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Title

**The influence of leadership modes on the success of strategic change
programs: case of high ranked Algerian Universities**

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Abstract:

This thesis examines the impact of different leadership styles on the success of change programs through a field study involving interviews with deans and managers at Skikda University. The researcher employed an interpretive approach, focusing on understanding experiences and surrounding contexts through qualitative data collection and analysis. Results revealed that democratic, resonant, digital, and directive leadership positively influence the success of change programs by enhancing inclusivity, resolving conflicts, improving communication, and encouraging dialogue. Conversely, authoritarian and cross-cultural leadership were limited to specific applications, while paternalistic leadership provided support for personal and contextual dimensions.

The study also highlighted factors contributing to effective leadership styles, such as improving relationships among stakeholders, fostering innovation and initiatives, relying on a consultative approach, and ensuring quality work and adherence to deadlines. The thesis offers valuable insights into how leadership strategies can be directed to achieve positive outcomes in implementing change programs, thereby enhancing academic performance and overcoming organizational challenges.

Introduction

In today's dynamic business environment, organizations continually face the imperative to adapt and evolve. Strategic change programs are pivotal in enabling organizations to respond effectively to market shifts, technological advancements, and competitive pressures. These initiatives often entail significant structural, procedural, or cultural transformations aimed at enhancing organizational performance and sustaining long-term growth.

Central to the success of these strategic change endeavors is the role of leadership. Leadership styles, defined by their unique approaches to decision-making, communication, and motivation, play a critical role in shaping organizational change efforts. The effectiveness of leadership in navigating and steering these transformations can determine whether strategic change initiatives achieve their intended outcomes or encounter resistance and falter.

Leadership scholars and practitioners have long debated which leadership styles are most conducive to successfully implementing and sustaining strategic change. Transformational

leadership, known for its ability to inspire and motivate followers towards a shared vision, contrasts with transactional leadership, which emphasizes rewards and exchanges. Additionally, situational factors, organizational culture, and the nature of the change itself further complicate the leadership dynamics involved.

This research aims to delve into the nuanced relationship between leadership styles and the success of strategic change programs. By examining empirical evidence and theoretical frameworks, this study seeks to identify how different leadership styles impact various facets of strategic change initiatives, including employee engagement, organizational culture alignment, innovation adoption, and overall performance outcomes.

Through a comprehensive exploration of these dynamics, this research endeavors to offer insights that can inform organizational leaders and change agents on selecting and deploying effective leadership styles tailored to their specific strategic change contexts. Ultimately, understanding the influence of leadership styles on strategic change success is essential for fostering organizational agility, resilience, and sustained competitive advantage in today's dynamic global marketplace.

2. THE GENERAL FRAMEWORK OF THE STUDY

2.1 Research Problem

Effective leadership is paramount to the successful implementation of strategic change programs within organizations. However, the specific leadership styles that contribute most significantly to achieving positive outcomes in strategic change initiatives remain a subject of ongoing inquiry and debate. Understanding how different leadership styles—such as Democratic and autocratic, digital, and multicultural leadership—affect the effectiveness and sustainability of strategic change efforts is crucial for organizational leaders seeking to navigate complexities and drive meaningful transformation.

Based on the above, the problem of the study is determined by the following question:

Q1- What is the impact of successful leadership styles on change programs at Skikda University (20 August 1955)?

Q1-1 What leadership styles are considered successful in implementing change programs?

Q1-2 How do different leadership styles affect the success of change programs?

Q1-3 What factors contribute to the effectiveness of leadership styles during the implementation of change programs?

Research purpose:

The study aims to highlight the impact of leadership styles on the success of strategic change programs, by achieving the following specific objectives:

- 1- Assessment of university performance through leaders' application of leadership styles in their activities (from the deans' perspective).
- 2- Revealing the relationship between leadership styles and change programs.
- 3- Revealing the impact of successful leadership styles on change programs.
- 4- Understanding leaders' opinions on the level of success of strategic change programs.

Hypothesis of the study:

In order to provide an appropriate answer to the questions posed and the study seeks to test the validity of the following assumptions:

Ho1- Successful leadership styles influence the implementation of change programs.

Ho2- Different leadership styles impact the implementation of change programs

Ho3- The factors identified through the sample study significantly contribute to the effectiveness of leadership styles during the implementation of change programs, supporting the third hypothesis about the importance of these factors in successful leadership.

Importance of the dissertation:

The study derives its importance from its scientific as well as its practical application.

The attempt to enrich studies and research conducted in the field of successful leadership springs from the direction adopted by highly ranked universities, which typically aim to lead in higher education and scientific research on a global scale. They strive to attract outstanding students and researchers from around the world, provide a distinguished academic environment that supports innovation and creativity, offer exceptional and diverse academic programs, and contribute to solving global issues through scientific research and collaboration with other institutions and industries.

The study aims to elucidate the impact of leadership styles on the success of strategic change programs by directing vision and strategy, motivating executive teams, effectively managing change, and fostering a culture of change and innovation within the university.

Previous studies:

- 1- Study of **messoudi alhasen & hamdawi khaled (2021)** Master's thesis titled **"The Impact of Leadership Styles on Organizational Strategic Performance: A Case Study of Sonelgaz for Electricity and Gas Distribution – adrar "**

The objective of this study is to analyze the impact of leadership styles on the strategic performance of Sonelgaz, the electricity and gas distribution company. The study is based on applying theoretical concepts through multiple dimensions that assess the field reality of the changing factors, including leadership models and their influence on strategic performance, along with interpreting and testing the hypotheses.

In the field study, 60 questionnaires were distributed, and 58 were returned. The data were analyzed using SPSS. The results revealed a correlation between leadership styles (democratic, autocratic, and laissez-faire) and strategic performance within the organization at a significance level of 5%, except for the laissez-faire style, which did not show a strong correlation.

Additionally, the results showed no statistically significant differences in the application of leadership styles or in the level of strategic performance at a significance level of 0.05 concerning demographic variables such as gender, age, educational level, and work experience. However, a statistically significant effect was found between leadership styles and strategic performance in the organization at a significance level of 5%.

2- Study of **gharbi amel & shamam ahlem (2016)** Master's thesis titled "**Leadership Styles and Their Role in Organizational Change: A Case Study of the Electricity and Gas Distribution Company**"

The study aims to answer important questions regarding the extent to which different leadership styles, such as autocratic, democratic, and laissez-faire, impact organizational change within the institution. Additionally, it seeks to understand the relationship between leaders' behaviors and their practices in light of various organizational changes.

By formulating a set of hypotheses, the data collected from questionnaires distributed to the institution's employees will be analyzed. The results are expected to provide new insights on how to enhance leadership effectiveness in facing organizational challenges.

To achieve these objectives, several hypotheses were formulated:

1. There is a statistically significant relationship between the autocratic leadership style and organizational change.

2. There is no statistically significant relationship between the democratic leadership style and organizational change.
3. There is a statistically significant relationship between the laissez-faire leadership style and organizational change.
4. The officials of Sonelgaz do not perform their roles effectively concerning the change process.
5. The autocratic leadership style is the most practiced within the institution.

3- Study of gharbi Mohamed & bdrani rachid(2017) Master's thesis titled” The Role of Leadership Styles in Conflict Management within the Organization: A Field Study at the Directorate of Urban Planning and Architecture in Tissemsilt”

The aim of this research is to examine the role of leadership styles in conflict management within the organization by analyzing the relationship between various leadership styles and their impact on handling conflicts in the workplace. Additionally, the research seeks to provide new insights on how to enhance conflict management through the application of effective leadership approaches, thereby improving organizational performance and contributing to the achievement of institutional goals.

The results of the survey indicated, when calculating the correlation coefficient, a strong statistically significant relationship between leadership styles and conflict management, with a correlation coefficient of 0.676.

Additionally, the analysis of the coefficient of determination revealed a notable impact of leadership styles on conflict management, showing that 45.7% of the level of conflict management is attributed to the democratic style, which is prevalent in the organization, while the remaining 54.3% is attributed to other factors or randomness.

4- Study of tagar mabrouk (2023) A Thesis Submitted for the Doctorate Degree in the Third Cycle LMD” "Educational Leadership Styles and Their Relationship to Achievement Motivation Among Primary School Teachers: A Field Study on Teachers in the M'ghair Province."

This study aims to explore the relationship between three educational leadership styles (democratic, authoritarian, and laissez-faire) and achievement motivation among primary school teachers in the municipality of M'ghair. It also seeks to identify differences in these styles based on variables such as professional experience and gender.

To conduct this study, a random sample of 120 teachers from 22 primary schools was selected. The researcher used specifically designed questionnaires to measure leadership styles and achievement motivation, verifying the psychometric properties of the instruments using Cronbach's alpha coefficient, which was 0.867, and the content validity, rated at 0.93. A correlational descriptive approach was employed for data analysis using SPSS V22.

The results indicated a positive correlation between the democratic leadership style and achievement motivation, suggesting that democratic leadership enhances motivation among teachers. Conversely, an inverse correlation was found between the authoritarian leadership style and achievement motivation, indicating that harsh leadership approaches negatively affect teacher motivation. No significant relationship was observed between the laissez-faire style and achievement motivation.

Furthermore, the results did not reveal statistically significant differences in leadership styles and motivation based on gender or professional experience, suggesting that these factors do not significantly influence the leadership styles or achievement motivation among primary school teachers.

What distinguishes this study from previous studies:

It differs from previous studies in the application environment, as the study was conducted at Skikda University, which is one of the high-ranking universities that has undergone significant change and development, especially in recent years.

While many previous studies have examined the impact of leadership styles on strategic performance, conflict management, and motivation, our study uniquely focuses on the relationship between leadership and strategic change in higher education institutions. This research reflects the distinctive academic context, which requires suitable leadership approaches that enhance universities' ability to adapt to ongoing changes.

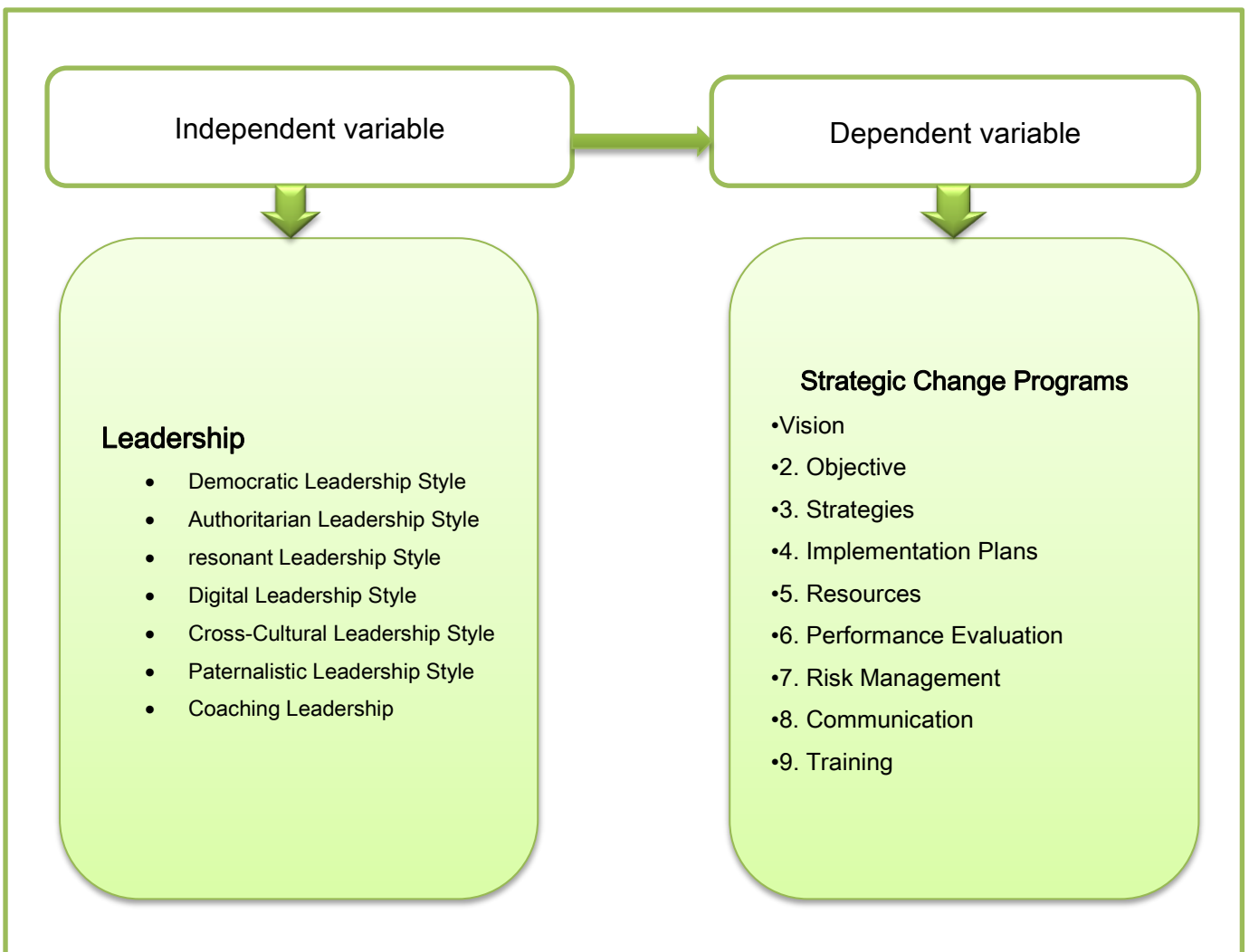
Additionally, this study highlights the effects of a variety of leadership styles, providing a comprehensive understanding of how these styles interact with the internal dynamics of universities. By analyzing cases within high-ranking Algerian universities, we aim to offer new insights that could contribute to the development of effective leadership strategies that support positive change and enhance the success of strategic programs.

