

Dynamic leadership training for business executives. A challenge in the current economic situation

Entrenamiento en liderazgo dinámico para directivos de empresas. Un desafío en la actual coyuntura económica

Treinamento dinâmico de liderança para executivos de negócios. Um desafio na atual situação econômica

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ABSTRACT

The article is the result of a dynamic leadership training, developed with managers and their substitutes in three enterprises in Pinar del Río. It originates from a training needs diagnosis, where it was revealed that one of the main gaps in professional improvement was in aspects related to the management and leadership activity. The fundamental objective of the training is to contribute to the dynamic leadership training of managers and substitutes of the enterprise system, with the purpose of redesigning their ways of acting towards more cooperative and conciliatory structures, in an open, flexible and dynamic work environment that generates a subjective well-being in the workers. The research is framed within a mixed design. The sample was made up of 42 subjects, managers and substitutes from the enterprises studied, and the Diagnostic Needs Assessment Questionnaire, the Semi-Structured Individual Interview and the Documentary Analysis were used as instruments in the diagnostic phase. The main effects of the implementation of this program point to the incorporation, by the managers, of tools and skills to conduct the processes in a more dynamic way in the organizations, they manage to strengthen the collaborative structures and relations of cooperation, and they recognize an improvement of the interpersonal and group communication. Finally, the vast majority of managers recognize the need for a change in management styles that is more open, flexible and where worker participation in decision-making processes is encouraged.



Keywords: training program; direction; dynamic leadership

RESUMEN

El artículo es el resultado de un entrenamiento en liderazgo dinámico, desarrollado con directivos y sus reservas en tres empresas de Pinar del Río. El mismo parte de un diagnóstico de necesidades de capacitación, donde se develó que uno de los principales vacíos en materia de superación profesional se encontraba en aspectos relacionados con la actividad de dirección y liderazgo. El objetivo fundamental del entrenamiento es el de contribuir a la formación en liderazgo dinámico de directivos y reservas del sistema empresarial, con la finalidad de rediseñar sus modos de actuación hacia estructuras más cooperativas y conciliadoras, en un ambiente de trabajo abierto, flexible, dinámico y que genere un bienestar subjetivo en los trabajadores. La investigación se enmarca dentro de un diseño mixto. La muestra estuvo conformada por 42 sujetos, directivos y reservas de las empresas estudiadas, y se utilizaron como instrumentos en la fase de diagnóstico, el Cuestionario Diagnóstico de Necesidades, la Entrevista Individual Semiestructurada y el Análisis Documental. Los principales efectos de la implementación de dicho programa apuntan a la incorporación, por parte de los directivos, de herramientas y habilidades para conducir los procesos de manera más dinámica en las organizaciones, se logran fortalecer las estructuras colaborativas y relaciones de cooperación, reconocen un mejoramiento de la comunicación interpersonal y grupal. Finalmente, la gran mayoría de los directivos reconocen la necesidad de un cambio de estilos de dirección, que sea más abierto, flexible y donde se estimule la participación de los trabajadores en los procesos de toma de decisiones.

Palabras clave: programa de entrenamiento; dirección; liderazgo dinámico

RESUMO

O artigo é o resultado de uma dinâmica formação de liderança, desenvolvida com gestores e suas reservas em três empresas de Pinar del Río. A mesma parte de um diagnóstico de necessidades de formação, onde se revelou que uma das principais lacunas na melhoria profissional estava em aspectos relacionados com a atividade de gestão e liderança. O objetivo fundamental da formação é contribuir para a formação dinâmica dos gestores e reservas do sistema empresarial, com o objetivo de redesenhar as suas formas de atuação para estruturas mais cooperativas e conciliatórias, num ambiente de trabalho aberto, flexível e dinâmico que gere um bem-estar subjetivo nos trabalhadores. A pesquisa é enquadrada dentro de um design misto. A amostra foi composta por 42 sujeitos, gestores e reservas das empresas estudadas, tendo sido utilizados como instrumentos na fase de diagnóstico o Questionário de Avaliação de Necessidades Diagnósticas, a Entrevista Individual Semiestructurada e a Análise Documental. Os principais efeitos da implementação deste programa apontam para a incorporação, pelos gestores, de ferramentas e habilidades para conduzir os processos de forma mais dinâmica nas organizações, eles conseguem fortalecer as estruturas colaborativas e relações de cooperação, eles reconhecem uma melhoria da comunicação interpessoal e de grupo. Finalmente, a grande maioria dos gestores reconhece a

necessidade de uma mudança nos estilos de gestão, que seja mais aberta, flexível e onde a participação dos trabalhadores nos processos de tomada de decisão seja encorajada.

