

REFORM THE WAY CHANGE MANAGEMENT IS IMPLEMENTED IN ORGANIZATIONS, PERSPECTIVES DERIVED FROM THE PRINCIPLES OF EVOLUTIONARY PSYCHOLOGY THEORIES

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ABSTRACT

This study seeks to explore the underlying reasons for the frequent failure of change management initiatives within organizations and to highlight innovative solutions and methodologies that incorporate theories from evolutionary psychology, recent advancements in cognitive sciences. These approaches aim to guide organizations towards more effective adoption of change initiatives. In an era characterized by highly competitive global markets and rapid technological progress—progress that outpaces the evolutionary development of the human brain, which has evolved over millennia—organizations face numerous challenges and barriers in implementing successful change. The research investigates how organizational culture is directly shaped by principles derived from evolutionary psychology and how transforming organizational culture into a more impartial and adaptable entity can facilitate successful change implementation. A quantitative methodology was employed, utilizing a descriptive and exploratory questionnaire consisting of 44 items, which collected data from 212 participants who had experienced organizational change projects. The data was gathered via an online platform. Ultimately, this paper offers a novel perspective on approaching organizational change initiatives, emphasizing several critical considerations for success.

KEYWORDS: *change management, evolutionary psychology theories, neuroscience, training courses*

DOI: 10.24818/IMC/2025/04.07

1. INTRODUCTION

The necessity for organizations to adapt to market demands, ongoing evolution, and innovation is essential for their survival amid the intense competition characteristic of the contemporary era, where disruptive economic and technological developments have reached unprecedented levels. To maintain competitiveness, firms must consistently undertake change management initiatives, which are often lengthy and costly. Many of these initiatives encounter significant challenges and obstacles during implementation, including declines in employee job satisfaction and productivity, as well as costs exceeding initial estimates.

It is the employees within organizations who execute this change management projects, making the understanding and anticipation of their responses critically important for the successful realization of organizational transformations. Consequently, it is vital to incorporate theories from evolutionary psychology, recent advances in neuroscience, and their connections with various learning programs to enhance the success rates of change management efforts.

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This paper aims to identify specific areas within change management projects where insights from evolutionary psychology and cognitive science, combined with targeted training programs, can intervene to improve understanding of employees' sensitivities and how these can be adjusted to prevent barriers to achieving desired outcomes.

2. LITERATURE REVIEW

2.1 Change management of manuscript

Warrick (2019) introduced through his article whether the effectiveness of a leader is directly influenced by self-awareness, how well he can understand the reality around him and the existence of shortcomings in the two points mentioned above, may be the explanation why he did not reach the desired success or necessary efficiency in implementing the changes and may have major negative implications within the organization, the group or even more serious in the personal lives of those who followed him.

Fibuch et al (2018) suggested in their article a model in which the ideas underlying the strategies of organizational change, to be presented within the teams, to discuss them and by using different techniques to be classified according to certain criteria. The teams thus decide which ideas need to be implemented and commit that they are feasible, the outcome will depend on how they implement the change strategies. According with the article of Kuipers and Procter (2018) on the same direction with the above, discussed the importance of the team and its role in successfully accomplishing the organizational changes needed to achieve the desired level of performance, it is necessary to study it and how it can influence changes both separately and as a link between the organization and each individual. On the other hand, Chaudhry (2020) defined the facilitators of implementing change strategies within organizations as empowering employees in close connection with communication and collaboration between individuals of the same group, a very good collaboration between groups within the same organization, programs through which the performance of employees and groups is rewarded, training courses and a very good leadership at senior management level.

At the global level, large companies consider the direct connection between the organization and each individual to be of a major and essential importance, because it is assumed that changes within organizations occur through and at the level of each employee when there are changes in their action and values, known as empowerment (Kuipers & Procter, 2018). On the other hand, the need to use project management techniques to efficiently manage teams, has an extremely importance, because the combination of a professional project manager and a good team involved in the project will always bring desired results (Fibuch et al, 2018).

Damkuvienė et al (2019) defined organizational change as a strategic effort at the company level to change the past direction in which it moved towards improvement and development, which will naturally affect the way the organization worked before, and this will be done through leaders who are in a continuous process of developing and sharing ideas with team members but also gaining the involvement and support of employees in implementing these ideas. Companies investing in training courses must ensure that they are implemented efficiently based on an overview of what is to be achieved and that change managers are fully involved in this project, to understand clearly what the expectations are, to be able to have the necessary means to observe, evaluate and train the skills of the employees in order to finally produce the desired results (Fox, 2016). On the other hand, implementing organizational change strategies are characterized as stressful events for most employees, so it is extremely important when they take part in training courses before the actual changes begin and also requires a period of adjustment to these changes or new technologies what they want to implement within the organizations (Sarin et al, 2010).

Shokri and Ranani (2017) suggested in their paper that there is a close link between professional development of employment and organizational performance, as the conditions within organizations improve in creating a career path for each employee, autonomy during work, distribution of rewards

in a correct and reasoned way it will unequivocally lead to the increase of the performance at the level of the entire organization. On the hand, Chaudhry (2020) argued that there is no specific path that can be considered the best in achieving organizational performance but rather is influenced by certain factors such as technology and the external environment. Most of the time, within the organizations that offer customer services, the changes lead to an increased level of uncertainty both in the internal processes and in the client's part, resulting in the appearance of a wide variety of problems, based on employees empowered in decision-making and discretion, the importance of the team being placed at a lower level that leads to poor communication between the members of each team, and in the end the strategies of change within the organizations do not bring the expected results and success (Chaudhry, 2020).

Kuipers and Procter (2018) introduces the OTIC model (Organization Team-Individual-Change) which addresses the connections of the three basic levels of organizations, namely organization-individual, individual-team and team-organization in order to explore and understand better what is the role of teams in organizational change and concluded that by combining the two types of approaches that exist within organizations either by focusing on hierarchy and improving processes in which the autonomy of individuals and teams is limited, or by that individuals and teams are motivated to learn and experiment to enable change to occur, process efficiency must be achieved in the direction of developing different types of teamwork and providing a certain level of autonomy to them which will lead towards a much more visible change management.

Enke (2019) brought to light through his paper the important characteristics of the culture of an organization that acts in a similar way to impose cooperation under an internal moral system to discipline in different directions the behavior of individuals. All individuals possess representational archetypes that are biologically prepared by their ancestors, also formed by the acquired lessons and the culture in which he lived but also rooted in his perception and the actions he undertakes (Vaughn & Neuberg, 2019). Investing in human capital will improve organizational performance but on the other hand organizational culture based on punishing errors is not shown to decrease organizational performance but certainly will not take it to a higher level (Maurer et al, 2017).

Simon (2018) demonstrated in the paper how important it is to cultivate a culture that has at its center the personal development of its employees to truly produce the change so necessary to the organization in transforming the company to a higher level but at the same time important with an equal importance is the openness of employees to learn and assimilate new skills and to have initiatives towards a continuous development and acquisition of knowledge, skills and new experiences. On the other hand, a successful change has behind it a passionate leader with a strong vision and people who follow him, which are completely open to make the change, being very loyal to their leader because the changes will take them outside their comfort zones, which will put them in extreme and risky situations but to get involved in such a process requires a lot of courage (Harle, 2005). Human brain and behavior are products of the culture in which they coexist, the human body is defined by natural selection and the idea that brain gene expression and human behavior can be altered by the environment and social information is gaining increasing appreciation (Kalin, 2009). On the same hand, Slobodchikov (2003) concluded that the abilities of individuals are developed within the communities to which they belong by offering them to join a community and become a participant in the culture of that community and then leave the community to create their own organizational unique form.