The findings from this study will enrich the academic literature on leadership in educational contexts and provide practical guidance for university leaders to develop leadership approaches that align with the needs and challenges of their institutions.

Study structure:

Based on the research problem, a hypothetical model was developed that includes the independent variable "leadership" and its components, represented by the leadership styles, as well as the dependent variable "change programs" and its elements.

Figure 1: Model for the independent variable and the dependent variable.





theoretical background

Chapter 01 : theoretical background

Section 1 : leadership

Literature review

Leadership is the art of influencing and inspiring individuals toward achieving common goals. It reflects the ability to communicate effectively, build trust, and create a clear vision for the future. A successful leader possesses qualities such as integrity, emotional intelligence, and the capacity to make sound decisions under pressure.

Effective leadership requires a deep understanding of the psychological and social factors that influence individuals. Good leaders listen to their employees and work on developing their skills, fostering a spirit of collaboration and commitment within the team. They must also manage change effectively, which demands strategic vision and adaptability to shifting circumstances.

In a world full of challenges and fluctuations, leadership is a critical element for organizational success. Leaders must embrace innovation and motivate their teams to think creatively. Therefore, leadership is not merely about managing resources; it is the ability to shape the future and create a positive impact on the lives of others.

Leadership is considered the process of influencing and directing individuals or groups towards achieving specific goals. Leadership includes the ability to effectively manage resources, make tough decisions, motivate teams, and provide vision and direction for the future. Successful leaders combine knowledge, experience, personal, and social skills, enabling them to find creative solutions to challenges and build strong, cohesive teams.

We aim in this department to define the concept of leadership and its methods, considering it a significant contributor to effecting change within organizations and maintaining their stability.

Topic 1: leadership review

1- Concept of leadership :

The definition of leadership has been a significant area of interest for researchers in several disciplines such as psychology, sociology, business administration, political science, industrial engineering, and others. Leadership represents a subject with multiple definitions and

concepts, and scientific studies have evolved to encompass various aspects such as leadership styles, leadership skills, personal traits of leaders, and the effects of leadership on individuals and organizations.

Richard (2008) defined leadership as: a relationship of influence between leaders and followers who intend real changes and outcomes that reflect their shared purposes.

Therefore, leadership entails:

- A relationship between people.
- Influence
- Change
- Shared purpose
- Taking personal responsibility to make things happen

Markus M.luedi (2022) defined leadership as: Leadership is an infinite and tremendously complex journey along with paradoxes that cannot be captured comprehensively. Over the past decades, key dimensions of leadership have caught the attention of practitioners in the field of management sciences

Tony kippenberger(2002) also defined leadership style as: it is the style that a leader adopts in their dealings with those who follow them.

2- Skills leadership :

Studying leadership skills is essential for developing the ability to guide and motivate, manage crises, foster positive interaction, and achieve personal and professional development, leading to building cohesive teams and achieving success in various fields.

Leadership skills have been classified by authors Mumford, M. Campion, and F. Morgeson into four categories, as :

2-1 Cognitive Skill (CS): These are the abilities and skills that leaders possess to analyze information, make smart decisions, develop strategies, and solve complex problems. These skills include:

CS1: speaking

CS2: active listening

CS3: writing

CS4: reading comprehension

CS5: active learning

CS6: critical thinking

2-2 Business Skill (BS):

These skills can vary widely depending on the industry, role, and specific tasks involved. Some common business skills include:

BS1: operations analysis

BS2: management of personnel resources

BS3: management of financial resources

BS4: management of material resources

2-3 Interpersonal Skill (IS):

Refer to the abilities and qualities that individuals use to interact effectively with others. These skills are crucial in both personal and professional settings and encompass various aspects of communication, empathy, collaboration, and relationship-building. Key components of interpersonal skills include:

IS1: social perceptiveness

IS2: coordination

IS3: negotiation

IS4: persuasion

2-4 Strategic Skill (SS):

Strategic skills are critical for senior executives, managers, and leaders who are responsible for shaping the direction and future success of their organizations. These skills enable individuals to navigate complexity, capitalize on opportunities, and drive sustainable growth and competitive advantage in dynamic business environments. Key components of strategic skills include:

SS1: visioning

SS2: systems perception

SS3: system evaluation

SS4: identification of downstream consequences

SS5: identification of key causes

SS6: problem identification

SS7: solution appraisal (Guzmán, Bernd Muschard, & et al, 2020)

3. Leadership styles

The concept of leadership styles is essential for understanding how leaders impact teams and organizations in general. Each style is defined by a set of characteristics and behaviors that a leader adopts while guiding and managing the team. By understanding these styles, managers and leaders can grow and develop in their roles in ways that suit the circumstances and challenges they face.

When we talk about leadership styles, the differences between these styles clearly emerge in how they interact with the team, make decisions, and influence the internal dynamics of the group.

3-1 Autocratic Leadership

Autocratic leadership is a style of leadership where a leader makes decisions on their own without consulting with subordinates or team members. In this approach, the leader exercises full control over the decision-making process and typically dictates how tasks should be accomplished. The leader maintains authority and centralizes power within the organization or team, often expecting strict compliance from followers. Autocratic leaders may not seek input

from others and can be perceived as authoritative or even dictatorial in their management style. This style is characterized by a hierarchical structure with clear lines of authority and limited opportunities for participative decision-making or open communication.

Autocratic leadership can be effective in certain situations where a strong directive is needed, such as in emergencies or when quick decisions are crucial. However, its limitations in fostering creativity, collaboration, and employee empowerment make it less suitable for environments that value innovation, teamwork, and participative decision-making.

- **characteristics of autocratic leadership:**

Autocratic leadership is characterized by several distinct characteristics that differentiate it from other leadership styles. Here are the key features:

-**Centralized Decision-Making:** Autocratic leaders make decisions independently without consulting others. They have sole authority and control over the decision-making process.

- **Authoritarian Control:** Leaders in autocratic settings maintain strict control over their team or organization. They enforce rules and procedures rigorously and expect obedience and compliance from subordinates.

- **Limited Participation:** There is minimal involvement of team members or subordinates in decision-making. Autocratic leaders do not solicit input or feedback from others when making decisions.

- **Clear Direction:** Autocratic leaders provide clear instructions and guidelines to their team members. They often specify how tasks should be performed and expect adherence to their directives.

- **Quick Decision-Making:** This leadership style enables rapid decision-making since the leader does not need to consult others. This can be advantageous in situations requiring immediate action or response.

Hierarchical Structure: Autocratic leadership maintains a hierarchical organizational structure where the leader holds the highest authority. There is a clear chain of command and decision-making flows from the top down.

- **Little Room for Creativity:** Creativity and innovation may be stifled in autocratic

environments since subordinates have limited autonomy to propose new ideas or solutions.

- **High Accountability:** Leaders take full responsibility for decisions made under autocratic leadership. Subordinates are expected to execute tasks as directed, and any failures or successes are attributed to the leader.

- **Focused on Results:** Autocratic leaders prioritize achieving specific goals and objectives. They are driven by outcomes and efficiency, aiming to accomplish tasks within set parameters and timelines.

- **Risk of Resentment:** This leadership style can lead to resentment and dissatisfaction among team members who feel marginalized or undervalued. Lack of participation and input may result in reduced morale and motivation. (K. EMRAH YILDIRIM, CANER CAKI , & YASEMIN HARMANCI, 2020)

3-2 Democratic Leadership

Is a style of leadership where decisions are made collectively through the active participation of team members or subordinates. In this approach, the leader facilitates open communication, encourages collaboration, and values the input and contributions of others in the decision-making process. Unlike autocratic leadership, where decisions are made by the leader alone, democratic leadership promotes inclusivity, empowerment, and shared responsibility among team members. This style aims to leverage the diverse perspectives and expertise within the group to achieve consensus and foster a supportive and participative work environment.

"Kuczarski and Kuczarski [25] believes that the democratic leader can be distinguished from others with his/her intellectual, effective, motivating, respected, cooperation-building, supportive of logical solutions, encouraging, problem focused, guiding, and listening"

- **advantages of democratic leadership**

These advantages highlight how democratic leadership can contribute to a positive and productive organizational culture where individuals are motivated, engaged, and committed to achieving common goals.

Here are some advantages of democratic leadership:

- **Promotes Teamwork:** Democratic leaders encourage collaboration and teamwork among

team members, fostering a cohesive and supportive work environment.

- **Higher Morale:** Team members often experience higher morale and job satisfaction when they feel their opinions are valued and their voices heard in decision-making.
- **Improved Decision Quality:** By involving multiple perspectives and expertise, democratic leadership can lead to higher-quality decisions that consider a broader range of factors.
- **Enhanced Creativity and Innovation:** This style cultivates an environment where team members feel empowered to contribute ideas and solutions, promoting creativity and innovation.
- **Better Problem-Solving:** With diverse inputs and perspectives, democratic leaders can effectively address challenges and find solutions that are well-rounded and comprehensive.
- **Develops Future Leaders:** Encouraging participation and responsibility among team members helps develop leadership skills and prepares individuals for future leadership roles.
- **Adaptability:** Democratic leadership is adaptable to different situations and contexts, allowing for flexibility in decision-making processes based on the needs of the organization or team. (ERYILMAZI, 2020)

3-3 Resonant Leadership

The Collins dictionary defines the meaning of resonant to be “resounding or using sympathetic vibration to intensify sounds” [8].

Resonant leadership is a leadership style that emphasizes emotional intelligence, mindfulness, and the creation of positive relationships to inspire and motivate others. Leaders practicing resonant leadership are attuned to their own emotions and those of others, fostering a supportive and empathetic environment. They aim to align the goals and values of the organization with those of their team members, promoting a shared vision and collective purpose. Resonant leaders prioritize building trust and open communication, which contributes to a cohesive and productive organizational culture. The term "resonant" implies a harmonious and empathetic connection between leaders and followers, where emotions are positively channeled to achieve common goals and sustain long-term success.