Palavras-chave: programa de treinamento; liderança; liderança dinâmica

INTRODUCTION

Training in the enterprise context implies, among other things, a necessary internal look at the demands of individuals and work groups, and adjust them to the real needs of the organization. In this sense, the diagnosis of training needs is considered a tool of unquestionable value, so that people who would be true multipliers of the learning obtained are involved in these processes and so that the economic and human expenses that this implies are optimized.

Taking this diagnosis as a starting point, a group of specialists from the Department of Upgrading and Training of Managers and Managers Staff Reserve of the University of Pinar del Río, goes into the labor organizations as a tool to determine which are the main vulnerabilities in terms of training, and from there to conciliate a strategy that will guide the overcoming of the labor institutions studied.

This article reflects one of the main training gaps found in three enterprises in the territory studied, based on the instruments used in the training needs assessment. It is related to the aspiration to generate an adequate strategy to overcome issues related to management and leadership. The companies recognize the need to strengthen this dimension in their training processes, but lack the scientific tools to implement it.

That is why the following research problem has been raised: How to contribute to the dynamic leadership training of managers and managers staff reserve of the enterprises system in the province of Pinar del Río? A diagnosis of training needs is developed and, based on its results; a training in dynamic leadership is designed and implemented. The main objective of such training is to contribute to the formation in dynamic leadership of managers and managers staff reserve of the enterprise system, with the purpose of redesigning their ways of acting towards more cooperative and conciliatory structures, in an open and dynamic work environment, which generates a subjective welfare in the workers.

The article constitutes a reference for the formation and training of managers and their managers staff reserve in the Cuban enterprise system, emphasizing the design of a proposal that breaks with the traditional approaches to training, to give way to a design that stimulates participation, creativity, cooperative relations and that, in turn, is conceived from a flexible methodology, capable of achieving an active involvement of all members.

Approach to dynamic leadership as a socio-psychological phenomenon

Leadership and management processes have been subjects of intense theoretical debate since the emergence of studies associated with the dynamics of organizational life. One of the most prominent scholars on these topics, Edgar Schein (1990, p. 54), points out the importance of the role of the leader.

Managers tend to transfer downward the forms of management and administration that should be followed throughout the organization, and thus mark the actions of personnel at different levels of the organization, which in turn defines and determines the performance of the organization as a whole.

Robbins (2004, p. 114), in referring to this issue, considers that

The leaders transmit the culture of the organization through what they do and what they say. Good leaders in client-oriented cultures communicate a client-focused vision and demonstrate with their behavior that this is their commitment.

The importance of the study of leadership, as a socio-psychological phenomenon, lies not only in the possibility it generates to encourage successful behavior by employees and thus contribute to increasing organizational effectiveness and making it more competitive, but it is also a representative factor of the dynamics that characterize the organization's culture.

Because certain types of culture lead to increased productivity, many managers have begun to explore ways to change their organization's culture to make it more competitive (Deal & Kennedy, 1985; Ouchi, 1981; Peters & Waterman, 1982). Moreover, numerous authors have begun to develop theories of cultural change to assist managers in their attempts to manage their organizational cultures. However, when it comes to defining the fundamental variables that need to be modified in order to achieve cultural change, it has been found that the authors vary considerably, alluding not only to leadership factors, but to others that are less controlled or influenced by the leader (León, 2001).

The literature consulted presents many gaps in terms of the possible effect of leadership and its relationship between organizational culture and organizational effectiveness. In this regard, Quintanilla and Barrera (2018) propose:

The most important gaps are the need to consider the impact of other social contextual factors in relation to the analysis of organizational culture, to carry out longitudinal studies that can consider the dynamics of the interaction between leadership styles and organizational culture. In relation to organizational effectiveness, it is necessary to be able to delimit the possible defect of leadership in financial and non-financial indicators".

From our point of view, management practices are the most suitable alternatives for influencing and attempting to change the organizational culture, as the people in

management positions are key entities in transmitting cultural values during the daily performance of their duties. Along these lines, transformational leadership researchers Bass (1985) and Kuhnert and Lewis (1987) emphasize the role of leaders in changing the values and goals of followers. Also Ouchi (1981) and Peters and Waterman (1982), believe that organizational culture can be changed by developing a new set of values or "management philosophy", which must be instilled in employees.

