
Dealing With Pressure and Stress as a Social Competence of a Manager Developed in Distance Education

Submitted 02/11/23, 1st revision 20/11/23, 2nd revision 06/12/23, accepted 30/12/23

Anna Michalkiewicz¹, Marzena Syper-Jędrzejak²

Abstract:

Purpose: The purpose of the study is to determine how remote learning affects the development of social competencies, particularly coping with pressure and stress of future managers.

Design/Methodology/Approach: The technique of non-standardised written statements was used to analyse the statements of 200 management students.

Findings: According to a large group of respondents, future managers learn to cope with pressure and stress better in the remote education situation. On the one hand, this is related to learning by experiencing the stress of remote learning and, on the other, for some respondents, to the possibility of training in more comfortable conditions. Some threats and specific difficulties for the "remote" development of this type of competencies have also been noticed. These include the inadequacy of the remote methods of coping with pressure and stress for the challenges of future stationary work or, according to some of the respondents, too low level of stress during such learning to practice coping skills.

Practical Implications: The analysis of young people's opinions made it possible to formulate recommendations for remote education, toward including in education programs the specificity of developing social competencies and introducing the issue of remote work hygiene (so that managers can better cope with stressors of this type in their future careers).

Originality/value: The article presents the original results of qualitative research relating to the possibility of remotely developing social competencies of the future manager.

Keywords: Social competencies, manager competencies, coping with pressure and stress, remote education, social skills training, telework.

JEL codes: I23, M53, M12.

Paper type: Research article.

¹Department of Human Resources Management, Faculty of Management, University of Lodz, Poland, anna.michalkiewicz@uni.lodz.pl;

²Department of Human Resources Management, Faculty of Management, University of Lodz, Poland, marzena.syper@uni.lodz.pl;

1. Introduction

Telework or remote work is a broad term that covers paid work done remotely anywhere else, as distinct from work that requires the employee's physical presence within the organisation. Therefore, employees achieve organisational goals using information and communication technologies while managing their own time, with limited supervision by the supervisor (Wojcak *et al.*, 2016).

The term telework was used for the first time in 1972 by J. Shiff in The Washington Post (Pratt, 1984), and the creator of the concept of remote work was J. Nilles, who described it as work that allows you to send its effects using techniques such as telecommunications and computers, instead of physically moving people to do the job (1976).

The idea of telework was then popularised by the well-known futurist A. Toffler in his groundbreaking "Third Wave" presented the concept of the "electronic cottage" and the idea of the possibility of successfully establishing a business even without a specific land location, assuming that it will be electronically linked to its customers and suppliers. Telework thus becomes the heart of the third wave, the information society (1981).

During the COVID-19 pandemic, teleworking has become the "new normal", changing people's lives and affecting relationships at work. This term is known as remote work (Barness *et al.*, 2005), remote work (Hamblin, 1995), telework (Butler *et al.*, 2007; Haddon and Lewis, 1994), work from home (Rupietta and Beckmann, 2016), mobile work (Chatterjee *et al.*, 2009), e-work (Grant *et al.*, 2013) or working from anywhere (Choudhury *et al.*, 2021). The term remote work appears almost exclusively in articles published in North American media, while in European publications, teleworking is the preferred term (Milasi *et al.*, 2022).

The COVID-19 pandemic has resulted in a sharp increase in interest in this form of work. The authors also point to the expected work model of managers - as many as 88% of respondents - managers in the study Decoding Global Ways of Working (Strack *et al.*, 2021) indicated that they want to work at least partially remotely in the future. Managers are one of the three groups (next to clerical support workers and professionals) with the highest telework ability (the expectation of this group is almost nine days of remote work per month) (da Silva *et al.*, 2023).

The authors note that such widespread remote work, however, requires the development of competencies in a slightly different direction than stationary work. Online communication, teamwork, and the efficient use of applications supporting these processes are important. Developing competencies needed in remote work seems to be one of the main reasons universities decide to continue conducting some classes remotely.