Chataway (2020) describes in his article that organizations mainly try to change employees' perceptions and attitudes with the thought that their behavior will change over time but according to the behavioral science of individuals what individuals do is often not the same as what they say and intend to do in reality, which leads us to understand that individuals are driven to make subconscious decisions without being influenced by external factors. Egan et al (2011) prepossessed through his article the introduction of modules from neuroscience field in the training and development of staff working in the social system, to be better prepared for the real situations to which they will be exposed

in their future role, leading to a better continuous care of their clients but also to recognize new cases much easier and to understand them much better in order to propose their insertion in different social programs to improve their life. Methods in the field of neuroscience can be applied in a much more realistic way in modelling and developing inspirational leaders, by understanding how certain specific leaders feel, think and learn new behaviors and apply these acquired knowledge in the development of those with lower adaptability to create leaders according to certain different models and necessary for each company (Waldman et al, 2011).

Solberg et al (2020) introduced through his paper the term "digital mindset" of employees but also at the organizational level which is crucial in achieving a successful digital transformation as part of organizational change strategies. There are countless definitions of the term "digital mindset" and each company may have a different, unique understanding, also each employee may have a different personal understanding besides the others on the same term and will act in different situations according to his understanding. The most important thing is that at the organizational level, the company shares its understanding and vision in connection with the digital transformation thus creating its own digital mindset, thus being necessary to align employee behavior, in terms of digital mindset, with vision and purpose of organization on digital transformation.

2.2 Change Management & Neuroscience

In order for change management projects to meet the expected success, they must include employees in the design and planning stages, they must be asked for their opinion using a positive attitude, which will lead to different neural pathways to be opened by the prefrontal cortex bringing from employees positive answers combined with creative thinking and initiative (Coe, 2010). There is hoped to influence and implement change much more efficiently through the theory of brain plasticity, because we already know that a person with a lot of experience wants to learn new things, so the adult brain can change only if it takes willpower, motivation and time, so the agents of change can control this fact by making such changes in the brains of human beings, turning them into ordinary things that will last forever. Instead, what is very important to remember is that these changes must come from within each person, so change agents must induce the desired employees and the necessary motivation through relational arguments to trigger this desire to change something (Dowling, 2014). Current research in the field of neuroscience described how each individual possesses the plastic capacity of his brain to change depending on the experiences and knowledge to which he is exposed which will certainly lead to a change in behavior. The human brain is able to adapt and learn how to do what it intends to do by repeating processes many times, offering in return stimuli which will lead to optimal functionality in the proposed direction (Waldman et al, 2011).

According to new experiments and research of Tucker (2008), soldiers adapt to the new environment when assigned to a new military base in a different country, it takes 3 months to adapt to new conditions and reduce the stress associated with them, and managers must consider of this aspect when planning different missions depending on their complexities. The difficulty of adapting to change by employees and the difficulties encountered by consultants in facilitating change is explained through neuroscience as a limited working memory capacity (Ward, 2018). During the implementation of change management projects, employees are prone and encounter chronic mental fatigue because the human brain needs energy to function normally and when they encounter unproductive situations their cortical arousal is affected (Ward, 2018).

De Ruiters et al. (2016) introduced through his article the name of psychological contract, which develops at the level of relationship between individual and organization and refers to the incentives that the employee believes that the organization promised in exchange for contributions and actions on which the employee believes must be returned to the organization. On the other hand, even if a contract normally involves two parties involved, the psychological contract focuses more on individuals and their perception of what they think they should receive and if the organization

accomplishes these things, employees will feel much better motivated by presenting a positive attitude and behavior in confusing the activities specific to the role of each one.

2.3 Change management & Evolutionary Psychology Theories

From the perspective of evolutionary psychology theories, we must understand the past and how the behavior and modern psychology of human beings are influenced by the experiences of our ancestors over the last thousand years to shed an edifying light on how leaders capitalize on human nature and how can influence the behavior of human beings. Human beings are not aware of the ultimate reason behind influencing their behavior even if the psychology of human beings has been shaped by the experiences of their ancestors who have faced for thousands of years (Tybur & Griskevicius, 2013). On the same side Tybur and Griskevicius (2013) is adding that evolutionary psychology suggests that the forces of natural selection are what formed the mechanisms of the brain and the behavior of contemporary human beings.

From the point of view of evolutionary psychology, human beings when they are in familiar situations, become much more confident in their own strengths but when the environment becomes unstable and insecure, they put their own emotions before reason and those who manage to survive will had the instinctive emotional ability to analyze all the information of a future similar situation (Heydenfeldt, 2010). The evolution of the brain and the psychology of human beings has taken place over the history of thousands of years and many generations to produce adaptive behavior to ancestral environments, but this has been done slowly to the difference of technological evolution that has changed and will continue to change rapidly the world in which individuals live which leads to a mismatch between the two entities that should work together: Technology and the Human Brain (Tybur & Griskevicius, 2013).

Based on the article of Lawrence and Pirson (2015), the theory of evolutionary psychology leaves room for interpretation of two very important directions, as on the one hand evolution favors the survival of the strongest over the weakest and on the other hand evolution favors the survival of the being who is most adaptable to the new situation. On the other hand, Masters (1995) stated that the mechanisms produced by the previous selection burdens of the ancestors are collected and strongly rooted in contemporary human beings. Also, the environment in which human beings develop has a major impact on how the human brain will shape and reorganize because it is in a continuous search for new stimuli. Cognitive instruments and neuro structures arbitrate the influence of the environment on the human brain that occurs at a level beyond the ability of human behavior perception.

Evolutionary psychology proposes the perspective that human beings inherited from their ancestors in addition to the physical properties also brain mechanisms, based on influences, instincts and predispositions that favored the reproduction and development of the species in the course of entire history (Nicholson, 2008). The human brain has evolved and developed throughout history to act in such a way as to satisfy its own individual interest instead of the group's interest and if in some cases it seems to represent the group's interest it is because the individual is directly impacted by the group's interest (Tybur & Griskevicius, 2013). The differences in the behavioral mechanisms of human beings are due to inherited variations in each individual's personality but also, the environment has the greatest influence because the differences in impulsivity are just a response to it, which lead to social conflicts that must be kept under control at the group level by introducing social or legal regulations depending on the level reached by them (Masters, 1995). Kalin (2009) is arguing that every human being is always in conflict with another human being and the behavior of each is developed due to the experience in which it took part or through socialization.

According to the research of Nicholson (2008), the behavior of human beings within organizations is directly influenced by the personal interests that each of them has in close connection with the primary interest of reproduction such as satisfaction, well-being or community's respect in which they operate. Masters (1995) is adding that the individual and cultural variability within the functional relationships of the human brain is conditioned by the way each human being perceives the world in which he

lives, and these functional relationships are at the level of emotional responses and the strategic value is not perceived by each individual because humans are living organisms in a continuous search of goals. Dawlabani (2020) presented in his article the theory of double inheritance which explains how human behavior is defined by the interaction between two processes of evolutionary theory, namely genetic evolution, and cultural evolution, which interact together continuously exchanging information leading to changes in both sides by transfer of information from one side to the other. According to the old overview of evolutionary theory, human genes play the most important role in the behavior and evolution of individuals, however, according to recent studies and theories, genes are only the first step in human development, and how each individual interacts with the environment. The environment and the situations they experience during their life represent most of the influence on the development of individuals, and a simple change in synchronization with some events or situations can cause very big changes. The family system of a society relates cooperation with the internal and external environment based on models and trust and this cooperation is imposed through simple characteristics such as moral values, strategies of punishment, disgust, guilt, and shame (Enke, 2019).