On the other hand, no matter how much the organizational culture influences leadership, there will always be important differences among leaders within the same organization and there will be leaders who function differently; even if the organizational culture is uniform, because leadership is influenced by many variables that are not only organizational (personal, experience, learning, different situations of the areas, among others).

The study of leadership has a long history in both social and organizational psychology. There are various theoretical approaches that attempt to explain and define leadership: some have focused on the characteristics of the leader while others have emphasized followers; some have focused on the leader-follower interaction while others have focused on the characteristics of the situation as a determinant of leadership styles (Sánchez, 2002).

There are numerous research references on the importance of leadership for organizational development. Jiménez and Villanueva (2018) reflect the effects of democratic leadership in Spanish companies, as well as Madrigal, Luna and Vargas (2017) in companies in India and Mexico. Transformational leadership was more effective in Argentinean companies (Silva et al., 2016), in Venezuela (Fernández & Quintero, 2017) and Chile (E. Rodríguez et al., 2017). In turn, task-oriented leadership is more relevant in entrepreneurial workers in Brazil (De Souza & De Oliveira, 2018).

Beyond the multiple theoretical and empirical approaches to leadership and its unquestionable relevance for organizational development, we believe that the dynamic leadership approach in today's companies must be understood in the context of work teams, rather than emerging groups with the capacity to influence and on which the fate of the institution rests.

This presupposes the redesign of its structures towards cooperative and conciliatory modes of action, where patterns of interaction emerge that are adjusted to collective rather than individual interests. As the traditional hierarchical structure is diminished and organizations assume a flexible structure, the first steps are taken for the emergence of a truly dynamic and transformative leadership, where work teams begin to be more autonomous, creative and with possibilities for participation, leadership centered on one subject becomes more ephemeral and collaboration becomes an essential element for organizational success.

Training as an indispensable tool for the effective management of organizations

The need for enterprises to be able to generate mechanisms to face the constant threats of the environment favors the demand for training strategies, coaching and other forms of improvement that generate a space for continuous learning.

These are guaranteed through educational processes that stimulate creativity, motivate personal growth and facilitate the development of the required competencies. This allows not only the training and satisfaction of workers, but also the improvement of business efficiency and individual and group performance (Y. Rodríguez, 2012).

One of the most effective alternatives for the development of group learning, in the context of labor organizations, is through the design of training programs. This is considered a learning method that, through group interaction, and due to the influence of the group on the members, is capable of making them learn and modify their behavior, since the dynamic and active form of the tasks performed, demands the optimization of their behavior. The changes that take place are partial, since the individual must put into practice everything he has learned during the training, and this step requires a period of time that makes it possible to observe these changes (Peña, 2013).

These spaces generate a cognitive-living situation that makes it possible to reduce resistance and stimulate participation, autonomy and the active character of people. It is composed of a series of sessions, with a previous methodological logic that is modified depending on the changes that occur in the group, the number of people is small, which facilitates the learning and creativity processes and allows the realization of individual and group evaluations (Reyes, 2019).

One of the factors that, in our opinion, determines the quality of such training, as well as the impact it may have on individuals and teams, is the style and behavior of the trainer, as well as the methodology employed.

The training in dynamic leadership proposed in this research breaks with the banking and unidirectional structures of the learning processes and transmission of group knowledge. In this sense, it establishes as a starting point that which is defined by the subjects themselves, it emphasizes the process and not the result, the individuals are assumed as the protagonists of the learning process, it develops the critical capacity, it establishes principles of harmonic and collaborative coexistence, it values the diversity of knowledge in the group and recognizes the role of the group contributions above the individual ones.

The fundamental purpose of the proposal is to awaken critical capacity on the direction practices that take place in the organizations under study, as well as to develop dynamic leadership skills in those managers and their reserves in the companies where this research is being carried out.

The fundamental bet is centered in the change of mentality, not as a cliché, but as part of the construction of a systemic thought of our managers and a philosophy of work that

contributes to develop the capacity to arrive at fundamental solutions to the problems of the organizations, as well as to design strategies that allow the creation of more sustainable futures in the same ones.

