

A Proposed Vision for Strategies to Develop Organizational Change Leadership Skills

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Abstract: This study aims to establish a theoretical foundation for organizational change and its leadership, while attempting to answer the question: What are the most effective strategies for developing organizational change leadership skills? And proposing a comprehensive model of effective strategies for developing leadership skills aimed at altering individuals' resistant responses to change. The study relied on an inductive approach by reviewing, extrapolating, and analyzing literature. The study concluded that learning emotional intelligence skills, communication skills, winning over opponents, and conflict management reduces opposition and resistance to change. Moreover, developing empowerment skills and the ability to respond immediately to emerging challenges contributes to the success of organizational change leadership.

Keywords: Leadership; Organizational Change; Strategy; Skills.

1. Introduction

Change is a universal law inherent to humanity, the cornerstone of their continued existence and growth, and a defining characteristic of the present era—marked by its intensity, rapid pace, profound impacts, and widespread scope. In recent years, the topic of change has become increasingly critical and urgent, often driven by pressures from complex and rapidly shifting external environments. Managing change demands intensive efforts to address resistance and steer its course. An examination of global business management trends in the current century reveals that diverse frameworks—under labels such as competitiveness management, crisis management, cultural adaptation management, Total Quality Management (TQM), digital management, reengineering management, and continuous learning management—all emphasize the imperative of change.

Change has become a genuine challenge and an urgent imperative for individuals, organizations, and nations alike, as they confront complex, intertwined, and rapidly evolving challenges—whether economic, political, legal, scientific, technological, cultural, artistic, social, or civilizational. Organizational change is directly shaped by the prevailing leadership style within an organization. Many disparities in innovation and development across organizations stem from differences in leadership approaches. A leader must embrace a risk-taking mindset toward change, foster innovative thinking, and instill a spirit of healthy

competition among subordinates. In essence, creative individuals emerge as the product of creative leadership.

Leadership is considered one of the most significant phenomena in the literature of behavioral sciences. Numerous scholars—including psychologists, sociologists, and management experts—emphasize the critical role leaders play in shaping the destiny of the groups they oversee.

A key reason for the growing focus on leadership is that experts across academic disciplines and professional fields have concluded that despite humanity's vast progress in various sciences, a shared problem persists: the decline in the quality of human interaction broadly, and in collective and leadership performance specifically. This decline manifests in the management of human relationships, as well as in individual and group performance across all spheres of human interaction—including families, communities, schools, universities, companies, and official institutions. These issues stem from a lack of understanding of leadership fundamentals and the optimal methods for its practice.

A large number of individuals ascend to leadership positions with only a vague grasp of what leadership entails and underdeveloped leadership skills. As organizations increasingly adopt organizational change to enhance operational efficiency, questions arise about the effectiveness of leaders' skills in managing such change. This leads to the following overarching research question:

1.1. Main Research Question

- What are the most effective strategies for developing organizational change leadership skills?

1.2. Sub-Questions

- How does developing emotional intelligence skills contribute to leading organizational change?
- How does developing empowerment skills contribute to leading organizational change?
- How does developing skills to win over opponents and manage conflict reduce resistance to change?
- How does developing effective communication skills contribute to leading organizational change?

1.3. General Hypothesis

Strategies for developing leadership skills are positively correlated with followers' ability to change their perceptions, behaviors, and responses.

1.4. Study Methodology

To address the research problem, answer the questions, and test the hypotheses, this study adopts a comprehensive inductive approach. This method involves identifying a specific phenomenon, observing it meticulously, and collecting data to derive generalizable relationships. It proceeds by analyzing individual components before extrapolating findings to broader generalizations.

1.5. Study Objectives

- Establish a theoretical foundation for organizational change;
- Define the nature of organizational change leadership;
- Propose a comprehensive model of effective strategies for developing organizational change leadership skill.

2. Conceptual Framework

2.1. The Nature of Organizational Change

Organizational change refers to the movement of an organization from its current state to a desired future state to improve its effectiveness

2.1.1. Definition of Organizational Change: Organizational change, as defined by Szilagyi and Wallace (1980) is a process aimed at enhancing organizational effectiveness by aligning individuals' needs for growth and development with organizational goals, utilizing knowledge and methods from the behavioral sciences. Moreover, Skibbins (1974) defines it as: a managerial approach to transforming an organization into a better state for its anticipated future development.