Adolescents who have a perception of parents that they control them emotionally, show feelings of insecurity in initiating conversations about changing the rules, at the same time have problems adapting or responding positively in accordance with the rules or follow the rules exactly very rigidly, which is exactly the extremes (Brenning, 2019). A similar strategy based on a moral system can lead to the evolution of individuals if one invests and creates strategies in this regard (Enke, 2019). The basic social theory developed the idea of how the human brain works better under stress and with less effort when there are familiar people around them (Gantt, 2018). Contradictory, Patterson and Vakili (2014) concluded in his paper about how individuals' bodies adapt to stressful situations through chemicals produced by each individual at the urging of the brain when they are in a stressful situation until the body returns to the initial state without stress. Instead, if the stress increases and persists, it becomes a chronic, allostatic overload that interrupts the activity of any human body, leading to physical and mental medical problems.

There are many studies that have shown that financial stress leads to great difficulty among individuals to think clearly, logically and rationally, reducing the mental capacity to solve problems that lead to decisions that can worsen any situations (Chataway, 2020).

2.4 Change management & Training Courses

The development of soft skills within individuals can be achieved through courses but only at a basic level, most and most are developed through the experience and exposure of individuals to practice continuously and repeatedly these skills, thus receiving feedback in real time from those around him and through an internal analysis to update inside or the trajectory of the acquisition of soft skills and also that the development of soft skills at personal, interpersonal, group and organizational level has a very close connection with the principles and practices of change management (Levasseur, 2013). Doroshuk (2019) stated in his paper about organizational development in the sense that it is part of the successful implementation of organizational change that involves training employees in advance and informing them about what this strategy entails and only then begin planning and implementing change processes. This model of organizational development involves the implementation of two methods, namely the difficult method that includes organizational process engineering, the introduction of the lean production system or the improvement of the IT system but on the other hand there is the "soft" method that includes developing and acquiring new skills among employees, improving the culture and organizational values, forming and developing teams or planning the life and career of employees. This approach can help to move the organization to another structural level that is based on self-government, integrity and the existence of an evolutionary goal, not just the achievement of the organization's performance targets.

Most companies in the production industry consider that a training and education department or training courses are not important and very expensive because the most important transfer of knowledge and skills is done during the production phase from one employee to another, which is not wrong, but when the organization decides to pursue a change management strategy, things can take an incredible turn with severe repercussions on the organization. Once the companies realize this, the re-opening of a new training department will be quite difficult and will require time to introduce it within the organization and implement the processes, courses and strategies needed in the individual development of employees, at teams' level and much more difficult at organizational level (Brazier, 2014).

Halkos and Bousinakis (2012) contradicts all the other articles above through his research, concluding that the effects of organizational change influence the production and performance of a company depending on how change management is applied within the organization. Inducing among employees the opportunity to be creative and work in a creative environment increases by 44% the effects of change and also employee accountability has a positive influence increasing by 31% the effects of change and on the other hand offer greater rewards to employees or the level of education of the employees are an impediment against the successful implementation of the changes within the organizations. Vermeulen (2018) introduced neuroagility as a tool that is becoming increasingly important among organizations to improve performance both individually and as a group through lifelong learning and other different techniques to put into practice scientific theories in the field of neuroscience.

At the individual level, employees need to develop different actions that will improve neuroagility learning, improving brain performance, focusing on optimizing everything that increases their speed, ease and neuroflexibility in assimilating new information and learning various activities such as sports, video games, listening to classical music, memorized calculations or why not yoga.

On the other hand, Paine (2015) stated in his work that individuals have an openness to learn better and more from teachers they like than from teachers who dislike them, but the more they engage the brain in activities that stimulate them the more they learn and fear, act in the opposite direction reducing any activity of the brain, closing any cognitive process, conducting the individual to a state of inner protection. It is also concluded that regardless of the age of each person, individuals can learn and develop throughout life, even if an aging brain is different and loaded with previous experiences but can learn in a different way, with support from the organization in which individuals work, feeling valuable, challenged and valued will be able to deliver results and learn until retirement or maybe even after. An example is the case of two men at the age of 70 whose photo scan of the brain indicates the advanced presence of Alzheimer's but in everyday life, one of the men is dysfunctional in terms of the brain and the other works very good because it is much more plastic which leads to an interesting conclusion, namely that learning and continuous development is a training for the brain that offers a longer active life.

Johnson and Geal (2015) stated in their paper how the Zull learning model is much more efficient than the traditional model, consisting of four stages starting with gathering sensory experiences then begins a stage in which he observes reflexively what he gathered in the previous stage and then stores this information in the prefrontal cortex as barely then this information is actively tested to prove its veracity, thus leading to the realization of new and very long connections in the brains of individuals. On the other hand, it is concluded that providing a lot of information during the trainings at the same time is not effective and will not help in any way the participants to assimilate skills and knowledge but by engaging them in discussions and actively participate in exercises, case studies or even debating theories and solutions will lead to greater efficiency in storing new information and skills in participants' brains.

However, many of the results of employee development are influenced by the training courses they participated in, the organizational culture and the individuals they communicate with, but there are many results that have emerged from the influences of individual characteristics (Ards et al, 2010).

Gilbert (2019) argued in his article that the basis of human development is the transmission and sharing of information from parent to child or from a colleague to another through learning and showing others how to do certain things, peer learning is fundamental in psychotherapy. Delton et al. (2017) concluded in his article that compassion-based mechanisms have evolved in recent years to perform functions of cooperation and altruism, such as parental care and social exchanges that have been fostered over time by evolutionary processes.

The latest studies indicate a very high level of budgets allocated for vocational training and leadership courses, and in the United States this level reaches the value of \$ 15.5 million annually. The development of human resources has as a vital role in the improvement of the competencies of individuals but also of groups through training courses, the development of each individual's careers to achieve superior performances, sustainable competitive advantages and to improve organizational efficiency and more and more companies invest in development human resources (Kareem & Hussein, 2019). The development of employees' skills and human capital of an organization can be achieved through repeated training courses and this must be introduced within the organizations as processes of strategic importance. Del Maestro Filho et al (2014) suggests that training and development courses need to be included in the concept of strategic management models in order to help the educational development of employees and reach their potential. Rochford et al (2017) proposed the introduction of ethics training courses to include empathy about human perspective through engaging activities and opening people to emotions shared by others to create more effective outcomes. Improving motivation among leaders, their behavior, development and potential can be achieved by creating an organizational culture in which mistakes are constructively managed, which will ultimately lead to leader's career success but also all its employees (Maurer et al, 2017). According to Wrzus (2019) it is assumed that old age has an important influence in the way individuals develop their behavior with a much better self-understanding which leads to much stronger actions according to the preferences of each person's personality.

Maurer et al (2017) stated in their paper that employees who will feel responsible are more inclined to be part of training and development courses to improve the skills and competencies needed for a successful future leader. The training courses that employees take part in are not oriented towards operational processes and directed towards obtaining the results of organizations, because of this, worldwide billions invested by companies in this type of training courses represent money lost (Fox, 2016).