- **Resonant leader**

Being a resonant leader involves embodying several key qualities and behaviors that foster a positive and productive organizational environment. Here are some essential aspects of being a resonant leader:

- **Emotional Intelligence:** Resonant leaders possess high emotional intelligence, which includes self-awareness, self-regulation, empathy, and social skills. They are aware of their own emotions and those of others, and they use this awareness to guide their interactions and decision-making.
- **Authenticity:** Resonant leaders are authentic and genuine in their communication and actions. They build trust by being transparent about their values, beliefs, and intentions.
- **Mindfulness:** They practice mindfulness, which involves being present in the moment, attentive to their thoughts and feelings, and conscious of the impact of their actions on others. Mindfulness helps them remain calm and focused, even in challenging situations.
- **Visionary Thinking:** Resonant leaders have a clear and compelling vision for the future of the organization. They inspire and motivate others by articulating this vision and aligning it with the goals and aspirations of their team members.
- **Relationship Building:** They prioritize building strong, trusting relationships with their team members. Resonant leaders actively listen to others, show empathy, and demonstrate care and respect for individual differences.
- **Positive Influence:** Resonant leaders use their influence in positive ways to empower and develop their team members. They encourage growth, provide constructive feedback, and create opportunities for learning and development.
- **Resilience:** Resonant leaders are resilient in the face of challenges and setbacks. They manage stress effectively, bounce back from adversity, and maintain a sense of optimism and hopefulness.
- **Continuous Learning:** They are committed to their own personal and professional growth. Resonant leaders seek feedback, reflect on their experiences, and actively pursue opportunities to expand their knowledge and skills.
- **Ethical Leadership:** They uphold high ethical standards and integrity in all aspects of their leadership. Resonant leaders make decisions based on fairness, honesty, and respect for ethical

principles.

- **Collaborative Approach:** Resonant leaders foster a collaborative work environment where team members feel valued and empowered to contribute their ideas and talents. They promote teamwork, cooperation, and collective problem-solving. (ERCIYES, 2020)

3-4 Digital Leadership

The term "digital" relates to technology or data that is represented in discrete numerical form, typically in the binary system of ones (1) and zeros (0). Digital technologies encode information into binary digits (bits), allowing for precise storage, processing, and transmission of data.

In today's rapidly evolving digital landscape, leadership has transcended traditional boundaries. Digital leadership is not just about managing teams and resources; it's about navigating the complexities of a digital-first world, where technology is a driving force behind innovation, growth, and organizational success.

Moreover, digital leadership encompasses a profound commitment to ethical and responsible use of technology. Leaders in this domain prioritize cyber security, data privacy, and societal impact, ensuring that digital advancements contribute positively to both organizational goals and broader societal welfare.

" A digital leader can be defined as a person who can motivate people working under his/her supervision, is independent of time and space, and can manage a business in a way that is focused on data and figures. "

- **Characteristics of Digital Leadership**

In our technology-driven era characterized by rapid digital transformation, digital leadership has become indispensable for organizational success in adapting to constant change and fierce competition. Digital leaders possess a unique set of qualities that enable them to guide teams and enterprises toward success in the digital age. of these attributes:

- **Advanced Strategic Vision**

Digital leaders demonstrate exceptional ability to envision the future and articulate a comprehensive strategic vision that integrates technology with business goals. This vision

guides the organization toward balanced and sustainable growth.

- Adaptability and Agility

They excel in adapting to new technologies and rapid market changes, enabling them to lead their teams and organizations through periods of transformation seamlessly.

- Technology Proficiency

Digital leaders possess deep knowledge of technology and effectively leverage it to enhance operational efficiency and improve customer service.

- Innovation and Creativity

They foster a culture of innovation and activate creative thinking in work methods and service delivery, enhancing customer experience and satisfaction.

- Effective Communication and Collaboration

Strong communication skills and the ability to build strong collaborative relationships are hallmark traits of digital leaders, fostering a positive and inspirational work environment.

-Data-Driven Decision Making

They utilize data analytics to make informed, evidence-based strategic decisions, driving continuous improvement and goal achievement.

- Ethical and Social Responsibility

Digital leaders prioritize ethics and social responsibility in technology use and data management, ensuring secure and responsible practices. (CIZMECI, 2020)

3-5 Cross-Cultural Leadership

Cross-cultural leadership refers to the ability of a leader to navigate and manage effectively in a diverse cultural environment. In today's globalized world, where businesses and organizations operate across borders, understanding and practicing cross-cultural leadership is crucial for success.

- **Elements of Cross-Cultural Leadership**

Cross-cultural leadership refers to the ability of a leader to navigate and manage effectively in a diverse cultural environment. In today's globalized world, where businesses and organizations operate across borders, understanding and practicing cross-cultural leadership is crucial for success.

Key aspects of cross-cultural leadership include:

- **Cultural Intelligence (CQ):** This is the ability to understand, appreciate, and work with individuals from different cultures. It involves being aware of cultural differences, being empathetic, and adapting one's leadership style accordingly.
- **Communication Skills:** Effective cross-cultural leaders are adept at communicating clearly and sensitively across cultural boundaries. This includes not only language proficiency but also understanding non-verbal cues, cultural norms, and how communication styles vary.
- **Adaptability:** Cross-cultural leaders need to be flexible and open-minded. They should be able to adjust their behavior and decision-making processes to accommodate different cultural contexts without compromising on their core values or objectives.
- **Respect for Diversity:** Valuing diversity is central to cross-cultural leadership. Leaders should foster an inclusive environment where individuals from different cultural backgrounds feel respected, valued, and empowered.
- **Conflict Resolution:** Differences in cultural values and norms can lead to misunderstandings or conflicts. Effective cross-cultural leaders are skilled at resolving conflicts diplomatically and finding mutually acceptable solutions.
- **Global Mindset:** This involves having a broad understanding of global trends, economies, and geopolitical factors that may impact the organization. It also includes a willingness to learn about and adapt to new cultures and environments.
- **Building Trust:** Trust is fundamental to leadership, and it's especially important in cross-cultural settings where trust may be harder to establish due to cultural differences. Leaders should invest time in building relationships and demonstrating integrity and reliability.
- **Awareness of Bias:** Cross-cultural leaders should be aware of their own cultural biases and assumptions. They should strive to approach situations with cultural humility, seeking to learn from others and avoiding ethnocentrism. (MEHMET CANAKCI & FARUK DERINDAG,

2020)

3-6 Paternalistic Leadership

Paternalistic leadership can be effective in certain situations where stability, security, and a cohesive team culture are valued. However, it can also lead to dependence on the leader, reduced innovation, and potential resentment if employees feel overly controlled or paternalized. Thus, its effectiveness depends heavily on the context and the preferences of the team members involved.

Paternalistic leadership is a style where a leader takes on a paternal or parental role towards their employees or followers. This leadership approach is characterized by the leader being caring, protective, and providing for the needs of their team members, akin to how a parent would care for their children.

- **The main components of paternalistic leadership**

Key aspects of paternalistic leadership include:

Authoritarianism with Benevolence: The leader makes decisions and sets directives without consulting the team but does so with the intention of benefiting and protecting their employees.

Support and Guidance: There is a strong emphasis on looking after the well-being of employees, both personally and professionally. This may involve mentoring, coaching, and providing resources to help employees grow and develop.

Clear Expectations: The leader sets clear expectations and rules for their team, expecting obedience and loyalty in return. (ACAR1, 2020)

3-7 Coaching Leadership

Coaching leadership represents a transformative approach in modern organizational dynamics, where leaders act as mentors and guides rather than sole decision-makers. This style of leadership revolves around fostering individual growth, enhancing team cohesion, and achieving collective goals through personalized support and development. By prioritizing collaboration, continuous learning, and empowerment, coaching leaders not only elevate team performance but also cultivate a culture of innovation and resilience. This discussion delves into the principles, strategies, and profound impacts of coaching leadership, demonstrating its

pivotal role in driving sustainable success and cultivating high-performing teams in today's dynamic workplace.

Definition:

"Kilburg [33] see that coaching is a serving relationship

Between coaches, who has expertise in relating to management or managers and obligation in an organization, and a consultant who utilizes differing assortment of conduct/behavioral practices and strategies to assist the coaches to accomplish an equally known arrangement of goals. This helps them improve their expert proficiency and individual fulfillment and, subsequently, to improve the viability of the coachee's institution inside a formally characterized coaching contract"

The Responsibilities of Training Leaders:

Refers to the duties and tasks that individuals in leadership positions within training and development departments or teams are expected to fulfill. These responsibilities may vary depending on the organization, industry, and specific role within the training leadership hierarchy. These responsibilities typically include:

- **Designing Training Programs:** Developing and designing effective training programs that align with organizational goals and objectives.
- **Facilitating Training Sessions:** Conducting or overseeing training sessions to ensure they are engaging, informative, and meet the learning needs of participants.
- **Assessing Training Needs:** Identifying the learning needs of employees or team members and determining appropriate training interventions.
- **Monitoring Training Effectiveness:** Evaluating the impact and effectiveness of training programs through feedback, assessments, and performance metrics.
- **Supporting Employee Development:** Providing ongoing support and resources to employees to enhance their skills and knowledge.
- **Collaborating with Stakeholders:** Working closely with other departments, managers, and stakeholders to understand training requirements and ensure alignment with organizational strategies.

- **Staying Updated:** Keeping abreast of industry trends, best practices, and advancements in training methodologies to continuously improve training programs.
- **Mentoring and Coaching:** Guiding and mentoring other trainers or team members to foster their professional development and enhance training delivery.
- **Managing Training Resources:** Overseeing budgets, resources, and logistics related to training activities to ensure efficient and effective delivery.
- **Promoting a Learning Culture:** Encouraging a culture of continuous learning and development within the organization through advocacy, communication, and leading by example. (GOKMEN KARA & OZGUR DEMIRTAS, 2020)

3-8 COMPLEXITY LEADERSHIP

Complexity Leadership Theory (CLT) is a framework for understanding leadership within complex adaptive systems. Unlike traditional leadership models that emphasize hierarchical control and linear cause-and-effect relationships, CLT recognizes that modern organizations often operate in environments characterized by complexity, uncertainty, and constant change.

Here's a breakdown of the key components:

1. Complex Adaptive Systems: CLT views organizations as complex systems composed of interconnected and interdependent elements that continuously adapt and evolve. These systems are dynamic, with patterns emerging from the interactions among their parts rather than from centralized directives.

2. Leadership Roles: In CLT, leadership is seen as a process rather than a set of traits or behaviors. It involves multiple roles, including:

- **Adaptive Leadership:** This role focuses on navigating and influencing the evolving landscape. Leaders help teams adapt to changes and uncertainties by fostering an environment that encourages learning and innovation.

- **Administrative Leadership:** This role involves more traditional aspects of leadership, such as organizing and coordinating resources, but within the context of a complex system where flexibility and responsiveness are key.

- **Emergent Leadership:** This recognizes that leadership can arise spontaneously from

within the organization as individuals step up to address emerging challenges and opportunities.

3. Interaction and Emergence: CLT emphasizes the importance of interactions among individuals and teams. Leadership in complex systems often involves facilitating these interactions to help new patterns and solutions emerge organically. Leaders act as catalysts for these processes rather than as top-down decision-makers.

4. Sensemaking and Innovation: Effective leadership in complex systems involves sensemaking—understanding and interpreting the ever-changing environment—and fostering innovation. Leaders encourage exploration, experimentation, and learning to address problems that don't have straightforward solutions.

5. Distributed Leadership: Instead of being concentrated in a single individual or a top-down hierarchy, leadership is distributed across the organization. This allows for a more flexible and responsive approach, where various individuals can contribute to leadership depending on their expertise and the situation.

6. Feedback Loops: CLT recognizes the importance of feedback loops in complex systems. Leaders use feedback to continuously adjust and refine strategies, understand the impact of their actions, and guide the organization's evolution.

In essence, Complexity Leadership Theory suggests that effective leadership in today's complex world requires embracing uncertainty, fostering collaboration, and enabling adaptive responses to emerging challenges. It's about creating conditions that allow the organization to navigate complexity and thrive in dynamic environments. (EREN1, 2020)

Topic 2: leader

A leader is a central figure in any organization, playing a crucial role in guiding individuals toward achieving common goals. Leaders possess a diverse set of skills, including effective communication, strategic decision-making, and complex problem-solving. They are characterized by a clear vision, which enables them to chart a successful course for their teams, relying on values and principles to guide their actions and those of their teams.