Some methodological principles that guide such training are:

- Its open, flexible character and in permanent process of construction.
- It makes a break with traditional styles of transmission of vertical learning, from the set of participatory techniques used, which allows dialogue and exchange of knowledge among all participants.
- It strives for people to be critical subjects and to incorporate new learning that points to a propositional and creative subjectivity. In this sense, the value of the question is rescued as an indispensable tool for the development of a reflexive thought on the present leadership styles, which allows questioning its expression in the organization for the formulation of the transformation proposals.
- It dialogues, in a permanent way, with the expectations of the individuals and how these are integrated to the needs of the organization.
- It stimulates creativity and the collective construction of learning. Teamwork, through group dynamics, fosters active participation of subjects and collective construction.
- The facilitator's interest lies in the process and not in the result, in the quality and not the quantity of information.
- Learning goes hand in hand with socio-affective integration, which fosters feelings of trust and a sense of belonging, favoring group production and the individual and collective growth of its members.
- Power tends to be horizontalized in the process of group construction.

MATERIALS AND METHODS

The research is part of a mixed approach, where the quantitative stage corresponds to the training needs assessment phase, while the qualitative stage corresponds to the design, implementation and evaluation of the training program, based on a participatory action-research design. This methodology involves the members of the organization in the study of a topic that starts from practical problems and linked to their environment, highlights the equitable collaboration of all members of the system, focuses on changes that contribute to the human development of individuals and allows the emancipation of participants (Hernández et al., 2006, p. 509).

The sample was made up of the total number of managers and their reserves from the companies studied, for 42 subjects, of which 19 were women and 23 men, and an average age of 39, with 92.8 % being university graduates and the rest having a higher average level.

For the collection and processing of the information, in the diagnostic phase, the empirical method is used through the following techniques:

- *Training Needs Diagnostic Questionnaire*. This questionnaire is an instrument developed by the authors and validated by expert criteria, where the main training demands of the company are explored, the possible thematic lines of interest, as well as the training and education expectations they are going through at the time of implementing the study.
- *Semi-structured Individual Interview*. This technique allows us to penetrate into aspects of the subjects' lives, explore the subjective representations of the phenomenon under study, its impact on individual and collective behavior, as well as other issues of methodological interest for the moment of the research where this instrument is applied. Individuals can express themselves freely on the proposed topic (training needs), establishing a frank and open atmosphere between interviewer and interviewee, which allows them to move from superficial responses to the exposure and experience of thoughts and feelings.
- *Documentary Analysis*. Documentary analysis is a research technique for the objective and systematic description of the manifest content of the communication established between the subjects and the researcher. The collection of information is not sufficient in itself to reach the conclusions of a study. From the contents obtained, the researcher will carry out the operations that allow him/her to structure the information into a coherent and significant whole. For this research, the analysis of content becomes essential to facilitate the understanding of data from the semi-structured individual interview and the needs assessment questionnaire, as well as the review of the companies' training plans, the performance evaluation of the managers and their reserves.

The procedure for obtaining the records and interpreting the results begins with the training needs assessment, then the dynamic leadership training program is designed and implemented, and finally the effects of the program are evaluated.

The design of the training program is elaborated taking into consideration the main gaps and demands existing in the enterprises studied, in relation to the training needs found in the diagnosis. The theme of leadership and management processes is taken as the core, since it was the most significant demand raised by the managers and their reservations. The training program consists of six interrelated phases. Various discussion axes are established within the broad theme of leadership and management, organized in small subgroups to reflect on it, and didactic simulations are established in the workplaces that reflect aspects of daily life as regards the exercise of the functions of managers and their reserves.

Below is an illustrative table that reflects the phases of the dynamic leadership training program, its objectives, the content addressed by each phase and the didactic resources used.