Based on the article of Sung and Choi (2014), organizations design and introduce their own training courses to develop specific skills needed for internal processes, which strengthen human capital in a very short period and on the other hand expose them to real situations in the organization framework, in which they can apply the things learned to courses, experience new situations from which they can learn or even propose new and innovative solutions to change and improve efficiency and performance. Going further, Ardts et al (2010) stated that has been demonstrated both theoretically and practically that employees who take part in many training courses and development activities begin to feel insecure about their performance over time and those who participate very little or not at all in training courses and development activities will be perceived as unappreciated and without potential for career development within the organization, so it is critical for the organization to analyze and define the balance between the two extremes for its employees. Training courses do not bring the expected results among employees or organizations, instead the experiences they take part in organizations and solving various internal issues and problems are the main source for employee and leaders development and this is the most efficient method, which will lead over time individuals perfectly adaptable to changing situations, managing multiple side relationships, thus becoming a key source of competitive advantage within companies (Cao & Hamori, 2016). On the same path, Garavan et al (2019) concluded in his study that the old theories and practices in training and development of individuals have not provided in practice the desired results for improving the performance of organizations and proposes research in this field that should revolve around real situations and

provide a very careful attention to the way the efficiency and performance of the training and development courses are measured.

Employee participation in both training and development courses within the organization and in accredited external educational programs will motivate employees to be more learning-oriented, but at the same time will always be active in seeking new and innovative solutions to improve the way you work to be more efficient, which will lead to successful results (Sung & Choi, 2014). Before deciding on the types and design of training courses in which employees participate, it is absolutely necessary to know and analyze what employees want to do differently from what they did before following these courses, also to implement ways to be measured if these actions are done differently or as before, and there may be a level of measurement of the effectiveness of these training courses (Fox, 2016). Moreover, Esteban-Lloret et al (2018) argued that employees who take part in training courses on the recommendation of organizations do not produce the expected effect on the efficiency and performance of the company, due to the orientation of these courses that are more designed to align participants with the norms and values accepted by society, ignoring the need of companies, which leads them to be very far from what is happening at the operational levels.

Del Maestro Filho et al (2014) concluded in his study that the impact of innovative practices in training and development courses depends mostly on how these practices are combined in the day-to-day operations of organizations in a competitive and focused environment to results and performance. There are various social cognitive theories that highlight the importance of role models within organizations, which employees tend to copy and learn from, and this theory can be extended to development initiatives through various other tools such as coaching, mentoring, and counselling (Ardts et al, 2010). Training courses are defined as ways of learning and developing employees focusing on the knowledge and skills needed to perform the role in which they are currently evolving but also partially focused on future roles in which they want to evolve (Garavan et al, 2019).

Numerous studies and research have proven over several years that managerial coaching produces many benefits to organizations, including increased performance, but nevertheless in practice it has been highlighted that supportive managers who take their coaching role seriously are a species rarely endangered, and their openness to such a role is very small or varies over time (Ellinger, 2013). However, Ehrhardt (2011) demonstrated in his study that there is a positive relationship between the employee's organizational commitment and his perception that he took part in useful training courses, which can be considered as the basis for creating a strong and long-lasting relationship between employee - employer and on the other hand can change the employee's attitude towards following the company's strategy, by recognizing his development potential. Creating a supportive organizational culture combined with a performance-based management system and effectively applied throughout the organization will lead to the construction of a common language of learning and development resulting in a successful implementation of organizational change strategies (Ellinger, 2013).

According to Autzen (2018), evolution involves change, which is achieved through learning processes, because it makes it possible for individuals to change very quickly and adapt to the environment without involving natural selection. Bavelier and Davidson (2013) propose through their article the introduction of translating the time spent by people in front of screens to the development of a side of neuroscience to solve different situations and problems through video games such as treating depression through cognitive behavioral therapies while video game participants get involved in fantasy world fights.

Neirotti and Paolucci (2013) concluded from the study that most of the efforts made by conducting training courses are often aimed at improving the technical and organizational skills of employees and very little at all to encourage the exploration of learning processes in it will lead to a supportive attitude on the part of employees regarding organizational changes. The moment in which the employees take part in training courses in connection with the organizational changes that they want to implement, but also the moment in which they consider that they have fully assimilated the knowledge transmitted during the course are extremely important. The employees who later took part,

or even during the change, in training courses and did not have the necessary time for assimilation and accommodation encountered difficulties in perceiving their abilities to implement change (Sarin et al, 2010).

3. RESEARCH METHODOLOGY

Quantitative research was carried out through a descriptive and exploratory questionnaire distributed via online platforms, involving a total of 212 participants. The data obtained yielded valuable insights into the participants' opinions, behaviors, knowledge, and beliefs in relation to the study's objectives. The questionnaire was meticulously designed with a specific emphasis on the research aims and consisted of 44 items, including demographic information and questions pertaining to professional roles. The remaining sections were divided into three parts: a total of 20 questions assessing employees' experiences with organizational changes, 14 questions examining their self-perception concerning their organization, and 4 questions evaluating the significance of training for organizational members. An online questionnaire creation tool was employed to develop the survey, which was then disseminated over an eight-week period through social networks of friends and acquaintances. These individuals subsequently facilitated further distribution within their own social networks.

The questionnaire data were analyzed using SPSS statistical analysis software. Initially, the 'Frequencies' procedure was applied to illustrate and summarize the distribution of values for a single categorical variable, resulting in a table of frequencies, percentages, and observation counts for each category. In subsequent analyses, the 'independent samples t-test' was utilized to compare the mean scores of two unrelated groups concerning a single dependent variable. This method was exclusively employed when the independent variable consisted of two categorical, independent groups. Valid results were determined by conducting comparisons that yielded a significance level below the predetermined threshold of 0.05.

To compare the mean scores and determine whether there are any statistically significant differences among more than two independent groups, the analysis employed was one-way ANOVA (analysis of variance). This method was subjected to rigorous validation, including an assessment of the homogeneity of variances through Levene's test. As with the previous method, the significance level was set at 0.05.

Research aims and questions:

The aim of this paper is to identify specific aspects of change management initiatives where theories from evolutionary psychology and cognitive science, combined with training programs, can be applied to improve comprehension of sensitivity and its regulation, thereby preventing it from hindering the attainment of success.

Question No.1:

The existing culture within organizations directly influenced by theories of evolutionary psychology can shift to a change supportive culture.

Question No.2:

Will translation into a non-bias organization reduce resistance to change?

There is a scarce body of research in this domain that consolidates the relationship between organizational change, neuroscience, theories of evolutionary psychology, and training, particularly within the context of Romania.

4. RESULTS

The questionnaire garnered responses from a total of 212 participants, each of whom completed all questions without omitting any information (Table 1). The majority of respondents were female, accounting for 64.2% (136 individuals), whereas male participants represented a considerably smaller

proportion at 35.8% (76 individuals). In terms of age distribution, the predominant age group was between 20 and 39 years, comprising 83.9% (178 individuals), with the number of respondents declining progressively with increasing age.

Table 1. Age Range Frequencies

| Age Range | Frequency | Percent |
|----------------------------|-----------|---------|
| Between 20 to 29 years old | 109 | 51.4 |
| Between 30 to 39 years old | 69 | 32.5 |
| Between 40 to 49 years old | 21 | 9.9 |
| Between 50 to 59 years old | 10 | 4.7 |
| Between 60 to 69 years old | 3 | 1.4 |
| Total | 212 | 100.0 |

Source: authors

As can be seen in the below Table 2 the vast majority, 94.8% of participants have a high level of education, 88 of them have bachelor's degree, 111 having a master's degree and 2 a doctorate degree.

