019. Transformational Leadership, Organizational Climate and Job Satisfaction in Work Teams. *European Research Studies Journal*, Volume XXII, Issue 3, 68-82.
- Kisielnicki, J. 2014. Zarządzanie projektem. Ludzie – procedury – wyniki. Oficyna a Wolters Kluwer business, Warsaw.
- Konieczna, A. 2017. Nowe kariery a rozwój zawodowy w centrach usług wspólnych. *Studia Ekonomiczne. Zeszyty Naukowe Uniwersytetu Ekonomicznego w Katowicach*, 341, 171-178.
- Korzyński, P. 2018. Przywództwo w erze cyfrowej. Sposoby pokonywania ograniczeń na platformach społecznościowych. Wydawnictwo poltex, Warsaw.
- Krzakiewicz, K., Cyfert, S. 2018. Podstawy zarządzania organizacjami. Wydawnictwo Uniwersytet Ekonomiczny, Poznan.
- Lewis, J.P. 2011. Project planning, scheduling and control. The ultimate hands-on guide to bringing projects in on time and on budget. McGraw Hill, New York.
- Mezihorak, P. 2018. Competition for control over the labour process as a driver of relocation of activities to a shared services centre. *Human Relations*, 71(6), 822-844.
- Michalewski, G., Pietrakowski, P. 2018. Stress Management. AWL, Wrocław.
- Muller, R., Turner, R. 2010. Leadership competency profiles of successful project managers. *International Journal of Project Management*, 28(2010), 437-448.
- PMI. 2018. The PMI Talent Triangle™. www.pmi.org.

-
- Rummler, G.A., Brache, A.P. 2004. Podnoszenie efektywności organizacji. Polskie Wydawnictwo Ekonomiczne, Warsaw.
- SGH. 2019. Przywództwo w organizacji 2017. Szkoła Główna Handlowa, Warsaw.
- Trocki, M., Grucza, B., Ogonek, K. 2003. Zarządzanie projektami. PWE, Warsaw.
- Trocki, M. (ed.). 2013. Nowoczesne zarządzanie projektami. PWE, Warsaw.
- Wojtczuk–Turek, A. 2018. Rola liderów w dopasowaniu pracowników do organizacji, pracy i zespołu. *Edukacja Ekonomistów i Menedżerów*, 1(147), 25-40.
- Wyrozębski, P. 2009. Modele kompetencji w zarządzaniu projektami. *e-mentor* 2(29), 55-64.
- Wyrwicka, M., Czainska, K., Odrakiewicz, P. 2007. Diagnosis of competences in project teams. [In:] *Value Stream Activities Management*. ed. W. Karwowski, S. Trzcieliński. IEA Press, International Ergonomics Association, Madison.