Table 1 - Phases of the dynamic leadership training program

Phase	Contents	Objectives	Didactic Resources
Phase 1	Management and leadership process. Initial approaches to the subject.	-To reflect on management processes from the perspective of management and leadership -To describe the basic principles of the management and dynamic leadership process.	-Thematic presentation. -Reading of texts. -Working in subgroups.
Phase 2	Dynamic leadership and teamwork.	-Recognize the value of functioning as teams and their influence on levels of organizational efficiency and effectiveness -To incorporate practical tools in the participants for a better performance of the work teams.	-Work in subgroups. -Participatory dynamics. -On-the-job training.
Phase 3	Communication in the dynamic leadership process.	-Training those present in the development of communication skills for the exercise of management.	-Thematic presentation. -Participatory dynamics. -On-the-job training. -Projection and analysis of audiovisuals.
Phase 4	Dynamic leadership and work motivation.	-To reflect on motivation and its impact on organizational behavior -To incorporate resources and skills to raise workers' motivation.	-Text reading. -Working in subgroups. -Participatory dynamics. -On-the-job training.
Phase 5	The management of organizational change from the perspective of dynamic leadership	-To reflect on the need for organizational change and the importance of acquiring dynamic leadership skills for its management	-Text reading. -Working in subgroups. -Participatory dynamics. -Projection and analysis of audiovisuals.
Phase 6	Importance of dynamic leadership in shaping positive participation cultures	-Incorporate skills to stimulate, in work teams, organizational participation.	-Work in subgroups. -Participatory dynamics. -On-the-job training.

Finally, an evaluation is made of the effects of the training program, six months after its implementation. According to Gairín (2010), the evaluation accompanies all stages of the program design, so we can talk about different types of evaluation: diagnostic, process, results, transference and impact.

This research develops an evaluation of processes and results. In relation to the first one, each phase of the training program has implicit moments of partial evaluation, where the subjects have the opportunity, through diverse exercises and group dynamics, to make evaluations, to emit judgments and to share experiences in relation to the different moments of the process through which the group passes. An evaluation of the effects of the program is also developed, where certain categories to be evaluated are intended and where the subjects display a set of criteria as regards experiences and learning because of the implementation of the training program, knowledge transfer and impact of the program on the models of power exercise.

RESULTS AND DISCUSSION

The triangulation of instruments in the diagnostic phase set the guidelines needed to develop the dynamic leadership training program, as 78.5 % of managers and managers staff reserves considered this to be a vitally important issue for organizations, given that adequate management exercise and the incorporation of leadership skills guaranteed the proper functioning of work teams, contributed to raising achievement motivation among workers, people had greater clarity about organizational goals and objectives, and influenced levels of efficiency and effectiveness in management. In 59.5 % of the cases, there are issues related to economic and accounting activities, while 54.7 % are demands related to specific activities developed by the companies, which is also taken into consideration for future training actions.

On the other hand, 85.7 % assume that in order to elaborate the training strategy, the needs that arise from the diagnoses are taken into account, although 69 % also consider that said strategy is built from the orientations that come down from the superior organisms. This alerts us to the need to contextualize training programs from the particularities and needs of the companies based on the main demands of their workers.

Beyond the formal guidelines established by these training cycles, the reality is that sustainability of training can be guaranteed if it responds to the needs felt by workers in terms of their work activity and if the methodological designs of these proposals are dynamic, attractive and with didactic resources that mobilize the subjects. That is why 97.6 % have positive expectations and expectations of change with the dynamic leadership training program, they recognize the possibility that this space contributes to improve the management processes, establish cooperative relations between members, as well as improve the functioning of work teams.

However, 66.6 % of subjects alert us to the work methodologies. In this regard, some say: *"it is necessary to motivate people to improve themselves, what the teacher says can be very interesting, and if it is not done dynamically, it does not have any effect"*,

"it is not easy to sit in a classroom for three or four hours listening to what the teacher reads on the slides, that is exhausting, there comes a time when one does not pay attention", "many teachers have passed through here, some have been more dynamic than others, and that is what it is all about, not only that he knows a lot about the subject, but also that he knows how to transmit it and that we are interested in it".

For this reason, the training program in dynamic leadership breaks with the traditional methodologies of approach in labor organizations, establishes a break with the unidirectional and vertical systems of knowledge transmission, where the teacher is the one who has knowledge and the student assumes a position of passive reception of that knowledge, to focus on a dialectic, complex and dynamic process, which contributes to a greater sustainability of this proposal.

The implementation of the dynamic leadership training program constituted a space for reflection and collective construction that allowed, given the methodology employed, the subjects to become actively involved in the process, to question the exercise of the direction they assume, and to incorporate leadership skills based on an active and participatory process, which gave room, not only to understand and assimilate new contents, but to put them into practice through simulations of the real dynamics of organizational functioning.

During the development of each of the phases, the main elements associated with the management process were analyzed and how to contribute, from a necessary openness to change, to incorporating new work tools and skills for their empowerment.