Table 2. Education Level Frequencies

| Education Level | Frequency | Percent |
|-------------------------------------|-----------|---------|
| High School Graduate | 10 | 4.7 |
| Trade/technical/vocational training | 1 | .5 |
| Bachelor's degree | 88 | 41.5 |
| Master's degree | 111 | 52.4 |
| Doctorate degree | 2 | .9 |

Source: authors

From the perspective of gross annual salary income, 57 participants representing 26.9% are remunerated with less than 10,000 Euros, while 83 participants (39.1%) are between 10,000 to 30,000 Euros and only 34 participants (16.1%) earn more than 30,000 Euro annually while 38 participants (17.9%) preferred not to answer this question (see Table 3).

Table 3. Income Level Frequencies

| Income Level | Frequency | Percent |
|--------------------------------------|-----------|---------|
| Less than 9,999 Euro | 57 | 26.9 |
| Between 10,000 to 19,999 Euro | 55 | 25.9 |
| Between 20,000 to 29,999 Euro | 28 | 13.2 |
| Between 30,000 to 39,999 Euro | 16 | 7.5 |
| Between 40,000 to 49,999 Euro | 9 | 4.2 |
| Between 50,000 to 59,999 Euro | 3 | 1.4 |
| Above 60,000 Euro | 6 | 2.8 |
| I prefer not to answer this question | 38 | 17.9 |

Source: authors

The mean of employee perception on how change will affect each department member has been compared between male and female. As can be seen were 76 males and 136 females in the sample, the mean for female is slightly less than for male. According with below Levene's Test for Equality of Variances the significance value ($.342 > .05$) is much higher than the assigned level of significance, which means that NO hypothesis has been accepted and assumed that the variances are

approximately equal. Due to this fact reading the first line of the report, where can be seen the t statistics is 2.705 with 210 degrees of freedom and the significance value is .007 which is less than the assigned level of significance .05 so has been rejected the no hypothesis which means that the score between the group is significantly different.

The results of the T-Test (Table 4) showed that the mean score between male & female it is significantly different, where female have a clearer perception than man on how change will affect each department member.

Table 4. Q2.04 - There is no clear perception among employees how change will affect each department member.

| Group Statistics | | | | | |
|------------------|---------------------|-----|--------|----------------|-----------------|
| | Q14 / Q1.2 – Gender | N | Mean | Std. Deviation | Std. Error Mean |
| Q22 / Q2.04 | Male | 76 | 3.5789 | .91306 | .10474 |
| | Female | 136 | 3.2059 | .98971 | .08487 |

| | | Levene's Test for Equality of Variances | | | | |
|-------------|-----------------------------|---|------|-------|---------|-----------------|
| | | F | Sig. | t | df | Sig. (2-tailed) |
| Q22 / Q2.04 | Equal variances assumed | .906 | .342 | 2.705 | 210 | .007 |
| | Equal variances not assumed | | | 2.767 | 166.050 | .006 |

Source: authors

Further in the analysis, the mean scores were compared between all questions in the section 2 & 3 of the questionnaire in relation to the age of the participants and the results presented in Table 5 are those which showed a lower significance value than the assigned one and provide a significant difference in mean scores between groups. This comparison led to the observation that participants over the age of 50 are the most involved in analyzing the strategies of the company in which they operate, feel part of a community within organizations, also do not have a very clear perception of the changes that are needed to be implemented but nevertheless considers that the employees have received appropriate training for the implementation of the changes.

Table 5. Participant's age compared with all questions from section 2 & 3.

| Descriptives | | | | | | | | | |
|--------------|----------------------------|-----|--------|-----------|------------|----------------------------------|-------------|------|------|
| | | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
| | | | | | | Lower Bound | Upper Bound | | |
| Q22 / Q2.04 | Between 20 to 29 years old | 109 | 3.3303 | 1.02790 | .09845 | 3.1351 | 3.5254 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 3.5362 | .83278 | .10025 | 3.3362 | 3.7363 | 2.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 3.0000 | 1.09545 | .23905 | 2.5014 | 3.4986 | 2.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 2.7000 | .67495 | .21344 | 2.2172 | 3.1828 | 2.00 | 4.00 |
| | Between 60 to 69 years old | 3 | 3.6667 | 1.15470 | .66667 | .7982 | 6.5351 | 3.00 | 5.00 |
| | Total | 212 | 3.3396 | .97734 | .06712 | 3.2073 | 3.4719 | 1.00 | 5.00 |
| Q26 / Q2.08 | Between 20 to 29 years old | 109 | 3.5046 | 1.06826 | .10232 | 3.3018 | 3.7074 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 3.1739 | .96948 | .11671 | 2.9410 | 3.4068 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 3.2381 | .88909 | .19401 | 2.8334 | 3.6428 | 2.00 | 4.00 |
| | Between 50 to 59 years old | 10 | 3.9000 | .99443 | .31447 | 3.1886 | 4.6114 | 2.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 4.3333 | .57735 | .33333 | 2.8991 | 5.7676 | 4.00 | 5.00 |
| | Total | 212 | 3.4009 | 1.02786 | .07059 | 3.2618 | 3.5401 | 1.00 | 5.00 |

| Descriptives | | | | | | | | | |
|--------------|----------------------------|-----|--------|-----------|------------|----------------------------------|-------------|------|------|
| | | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
| | | | | | | Lower Bound | Upper Bound | | |
| Q28 / Q2.10 | Between 20 to 29 years old | 109 | 3.1927 | 1.14242 | .10942 | 2.9758 | 3.4096 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 2.9130 | 1.03950 | .12514 | 2.6633 | 3.1628 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 2.6190 | 1.07127 | .23377 | 2.1314 | 3.1067 | 1.00 | 4.00 |
| | Between 50 to 59 years old | 10 | 3.7000 | .94868 | .30000 | 3.0214 | 4.3786 | 2.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 3.0000 | 1.00000 | .57735 | .5159 | 5.4841 | 2.00 | 4.00 |
| | Total | 212 | 3.0660 | 1.10808 | .07610 | 2.9160 | 3.2161 | 1.00 | 5.00 |
| Q35 / Q2.17 | Between 20 to 29 years old | 109 | 2.6055 | 1.13870 | .10907 | 2.3893 | 2.8217 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 2.9855 | 1.14395 | .13771 | 2.7107 | 3.2603 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 3.2857 | 1.18924 | .25951 | 2.7444 | 3.8270 | 2.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 3.3000 | 1.05935 | .33500 | 2.5422 | 4.0578 | 2.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 3.0000 | 1.00000 | .57735 | .5159 | 5.4841 | 2.00 | 4.00 |
| | Total | 212 | 2.8349 | 1.15857 | .07957 | 2.6780 | 2.9918 | 1.00 | 5.00 |
| Q36 / Q2.18 | Between 20 to 29 years old | 109 | 2.8532 | 1.16130 | .11123 | 2.6327 | 3.0737 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 3.1594 | 1.18350 | .14248 | 2.8751 | 3.4437 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 3.5238 | .92839 | .20259 | 3.1012 | 3.9464 | 2.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 4.3000 | .67495 | .21344 | 3.8172 | 4.7828 | 3.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 3.6667 | 1.52753 | .88192 | -.1279 | 7.4612 | 2.00 | 5.00 |
| | Total | 212 | 3.0991 | 1.17824 | .08092 | 2.9395 | 3.2586 | 1.00 | 5.00 |
| Q39 / Q3.01 | Between 20 to 29 years old | 109 | 3.9908 | .88710 | .08497 | 3.8224 | 4.1592 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 4.2754 | .63903 | .07693 | 4.1219 | 4.4289 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 4.2381 | .70034 | .15283 | 3.9193 | 4.5569 | 3.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 4.5000 | .52705 | .16667 | 4.1230 | 4.8770 | 4.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 4.6667 | .57735 | .33333 | 3.2324 | 6.1009 | 4.00 | 5.00 |
| | Total | 212 | 4.1415 | .79021 | .05427 | 4.0345 | 4.2485 | 1.00 | 5.00 |
| Q43 / Q3.05 | Between 20 to 29 years old | 109 | 3.7982 | 1.06092 | .10162 | 3.5967 | 3.9996 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 3.5072 | 1.13271 | .13636 | 3.2351 | 3.7794 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 3.0476 | 1.16087 | .25332 | 2.5192 | 3.5760 | 1.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 4.2000 | .91894 | .29059 | 3.5426 | 4.8574 | 2.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 4.3333 | .57735 | .33333 | 2.8991 | 5.7676 | 4.00 | 5.00 |
| | Total | 212 | 3.6557 | 1.10977 | .07622 | 3.5054 | 3.8059 | 1.00 | 5.00 |
| Q44 / Q3.06 | Between 20 to 29 years old | 109 | 3.3761 | 1.26043 | .12073 | 3.1368 | 3.6154 | 1.00 | 5.00 |
| | Between 30 to 39 years old | 69 | 2.8986 | 1.17755 | .14176 | 2.6157 | 3.1814 | 1.00 | 5.00 |
| | Between 40 to 49 years old | 21 | 2.7619 | 1.13599 | .24789 | 2.2448 | 3.2790 | 1.00 | 5.00 |
| | Between 50 to 59 years old | 10 | 3.4000 | .84327 | .26667 | 2.7968 | 4.0032 | 2.00 | 5.00 |
| | Between 60 to 69 years old | 3 | 3.6667 | .57735 | .33333 | 2.2324 | 5.1009 | 3.00 | 4.00 |
| | Total | 212 | 3.1651 | 1.21839 | .08368 | 3.0001 | 3.3300 | 1.00 | 5.00 |