A leader's responsibilities encompass various aspects, including motivating individuals and fostering their commitment to the organization, as well as providing the necessary support and guidance to achieve high performance. Success in leadership also requires the ability to build strong relationships based on trust and collaboration, contributing to a positive work environment. In the face of rapid changes in the world, the leader's role becomes even more vital, necessitating adaptability to new challenges and innovation in solutions.

Moreover, leaders play a pivotal role in shaping organizational culture and promoting values of commitment and perseverance among team members. They must also understand their team's needs and work on developing their skills, enhancing the organization's capacity to adapt and grow. Through these qualities, leaders effectively contribute to organizational success and the building of a sustainable future.

Definition

a leader's experience is a combination of the years they have worked and the social relationships or connections they have developed, which they utilize in their current job and within their workplace. In essence, it suggests that a leader's effectiveness and influence are not only shaped by the time they have spent working but also by the network of relationships and resources they have cultivated over time, which they leverage to achieve success in their current role. (Amar Hisham Jaaffar & et al, 2023)

"The leaders are those who motivate their followers to work towards achieving specific goals that represent values, motives, needs, aspirations, and expectations of both leaders and followers."(Burns 1978)

a leader is not just someone in a position of authority but someone who inspires others to achieve greatness collectively, fosters a positive organizational culture, and drives sustainable success.

1. The role of the leader in the success of the team

(Siyal, 2023) considered that: follower-leader process only works when the follower and the leader exchange respect, honesty, gratitude, and responsibility

The leader's impact on the performance of their followers can be profound and multifaceted .he is create a supportive environment where individuals feel valued and empowered to contribute

their best efforts. By setting clear expectations, providing constructive feedback, and fostering open communication, leaders cultivate a culture of accountability and continuous improvement. Ultimately, the leader's influence extends beyond mere oversight; it shapes organizational success by unlocking the potential of each team member and driving collective achievement.

When employees have a high level of trust in their leaders, inclusive leadership practices—such as involving employees in decision-making, valuing diverse perspectives, and creating a supportive environment—have a significantly stronger positive effect on task performance. This suggests that trust acts as a catalyst, amplifying the beneficial outcomes of inclusive leadership.

Conversely, when trust in the leader is low among employees, the positive impact of inclusive leadership on task performance diminishes. (Siyal, 2023)

2. Effective leadership traits :

Effective leadership is a fundamental element for the success of any organization, playing a crucial role in guiding teams and motivating individuals to achieve shared goals. The traits of effective leaders are diverse, categorized into objective traits such as gender, age, and education level, and subjective traits such as integrity, energy level, and business knowledge.

This introduction aims to explore the impact of these traits on leadership performance by analyzing existing literature and previous studies on the characteristics of successful leaders. Research indicates that some of these traits significantly contribute to enhancing a leader's effectiveness, enabling organizations to adopt comprehensive leadership models that ensure desired outcomes.

In this context, understanding leadership traits is essential for developing effective business strategies, paving the way for further quantitative and qualitative research to establish criteria for identifying outstanding leaders.

Objective Traits

Objective traits of effective leaders refer to quantifiable characteristics that can significantly influence leadership effectiveness. These traits, such as gender, age,

education level, and job satisfaction, provide a measurable framework for understanding how leaders are perceived and how they perform. By examining these factors, organizations can better identify and develop leaders who possess the necessary attributes to drive success and foster a positive work environment

1. Age :

Age is considered a measurable trait, but the available evidence regarding its impact on leadership is inconsistent. Some studies, such as those by Doherty (1997) and Gilbert and Brenner (1998), indicate that younger leaders are more effective and focus more on relationship-building compared to their older counterparts. In contrast, other research, such as the study by Tabbarah et al. (2002) and Colcombe (2003), shows that older leaders may be more efficient in leading productive teams due to their accumulated experience and knowledge. Shore et al. (2003) found that follower satisfaction is positively affected by the leader's age among older followers, while the impact is negative among younger followers. This indicates that age is not the only determining factor for leadership effectiveness; rather, the

Younger leaders tend to employ transformational leadership styles, while older leaders are better able to leverage their emotional experiences. Evidence suggests that older leaders may benefit from improved emotional abilities, which facilitates their capacity to achieve effective leadership behaviors. «Teraction of age between the leader and the followers plays an important role.

2. Gender:

Considering gender as an inherent trait that cannot be changed. Although the number of women in leadership positions has increased, men still occupy the majority, raising questions about potential biases in research on this topic. Evidence suggests that gender-related characteristics play a role in leadership effectiveness, with some individuals favoring "masculine" traits in male-dominated work environments.

Studies indicate that women possess leadership qualities that often surpass those of men in most contexts. Research also shows that women tend to adopt more effective leadership styles, such as transformational approaches, allowing them to have a greater influence on their teams. However, women may face challenges in male-dominated settings, which can affect their opportunities for team selection or leadership roles. Furthermore, the literature

suggests that intelligence and innovation are equally represented among men and women, but women are often rated higher in specific leadership qualities, such as initiative and the drive for tangible results. In contrast, men tend to excel in developing a strategic perspective. Based on these findings, appointing more women to leadership positions is considered a strategic move to enhance leadership effectiveness.

3. Education or Intelligence:

Education is used as a measurable trait that may influence leadership effectiveness, as it is considered in terms of degree earned and level of intelligence. While there is a high correlation between intelligence level and the highest degree attained by an individual, this correlation does not necessarily imply causation.

Literature suggests that higher education is often associated with more effective leadership traits. For example, a study showed that leaders with an MBA are rated higher in transformational leadership. However, other studies indicate that intelligence may be a more significant factor than education. Some research emphasizes that intelligence can be a better indicator of job potential and leadership effectiveness, while others believe that education enhances the traits required for effective leadership.

Subjective Traits

The literature on effective leadership encompasses a variety of traits, ranging from objective characteristics to subjective ones. While studies often focus on measurable qualities, subjective traits such as integrity and energy also play a significant role in determining a leader's effectiveness. Research indicates that, although not the sole factors, these traits contribute significantly to leadership success and overall employee satisfaction.

1. Job Satisfaction

Research indicates a strong correlation between employee satisfaction and effective leadership. Studies show that tenure is an important predictor of job satisfaction, which in turn enhances leadership effectiveness. Analyses reveal that leaders with high levels of satisfaction foster positive relationships with their followers, contributing to better outcomes.

When both leaders and followers are satisfied in their jobs, it leads to increased leadership effectiveness and a greater willingness among followers to adopt the leader's vision.

Evidence also suggests that job satisfaction boosts performance and creativity, aiding in employee retention and productivity.

Furthermore, leaders who positively impact their work environment and enhance job satisfaction achieve greater influence over their teams. Therefore, promoting employee satisfaction is crucial for creating a positive workplace and increasing leadership effectiveness.

2. Drive

Drive is considered a fundamental trait contributing to effective leadership, encompassing a range of personal characteristics such as achievement, motivation, ambition, energy, tenacity, and initiative. According to Kirkpatrick and Locke (1991), effective leaders are characterized by their ability to achieve both personal and organizational goals, driven by high energy levels and a continuous desire for improvement.

Bateman and Snell (1999) found that leaders with high drive tend to work harder, exhibit relentless enthusiasm, and maintain a high tolerance for frustration as they strive to overcome obstacles through preparation. Furthermore, they take the initiative to implement improvements rather than waiting for permission.

While drive has traditionally been viewed as a male-dominated trait, studies, including those by Zenger and Folkman (2012), suggest that many female leaders also possess this intangible quality. This indicates that leadership traits are not confined to a specific gender.

However, measuring subjective values like drive poses challenges, as these traits are dynamic and often difficult to categorize neatly into models. Consequently, there is a notable lack of quantitative studies addressing these traits comprehensively, highlighting a pressing need for further research in this area to better understand their impact on leadership effectiveness.

(christopher Ardueser, 2020)

3. Leaders' decision-making process

In the realms of management and leadership, integrity stands as a foundational trait that profoundly influences the trajectory and impact of decisions within organizations and teams. Ethical leaders are pivotal in steering an organization towards a balanced approach that aligns diverse interests with social responsibilities.

Studying the influence of integrity on decision-making among leaders and subordinates is critically important. Research indicates that leaders with high integrity contribute to creating workplaces characterized by transparency and trust. This fosters institutional cohesion and enables goal attainment through fair practices and legal adherence.

On the other hand, Unethical leaders often make decisions driven by personal gain or narrow interests rather than ethical considerations. Their decision-making processes can be characterized by manipulation of power, conflict of interests, and a disregard for the broader impacts on the organization or society. This study explores various facets of decision-making by unethical leaders, shedding light on the motivations and consequences of their actions within organizational contexts.

4. Challenges facing leaders

In today's fast-paced and interconnected global landscape, leadership has become more challenging than ever before. Leaders across industries and sectors are confronted with a myriad of complex issues that demand astute navigation and strategic foresight. From technological disruption to ethical dilemmas, the modern leader must adeptly steer their organizations through turbulent waters while fostering innovation and growth.

- **Challenges:**

1. Nature of the Leadership Role:

- Multifaceted Responsibilities: Leaders face diverse and multiple responsibilities such as daily management, setting vision, team guidance, and strategic decision-making. They need to be versatile and capable of effectively handling various challenges.

2. Financial and Other Resources:

- Budget Management: Leadership requires prudent management of financial resources to achieve institutional goals and ensure sustainability.

- Human Resources and Other Resources Management: Leaders must allocate resources effectively to support daily operations and strategic initiatives.

3. Relationship and Partnership Management:

- Communication and Trust Building: Leaders need to build strong relationships within and outside the organization, fostering positive interactions with stakeholders to achieve common work goals.

4. Continuous Learning and Development:

- Adaptation and Innovation :Leaders should stay informed about new developments in their field and continuously seek to develop their skills and capabilities to keep up with changes in internal and external environments. (Lisa E. Kim, 2024)

4-Successful leaders' strategies in managing change

the choices leaders make when initiating change, such as the reasons for change, the methods used, and how these decisions are communicated, set the foundation for how the change will be perceived and embraced by employees.

Furthermore, the behavior of leaders throughout the change process — how they communicate, support, and adapt to challenges — continues to shape employees' beliefs and attitudes. These attitudes include their commitment to the change goals, their willingness to participate actively in the change process, and their potential resistance to the changes being implemented.

The leader's stance towards the content of change can significantly influence how effectively the change is implemented in the organization. Here are several ways this influence manifests:

-Setting Priorities and Directions: When leaders articulate their vision, goals, and rationale behind the change, it guides decision-making and priorities within the organization. This clarity helps executive teams and employees focus on the most critical initiatives and contribute to achieving specific goals.

-Encouraging Communication and Transparency: Leaders who are open and transparent about the content of change build trust among employees and help them understand the challenges and opportunities that arise from change. Such communication fosters constructive discussions and idea exchange between leaders and employees, enhancing positive interaction

and engagement in the change process.

-Supporting Achievements and Positive Reinforcement: Leaders who show interest and support in achieving milestones and progress in change execution boost morale and motivation among executive teams and employees. This positive reinforcement encourages them to move forward and successfully achieve set objectives.

-Managing Resistance and Encouraging Motivation: Leaders who adopt a positive and understanding approach towards change resistance can help motivate employees and overcome obstacles that may hinder change implementation. Through effective communication and appropriate support, leaders can offer solutions and assist in overcoming challenges faced by executive teams (Walk, 2022)

Section 2:

Strategic change programs

In the fast-paced and competitive landscape of modern business, organizations face constant pressures to innovate, adapt, and respond swiftly to changes in their industry, market dynamics, and technological advancements. Strategic change programs emerge as essential tools for organizations aiming not only to survive but to thrive amidst these challenges. These programs are structured initiatives designed to facilitate significant transformations in various aspects of an organization, such as its strategy, operations, culture, and even its core business model.