Bonen (1990) offers another definition: a change in the individual and collective operational methods of an organization's employees, their guidance, and interactions within the organization and with its external environment". It is also defined as: an educational strategy designed to alter beliefs, values, attitudes, and organizational structures, enabling the organization to adapt to technological, social, and economic changes (Al-Kaswani, 2016, p. 281).

Additionally, organizational change is described as a combination of the substance of the change process within a planned, structured, and phased framework ensured by change management.

The definitions above reflect that each researcher conceptualizes organizational change through their own lens, emphasizing specific focal points—behavioral, managerial, organizational, or technological. However, they universally agree on the core principle: change is a natural process to improve an organization's problem-solving capacity. This involves introducing developments to one or more elements that impact the organization's climate, with a focus on enhancing workgroup effectiveness. Change is typically facilitated by a change expert who persuades organizational members to adopt new ideas. It can be viewed as a series of phases transitioning the organization from its current state to a new state that aligns with evolving external environmental conditions.

2.1.2. Causes of Organizational Change: Organizational change is driven by internal and external forces. Internal factors emerge when change is needed to address observed deficiencies, modify management practices, improve production processes, or enhance quality standards. External factors, on the other hand, stem from pressures in the organization's environment. Failure to respond to these external forces risks diminishing the organization's role and eroding its strength, necessitating adaptation to survive (Muslim, 2010, p. 19)

The causes of organizational change are summarized in table 1

Table .1. Summary of Causes of Organizational Change

Internal Causes	External Causes
Desire to improve efficiency and organizational capacity	Technological advancements and the threat of product/service obsolescence
Changes in organizational structure	Political and economic shifts
Decline in employee morale	Social, cultural, and societal changes
Organizational growth and development	Changes in market conditions surrounding the organization
Increased ambitions and needs of employees	Enactment of new government laws and regulations
Changes in organizational goals	Shifts in consumer preferences and demands
Dissatisfaction with organizational performance	Increased pressure from organized interest groups
Need for retraining and skill development	Intensified market competition

Need to enhance cooperation and coordination	Rapid evolution of goods and services
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Source: Prepared by the authors based on Aboui (2007, p. 35)

2.1.3. Types of Organizational Change: There are several types of change, which can be summarized in table 2.

Table .2. Types of Change

Scope of Change	Partial Change	Comprehensive Change	
Depth of Change	Superficial	Radical	
Subject of Change	Physical modification of the product or service	Psychological or social (intangible)	
Speed and Intensity	Slow	Gradual	Rapid (Sudden)
Planning	Planned Change	Unplanned Change (Defensive, Spontaneous)	
Method of Change Implementation	Imposed		

Source: Prepared by the authors based on Arafa (2012) and Alayan (2015, p. 114)

The classification of organizational change presented in Table (2) provides a multidimensional framework for understanding the complexities inherent in change processes. Drawing on established typologies from organizational theory, this taxonomy categorizes change along six critical dimensions : scope, depth, subject, speed/intensity, planning, and implementation method. Such a framework is instrumental in guiding scholars and practitioners to systematically analyze the nature, trajectory, and implications of organizational change initiatives.

2.1.4. Levels of Organizational Change: Organizational change occurs at three distinct levels: individual, work groups/teams, and organizational (Abbas, 2018, p. 262):

A. Individual Level: Change at the individual level is critical because individuals are both the agents and subjects of change. It aims to align employees' goals, motivations, personalities, and capabilities with the organization's functions, objectives, technology, and procedures. Examples of individual-level changes that necessitate organizational adjustments include:

- Growing emphasis on wages and compensation;
- Lack of trust between subordinates and superiors ;
- Perceived inequity in treatment ;
- Mismatch between employee expectations and organizational offerings ;
- Discipline issues and laxity in adherence to rules ;
- Heightened career aspirations exceeding current role capacities ;
- Increased demand for participation in decision-making and access to information.

B. Group/Team Level: Work groups or teams (e.g., departments, committees, councils) mediate the interplay between individual expectations and organizational demands. Both parties rely on teams to fulfill these expectations. Examples of changes at this level include:

- Shifts in team composition over time ;
- Evolving group norms and values ;
- Fluctuations in team cohesion (strengthening or weakening) ;
- Intergroup conflicts or rivalries ;

- Changes in collective communication patterns.