Source: authors

In the relationship with the departments to which the participants belong, it was compared with all questions in the section 2 & 3 of the questionnaire and the results presented in Table 6 showed a lower significance value with significant difference in mean scores between groups. The below comparison highlighted the participants of three departments, Sales, Supply Chain and HR who clearly believe that there is a part of the organization that expresses a certain resistance to the changes that need to be implemented.

Table 6. Departments where participants activate compared with all questions from section 2 & 3.

| | | Descriptive | | | | | | | |
|-------------|-------------------|-------------|--------|-----------|------------|----------------------------------|-------------|------|------|
| | | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
| | | | | | | Lower Bound | Upper Bound | | |
| Q29 / Q2.11 | Sales & Marketing | 49 | 3.7959 | .86553 | .12365 | 3.5473 | 4.0445 | 2.00 | 5.00 |
| | Supply Chain | 4 | 4.2500 | .50000 | .25000 | 3.4544 | 5.0456 | 4.00 | 5.00 |
| | Engineering | 24 | 3.2500 | .94409 | .19271 | 2.8513 | 3.6487 | 2.00 | 5.00 |
| | Production | 3 | 4.3333 | 1.15470 | .66667 | 1.4649 | 7.2018 | 3.00 | 5.00 |
| | Finance | 11 | 3.4545 | .93420 | .28167 | 2.8269 | 4.0821 | 2.00 | 5.00 |
| | Human Resources | 29 | 3.5862 | .94556 | .17559 | 3.2265 | 3.9459 | 2.00 | 5.00 |
| | IT | 31 | 3.0000 | 1.06458 | .19120 | 2.6095 | 3.3905 | 1.00 | 5.00 |
| | Other | 61 | 3.4426 | .94029 | .12039 | 3.2018 | 3.6834 | 1.00 | 5.00 |
| | Total | 212 | 3.4858 | .97104 | .06669 | 3.3544 | 3.6173 | 1.00 | 5.00 |
| Q30 / Q2.12 | Sales & Marketing | 49 | 3.3061 | 1.08405 | .15486 | 2.9947 | 3.6175 | 1.00 | 5.00 |
| | Supply Chain | 4 | 4.5000 | .57735 | .28868 | 3.5813 | 5.4187 | 4.00 | 5.00 |
| | Engineering | 24 | 2.9583 | .95458 | .19485 | 2.5552 | 3.3614 | 1.00 | 5.00 |
| | Production | 3 | 4.6667 | .57735 | .33333 | 3.2324 | 6.1009 | 4.00 | 5.00 |
| | Finance | 11 | 3.0000 | 1.00000 | .30151 | 2.3282 | 3.6718 | 2.00 | 5.00 |
| | Human Resources | 29 | 3.5172 | .94946 | .17631 | 3.1561 | 3.8784 | 1.00 | 5.00 |
| | IT | 31 | 3.3226 | .94471 | .16967 | 2.9761 | 3.6691 | 2.00 | 5.00 |
| | Other | 61 | 3.3279 | 1.02829 | .13166 | 3.0645 | 3.5912 | 1.00 | 5.00 |
| | Total | 212 | 3.2547 | .86601 | .05948 | 3.1375 | 3.3720 | 1.00 | 5.00 |
| Q32 / Q2.14 | Sales & Marketing | 49 | 3.0816 | .81232 | .11605 | 2.8483 | 3.3150 | 2.00 | 5.00 |
| | Supply Chain | 4 | 2.7500 | .95743 | .47871 | 1.2265 | 4.2735 | 2.00 | 4.00 |
| | Engineering | 24 | 3.6667 | .81650 | .16667 | 3.3219 | 4.0114 | 2.00 | 5.00 |
| | Production | 3 | 4.3333 | 1.15470 | .66667 | 1.4649 | 7.2018 | 3.00 | 5.00 |
| | Finance | 11 | 3.1818 | .60302 | .18182 | 2.7767 | 3.5869 | 2.00 | 4.00 |
| | Human Resources | 29 | 3.3793 | .97884 | .18177 | 3.0070 | 3.7516 | 1.00 | 5.00 |
| | IT | 31 | 3.1290 | .95715 | .17191 | 2.7779 | 3.4801 | 1.00 | 5.00 |
| | Other | 61 | 3.2295 | .78302 | .10025 | 3.0290 | 3.4300 | 1.00 | 5.00 |
| | Total | 212 | 3.2547 | .86601 | .05948 | 3.1375 | 3.3720 | 1.00 | 5.00 |
| Q36 / Q2.18 | Sales & Marketing | 49 | 3.3673 | 1.11232 | .15890 | 3.0479 | 3.6868 | 1.00 | 5.00 |
| | Supply Chain | 4 | 2.7500 | .95743 | .47871 | 1.2265 | 4.2735 | 2.00 | 4.00 |
| | Engineering | 24 | 3.6250 | 1.01350 | .20688 | 3.1970 | 4.0530 | 2.00 | 5.00 |
| | Production | 3 | 1.6667 | 1.15470 | .66667 | -1.2018 | 4.5351 | 1.00 | 3.00 |
| | Finance | 11 | 3.6364 | 1.20605 | .36364 | 2.8261 | 4.4466 | 1.00 | 5.00 |
| | Human Resources | 29 | 2.7586 | .98761 | .18339 | 2.3830 | 3.1343 | 1.00 | 5.00 |
| | IT | 31 | 2.4194 | 1.11876 | .20093 | 2.0090 | 2.8297 | 1.00 | 5.00 |
| | Other | 61 | 3.1803 | 1.20427 | .15419 | 2.8719 | 3.4888 | 1.00 | 5.00 |
| | Total | 212 | 3.0991 | 1.17824 | .08092 | 2.9395 | 3.2586 | 1.00 | 5.00 |
| Q46 / Q3.08 | Sales & Marketing | 49 | 4.3673 | .60187 | .08598 | 4.1945 | 4.5402 | 3.00 | 5.00 |
| | Supply Chain | 4 | 4.5000 | .57735 | .28868 | 3.5813 | 5.4187 | 4.00 | 5.00 |
| | Engineering | 24 | 4.0417 | .90790 | .18532 | 3.6583 | 4.4250 | 1.00 | 5.00 |
| | Production | 3 | 5.0000 | .00000 | .00000 | 5.0000 | 5.0000 | 5.00 | 5.00 |
| | Finance | 11 | 4.4545 | .52223 | .15746 | 4.1037 | 4.8054 | 4.00 | 5.00 |
| | Human Resources | 29 | 4.4483 | .68589 | .12737 | 4.1874 | 4.7092 | 3.00 | 5.00 |
| | IT | 31 | 4.0323 | .75206 | .13507 | 3.7564 | 4.3081 | 2.00 | 5.00 |
| | Other | 61 | 4.1475 | .74913 | .09592 | 3.9557 | 4.3394 | 1.00 | 5.00 |
| | Total | 212 | 4.2453 | .72611 | .04987 | 4.1470 | 4.3436 | 1.00 | 5.00 |