1- Concept of strategic change programs

(Kunisch et al.) Change programs are defined as: a temporary and visibly supported program led by the CEO. Its purpose is to coordinate various initiatives aimed at achieving a comprehensive strategic change agenda for the organization.

And thus, Strategic change programs are structured initiatives that organizations undertake to achieve long-term goals aligned with their strategic objectives. They involve comprehensive planning, execution, and evaluation phases, aiming to adapt, innovate, and enhance organizational performance and competitiveness. Leaders play a pivotal role in driving these programs, ensuring alignment with strategic direction and fostering stakeholder engagement for successful implementation.

2- Elements of Change Programs

Change programs are essential for any organization seeking to adapt to the rapid changes in the work environment, such as technological advancements, market fluctuations, and the increasing demands of customers. These programs represent a strategic tool aimed at improving performance and enhancing competitiveness. However, the success of change programs relies on a set of key elements that ensure their effective implementation.

the elements of change programs:

1. Planning:

- Current Situation Analysis: Assessing current conditions and processes to identify the need for change.
- Goal Setting: Establishing realistic and measurable objectives to ensure clear direction.

2. Communication:

- Communication Strategies: Using multiple channels (meetings, emails, workshops) to ensure messages are conveyed effectively.
- Transparency: Sharing information about the reasons for change and its potential impacts on individuals and processes.

3. Participation:

- Listening to Feedback: Collecting employee opinions and involving them in decision-making related to the change.
- Promoting Ownership: Making individuals feel part of the process to increase their commitment.

4. Training:

- Assessing Training Needs: Identifying the skills and knowledge employees need to adapt to the change.
- Providing Training Programs: Organizing workshops and training sessions to enhance the required skills.

5. Implementation:

- Executing Change Plans: Implementing plans thoughtfully, considering timelines and resources.
- Resource Allocation: Ensuring necessary resources are available to support the change (budget, time, materials).

6. Monitoring and Evaluation:

- Performance Indicators : Developing metrics to measure the progress and success of the change.
- Analyzing Results: Reviewing outcomes and reporting on the achievement of goals.

7. Support:

- Providing Emotional Resources: Offering psychological support and counseling for individuals facing challenges.
- Encouraging Innovation: Creating an environment that promotes experimentation and learning from mistakes.

Resistance to organizational change

Organizational change is a fundamental aspect of modern institutions, as organizations strive to adapt to the increasing challenges of dynamic work environments. In this context, leaders play a crucial role in implementing change strategies, often viewed as key drivers in guiding their teams toward achieving desired goals. However, traditional understandings of a leader's role often focus on initiating change, overlooking the fact that some leaders may merely execute changes mandated by higher levels of management.

Research indicates that leaders' attitudes toward change content can significantly impact their followers' responses. When a leader holds negative views about the change, it may adversely affect team morale and their ability to adapt to necessary adjustments. Therefore, it is essential to comprehend how leaders' attitudes and their specific support for change influence their followers' resistance to change.

This study aims to explore the relationship between leaders' attitudes toward change and their support for it, and how this affects followers' resistance to change. Utilizing data collected from school principals and teachers in the public education sector in Germany, the research seeks to

provide new insights into effective change management practices.

Through this research, we hope to enhance the understanding of the pivotal role leaders play in organizational change and how their attitudes can serve as critical factors in the success or failure of change initiatives.

Resistance to change is one of the most frequently studied reactions in the context of organizational change, reflecting the extent to which recipients resist or support change initiatives. Research has shown that resistance is linked to individual and organizational outcomes such as burnout, intentions to leave, job satisfaction, and organizational commitment (Oreg, 2006; Oreg et al., 2011), and it is a major factor that inhibits change success (Armenakis et al., 1993; Piderit, 2000).

Traditionally, resistance has been viewed negatively, as something to be overcome (Ford & Ford, 2010). However, resistance can also be seen as an asset if managed properly, as it can help mitigate challenges during the implementation of change (Ford & Ford, 2010; Oreg & Berson, 2019). Researchers point out that individuals who voice objections often genuinely care about improving outcomes (Ford et al., 2010).

Therefore, resistance should be conceptualized as a multidimensional construct that includes feelings, thoughts, and behaviors. Oreg (2006) defines resistance to change as a "tridimensional (negative) attitude towards change, which includes affective, behavioral, and cognitive components" (p. 76).

Regarding the role of leaders, both leaders and followers may hold negative attitudes toward change. Most literature focuses on the follower perspective, with less attention given to leader reactions (Van Dijk & Van Dick, 2009). According to Ford et al. (2008), leaders may resist ideas and proposals presented by followers, highlighting the importance of understanding the multiple roles leaders play during change

Reasons for Resistance to Organizational Change

1. Individual and Organizational Effects:

- Resistance to change is linked to various negative outcomes at the individual level, such as burnout and intentions to leave, as well as its impact on job satisfaction and organizational commitment. When individuals perceive that change may harm their interests or lead to

negative outcomes, they are likely to resist it.

2. Negative Perception:

- Historically, resistance has been viewed as a negative behavior that is seen as an obstacle to change. This perception can lead to harsh strategies to manage resistance, increasing dissatisfaction among employees.

3. Inadequate Support:

- When leaders feel that the support provided for implementing changes is insufficient or inappropriate, it can lead to their resistance. If leaders lack confidence in the feasibility of the changes or their ability to implement them, they may begin to convey this sentiment to their followers.

4. Multidimensional Nature:

- Resistance to change is not a singular behavior; it comprises emotional components (such as fear and anxiety), behavioral components (such as withdrawal or negative statements), and cognitive components (such as doubts about the benefits). This complexity makes it challenging to address resistance effectively.

5. Leader Reactions:

- Most literature focuses on follower reactions to change, but leader responses are also crucial. If leaders express negative attitudes towards changes, these sentiments may transfer to their followers. Leaders play a key role in shaping organizational culture and the overall attitude toward change.

6. Fear of Failure:

- The anxiety associated with failing to adapt to new changes or losing job security can lead to resistance. If individuals feel that change could result in job loss or alterations in their responsibilities, they are likely to resist it. (Walk, Leaders as change executors: The impact of leader attitudes to change and, 11 junuary 2022)

3- Analysis of obstacles in organizational change process

In the dynamic landscape of organizational management, navigating change is not merely a strategic choice but often an imperative for staying competitive and adaptive. However, implementing change within an organization is fraught with challenges that can impede progress and undermine outcomes. These challenges, often referred to as barriers, encompass a spectrum of issues ranging from financial constraints and leadership deficiencies to inadequate skills among employees and ineffective coordination. Each barrier poses a unique set of obstacles that must be addressed with foresight and strategic planning to foster successful organizational transformation.

Understanding and effectively managing these barriers are critical to not only initiating but also sustaining meaningful change initiatives. By proactively identifying and mitigating these challenges, organizations can enhance their ability to navigate transitions, capitalize on opportunities, and ultimately achieve their strategic objectives. This exploration delves into the multifaceted nature of these barriers, examining their impact on organizational processes and offering insights into strategies for overcoming them, below are the challenges we face:

- **Financial Barriers**

This barrier refers to the inability to allocate sufficient financial resources to implement the required changes. It could include budget constraints or competing financial priorities that make it difficult to fund the change initiatives adequately.

- **Poorly Defined Tasks**

This barrier indicates a lack of clarity or insufficient definition of tasks and responsibilities during the change process. This ambiguity can lead to confusion about what each individual or department needs to do, resulting in delays and inefficiencies.

- **Weak Leadership**

This barrier relates to the absence of strong and effective leadership capable of guiding the change process effectively. Weak leadership may fail to provide direction and motivation to teams, leading to indecision and lack of timely decision-making.

- **Insufficient Employee Skills**

This refers to employees lacking the necessary skills to effectively implement the required changes. It could involve technical skills, leadership skills, or negotiation skills, limiting the

organization's ability to achieve its change objectives.

- **Ineffective Coordination**

This barrier points to poor coordination among departments or teams within the organization during the change process. Ineffective coordination can result in duplicated efforts, information silos, and delays in exchanging crucial information, impacting the smooth execution of change plans.

- **Lack of Training and Education**

- This barrier signifies the absence of adequate training and education for employees to understand and adopt new changes. Insufficient training can lead to resistance to change or difficulty in utilizing new tools and adopting new processes effectively.

- **Time Overruns**

- This refers to delays in the change process beyond the scheduled timelines, resulting in delayed realization of expected benefits. Time overruns may occur due to rescheduling of plans, unforeseen complexities during implementation, or other unexpected challenges. (Sev Joseph Teryima, Utor Victor, & Kwanum Isaac, 2014)



Chapitre 02
Research design

Chapter 2:

Empirical research

Case study of high ranked Algerian universities .

Methodology Design:

Interpretive Approach:

In the applied aspect of the study, the researcher relied on the interpretive approach, which is used to understand complex phenomena through qualitative data analysis. This approach involves collecting information through interviews and content analysis to interpret how different leadership styles impact the implementation of change programs. It focuses on understanding individual experiences and the surrounding contexts, providing a deep and comprehensive explanation of phenomena rather than superficial descriptions.

In the given research on "The Impact of Successful Leadership Styles on the Success of Change Programs," the researcher adopts an interpretivist approach to understand the behaviors and actions associated with successful leadership. This philosophy aims to provide a clear and nuanced explanation of the factors and motivators that contribute to the effectiveness of leadership in driving successful change initiatives.

Research methodology:

Research design :

This study aims to explore the impact of successful leadership styles on the success of change programs by analyzing how different leadership styles interact with change processes and the associated outcomes. The study will employ a qualitative methodology that includes interviews with leaders, program managers, and participants, to provide in-depth insights into how leadership influences the achievement of success in change environments then analyze these interviews through content analysis.

The study seeks to offer practical recommendations for organizations on how to select and implement leadership styles that contribute to the success of change programs, thereby enhancing their ability to adapt and achieve strategic goals.

Sampling definition:

Interviews are a valuable tool in the practical part of the thesis, as they provide detailed qualitative data that contributes to a deeper understanding of the research topic. Therefore, interviews were conducted with the Director of Skikda University on August 20, 1955, as well as with the Dean of Technology, the Dean of Economics and Management Sciences, the Dean of the Faculty of Arts and Languages, and the Director of the Institute of Science and Technology.

Criteria for Selecting Leaders:

- Leaders with extensive experience in leadership roles.
- Diverse backgrounds to provide different perspectives.
- Documented record of successfully managing change programs.
- Leaders employing various leadership styles.
- Employees at high-ranking universities

Study tools :

In this context, qualitative tools such as in-depth interviews, focus groups, field observations, and content analysis are considered effective for testing hypotheses. These tools assist researchers in gaining rich insights and a deep understanding of contexts and personal experiences that may not be apparent through quantitative data alone.

The researcher used semi-structured interviews, which typically last between 30 to 60 minutes. This duration provides enough time to delve into topics in detail without being excessively long, making it suitable for subjects that require more detailed analysis but do not necessitate an in-depth exploration.

Data collection:

Data analysis tools :

From the thesis title, it is evident that the main objective of the research is to understand the successful leadership styles used by leaders to achieve desired goals and effect change, which will be addressed in the practical aspect of the thesis.

The study outlines how data is collected and processed with a focus on content analysis. It follows three main steps as follows:

Step 1: Establish specific criteria for selecting leaders for the interviews. One of the criteria set was to choose high-ranking universities, including Skikda University, where the field study was conducted. This was done to understand the leadership styles implemented by the university's rector and the deans that led to successful change within the institution.

Step 2: Select the deans for interviews and then prepare the interview guide, which includes a list of topics to be covered. This guide comprises 5 direct questions and 8 closed-ended questions to clearly address the research hypotheses and questions.

Step 3: The data obtained from the interviews is processed through content analysis conducted by the researcher, followed by drawing conclusions

Content Analysis:

Content analysis is a research methodology used to understand and analyze information found in texts or media. It can involve analyzing written texts, audiovisual materials, or even digital data. The main goal of content analysis is to extract patterns, meanings, and underlying concepts from the given content.