C. Organizational Level: The organization represents the overarching entity comprising job structures, technology, suppliers, markets, and workflows. It is a framework of relationships, authority, communication, information flows, and administrative processes. Change at this level involves structural adjustments to maintain equilibrium among these components, such as:

- Job analysis and redesign ;
- Merging or establishing new departments ;
- Revising operational procedures and management systems ;
- Adapting to market dynamics or technological advancements.

2.1.5. Methods of Organizational Change: Organizational change methods are broadly categorized into two approaches: interpersonal relationship development and structural development.

A. Sensitivity Training: Sensitivity Training, also known as laboratory training or small-group training, is one of the oldest and most renowned organizational change methods. Pioneered by Kurt Lewin (1890-1947), this approach facilitates experiential learning through interaction rather than traditional information dissemination. It aims to build trust, enhance human relations skills, and help individuals understand their own behaviors and interpersonal dynamics.

Process: Participants from diverse organizations are selected and introduced without disclosing their job titles or affiliations. They live and interact intensively over two weeks, during which each trainee gains clarity on their personal shortcomings, creating opportunities for self-directed change (Deiri, 2011, p. 264).

B. Team Building: Team Building is integral to organizational change and development. It focuses on clarifying roles within groups, improving team performance, and enhancing the productivity of departments or units. This method emphasizes collaborative goal-setting, role negotiation, and fostering mutual accountability.

C. Intragroup Conflict Resolution: Conflict is an inherent aspect of organizational life, often arising from competing interests, power struggles, or attempts to dominate others. Unresolved conflict leads to:

- Feelings of defeat and dissatisfaction ;
- Distrust and suspicion ;
- High employee turnover ;
- Declining team morale and performance deterioration.

Conflict resolution strategies are essential to restore collaboration, rebuild trust, and realign team objectives.

2.2. The Nature of Change Leadership

Change leadership is the process of guiding individuals and organizations through significant transformations, focusing on inspiring, influencing, and uniting teams with a clear vision

2.2.1. Definition of Change Leadership: Change leadership is defined as the efforts of a change leader to elevate subordinates' capabilities for personal and professional growth while fostering the development of groups and the organization. It also involves re-examining visions related to individuals, their tasks, and roles, renewing their commitment, and restructuring systems and norms to achieve collective goals.

2.2.2. Traits and Skills of a Change Leader: The key characteristics and skills of an effective

change leader include (Alayan, 2015, p. 269):

- Goal-Oriented Sensitivity: Understanding societal challenges, recognizing managerial responsibilities at local, national, and global levels, and acknowledging the political, economic, and social forces influencing development;
- Innovative Capacity: Continuously seeking new opportunities to maximize outcomes with minimal resources, coupled with ambitious and creative ambition;
- Administrative Acumen: Grasping the fundamentals of management processes, identifying emerging needs, and creating a conducive environment for change;
- Cross-Functional Awareness: Understanding administrative aspects beyond one's specialization;
- Analytical and Interpersonal Skills: Diagnosing situational drivers and barriers to change, analyzing human relationships, behavioral motivations, and personality dynamics;
- Strategic Implementation: Designing, applying, and monitoring effective change strategies.

2.2.3. *Dimensions and Requirements of Change Leadership*: Successful change leadership necessitates (Doudine, 2012, p. 116):

- Developing a Shared Vision: Aligning stakeholders around a unified direction;
- Leader's Conviction: The leader's unwavering belief in the change process;
- Persuasion: Convincing employees of the change's necessity and benefits;
- Inclusive Participation: Engaging organizational members in the change process;
- Consensus Building: Establishing collective agreement on goals and priorities;
- Cultural Transformation: Cultivating shared values and norms through behaviors and practices that reinforce institutional systems;
- Role Modeling: Demonstrating behaviors that inspire employees to emulate the leader;
- Individual Consideration: Acknowledging and addressing diverse employee needs;
- Intellectual Stimulation: Challenging employees to rethink, refine, and improve their work;
- Structural Empowerment: Creating opportunities for employees to leverage their expertise and autonomy.

2.2.4. *Leadership Skills for Managing Resistance to Change*: Effective strategies to mitigate resistance include (Alayan, 2015, p. 338):

A. Effective Communication:

- Active listening, using appropriate language, and transparently sharing information about the change (e.g., its rationale, benefits, and timeline);
- Articulating a clear future vision.

B. Participatory Approach:

- Involving employees in selecting new work methods to achieve goals, fostering motivation and uncovering untapped strengths.