Special attention was paid to the topics of communication, teamwork and organizational participation, which are necessary premises to influence the work motivation of the workers and the possibility of generating positive participation cultures within the companies. The managers highlighted the value of change to increase the effectiveness of organizations, not only from the point of view of introducing new methodologies and technologies, but also the change in mentality for the management of human potential, recognizing the value of the expression of diversity, the complexity of human systems and how these skills influence organizational accommodation, in the face of the new scenario in permanent process of change that enterprises are currently experiencing.

Finally, the innovative character of the proposal is reinforced, due to the possibility of building collectively, taking into account the macroeconomic and social reality in which the companies are inserted, and it is seen as a path of great impact for the success of this training program.

Process evaluation took place at the end of each of the programme's phases, where not only content elements were evaluated, but also methodological, design and learning elements. In this sense, the main contents included in these evaluations were the following:

- The subjects recognize their usefulness and relevance, not only for themselves as direct beneficiaries, but also for the rest of the workers in the organization, as indirect beneficiaries.

- The level of satisfaction experienced in each of the phases is highly positive, considering that it was very dynamic, and in a permanent process of collective construction.
- An atmosphere of participation, trust and respect for all voices is created, which favours collaboration, commitment and responsibility.
- The subjects are involved in the entire learning process, establishing commitments to change in management as directors of their enterprises.

Moreover, the evaluation of the results of the training program allowed to assess its effects, six months after its implementation. A semi-structured individual interview was applied for the analysis of the program, and categories were established where the main contents referred to by the subjects were located. In this sense, the results confirm that:

- Many of the lessons learned from the training program were implemented. The managers refer to a change in the way processes are conducted at the organizational level, which is positively fed by the rest of the workers in their respective companies.
- They begin to incorporate a set of values that guide behavior in the company, from a group rather than individual perspective.
- Through the training program, collaborative structures and cooperative relationships are strengthened, achieving a functioning of the work teams with a higher level of impact on the organization.
- Managers recognize an improvement in interpersonal and group communication, supported by training in communication skills to improve management performance.
- The training program has a favorable impact on power exercising models. The vast majority of managers recognize the need for a change in management styles that is more open, flexible and where worker participation in decision-making processes is encouraged.

Based on the results obtained in this research and those reflected in the literature review, leadership is considered to be a core element for the management of organizations. To understand this phenomenon, it is necessary to feel, think and act, mixing the critical reading of the different contributions from a theoretical level, with the results of field research, from a comprehensive and constructive vision of organizational life. It is necessary to leave behind the mechanistic vision of labor organizations in order to promote the study of new sources of value creation that are more organic, contextualized, and tempered to the current reality.

The research reinforces the idea that in the current socioeconomic situation of the country, the rapid and accelerated technological, structural and productive changes that are generated, the diverse business possibilities that are presented, the emphasis on the management of human potential and the change of roles in government, it is imperative to manage labor organizations towards a much more open and dynamic mode of operation, connected to a reality that reaches very particular nuances, depending on the context, the social purpose and the diversity of people who compose it.

It is necessary to raise production levels, increase the economy, that there is a better quality of service, customer service, that companies are profitable, that income levels can contribute to a better quality of life of our society, but to achieve this it is required that the processes are guided by managers who are true leaders, with the capacity to influence and not to coerce, open to change and not rigid in their retrograde mental schemes, accepting diversity and plurality of visions and not intolerance, being participatory and not hegemonic, dialogical and collaborative and not centered on the formal power that the position gives them.

The results obtained reinforce the urgency of rescuing proposals that try to modify the classic management models of the management, towards others that involve a transformation in the styles, an opening to diversity, a commitment with the workers and a bet for the development of participative, dialogic processes, with capacity of influence on the workers, where not only it contributes to raise the levels of production, income and profitability, but that influences in the subjective well-being of the individuals, viable alternative to conjugate the individual interests with the destinies of the organization.

The socioeconomic changes in the Cuban business context need and are receiving socio-structural modifications, at the same time it also requires a high commitment and development of human values.

The change of mentality is not obtained by decree; it demands the change of methods and styles of work, of the investment in training, to create the conditions for this increase in commitment and values. Real participation must be encouraged, incorporating as many voices as possible at the different levels of decision-making (Collective of authors, 2015, p. 11).

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The authors have participated in the writing of the paper and the analysis of the documents.



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