Source: authors

Participants to the questionnaire with an experience bigger than 10 years in the same organization obtained the highest mean score as being those who participate mostly in the analysis of strategies before decisions are made regarding the implementation of organizational changes. Below table 7 represents the only question where there is a significant difference in mean scores between the groups related with the years of experience of employees in the same organization.

Table 7. Participant Experience in the same company compared with Q36

| | | Descriptives | | | | | | | |
|-------------|------------------------|--------------|--------|-----------|------------|----------------------------------|-------------|------|------|
| | | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
| | | | | | | Lower Bound | Upper Bound | | |
| Q36 / Q2.18 | Less than 1 year | 65 | 3.0154 | 1.15234 | .14293 | 2.7298 | 3.3009 | 1.00 | 5.00 |
| | Between 1 to 3 years | 77 | 2.7792 | 1.19894 | .13663 | 2.5071 | 3.0513 | 1.00 | 5.00 |
| | Between 4 to 6 years | 28 | 3.3571 | 1.19301 | .22546 | 2.8945 | 3.8197 | 1.00 | 5.00 |
| | Between 7 to 9 years | 10 | 3.4000 | 1.07497 | .33993 | 2.6310 | 4.1690 | 2.00 | 5.00 |
| | Between 10 to 12 years | 11 | 3.4545 | .82020 | .24730 | 2.9035 | 4.0056 | 2.00 | 4.00 |
| | Between 13 to 15 years | 10 | 3.8000 | .63246 | .20000 | 3.3476 | 4.2524 | 2.00 | 4.00 |
| | Between 16 to 18 years | 7 | 4.0000 | 1.15470 | .43644 | 2.9321 | 5.0679 | 2.00 | 5.00 |
| | Between 25 to 27 years | 1 | 5.0000 | . | . | . | . | 5.00 | 5.00 |
| | Between 28 to 30 years | 1 | 2.0000 | . | . | . | . | 2.00 | 2.00 |
| | Between 31 to 33 years | 2 | 4.0000 | 1.41421 | 1.00000 | -8.7062 | 16.7062 | 3.00 | 5.00 |
| | Total | 212 | 3.0991 | 1.17824 | .08092 | 2.9395 | 3.2586 | 1.00 | 5.00 |

Source: authors

All the questions in the section 2 & 3 of the questionnaire have been compared with the level of income of the participants and the results presented in Table 8 showed a lower significance value with significant difference in mean scores between groups. It can be observed, a balance based point, namely those who have an annual income of 30,000 Euros, employees who fall below this threshold have a better score in considering that processes and information systems support change within the organization in and those who fall above this threshold have scored better in perceiving more clearly how organizational changes will affect each member of the department in which they operate and that their ideas and vision for the future of the company are valuable and taken into account.

Table 8. Participants Income compared with Q22, Q33, Q37.

| | | Descriptives | | | | | | | |
|-------------|-------------------------------|--------------|--------|-----------|------------|----------------------------------|-------------|------|------|
| | | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
| | | | | | | Lower Bound | Upper Bound | | |
| Q22 / Q2.04 | Less than 9,999 Euro | 57 | 3.4035 | .92311 | .12227 | 3.1586 | 3.6484 | 1.00 | 5.00 |
| | Between 10,000 to 19,999 Euro | 55 | 3.4182 | 1.01271 | .13655 | 3.1444 | 3.6920 | 1.00 | 5.00 |
| | Between 20,000 to 29,999 Euro | 28 | 3.6786 | .90487 | .17100 | 3.3277 | 4.0294 | 2.00 | 5.00 |
| | Between 30,000 to 39,999 Euro | 16 | 3.6875 | .60208 | .15052 | 3.3667 | 4.0083 | 3.00 | 5.00 |
| | Between 40,000 to 49,999 Euro | 9 | 3.0000 | 1.00000 | .33333 | 2.2313 | 3.7687 | 2.00 | 4.00 |
| | Between 50,000 to 59,999 Euro | 3 | 3.0000 | 1.00000 | .57735 | .5159 | 5.4841 | 2.00 | 4.00 |
| | Above 60,000 Euro | 6 | 3.0000 | 1.09545 | .44721 | 1.8504 | 4.1496 | 2.00 | 4.00 |
| | I prefer not to answer this | 38 | 2.8947 | 1.03426 | .16778 | 2.5548 | 3.2347 | 1.00 | 5.00 |
| Total | 212 | 3.3396 | .97734 | .06712 | 3.2073 | 3.4719 | 1.00 | 5.00 | |
| Q33 / Q2.15 | Less than 9,999 Euro | 57 | 3.1579 | .90217 | .11950 | 2.9185 | 3.3973 | 1.00 | 5.00 |
| | Between 10,000 to 19,999 Euro | 55 | 3.4364 | .99561 | .13425 | 3.1672 | 3.7055 | 1.00 | 5.00 |