In addition to a certain "familiarisation" with other remote working conditions, distance education brings several benefits for learners, among which the most frequently mentioned are those related to intergenerational experience exchange (Klisowska *et al.*, 2020), the possibility of learning at a place and time adapted to the student (Klisowska *et al.*, 2020; Jingyou, 2014, Al Rawashdeh *et al.*, 2021), time-saving (Thu Trang, 2020, Alhaider and un Nisa, 2023), a large number of teaching materials and media diversity (Yuhanna, 2020) and connected with them the ability to provide knowledge in an interesting way (Al Rawashdeh *et al.*, 2021).

In turn, the problems associated with distance learning include, among others: a lack of face-to-face meetings, difficulties with concentration, difficulties with independent time management (Jingyou, 2014), increase of students' social isolation (Al Rawashdeh *et al.*, 2021) or technical problems (Thu Trang, 2020, Alhaider and un Nisa, 2023).

Adapting to the changing conditions of the labour market, the education of future managers should, according to the authors, at least partially take place online. However, the work of a manager requires not only "hard" skills, the teaching of which seems to be more resistant to changes in the way of teaching, but also social competencies.

This article aims to determine how remote learning affects the development of these competencies and, in particular, how to deal with pressure and stress. A planned and conducted survey among 200 management students was to help find the answer to this question.

2. Review of the Literature: Social Competencies and their Role in Manager's Work

Along with numerous transformations in organising work and running a business, a new standard of managerial competence has emerged. Until recently, we had to deal with a situation where technical knowledge or good substantive preparation in economics or marketing was enough for efficient managerial activities.

Numerous changes in the perception of professional competencies have led to the emergence of a new model of an effective manager who demonstrates not only analytical and technical competencies but above all social ones. Therefore, a manager's competency resources should include both specialist skills, thanks to which he performs specific activities in the position and those competencies that guarantee high interpersonal effectiveness.

Social skills are considered by many social sciences, including psychology, management, sociology, and psychiatry. Social competence as a term is used interchangeably with "social", "relational", "interactive", or "communicative." Furthermore, there is no agreement on how to define the structure of social

competencies in management. Some people describe it as a general ability that manifests itself in many different situations.

In contrast, others treat social competencies as an interaction of various abilities (e.g., communication) used in specific situations (Argyle, 2013; Riggio, 1986). According to White (1959), competence is an acquired skill. For Boyatzis (1982), competence means the potential existing in a person, leading to such behaviour that contributes to meeting the requirements at a given position within the parameters of the organisation's environment, which in turn gives the desired results at work.

Boyatzis emphasised that the employee's competencies (next to the workplace requirements and environmental conditions) are one of the most important factors determining work efficiency. M. Argyle, in turn, understands social competence as the ability to have the necessary skills to exert the desired influence on other people in social situations - for example, persuading someone to make a purchase or take up education or treatment (1999). He also points to two categories of social skills that allow one to achieve the intended effects in social situations: first, there are common social skills needed by every human being, and professional social skills, which are necessary for specific occupations (Argyle, 1999).

As Spitzberg and Cupach (2002) proposed a static and dynamic understanding of social competencies, social competencies can also be understood relationally. The first approach assumes that such skills are behaviours that establish, maintain, and end interpersonal relationships.

The second describes them as purposeful behaviours adapted to the situation learnt and controlled by the individual. According to Goleman (2007), social skills are - apart from understanding oneself and one's own emotions as well as the ability to self-motivation and empathy - the basis of an individual's emotional intelligence.

Emotional intelligence as the basis for functioning in society determines the potential opportunities to learn the basics of self-control and similar skills. In contrast, emotional competence shows how much of these potential opportunities translate into skills in the workplace.

Regardless of its structure, social competence is often identified with the disposition that determines success in interpersonal relations. However, this disposition can be understood as the sum of certain intellectual abilities or a set of personality traits.

A model that combines both of these approaches is the concept of S. Greenspan, who assumes that properly developed social competencies are conditioned both by character traits, such as social activity and kindness, some temperamental features (reflexivity and self-control), and social awareness, also known as social intelligence (1981).

Although the authors dealing with social competencies differ greatly in their understanding of their nature and structure, they agree that the measure of social competence is the effectiveness of human functioning in social situations (Argyle, 1999; Oppenheimer, 1989). The pressure and stress experienced by a person are treated as correlates of social competencies (Segrin *et al.*, 2007) while coping with stress itself is sometimes included in social competencies (Becker, 1989).