C. Change Team Development:

- Cultivating a dedicated team to shift organizational culture through experiential and theoretical learning.

D. Timing Management:

- Rapid Implementation: For limited-scope changes with minimal resistance or impact.
- Gradual Implementation: For complex changes requiring behavioral shifts or facing strong opposition.

3. A Proposed Model for Strategies to Develop Change Leadership Skills

A theoretical model has been constructed to explain the relationships between research variables, based on the study's theoretical framework and a review of relevant literature and prior research. This model aims to develop organizational change leadership skills.

The proposed model is illustrated in figure 1.

Figure .1. Strategies for Developing Change Leadership Skills



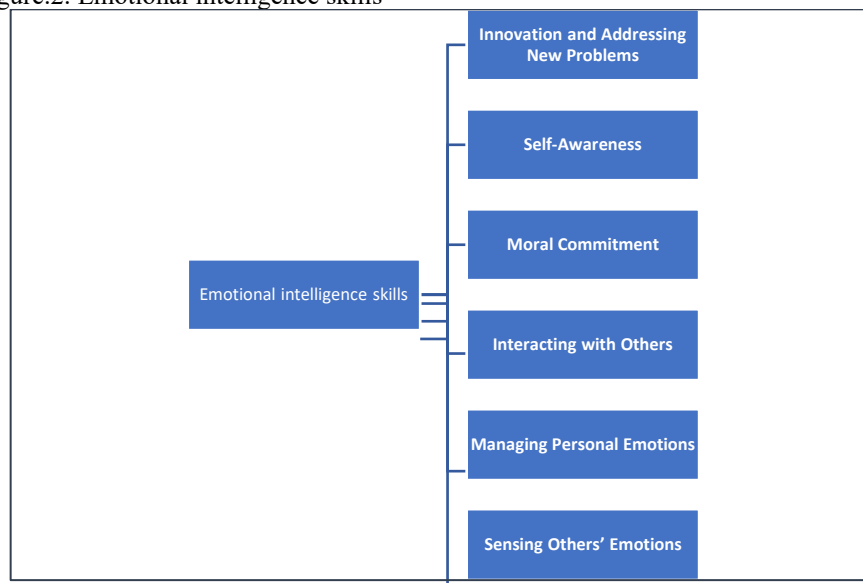
Source: Suggested by the authors

3.1. Strategy for Learning Emotional Intelligence Skills

Emotional intelligence is the application of intelligence to emotions—not ignoring or suppressing them, but rather understanding, handling, and managing them in a positive and creative manner. It also involves understanding others' emotions, appreciating them, and adapting to them with intelligence and flexibility. In essence, emotionally intelligent individuals can flexibly adapt to their own emotions and those of others.

Emotional intelligence skills include (Bendjamaa, 2010, p. 63):

Figure.2. Emotional intelligence skills



Source: Suggested by the authors

- **Managing Personal Emotions:** Individuals who can manage their emotions do not allow any situation to affect their mood. This enables them to regulate their emotions more effectively, reduces their likelihood of depression due to emotional challenges, and lowers their risk of psychosomatic disorders;

- **Sensing Others' Emotions:** The ability to perceive what others feel, analyze their emotions, and understand them through facial expressions, tone of voice, etc. Those skilled in this area excel in conflict management, leadership, and negotiation;

- **Interacting with Others:** The ability to build relationships, manage conflict, understand others' emotions, and adapt to situational demands. This includes awareness of reality, impulse control, and flexibility;

- **Moral Commitment:** A sense of obligation to practice ethical integrity and make sound, decisive decisions with proper awareness;

- **Innovation and Addressing New Problems:** Developing a clear emotional and ethical vision that transcends the present moment. This involves optimism, controlling one's enthusiasm and emotional energy, and adapting effortlessly to changes;

- **Self-Awareness:** Self-awareness skills refer to an individual's ability to recognize their own identity. Without self-awareness, a person cannot accurately measure the gap between their current state (e.g., their current abilities or achievements) and their desired state (e.g., the level of ability or achievement they aspire to reach);

- **Self-Regulation:** Self-regulation is the ability to control and modify one's behaviors, including self-discipline, willpower, adaptability, and learning. Through self-regulation, individuals can learn and change to bridge the gap between their current traits and their ideal traits.