| Descriptives | | | | | | | | | |
|--------------|--------------------------------------|------|-----------|------------|----------------------------------|-------------|--------|------|------|
| | N | Mean | Std. Dev. | Std. Error | 95% Confidence Interval for Mean | | Min | Max | |
| | | | | | Lower Bound | Upper Bound | | | |
| | | | | | | | | | |
| | Between 20,000 to 29,999 Euro | 28 | 3.6786 | .81892 | .15476 | 3.3610 | 3.9961 | 2.00 | 5.00 |
| | Between 30,000 to 39,999 Euro | 16 | 3.1250 | 1.14746 | .28687 | 2.5136 | 3.7364 | 1.00 | 5.00 |
| | Between 40,000 to 49,999 Euro | 9 | 3.2222 | .97183 | .32394 | 2.4752 | 3.9692 | 2.00 | 4.00 |
| | Between 50,000 to 59,999 Euro | 3 | 2.6667 | 1.15470 | .66667 | -.2018 | 5.5351 | 2.00 | 4.00 |
| | Above 60,000 Euro | 6 | 3.0000 | .89443 | .36515 | 2.0614 | 3.9386 | 2.00 | 4.00 |
| | I prefer not to answer this question | 38 | 3.7895 | .81067 | .13151 | 3.5230 | 4.0559 | 2.00 | 5.00 |
| | Total | 212 | 3.4009 | .95123 | .06533 | 3.2722 | 3.5297 | 1.00 | 5.00 |
| Q37 / Q2.19 | Less than 9.999 Euro | 57 | 2.9649 | 1.03449 | .13702 | 2.6904 | 3.2394 | 1.00 | 5.00 |
| | Between 10,000 to 19,999 Euro | 55 | 2.9636 | 1.20129 | .16198 | 2.6389 | 3.2884 | 1.00 | 5.00 |
| | Between 20,000 to 29,999 Euro | 28 | 3.2500 | 1.00462 | .18986 | 2.8604 | 3.6396 | 1.00 | 5.00 |
| | Between 30,000 to 39,999 Euro | 16 | 3.3125 | 1.13835 | .28459 | 2.7059 | 3.9191 | 1.00 | 5.00 |
| | Between 40,000 to 49,999 Euro | 9 | 3.8889 | .78174 | .26058 | 3.2880 | 4.4898 | 2.00 | 5.00 |
| | Between 50,000 to 59,999 Euro | 3 | 3.3333 | 1.52753 | .88192 | -.4612 | 7.1279 | 2.00 | 5.00 |
| | Above 60,000 Euro | 6 | 4.3333 | .51640 | .21082 | 3.7914 | 4.8753 | 4.00 | 5.00 |
| | I prefer not to answer this question | 38 | 3.4474 | 1.10765 | .17968 | 3.0833 | 3.8114 | 1.00 | 5.00 |
| | Total | 212 | 3.1981 | 1.11364 | .07648 | 3.0473 | 3.3489 | 1.00 | 5.00 |

Source: authors

5. DISCUSSIONS

This research is grounded in the principles of evolutionary psychology, complemented by recent advancements in neuroscience and training programs. Its primary aim is to develop novel theories aimed at reducing resistance to change and ensuring the effective execution of change management initiatives within companies operating in Romania. Based on the analysis of responses obtained from participants through a questionnaire, several key findings have been identified. This chapter discusses only the most significant of these findings. The two themes outlined below are of particular importance, as they are strongly interconnected with individuals across various organizational levels, as well as with the organization itself and its cultural framework.

5.1 The existing culture within organizations directly influenced by theories of evolutionary psychology.

All participants in this study perceive themselves as valuable members of their respective organizations and regard themselves as resilient individuals. This aligns with Coelho's et al. (2004) findings, which suggest that human behavioral traits have been shaped by evolution, with the pursuit of status being among the most significant.

The study further indicates that women possess a significantly clearer understanding than men regarding the potential impact of organizational changes on individual department members. Additionally, this perceptual clarity is notably higher among employees earning annual salaries exceeding 30,000 euros, who are predominantly male, over 40 years of age, hold master's degrees, and are employed within departments such as Sales & Marketing, Engineering, and Information Technology. Conversely, prior to the formulation of change strategies within organizations aimed at their implementation, only those employees with more than ten years of tenure within the same organization are involved in the analysis. These individuals are chiefly affiliated with the Engineering

and Finance departments, which serves to reinforce and enhance their sense that their ideas and visions for the organization's future are valued and taken into consideration by the organization. Investing in the professional and personal development of employees fosters a sense of ownership, which enhances their responsibility and commitment to improving performance. This approach also positively influences employees' perceptions by providing clearer understanding of the reasons communicated by line managers regarding the necessity of organizational change. Consequently, this improves communication between management and staff and reinforces the perception that line managers support organizational change. Additionally, such investments contribute to cultivating a stronger sense of community among employees, reinforcing the notion that they possess equal rights within the organization.

According to Nicholson (2008) and Singh and Abraham (2008), effective management involves recognizing employees as integral members of an internal community within the organization, fostering a sense of belonging that can substantially enhance individual performance. Moreover, this approach not only improves employee productivity but also plays a crucial role in talent retention and attracting top talent in the competitive market. Gantt (2018) further asserts that the collective intelligence or cultural brain of the organization can be guided—through therapies or training—to operate cohesively as a unified entity, thereby reshaping the cognitive framework of each group member.

Conversely, to mitigate employees' perceptions that induce stress during organizational changes, this study concludes that it is essential for line managers to actively listen to employees' concerns and the rationale behind their support or opposition to change initiatives. This approach becomes even more effective if the organization invests in the professional and personal development of its staff, which can also decrease the tendency of employees to vacate their positions in favor of other companies. Evolutionary psychology suggests that humans tend to feel more confident in familiar environments; however, when changes occur, the environment becomes unstable and unpredictable, fostering defensive behaviors characterized by resistance to change (Heydenfeldt, 2010).

5.2 Translation into a non-bias organization

This study clearly and succinctly demonstrates that employees with extensive tenure within the organization and those over 50 years of age are predominantly engaged in analysis and decision-making processes related to organizational change strategies. While some individuals in these roles are younger, their representation diminishes proportionally with increasing age. Furthermore, a majority of employees who perceive themselves as part of an internal community within the organization are over 50 years old, and as age decreases, the proportion of employees expressing such a sense of belonging correspondingly declines.

The evidence indicating a less favorable perception among individuals over 50 regarding their colleagues contributes to widespread support for managers to actively listen to employees concerning organizational changes. Additionally, there is a consensus that employees have received sufficient training to comprehend and facilitate the implementation of such changes. Currently, the existing manager is regarded as the most effective leader encountered thus far. Conversely, employees from other age groups appear to lack a clear stance on this issue, which underscores the necessity of transforming existing organizational structures into unbiased entities. This can be achieved by initially promoting age diversity, involving employees of various ages in analysis and decision-making processes, and gradually integrating them into the organization's internal community. Such measures are expected to enhance organizational perceptions of change, diminish resistance, and foster a non-biased, more open, and balanced organizational culture that aligns with new strategic directions.

6. CONCLUSIONS

Including solely employees aged 50 and above in the organization’s community and strategic analysis prior to implementing organizational changes is likely to have a directly adverse effect on the ego of employees who are not part of this demographic, as suggested by evolutionary psychology theories that posit humans are in a perpetual competition for status. Establishing an organizational culture that promotes the inclusion of all staff within a cohesive internal community—fostering a sense of belonging akin to a family—by providing opportunities for them to share their ideas and perspectives and involving them in the evaluation of future strategic decisions, can effectively reduce resistance to change. This approach encourages employees to remain within a familiar environment, thereby minimizing defensiveness and facilitating smoother organizational transitions, as well as empowering agents of change to present their proposed plans with justified reasoning.

One of the primary reasons for the failure of organizational change initiatives is the presence of organizational bias, and transforming such biased structures into a new, unbiased organizational form is of strategic significance. Nonetheless, this process involves a delicate aspect, as it is often time-consuming; however, it remains feasible and can be successfully achieved. In this research, employees aged over 50 participated in strategic analyses to inform decisions regarding the implementation of organizational change. At the same time, their perceptions of how these changes would impact members of other departments were not highly favorable, whereas employees aged between 30 and 49 demonstrated a considerably more positive perception of the potential effects. The analysis concluded that including employees aged between 30 and 49 in such assessments and within the company's internal community would promote a balanced environment and contribute to the development of an organization that is both equitable and impartial.

ACKNOWLEDGMENT

This paper was co-financed by The Bucharest University of Economic Studies during the PhD program.

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