In turn, some authors assume that the social competencies are a form of coping strategy (Kremenkova, Plevova, 2018). In the literature on the subject, one can also find a description of related competencies, described as perseverance (Harris and Morgan, 1996) or stress tolerance (Hiltrop and Janssens, 1990). The nature of coping with stress seems to be dual: it can be considered both a behavioural skill (e.g., the ability to relax and calm down) and a feature of a stable personality without elements of neuroticism.

Due to the fact that a typical manager spends on average 80% of his working time communicating with colleagues, clients, and contractors, an appropriate level of social skills is necessary to achieve basic business goals (Adler *et al.*, 2007). The importance of these skills can be seen, for example, in the curricula of business schools and economically orientated universities, which recognise soft skills as crucial for success in the workplace, especially in senior management positions, and embed soft skills in the curriculum and learning materials (Bedwell *et al.*, 2013; Tseng *et al.*, 2019).

The emphasis on presenting and developing social (and, more broadly, "soft") competencies does not apply only to managers. Meta-analyses of job advertisements indicate a high demand from employers for social competencies – oral and written communication are in particular demand (with emphasis on combining these forms), cooperation, resilience, and problem-solving skills (Rios *et al.*, 2020).

3. Research Methodology

The conducted research is aimed to determine the impact of distance learning on the development of social competencies important in the work of managers. This article presents the results relating to one of these competencies particularly often indicated by the respondents, namely coping with pressure and stress. The study group consisted of people who both study management and have experience with remote learning.

The following research question was posed: What impact, according to future managers, does remote learning have on the development of social competencies important in the work of managers, including coping with pressure and stress? The study used the technique of non-standardised written statements - based on indirect communication and analysis of the materials obtained in this way (Beatty, 1995).

Using this technique allows to know the subjective attitude of the study participants towards the subject of interest of the researcher, in this particular case, the respondents' attitudes on social competencies important for managers and their development during distance learning. To answer the research question, the respondents were asked two open questions:

- What social competencies important for future managers (*e.g. effective verbal and non-verbal communication, beneficial self-presentation, assertiveness, conflict resolution, motivating and inspiring others, coping with pressure and stress*) are developed into a greater extent due to distance learning than would be the case with traditional learning?
- What social competencies important for future managers (*as above*) are not developed or developed to a lesser extent due to remote learning than during traditional learning?

Due to doubts about how the respondents would interpret the term "social competence" in the questions, it was decided to indicate exemplary competencies of this type. Argyle's classification was used for this purpose (Argyle, 2002). The authors were aware that using this solution may limit the respondents' statements only to the proposed categories. However, the incorrect interpretation of this term seemed to be an even more significant research limitation.

The analysis of the respondents' statements made it possible to conclude that the fears of the respondents' being "closed" to other possible answers were not confirmed.

The research was performed on a platform for remote learning. The respondents were given three weeks to complete the questionnaire, thanks to which everyone could provide an answer at the most convenient time and after appropriate consideration. The acquired data was analysed using SPSS (descriptive statistics) and NVivo Pro ver.11 software.

Written statements of 200 respondents (130 women and 70 men) studying in the second semester of bachelor studies related to management were analysed. Among the respondents were full-time students (166 people, 83% of the study group) and part-time students (34 people, 17%). It is worth noting that most of the respondents who answered the questions about having professional experience already had such experience (105 people, 68.6% of the study group). In the surveyed group, 62 women (65%) and 43 men (73%) declare having professional experience.

4. Research Results and Discussion

Table 3 presents a numerical summary of the competence in question. According to a relatively large group of respondents, future managers learn to cope better with pressure and stress. This fact is due to two main factors. First of all, remote learning

generates many stressful situations (from technical problems, through limitations and novelties in the field of communication, to online tests and exams) that students have to deal with, so they practice this skill somewhat "by the way":

"The accumulation of tasks and lack of face-to-face contact creates stress. Putting yourself in such a situation forces you to seek solutions to eliminate stress" (M102³).