All leaders must reconcile with themselves and accept their reality. Successful leaders are not overly sensitive to criticism or vengeful. They are comfortable, free from anxiety or fear of others, confident, and at peace with themselves. Fearful individuals, by contrast, tend to be defensive, overly sensitive, and poor at responding to criticism. Such leaders cannot attract widespread support, as competence cannot fill the void created by fear and anxiety.

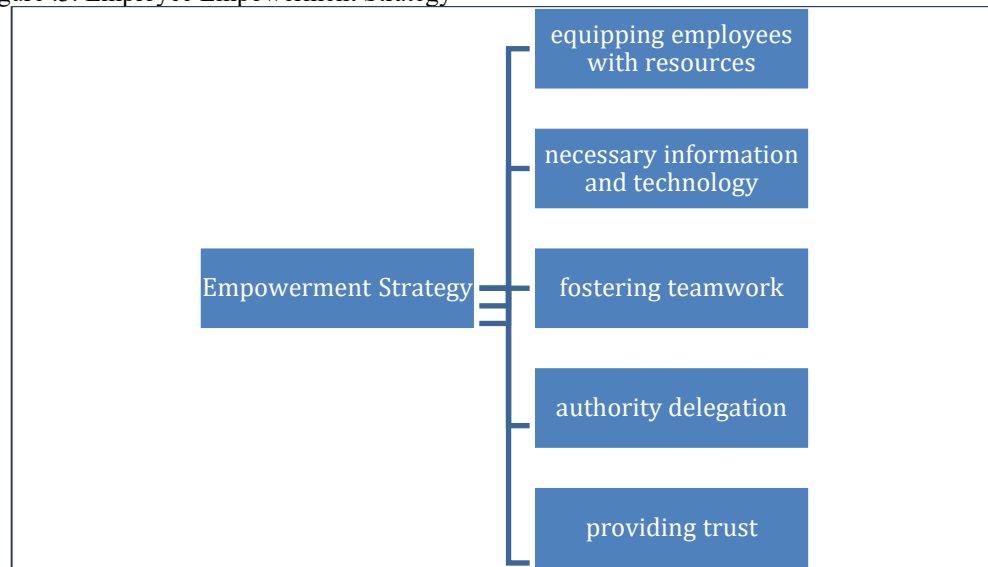
Leaders must develop self-awareness mechanisms by being comfortable with themselves, rising above criticism, believing in the correctness of their goals, trusting themselves, and serving as role models.

Since "eyes are fixed on them," leaders must exemplify integrity. If they utter foolish remarks, others will mock them. Therefore, a leader must be a role model others choose to follow, be ambitious, adventurous, courageous, ethical, humble, truth-seeking, and candid.

3.2. Employee Empowerment Strategy

Empowerment is a strategy aimed at unleashing the latent potential of human resources and involving them in organizational development processes. This is achieved by enhancing individual and collective capacities, expanding the scope of authority delegation, fostering teamwork, providing trust, necessary information and technology, and equipping employees with resources (Almaani & Akhu Rachida, 2009, p. 139).

Figure .3. Employee Empowerment Strategy



Source: Suggested by the authors

If a leader succeeds in empowering others, it will fulfill individuals' needs for esteem and self-actualization, boost intrinsic motivation, enable them to take greater responsibility for their tasks, and increase opportunities for creativity and innovation.

The concept of empowerment emerged in the 1980s and gained popularity in the 1990s. It is defined as a strategy aimed at unleashing the latent potential of human resources and involving them in organizational development processes by enhancing individual and collective capacities, expanding the scope of authority delegation, fostering teamwork, providing trust, and granting access to necessary information and technology. The importance of empowerment lies in the following (Al-Douri & Salah, 2009, p. 33):

- Increasing motivation to reduce errors and enabling individuals to take greater responsibility for their tasks;
- Supporting continuous improvement of processes, products, and services;
- Enhancing customer satisfaction, as employees' proximity to customers facilitates quicker decision-making;
- Reducing absenteeism and employee turnover;
- Lessening the burden on top management, allowing them to focus on strategic planning and business development;
- Reducing administrative layers in organizational structures, which improves communication efficiency and shortens decision-making time;
- Increasing flexibility and the ability to learn and adapt swiftly to new technologies

and intense competition;

- Reducing conflict and fostering collaborative problem-solving;
- Fulfilling individuals' needs for esteem and self-actualization;
- Boosting individuals' resilience to work pressures and enhancing intrinsic motivation;
- Cultivating a sense of responsibility;
- Leadership that believes in empowerment and values creativity and innovative ideas.