Types of Content Analysis:

1. Quantitative Analysis:

- Focuses on measuring the frequency of certain topics, phrases, or types of content. For example, counting the number of times a product name appears in a series of advertisements.

2. Qualitative Analysis:

- Aims to understand the context, meanings, and patterns present in the content. It involves analyzing how information is presented, the implications, narrative styles, and the use of symbols.

3. Mixed-Methods Analysis:

- Combines both quantitative and qualitative approaches to provide a more comprehensive understanding of the content. For example, quantitative analysis might identify the frequency of a topic, while qualitative analysis could explore how this topic is discussed and its context.

Steps in Content Analysis:

1. Define the Purpose:

- Determine what you want to learn or understand from the content analysis.

2. Select the Content:

- Identify the texts or media to be analyzed. This can include articles, reports, interviews, or social media content.

3. Develop Analysis Tools:

- Define the categories and concepts you will use for analysis. This might involve creating a list of key terms, themes, or questions to guide the analysis.

4. Collect Data:

- Conduct the actual analysis. In quantitative analysis, this might involve counting occurrences and patterns. In qualitative analysis, it involves reading texts and examining contexts.

5. Analyze the Results:

- Interpret the data collected. Quantitative analysis might involve calculating frequencies and percentages, while qualitative analysis focuses on identifying deeper patterns and meanings.

6. Report Findings:

- Summarize the results and provide a detailed report that includes conclusions and recommendations based on the content analysis.

High-Ranking Universities in Algeria

Universities with high rankings play a crucial role in the global educational and research landscape. They are evaluated based on various criteria that reflect the quality of education and research, such as institutional reputation, teaching quality, research capability, and infrastructure.

Importance of High-Ranking Universities:

1. Quality of Education and Research: High-ranking universities are known for their excellent teaching and academic standards, as well as their strong research output and scholarly publications.

Students often choose these institutions for their renowned educational quality and research opportunities.

2. **Employment Opportunities:** Degrees from high-ranking universities are often valued more in the job market, which can enhance graduates' employment prospects.

3. **Funding and Collaboration:** These universities are typically better positioned to attract research funding and collaborate with international academic institutions and companies.

4. **Global Influence:** High-ranking universities contribute significantly to a country's international reputation by promoting knowledge dissemination and cultural exchange through student exchange programs and international research collaborations.

Ranking Criteria:

Ranking universities usually involves the following criteria:

1. **Academic Reputation:** Evaluates the quality of teaching and research as perceived by academics within the same field.

2. **Employer Reputation:** Assesses the performance of graduates as judged by employers.

3. **Student-to-Faculty Ratio:** This ratio is an indicator of the quality of individual attention students receive.

4. **Research Output:** Measures the quantity and quality of research published and its academic impact.

5. **International Outlook:** Assesses the level of collaboration with international academic institutions and companies.

6. **Funding and Resources:** Considers the financial resources, facilities, and infrastructure available to the university.

In the realm of academic research on leadership within educational institutions, studying the different leadership styles employed by academic leaders—such as deans and directors—is crucial for understanding their impact on administrative effectiveness and strategic goal achievement. In this context, my thesis focuses on the practical aspect of this inquiry through a field study centered on the leadership styles utilized by deans and directors at the University of Skikda.

Academic leadership plays a vital role in guiding and developing educational institutions, directly influencing educational quality, work environment, and the attainment of academic and administrative goals. To understand the effectiveness of leadership within universities, it is essential to analyze various leadership styles and assess their impact on institutional performance and relationships among leaders, faculty members, and students.

This study aims to investigate the leadership styles adopted by deans and directors at the University of Skikda, including directive, participative, motivational, and achievement-oriented approaches. By collecting data through surveys and interviews with the involved individuals, the study seeks to provide clear insights into how these styles are applied in daily practices and their effects on the academic work environment.

The findings of this research will contribute to a deeper understanding of the effectiveness of different leadership styles and offer recommendations for enhancing leadership practices at the university. Additionally, the results will aid in improving communication and interaction between leaders, faculty members, and students, ultimately contributing to the achievement of the university's goals and overall performance enhancement.

In a short period of time, the University of August 20, 1955 managed to join the ranks of major Algerian universities due to the efforts made by the pedagogical and administrative teams, as well as the research laboratories dedicated to advancing scientific research and ensuring the quality of higher education.

Today, Skikda University utilizes the facilities of the former School of Agriculture for pedagogical purposes, including both the Department of Agricultural Sciences and the Department of Life and Natural Sciences. An institute for science and technology has been established in partnership with a technological institute in France, and the program has been developed based on the needs of the economic partner, incorporating standards similar to those applied in French institutes.

Here is the table in English representing some of the top-ranked Algerian universities, including Skikda University:

University	THE World Ranking
University of Sidi Bel Abbès	First Place (second in the Maghreb region)
Ferhat Abbas University of Setif 1	Second Place
20 August 1955 University of Skikda	Second Place
University of Khemis Miliana	Third Place
University of Mascara	Third Place
University of Medea	Third Place
University of M'sila	Third Place

University of Ouargla Third Place

University of Tamanrasset Third Place

University of Tizi Ouzou Third Place

University of Blida 1 Third Place

University of Constantine 1 Third Place

University of Jijel Third Place

University of Laghouat Third Place

University of Mostaganem Third Place

University of Naama Third Place

University of Oran 1 Ahmed Ben Bella Third Place

University of Oran 2 Mohamed Ben Ahmed

University of Batna 2 Third Place

University of Skikda 1 Third Place

University of Bouira Third Place

University of Boumerdes Third Place

University of Sidi Bel Abbès Third Place

University of El Oued Third Place

University of El Tarf Third Place

University of El Hadaiek Third Place

University of Tlemcen Third Place

Source: <http://webtest.univ-skikda.dz/>

Regarding the ranking, the results have shown the presence of prominent Algerian universities in the list, which enhances the reputation of higher education in Algeria and places it on the global university map. It is noteworthy that the University of Sidi Bel Abbès achieved the first place in the Maghreb region, which is a commendable achievement.

Additionally, the entry of 23 Algerian universities into the ranking for the first time this year,

compared to only 13 universities last year, indicates a significant improvement in the level of higher education in Algeria. It reflects the efforts made by educational institutions to enhance their performance and strengthen their position both nationally and internationally.



Data Analysis:

Data Analysis:

Analysis of Interviews with Deans:

Interviews with deans provide crucial insights into the inner workings of academic institutions and the role of leadership in shaping their strategies and goals. Deans serve as pivotal figures in university administration, addressing a wide array of challenges and opportunities that directly impact the quality of education, research, and student life.

This analysis aims to explore how deans address specific issues related to leadership and strategic planning, resource management, and academic program development. By examining interviews with deans from a range of educational institutions, we seek to highlight common trends and differences in the strategies and policies they employ.

The report will delve into how deans navigate current challenges such as economic fluctuations, technological advancements, and student diversity, and how they achieve academic and research objectives within their diverse environments. Additionally, we will explore their approaches to fostering interdepartmental collaboration and enhancing institutional culture.

Climate Interviews with University Deans:

The interviews were conducted with the deans of Skikda 20 August 1955 University, and the methodological steps followed to obtain the necessary data and information for the study will be explained

the table of climate the interviews:

through the following table , the atmosphere of the semi-directed interview will be clarified , which was conducted with the study sample.

Table : the climate of the interviews

The Dean :	Date and duration of the interview and method of registration.	Circumstances of the interview	the important objectives
<p>Dean of the Faculty of Economic Sciences, Business, and Management Sciences</p> <p>Dr. Bilal Kimouche:</p> <p>In April 2014, he assumed the position of a generalist role until October 2019. Since then, he has been serving as the Dean of the Faculty of Economic Sciences, Business, and Management Sciences at Skikda University.</p>	<p>Interview date : 09/06/2024 at 10:30 am</p> <p>Interview location :Dean's Office</p> <p>Interview duration : 47minutes</p> <p>Registration :an audio recording of the answers directly after the entrepreneur's permission</p>	<p>-Thank you to the dean for accepting the interview</p> <p>-Provide a brief explanation of the title of the study and the purpose of the interview</p> <p>-The interaction with the subject was excellent, which helped in obtaining a lot of important information</p>	<p>-Identifying successful leadership styles</p> <p>-The impact of different leadership styles on the success of change programs</p> <p>-Factors contributing to the effectiveness of leadership styles</p>
<p>Dean of the Faculty of Arts and Languages</p> <p>Professor Othmane Rouag</p> <p>A graduate of the</p>	<p>Interview date : 11/06/2024 at 11:10 am</p> <p>Interview location :Dean's Office</p> <p>Interview duration :</p>	<p>-Thank you to the dean for accepting the interview</p> <p>-Provide a brief explanation of the title of the study and the purpose of the</p>	<p>-Identifying successful leadership styles</p> <p>-The impact of different leadership styles on the success</p>

Data Analysis:

<p>University of Annaba, he began teaching at the University of Skikda in 2002. He then served as the head of the scientific committee of the department, followed by the pedagogical vice-dean, and was promoted to Dean of the Faculty of Arts and Languages in 2019, a position he still holds today.</p>	<p>27minutes</p> <p>Registration :an audio recording of the answers directly after the entrepreneur’s permission</p>	<p>interview</p> <p>-The interaction with the subject was excellent, which helped in obtaining a lot of important information</p>	<p>of change programs</p> <p>-Factors contributing to the effectiveness of leadership styles</p>
<p>Dean of the Faculty of Technology</p> <p>Nesrine Amouche</p> <p>PhD in Process</p> <p>Engineering joined the University of Skikda in 2003. She served as Head of the Basic Sciences Department from 2005 to 2009, Head of the Technology Sciences Department</p>	<p>Interview date :</p> <p>11/06/2024 at 14:10 pm</p> <p>Interview location :Dean's Office</p> <p>Interview duration : 33minutes</p> <p>Registration :an audio recording of the answers directly after the entrepreneur’s</p>	<p>-Thank you to the dean for accepting the interview</p> <p>-Provide a brief explanation of the title of the study and the purpose of the interview</p> <p>-The interaction with the subject was excellent, which helped in obtaining a lot of important</p>	<p>-Identifying successful leadership styles</p> <p>-The impact of different leadership styles on the success of change programs</p> <p>-Factors contributing to the effectiveness of leadership styles</p>

Data Analysis:

<p>from 2009 to 2017, and has been Dean of the Faculty of Technology since then.</p>	<p>permission</p>	<p>information</p>	
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Director:	Date and duration of the interview and method of registration	Circumstances of the interview	the important objectives
<p>Director of University of Skikda, August 20, 1955</p> <p>Toufik boufendi</p> <p>Assumed the position of President of Skikda University on October 10, 2021.</p>	<p>Interview date : 12/06/2024 at 10:00 am</p> <p>Interview location :Director's Office</p> <p>Interview duration : 26minutes</p> <p>Registration :an audio recording of the answers directly after the entrepreneur's permission</p>	<p>Thank you to the director for accepting the interview</p> <p>-Provide a brief explanation of the title of the study and the purpose of the interview</p> <p>-The interaction with the subject was excellent, which helped in obtaining a lot of important information</p>	<p>-Identifying successful leadership styles</p> <p>-The impact of different leadership styles on the success of change programs</p> <p>-Factors contributing to the effectiveness of leadership styles</p>
<p>Director of the Institute of Sciences and Technology, University of Skikda</p>	<p>Interview date : 12/06/2024 at 13:00 pm</p>	<p>Thank you to the director for accepting the interview</p> <p>-Provide a brief</p>	<p>-Identifying successful leadership styles</p> <p>-The impact of</p>

Data Analysis:

<p>Youssef Znair</p> <p>Specialized in Industrial Mechanics, obtained a PhD from the University of Lyon in France, and received his university accreditation in 2013 from the University of Skikda. A professor at the University of Skikda since 2009, he began his career there, served as Head of the Postgraduate Department, Head of the Scientific Committee for Petro chemistry and Process Engineering, then as Vice-Dean of Technology responsible for pedagogy, and was appointed Director of the Institute of Applied Sciences and Technology on August 17, 2022.</p>	<p>Interview location :Director's Office</p> <p>Interview duration : 1hour and 5minutes</p> <p>Registration :an audio recording of the answers directly after the entrepreneur's permission</p>	<p>explanation of the title of the study and the purpose of the interview</p> <p>-The interaction with the subject was excellent, which helped in obtaining a lot of important information</p>	<p>different leadership styles on the success of change programs</p> <p>-Factors contributing to the effectiveness of leadership styles</p>
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The traditional analysis of the study sample interviews:

After conducting the interviews with the study sample, the data will be analyzed to highlight the key points confirmed by the deans in the summary, in relation to the study dimensions. This analysis aims to understand the trends and opinions of the deans regarding each dimension, providing a preliminary insight into the interview climate.