"Remote working mode is not natural for us. We are not used to it. We have less social contact than during stationary work. We have to work in a different, unusual way. So this learning mode teaches us how to deal with all this" (W146).

"Unlike full-time studies, the tests during remote education have time limits for each question, and often there is no possibility to return to previous tasks. In my opinion, it is extremely stressful, but it teaches you how to act under time pressure" (W77).

Table 3. Coping with pressure and stress as a developed or not developed competence during remote learning?

Coping with pressure and stress			
	As a developed competence during distance learning	As a not developed competence during distance learning	Total number of indications
Number of indications (% respondents)	66 (33%)	49 (24.5%)	115 (57.5%)

Source: Author's calculations.

Secondly, remote training in various situations (e.g. public speaking) is performed in more comfortable conditions, in which we feel less stress than during stationary classes. Thus we can learn to deal with stress easier:

"Thanks to the fact that we are still in our own home during learning and stressful situations, we can better cope with stress and pressure. We can use whatever we want because no one can see what we are doing. In this way, we learn how to deal with such situations. As a result, later on, it will be easier for us to adapt to such situations outside the home" (M138).

"The new situation seems very difficult for many people, but the truth is that our lifestyle has slowed down through remote learning and work, and it is easier to deal with negative emotions. We now have much more time for things that there was no time for during full-time studies. The diverse activities we can practice can be beneficial for coping with stressful situations" (W152).

³The opinions were coded as M (man) / W (woman) plus the sequential number of the statement.

“A person more susceptible to stress, e.g. before speaking in front of a group, may find better himself in this situation because he is not directly involved in it - everything takes place in front of the computer, usually at our home, which can also affect our comfort” (W170).

To sum up, there are two main reasons why remote learning supports the development of competencies related to coping with pressure and stress: for some people, it is learning through the experience of pressure and stress occurring during remote classes, and for some, in contrary, it is training in less stressful social environment.

People who think that remote learning is not conducive to developing the ability to cope with stress and pressure, in turn, point out that remote learning is less stressful for them:

“Before almost every exam took place on-site, I felt much stress, especially before each oral exam. However, my stress is practically imperceptible during exams that take place remotely. If only because most of the oral exams have been cancelled. I know that many of my colleagues feel the same way. Therefore we do not have the opportunity to deal with stress and pressure while learning remotely, as in the case of traditional learning, because this stress and pressure is practically imperceptible” (W137).

Besides, remote education takes place in different conditions than later professional life, so the ways coping skills that they are developing now will not necessarily work in a stationary job:

"There are very rare situations where exams are held orally, directly at the lecturer's (1:1), there are no public speeches, and cameras are usually used only during exams. Students "hide" behind computer screens and do not even try to cope with the stress that would accompany them during the full-time study" (W11).

Therefore, people convinced that distance learning is not conducive to developing coping with pressure and stress competencies are also divided into two groups. The first group predicts that the future work will mainly be done stationary and that "remote" ways of dealing with stress and pressure will be of little use. The second, in turn, emphasises the very low or even zero level of stress and pressure during remote classes and the related lack of opportunities to practice coping skills.

5. Conclusions, Proposals, Recommendations

The use of digital tools has contributed significantly to a lasting change in the reality of work. The pandemic has influenced the spread of remote working. This fact is of great importance for the education of future specialists and managers who face new challenges of organising a different model of knowledge acquisition.

The research presented in this article shows that their participants, young people studying management, were aware of these changes (statements were noted indicating new challenges related to learning and, implicitly, future remote work and the inevitability of adapting to them). This awareness, or even the expectation of working remotely to some extent in the future career, corresponds to the results obtained in other studies.

For example, we can cite a study conducted in 27 countries, *Working from Home Around the World* (2022), where respondents indicated that they worked remotely 1.5 days a week on average during the pandemic. The authors, aware of the impact of the Covid-19 pandemic on this situation, also asked the respondents about employers' plans for remote work.

According to the respondents, an average of 0.7 days of remote work per week was planned. It is also worth noting that respondents' expectations in this regard are higher - on average, they expected 1.7 days of working from home, with the highest scores recorded in the US (2.1), Canada (2.2), Brazil and Singapore (2.3).