Moreover, empowerment is considered a critical step for change programs, as it achieves exceptional results with reduced time and costs, motivates employees toward effective performance, and fulfills their desires and ambitions—thereby reducing resistance to change. Empowerment requires visionary leadership to create a supportive environment, an effective two-way (upward and downward) communication system, and consistent follow-up and evaluation (Djallab & Al-Huseini, 2014, p. 91).

3.3. *Strategy for Learning Communication and Influence Skills*

A significant number of individuals attain leadership positions despite possessing only a vague understanding of leadership and underdeveloped leadership skills. Among the most critical leadership skills that should be cultivated are the following (Yousfi, 2018, p. 209):

A- Inspiring a Shared Vision and Involving Followers in Its Realization: Posner and Kouzes (1995) states that the first task in mobilizing others is to identify and engage employees, exploring the nature of shared aspirations. Others will not follow unless they see their hopes and desires reflected in that vision. Leaders must demonstrate that they, too, have a stake in the future vision and that it addresses their specific needs... If leaders require a unique talent, it is the ability to discern others' needs and articulate their feelings. In the same vein, Ford remarked: "If there is any one secret of success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as from your own." (Carnegie, 1998, p. 32). A leader must also ignite a fervent desire in others and inspire them with a clear, shared vision.

B- Honesty, Integrity, and Competence: A leader must possess a high-level ethical and value system that enables them to empathize with others' feelings and sufferings, and to discern the problems and frustrations they face. Without this empathetic capacity, a leader cannot be effective. However, achieving advanced stages of ethical maturity is not straightforward; it requires navigating complex processes and gradual progression through stages of moral development. Kohlberg (1973) emphasizes that transitioning from one stage to another in leaders' moral development can take years (Avolio, 1994, p. 1559).

Likewise, effective and enthusiastic recognition, respect, and support for followers' efforts foster their sense of self-esteem, accomplishment, and belonging. Leaders must acknowledge and remain vigilant in identifying those who exceed their duties. Lichtenstein et al. (1995) argue that less mature leaders are opportunistic, selfish, narcissistic individuals who engage in manipulation, bargaining, and deceit, seizing opportunities to achieve personal goals—much like politicians who act based on self-interest (Bass, 1997, pp. 99-100).

C- Developing Skills to Understand and Communicate with Others: Leaders should be more successful in collaborating with and understanding others. This involves initiating the discovery of others' interests by dedicating time to communication and engagement. They must be serious, candid, and sincere in their speech, and master the art of listening. Listening requires focused effort and commitment, especially when leaders are under pressure. A few minutes of listening today can prevent tomorrow's problems.

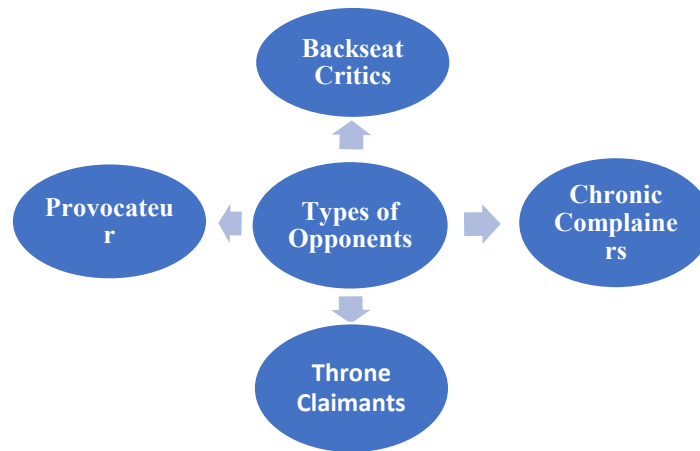
3.4. *Strategy for Developing Skills to Win Over Opponents and Respond Immediately to*

Emerging Challenges

Every leader will inevitably face opponents driven by motives such as hatred, fear, doubt, malice, revenge, envy, arrogance, or a broad spectrum of aberrant behavioral conflicts and an inability to adapt. Their opinions and values may clash with those of the leader, or they may be emotional, irrational, prejudiced individuals, inflamed by injustice and provoked by arrogance and pride. As Carlyle states: "A great man shows his greatness by the way he treats little men".