Successful leadership styles:

Successful leadership styles are considered essential in facing challenges and achieving competitive advantage. Therefore, it is important to understand how these styles impact organizational performance and how to choose the most suitable one according to the organization's environmental requirements and its current stage.

After conducting the field study with the sample, some successful leadership styles adopted by the deans during their careers were identified, as detailed in the following table.

Table 1: specific leadership styles

	Dean of the Faculty of Economic Sciences, Business, and Management Sciences	Dean of the Faculty of Arts and Languages	Dean of the Faculty of Technology	Director of University	Director of the Institute of Sciences and Technology
specific leadership styles	ethical leadership	Transformational leadership	Servant Leadership	Transformational leadership.	Communication

Leadership Styles Used:

Leadership involves the ability to guide and motivate others to achieve common goals, providing the inspiration and support necessary for optimal performance. Different leadership styles play a significant role in determining how teams are managed and decisions are made, which directly

impacts the work environment, morale, and productivity. By understanding various leadership styles, leaders can enhance their approaches and adapt their strategies to meet their teams' needs and achieve effective and sustainable results. Through the study conducted on the sample, we will analyze the leadership styles employed by the deans throughout their professional careers.

Table: Leadership Styles Used:

After conducting the interview with the study sample and asking closed-ended questions to determine the leadership styles followed, their responses were either 'yes' or 'no,' with their explanations provided as shown in the following table.

Table 2: leadership styles

leadership styles	Dean of the Faculty of Economic Sciences, Business, and Management Sciences	Dean of the Faculty of Arts and Languages	Dean of the Faculty of Technology	Director of University	Director of the Institute of Sciences and Technology
democratic leadership	Yes, I used it in the group affected by the decision made.	Yes , in all cases and decisions.	Yes I used it in various situations.	Yes, I used it, in a rational manner, with all the employees.	Yes, I cannot make a decision without consulting all employees in the department and listening to their opinions.
autocratic leadership	Yes, when making a quick decision, such as during	no	no	No	No

Data Analysis:

	conflicts or disagreements among the team.				
resonant leadership	Yes , in situations where there was no consensus among the team and no one was willing to compromise, I tried to bring opinions closer and achieve balance within the team	Yes, in resolving conflicts, aiming to address the human aspect of the employee.es	Yes, especially among staff, in resolving problems and disputes, and addressing student complaints about professors.	No	No
digital leadership	Yes , in communicating with the team, handling pedagogical processes and complaints, and gathering employees' opinions on decisions by sending out emails	Yes , among heads and subordinates , especially in my absence.	Yes , we used some applications for discussions since the past.	Yes , but not in decision-makin g	Yes , I use email and Facebook extensively, especially for communicating with staff. I was also the first person to use electronic (digital) signatures at the university, which has been

Data Analysis:

	(consultations)				very helpful.
cross-cultural leadership	No	no	no	Yes , in different directions.	No
paternalistic leadership	Yes , when there was a lack of full responsibility among various actors, especially students.	Yes	Yes , in resolving student issues and addressing the personal circumstances of staff members	Yes , in cases of guidance and mentoring.	Yes , sometimes in cases involving personal circumstances of employees.
complexity leadership	No	Yes as I always open the door for discussion and dialogue with all employees. Sometimes, a simple employee might have a successful idea that I might not have considered	no	Yes	Yes , by informing all employees and giving them the right to propose ideas for decision-making .

Data Analysis:

coaching leadership	Yes , by moving to the employees when a new task appeared and guiding them on how to implement and complete that task.	Yes , when employees are apprehensive about new tasks, we assign experienced staff to guide and plan the work for them.	Yes , in training employees.	Yes , to facilitate something within the organization.	Yes , through monitoring and guiding employees, especially newcomers.
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Table 3: Factors contributing to the effectiveness of leadership styles

	Dean of the Faculty of Economic Sciences, Business, and Management Sciences	Dean of the Faculty of Arts and Languages	Director of University	Director of the Institute of Sciences and Technology
Factors contributing to the effectiveness of leadership styles	Dean: Initially, I aimed to gradually refresh the faculty staff without forcing any terminations or applying pressure,	Dean: - Opening dialogue with all partners. - Communicating with all segments	Director: "One hand cannot clap." A person alone cannot reach their goals; it requires everyone's	Director: - Respecting deadlines for completing tasks. - Ensuring work quality.

<p>while retaining those officials who have valuable experience.</p> <p>2. Improving relationships with students, student representatives, and faculty representatives (including social partners, employee unions, and faculty unions).</p> <p>3. Addressing staff concerns by reducing pressure related to working hours (such as entry and exit times).</p> <p>4. Establishing a new laboratory within the faculty (a laboratory for financing startups in the context of a knowledge economy).</p> <p>5. Establishing a</p>	<p>of the university community.</p> <p>- Encouraging initiative; even the simplest employee might provide insights that could help achieve a goal</p>	<p>efforts. This is the fundamental and successful approach I have followed. Since the beginning of my career, I have relied on a consultative approach, involving everyone in decision-making , giving each team member the opportunity to share their opinions, and ultimately reaching a collective consensus.</p> <p>I also consult with the student organization and involve them in the decision-making process. This means working with the principle that if you have an idea</p>	<p>- Maintaining good communication and ongoing interaction with department heads.</p>
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<p>new journal</p> <p>6. Enhancing student life within the faculty by improving classrooms, acquiring new, suitable whiteboards, improving heating conditions, and upgrading restrooms.</p> <p>7. Focusing on digitalization by improving departmental pages and making them a tool for communication.</p> <p>8. Implementing instruction in English</p>		<p>or information, share it within the team.</p>	
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Data analysis and results:

Analysis of field study interviews and testing of study proposals:

After conducting interviews with the mentioned university deans and organizing and storing the information in files, the data will be processed using content analysis. This approach will yield results based on a qualitative methodology.

Data Analysis:

Styles	Repetition	Percentage
democratic leadership	5	18.51
autocratic leadership	1	3.70
resonant leadership	3	11.11
digital leadership	5	18.51
cross-cultural leadership	1	3.70
paternalistic leadership	5	18.51
complexity leadership	2	7.40
coaching leadership	5	18.51

Analysis of Leadership Styles Used by University Deans:

1. Most Common Leadership Styles (18.51%):

- Democratic Leadership
- Digital Leadership
- Paternalistic Leadership
- Coaching Leadership

- **Frequency:** Each of these styles appears 5 times, indicating that they are the most frequently used among the university deans.

Implications: The prevalence of these styles suggests a preference for approaches that promote participation in decision-making (Democratic), leverage technology and innovation (Digital), provide personal guidance and support (Paternalistic), and focus on individual development (Coaching). These styles may be favored for their ability to meet diverse needs, such as enhancing performance and fostering positive interactions with staff and students.

2. Moderately Common Leadership Style (11.11%):

- Resonant Leadership

- **Frequency:** This style appears 3 times, indicating it is significant but less predominant.

- **Implications :** Resonant Leadership focuses on creating a positive and emotionally engaging work environment. While it is important for boosting morale and communication, it is not the most prevalent style among the deans.

3. Least Common Leadership Styles (3.70%):

- Autocratic Leadership

- Cross-Cultural Leadership

- **Frequency:** Each of these styles appears only once, making them the least used.

- **Implications:** Autocratic Leadership, which involves a more controlling and unilateral decision-making approach, might be less preferred in an academic setting where collaboration and shared decision-making are often valued. Cross-Cultural Leadership, while important for dealing with diversity, is not as frequently employed, which could suggest it is less emphasized in the current context.

4. Other Notable Style:

- Complexity Leadership

- **Frequency:** This style appears 2 times, indicating limited use.

- **Implications:** Complexity Leadership, which deals with managing complex and unpredictable environments, might be relevant in specific situations or phases of the university's development but is not the predominant style.

Key Insights:

1. Preference for Participatory and Developmental Styles:

- Deans tend to favor leadership styles that encourage participation, personal development, and

technological advancement, such as Democratic, Coaching, Digital, and Paternalistic Leadership. This reflects a value placed on inclusivity, skill development, and modern approaches.

2. Emphasis on Positive Work Environment:

- Resonant Leadership's presence suggests that creating a supportive and engaging environment is also important, though it is not the primary focus.

3. Less Emphasis on Certain Styles:

- Styles like Autocratic and Cross-Cultural Leadership are less prevalent, indicating they may be less aligned with the current leadership culture or priorities within the university.

4. Context-Specific Use:

- Complexity Leadership, while not widely used, could be important in specific scenarios or challenges, highlighting a need for adaptability in leadership approaches.

In summary, university deans show a clear preference for leadership styles that foster collaboration, personal growth, and technological integration, with less emphasis on more controlling or diversity-focused approaches. This distribution of styles highlights a leadership culture that values inclusivity, innovation, and supportive environments.

Based on the provided table and previous tables, we can explore the different leadership styles adopted by various academic and administrative leaders in the institution. This examination will help us understand the distribution of leadership styles and their potential effects on organizational dynamics and performance.

As for the first and second tables, their analysis was as follows:

Analysis of the data from Table1:

The analysis shows that different leaders employ a variety of leadership styles that align with their roles and objectives. Through the table, we observe that each leader chooses a leadership style that fits the needs and circumstances of their institution:

- **Ethical Leadership:** Used to uphold high moral standards and ensure integrity in decision-making. This style reflects the leader's commitment to ethical values and principles, as seen in the role of the Dean of the Faculty of Economic Sciences, Business, and Management Sciences.

- **Transformational Leadership** :Aims to inspire and motivate individuals to achieve change and growth. Leaders who adopt this style seek to drive innovation and development by presenting a clear vision for change, as demonstrated by the Dean of the Faculty of Arts and Languages and the Director of the University.

- **Servant Leadership**: Focuses on serving and empowering team members, enhancing their personal development and growth. This style reflects the leader’s concern for the well-being and needs of their team, as evidenced by the Dean of the Faculty of Technology.

- **Effective Communication**: Considered essential for success in roles requiring intensive interaction with various stakeholders. Leaders who emphasize this style enhance collaboration and coordination within the institution, as seen in the role of the Director of the Institute of Sciences and Technology.

Each style reflects the leader’s approach to managing and influencing their respective areas, highlighting the importance of selecting the appropriate leadership style based on the goals and specific circumstances of each institution.

Analysis of the data from Table 3: Factors contributing to the effectiveness of leadership styles

The table will present the factors contributing to the effectiveness of leadership styles according to the different roles of academic leaders. We observe that the Dean of the Faculty of Economic Sciences adopted contributing factors such as gradual staff renewal, improving relationships with students and staff unions, and reducing pressure related to working hours. These measures help enhance employee satisfaction and overall performance.

In contrast, the Dean of the Faculty of Arts and Languages focused on encouraging initiatives and creativity, as well as opening channels of dialogue and communication. This indicates the importance of interacting with all relevant parties within the faculty to achieve understanding and effective collaboration.

As for the Director of the University and the Director of the Institute, they focused on a consultative approach and maintaining good communication with subordinates. This approach contributes to involving all parties in the decision-making process, coordinating effectively, and achieving institutional goals.