In a post-pandemic era, the average of work from home for 34 examined countries is 0.9 day per week, with the highest scores recorded in Canada (1.7), UK (1.5), the USA (1.4) and Australia (1.3) ((Aksoy *et al.*, 2023).

With regard to the role of distance education in shaping the skills that are extremely important for the future manager, which is the ability to cope with stress and pressure, the study participants presented diverse opinions. For some, such an educational situation stimulates the development of the ability to act under pressure, providing new stimuli that need to be dealt with (operating webcams, practising public speaking in front of a virtual audience).

The second group, in turn, argued that remote education reduces stressors associated with face-to-face contact, and working in a comfortable home environment relieves stress. The assessment of the role of distance education in teaching the competence in question depended largely on the perspective and structure of individual needs adopted by them.

Some of the quoted statements indicated that the respondents noticed the phenomenon of digital stress associated with overstimulation and the pressure of being constantly online (Hefner & Vorderer, 2016; Marsh *et al.*, 2022). These observations are consistent with post-pandemic analyses indicating the dangers of remote work - the blurring of the line between private and professional life, less predictability of working hours and the inability to rest fully (Seeber and Erhardt, 2023).

It is proposed, among others, the right to be offline, that is, the possibility for employees to disconnect from digital tools outside working hours without exposing

themselves to negative consequences (Custers, 2022). In conclusion, education can come to the rescue here, incorporating the currently needed issues of remote work hygiene into the content of education so that future employees (largely digital) can maintain a balance between different spheres of life.

6. Limitations

The research took place during the coronavirus pandemic. Therefore the authors of the research did not have the opportunity to meet respondents in person and conduct a more detailed interview, which can certainly be considered a significant limitation of this study. More in-depth research would be needed to shed light on the individual determinants of students' attitudes and opinions.

7. Conflicts of Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

References:

- Adler, R.B., Rosenfeld, L.B., Proctor, R.F.II. 2007. *The Process of Interpersonal Communication: Interplay*, Oxford University Press, New York.
- Alhaider, S.M., un Nisa, S. 2023. Advantages and Challenges of eLearning Before and After the COVID-19 Pandemic: Faculty and Student Perceptions in Saudi Education. *Theory and Practice in Language Studies*, 13(4), 891-900. <https://doi.org/10.17507/tpls.1304.10>.
- Al Rawashdeh, A.Z., Mohammed, E.Y., Al Arab, A.R., Alara, M., Al-Rawashdeh, B. 2021. Advantages and Disadvantages of Using e-Learning in University Education: Analyzing Students' Perspectives. *The Electronic Journal of e-Learning*, 19(2), 107-117.
- Argyle, M. 2013. *The Social Psychology of Everyday Life*. Routledge.
- Argyle, M. 1999. *The Psychology of Interpersonal Behaviour*. PWN, Warsaw.
- Barsness, Z.I., Diekmann, K.A., Seidel, M.D.L. 2005. Motivation and Opportunity: The Role of Remote Work, Demographic Dissimilarity, and Social Network Centrality in Impression Management. *Academy of Management Journal*, 48(3), 401-419. <https://doi.org/10.5465/AMJ.2005.17407906>.
- Beatty, P. 1995. Understanding the Standardised/non-standardised Interviewing Controversy. *Journal of Official Statistics*, 11(2), 147-160.
- Becker, R.L. 1989. *Evaluator's Manual: Becker Work Adjustment Profile*. Columbus, OH, Elbern.
- Bedwell, W.L., Fiore, S.M., Salas, E. 2014. Developing the Future Workforce: An Approach for Integrating Interpersonal Skills into the MBA Classroom. *Academy of Management Learning & Education*, 13(2), 171-186. <https://doi.org/10.5465/amle.2011.0138>.
- Boyatzis, R.E. 1982. *The Competent Manager: A Model for Effective Performance*. John Wiley and Sons, New York.

- Butler, E.S., Aasheim, C., Williams, S. 2007. Does Telecommuting Improve Productivity? *Communications of the ACM*, 50(4), 101-103. <https://doi.org/10.1145/1232743.1232773>.
- Chatterjee, S., Chakraborty, S., Sarker, S., Sarker, S., Lau, F.Y. 2009. Examining the Success Factors for Mobile Work in Healthcare: A Deductive Study. *Decision Support Systems*, 46(3), 620-633. <https://doi.org/10.1016/j.dss.2008.11.003>.
- Choudhury, P., Foroughi, C., Larson, B. 2021. Work-from-anywhere: The Productivity Effects of Geographic Flexibility. *Strategic Management Journal*, 42(4), 655-683. <https://doi.org/10.1002/smj.3251>.
- Custers, B. 2022. New Digital Rights: Imagining Additional Fundamental Rights for the Digital Era. *Computer Law & Security Review*, 44, 105636. <https://doi.org/10.1016/j.clsr.2021.105636>.
- Dias da Silva, A., Georgarakos, D., WeiBler, M. 2023. How People Want to Work – Preferences for Remote Work after the Pandemic, *ECB Economic Bulletin*, 1.
- Goleman, D. 2007. Emotional Intelligence, MEDIA-Family, Poznan.
- Grant, C.A., Wallace, L.M., Spurgeon, P.C. 2013. An Exploration of the Psychological Factors Affecting Remote E-worker's Job Effectiveness, Well-being and Work-life Balance. *Employee Relations*, 35(5), 527-546. <https://doi.org/10.1108/ER-08-2012-0059>.
- Greenspan, S. 1981. Defining Childhood Social Competence: A Proposed Working Model. In: Keogh, B.K. (ed). *Advances in Special Education* (1-39). JAI Press, Greenwich.
- Jingyou, L. 2014. Pros and Cons: Web Based Education, *International Conference on Education. Management and Computing Technology (ICEMCT 2014)*. <https://doi.org/10.2991/icemct-14.2014.111>.
- Haddon, L., Lewis, A. 1994. The Experience of Teleworking: An Annotated Review. *International Journal of Human Resource Management*, 5(1), 193-223. <https://doi.org/10.1080/09585199400000010>.
- Hamblin, H. 1995. Employees' Perspectives on One Dimension of Labour Flexibility: Working at a Distance. *Work, Employment and Society*, 9(3), 473-498. <https://doi.org/10.1177/095001709593003>.
- Harris, P.R., Morgan, R.T. 1996. *Managing Cultural Differences*. Houston, Gulf Publishing Company.
- Hefner, D., Vorderer, P. 2016. Digital Stress: Permanent Connectedness and Multitasking. In: *The Routledge Handbook of Media Use and Well-being*, 237-249. Routledge.
- Hiltrop, J., Janssens, M. 1990. Expatriation: Challenges and Recommendations. *European Management Journal*, 8(1), 19-26. [https://doi.org/10.1016/0263-2373\(90\)90045-8](https://doi.org/10.1016/0263-2373(90)90045-8).
- Klisowska, I., Seń, M., Grabowska, B. 2021. Advantages and Disadvantages of Distance Learning. *E-Methodology*, 7(7), 27-32. <https://doi.org/10.15503/emet2020.27.32>.
- Kremenkova, L., Plevova, I. 2018. The Relationship between Social Competences and Coping Strategies in Czech University Students. *The European Proceedings of Social & Behavioural Sciences*. <https://dx.doi.org/10.15405/epsbs.2019.01.3>.
- Marsh, E., Vallejos, E.P., Spence, A. 2022. The Digital Workplace and Its Dark Side: An Integrative Review. *Computers in Human Behavior*, 128, 107118. <https://doi.org/10.1016/j.chb.2021.107118>.
- Milasi, S., González-Vázquez, I., Fernández-Macías, E. 2021. Telework before the COVID-19 Pandemic: Trends and Drivers of Differences across the EU. *Encyclopedia* 2022, 2(3), 1370-1383. <https://doi.org/10.1787/d5e42dd1-en>.
- Nilles, J.M. 1976. *Telecommunications-Transportation Tradeoff: Options for Tomorrow*. John Wiley & Sons, Inc.