Thus, we notice that each leader adopts different strategies based on their role and the institution's requirements. Each leadership style reflects a commitment to specific dimensions of success.

Based on the analysis of leadership styles used by university deans, here are some recommendations that a researcher might offer to enhance leadership effectiveness and address observed patterns:

Study's Practical Summary :

After completing the theoretical framework of the study, the focus shifted to the practical side, as detailed in the second chapter. This chapter elaborates on the methodological framework of the study, including the specifics of the sample, and the tools used for data collection and analysis. These tools encompassed traditional interview analysis and content analysis.

The field study involved a selection of academic and administrative leaders, including the Dean of the Faculty of Economic Sciences and Business Administration, the Dean of the Faculty of Arts and Languages, the Dean of the Faculty of Technology, the Director of the University, and the Director of the Institute of Sciences and Technology.

These leaders were carefully chosen to provide comprehensive insights into how different leadership styles impact change programs within educational institutions. Their diverse backgrounds and roles offered valuable perspectives for evaluating the dimensions of the study and addressing the research questions effectively.

Data was collected through interviews and analyzed using content analysis. This approach allowed for a thorough examination of the participants' views and orientations regarding the study's dimensions, providing a detailed and evidence-based analysis to guide practical recommendations for enhancing leadership strategies and managing change in educational settings.

Discussion and conclusion

Conclusion:

This thesis addresses the study of the impact of leadership styles on the success of strategic change programs. The study relies on interviews with university deans involved in leadership and change. The sample was specifically chosen from high-ranking universities that have undergone significant changes in recent years to identify which leadership styles are considered successful in implementing change programs, as well as their impact on the success of these programs and the factors contributing to the effectiveness of leadership styles during the implementation of change programs. In general, the most important findings will be presented and discussed.

Discussion of the results:

The research problem centers on the impact of leadership styles on the success of strategic change programs. It is divided into three sub-questions. The first question addresses which leadership styles are considered successful and their effect on implementing change programs. The second question explores how different leadership styles influence the success of these change programs. The final question investigates the factors that contribute to the effectiveness of leadership styles during the implementation of change programs.

The study is exploratory and has three main hypotheses. The first hypothesis answers the first sub-question: Do the leadership styles considered successful have an impact on implementing change programs? The second hypothesis addresses the second sub-question: Do different leadership styles affect the implementation of change programs? The final hypothesis responds to the third sub-question: Are there factors that contribute to the effectiveness of leadership styles during the implementation of change programs?

The field study is conducted through interviews with the deans of Skikda University, which is among the top-ranked universities. This is done to obtain information relevant to our study. Following the interviews, traditional analysis is performed, and then the information is analyzed using content analysis.

The first proposition:

Proposition 1. Successful leadership styles influence the implementation of change programs.

The field study conducted at the university with the deans indicates that the successful implementation of change programs may depend on aligning leadership styles with the specific needs and contexts within the university. For example, transformational and ethical leadership styles appear to be influential in different areas, suggesting that a strong ethical framework is crucial for implementing change programs in this faculty. This implies that ethical considerations are important.

Meanwhile, communication and servant leadership are also significant factors, indicating that prioritizing the needs of others and serving faculty members is important for overall change implementation. This is evident from the statement of the Dean of Technology: "I am here to serve any employee above all else." Thus, this supports the hypothesis that successful leadership styles have a significant impact on the implementation of change programs.

The second proposition:

Proposition 2 .Different leadership styles impact the implementation of change programs.

Through the study of the sample, it becomes clear that different leadership styles impact the success of change programs in various ways. Democratic, resonant, digital, complexity, and coaching leadership styles appear to have a more positive influence by fostering inclusion, resolving conflicts, facilitating communication, encouraging dialogue, and guiding staff. On the other hand, autocratic and cross-cultural leadership are used in more specific contexts, while paternalistic leadership supports personal and situational needs. Therefore, the hypothesis is supported as these leadership styles have distinct effects on the success of change programs.

The third proposition:

Preposition 3.The factors identified through the sample study significantly contribute to the effectiveness of leadership styles during the implementation of change programs, supporting the third hypothesis about the importance of these factors in successful leadership.

1. Factors Related to Staff Renewal and Enhancing Stakeholder Relationships:

- **Dean of the Faculty of Economic Sciences, Business, and Management Sciences:** The approach of gradually renewing the staff without pressuring terminations or dismissals, while retaining valuable experience, contributes to a stable academic environment. Improving relationships with students, student representatives, academic partners, and addressing staff concerns regarding working hours are key elements in successfully implementing change programs. Establishing new facilities and enhancing digitalization further supports the college’s adaptation to modern needs and the requirements of students and faculty.

2. Promoting Dialogue and Innovation:

- **Dean of the Faculty of Arts and Languages:** The emphasis on opening channels of dialogue with all partners and communicating with all segments of the university community highlights the importance of fostering an inclusive environment. Encouraging initiative from all employees, regardless of their position, facilitates the collection of diverse ideas and innovations. This approach helps build a collaborative work environment that supports the effective implementation of change.

3. Consultative Approach and Collective Decision-Making:

- **Director of University:** The focus on collective effort and a consultative approach to decision-making underscores the value of involving all stakeholders. The principle of “one hand

cannot clap” signifies the importance of teamwork and collective input in achieving goals. By including student organizations and encouraging the sharing of ideas, this approach enhances the effectiveness of change programs through broad-based participation and consensus-building.

4. Meeting Deadlines and Ensuring Quality:

- **Director of the Institute of Sciences and Technology:** The emphasis on respecting deadlines, ensuring work quality, and maintaining good communication with department heads is critical. These factors contribute to the successful implementation of change programs by ensuring that tasks are managed efficiently and that quality is consistently maintained.

Recommendations:

1. Promote and Support Participatory Leadership:

- **Encourage Democratic Leadership:** Given its prevalence, fostering a democratic approach can enhance collaboration and engagement among faculty and staff. Encourage deans to actively involve their teams in decision-making processes, which can lead to more inclusive and effective outcomes.

- **Training and Workshops:** Offer training sessions or workshops focused on collaborative decision-making and shared leadership practices. This can help further develop democratic leadership skills among deans and their teams.

2. Leverage Technology and Innovation:

- **Enhance Digital Leadership:** With digital leadership being a common style, continue to support the integration of new technologies and digital tools within the university. Promote digital literacy and innovation to keep pace with educational advancements and administrative efficiencies.

- **Invest in Technology:** Ensure that the necessary technological resources and support systems are in place to facilitate effective digital leadership. Provide ongoing training for staff to maximize the benefits of digital tools.

3. Encourage Developmental and Supportive Approaches:

- **Advance Coaching and Paternalistic Leadership:** Given their importance, emphasize the role of coaching and paternalistic approaches in leadership development. These styles are effective in mentoring and supporting individual growth.

- **Mentorship Programs:** Establish mentorship and coaching programs where experienced leaders guide and support newer faculty and staff. This can help in developing their skills and improving their professional growth.

4. Address Less Common Leadership Styles:

- **Evaluate Autocratic Leadership:** Given its low prevalence, evaluate the context in which autocratic leadership might still be needed. While it is less favored, there might be scenarios where a more directive approach is necessary. Provide training on when and how to use this style effectively without compromising the collaborative culture.

- **Explore Cross-Cultural Leadership:** With its minimal use, consider developing initiatives to increase awareness and competency in cross-cultural leadership. This could include training on diversity, equity, and inclusion to better address the needs of a diverse student and faculty population.

5. Adapt to Complex Environments:

- **Support Complexity Leadership:** Although less frequently used, complexity leadership is essential in managing unpredictable and complex situations. Offer professional development that focuses on adaptive and flexible leadership strategies.

- **Scenario Planning:** Implement scenario planning exercises to prepare leaders for complex and rapidly changing environments. This can enhance their ability to navigate and manage uncertainty effectively.

6. Foster a Positive Work Environment:

- **Build on Resonant Leadership:** Encourage practices that create a supportive and positive work environment. This can include regular feedback, recognition programs, and efforts to improve morale and job satisfaction.

- **Create Support Networks:** Develop support networks and forums for deans to share best practices and strategies for creating an engaging and emotionally supportive workplace.

Implementation Strategies:

- **Regular Training and Development:** Implement a continuous professional development program that includes training on various leadership styles and their applications.

- **Feedback Mechanisms:** Establish mechanisms for regular feedback from faculty, staff, and students to assess the effectiveness of different leadership styles and make necessary adjustments.
- **Leadership Assessment:** Conduct regular assessments of leadership practices to identify areas for improvement and ensure alignment with the university's goals and values.

By following these recommendations, university deans can enhance their leadership effectiveness, adapt to diverse needs, and contribute to a positive and innovative academic environment.

Additional Recommendations:

Based on the specific leadership styles identified by the researcher among the deans during their tenure,

1. Enhance Adoption of Effective Leadership Styles:

- **Ethical Leadership:** Since the Dean of the Faculty of Economic Sciences, Business, and Management Sciences employs ethical leadership, encourage other deans to integrate ethical practices into their leadership approaches. Ethical leadership helps build trust and integrity within the institution.

- **Transformational Leadership:** Observed with the Deans of the Faculty of Arts and Languages and the Director of the University, this style is effective in inspiring and motivating staff and students. Promote practices focused on vision, innovation, and change management. Provide training to develop transformational leadership skills to drive growth and positive change.

2. Improve Leadership Training Programs:

- **Servant Leadership:** As demonstrated by the Dean of the Faculty of Technology, emphasize the principles of servant leadership that focus on serving and empowering others. Develop training programs that highlight how to effectively support and develop team members, fostering a collaborative and supportive environment.

- **Communication:** The Director of the Institute of Sciences and Technology highlights the importance of communication. Offer workshops and training to enhance communication skills, ensuring leaders can effectively share information, provide feedback, and engage with their teams.

3. Tailor Leadership Development to Specific Roles:

- **Role-Specific Development:** Recognize that different roles may benefit from different leadership styles. Customize leadership development programs to address the specific needs and challenges associated with each role. For instance, training for a university director might focus more on transformational leadership and strategic vision, while training for a faculty dean might emphasize ethical leadership and team development.

4. Foster a Culture of Continuous Improvement:

- **Leadership Feedback Mechanisms:** Implement feedback systems that allow leaders to receive constructive feedback on their leadership styles. This can help them adjust and refine their approaches based on real-world experiences and challenges.

- **Peer Learning and Sharing:** Create opportunities for leaders to share best practices and experiences with one another. Peer learning can provide valuable insights and promote a culture of continuous improvement.

5. Integrate Leadership Styles into Institutional Strategy:

- **Align Leadership Styles with Institutional Goals:** Ensure that the leadership styles practiced align with the overall strategic goals of the university. For example, if the institution focuses on innovation, transformational leadership should be emphasized. Regularly review and adjust leadership strategies to ensure they support institutional priorities.

By implementing these additional recommendations, the university can enhance its leaders' effectiveness, align leadership practices with institutional goals, and foster a supportive and innovative academic environment.

Summary:

In conclusion, this research highlights the significance of various leadership styles and their impact on the success of change programs at Skikda University. Through the field study involving interviews with deans and management, the findings reveal that democratic, resonant, digital, and directive leadership styles positively contribute to achieving change objectives by enhancing inclusivity, resolving conflicts, improving communication, and encouraging dialogue. In contrast, authoritarian and cross-cultural leadership styles were found to have limited applicability, while paternalistic leadership provided support in personal and contextual dimensions.

The study also emphasizes key factors that contribute to effective leadership, such as improving relationships among stakeholders, fostering innovation and initiatives, relying on a consultative approach, and ensuring quality work and adherence to deadlines. This thesis offers valuable insights into how tailored leadership strategies can lead to successful implementation of change programs, thereby enhancing academic performance and overcoming organizational challenges.

The results affirm that selecting appropriate leadership styles is crucial for successfully managing change, ultimately fostering adaptability and innovation within a dynamic educational environment.

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