- Oppenheimer, L. 1989. The Nature of Social Action: Social Competence versus Social Conformism. *Social competence in Developmental perspective*, 51, 41-70.
- Riggio, R.E. 1986. Assessment of Basic Social Skills. *Journal of Personality and Social Psychology*, 51(3), 640-660.
- Rupietta, K., Beckmann, M. 2018. Working from Home: What is the Effect on Employees' Effort? *Schmalenbach Business Review*, 70, 25-55. <https://doi.org/10.1007/s41464-017-0043-x>.
- Pratt, J.H. 1984. Home Teleworking: A Study of its Pioneers. *Technological Forecasting and Social Change*, 25(1), 1-14. [https://doi.org/10.1016/0040-1625\(84\)90076-3](https://doi.org/10.1016/0040-1625(84)90076-3).
- Rios, J.A., Ling, G., Pugh, R., Becker, D., Bacall, A. 2020. Identifying Critical 21st-Century Skills for Workplace Success: A Content Analysis of Job Advertisements. *Educational Researcher*, 49(2), 80-89. <https://doi.org/10.3102/0013189X19890600>.
- Seeber, J., Erhardt, J. 2023. Working from Home with Flexible and Permeable Boundaries Exploring the Role of Digital Workplace Tools for Job Satisfaction. *Business & Information Systems Engineering*, 65(3), 277-292. <https://doi.org/10.1007/s12599-023-00801-2>.
- Segrin, C., Hanzal, A., Donnerstein, C., Taylor, M., Domschke, T.J. 2007. Social Skills, Psychological Well-being, and the Mediating Role of Perceived Stress. *Anxiety, Stress, and Coping*, 20(3), 321-329. <https://doi.org/10.1080/10615800701282252>.
- Spitzberg, B.H., Cupach, W.R. 2002. Interpersonal Skills. In: H.L. Knapp, J.A. Daly (ed.) *Handbook of Interpersonal Communication*, 564-611. Thousand Oaks, Sag.
- Strack, R., Kovács-Ondrejko, O., Baier, J., Antebi, P., Kavanagh, K., Gobernado, A.L. 2021. *Decoding Global Ways of Working*. Boston Consulting Group, <https://web-assets.bcg.com/74/33/14077446434fa8685891ba0e2e69/bcg-decoding-glo-ways-of-working-mar-2021>.
- Toffler, A. 1981. *The Third Wave*. PAN, London.
- Thu Trang, L.T. 2022. A Study on the Advantages and Disadvantages of Online Learning at a University in Vietnam During Covid -19 Pandemic Era. *IOSR Journal of Research and Method in Education*, 12(2), 44-48.
- Tseng, H., Yi, X., Yeh, H.T. 2019. Learning-related Soft Skills among Online Business Students in Higher Education: Grade level and Managerial Role Differences in Self-regulation, Motivation, and Social Skill. *Computers in Human Behavior*, 95, 179-186. <https://doi.org/10.1016/j.chb.2018.11.035>.
- White, R.W. 1959. Motivation Reconsidered: The Concept of Competence. *Psychological Review*, 66(5), 297-333. <https://doi.org/10.1037/h0040934>.
- Wojcak, E., Bajzikova, L., Sajgalikova, H., Polakova, M. 2016. How to Achieve Sustainable Efficiency with Teleworkers: Leadership Model in Telework. *Procedia-Social and Behavioral Sciences*, 229, 33-41. <https://doi.org/10.1016/j.sbspro.2016.07.111>.
- Working from Home Around the Globe: 2023 Report, Cevat Giray Aksoy, C.G., Barrero J.M., Bloom, N., Davis, S.J., Dolls, M., Zarate, P. 2023. <https://wfhresearch.com/wp-content/uploads/2023/06/GSWA-2023.pdf>.
- Working from Home Around the World, IZA Institute of Labor Economics, Aksoy, C.G., Barrero, J.M., Bloom, N., Davis, S.J., Dolls, M. Zarate, P. 2022. <https://docs.iza.org/dp15540>.
- Yuhanna, I., Alexander, A., Kachik, A. 2020. Advantages and Disadvantages of Online Learning. *Journal Educational Verenning*, 1(2), 13-19. <https://doi.org/10.48173/jev.v1i2.54>.