- **Types of Opponents:** Opponents appear in many guises, emerging or receding based on circumstances and events. Today's opponent may become tomorrow's ally. The challenge for a leader is to detect signs of opposition in anyone, attempt to convert opponents into supporters, and—if unsuccessful—neutralize the negative consequences of those who prove unpersuadable. Opponents can be categorized into the groups appearing in figure 2.

Figure .4. Types of Opponents



Source: Authors based on Leaming (2003, p. 136)

- **Backseat Critics:** These opponents claim—from the safety of their positions, far removed from the consequences of decision-making—that the leader should have foreseen the outcomes of decisions later proven flawed. Their "hindsight wisdom" fuels gossip and chatter, positioning them as individuals who could have made better decisions.

- **Chronic Complainers:** Generally pessimistic, they complain about everything, regardless of context. Leaders naturally become their primary targets.

- **Throne Claimants;** Many believe they are more deserving of leadership roles. They tout their qualifications, masking their ambition with cunning, yet remain shrewd enough to position themselves as "ready replacements" should any sudden failure occur.

- **Provocateurs:** Thrive on negativity and chaos. They relish complex problems or crises that keep life "exciting," often delighting in delivering bad news and retreating to watch others scramble.

- **The Spiritual Mediator:** This figure can be the leader's greatest ally or most formidable foe. Possessing exceptional wisdom, insight, and scientific acumen, they serve as brilliant advisors if aligned with the leader. However, if they shift allegiance, their influence becomes a massive threat—especially if they bask in the reflected glory of their leader's prestige.

Handling such individuals demands specialized skills and strategies. In some cases, leaders must adopt strict measures against opponents for the public good. As Machiavelli wrote in *The Prince*: "It is better to be feared than loved."

- **Wisdom in Conflict Management and Understanding the Human Psyche of Opponents:** Individuals or groups may exhibit destructive, non-constructive behaviors that

harm others in various situations. These behaviors can stem from psychological immaturity, emotional instability, frustration, deprivation, repression, unhealthy habits, upbringing disorders, or psychological, physical, and intellectual exhaustion. Such conditions trigger severe emotional outbursts, including: fraud, deceit, aggression, rebellion, lack of emotional control, sabotage, deception, forgery, embezzlement, bribery, extortion, espionage, intolerance, insults, abuse, mockery, and bullying. These behaviors fuel problems and conflicts (Djaber & Loukia, 2006, p. 175).

Conflict manifests in multifaceted forms and arises from diverse, interconnected causes. As a clash of interests, values, or incompatibilities between individuals, it can lead to ruptures and crises. However, if a leader can control, monitor, and guide conflict, they may transform its contradictions into opportunities for creativity and renewal, fostering an environment of innovation and development. Effective conflict resolution requires wisdom in addressing conflict through consultation and understanding its root causes, collaborative efforts, respect for others, and acknowledgment of their emotions, effective communication, negotiation skills, problem-solving techniques, and a focus on solutions (Salem, 2010, pp. 165-167).

- Immediate Response Capability to Emerging Challenges: The shift from analog and standardized systems to modern digital technology has brought sweeping changes. Consequently, successful leaders recognize that organizations can no longer rely on rigid hierarchical systems; they must adopt more flexible organizational frameworks. Within such a context, effective leaders must re-examine visions related to individuals, their tasks, and roles, renew their commitment, and manage the timing of change effectively. A successful change leader leverages their skill in time management and investment, considering the nature of the change—whether it requires rapid implementation (Leaming, 2003, p. 43).

Contemporary organizations are inherently dynamic, with constantly evolving needs and desires among employees and stakeholders. This necessitates leaders who possess characteristics, values, and beliefs radically different from traditional leadership traits. They must be capable of effectively utilizing resources, technologies, and information systems, leading the organization in competitive environments, and demonstrating awareness, understanding, and problem-solving skills for emergent issues.

5. Conclusion

Through this research, we defined change as a modification, addition, removal, or adjustment from the current state to a desired and targeted state. Change is a tool for driving development, which may occur with or without prior planning. Organizational development, meanwhile, is a strategic plan implemented by an organization to improve performance, address issues, and renew or alter its administrative practices. Change management is a structured process for planning, organizing, and directing stages of change within the organization to achieve internal and external environmental adaptation and meet desired objectives.

We concluded that change is driven by internal and external forces; internal factors emerge when change is needed to address observed deficiencies, modify management practices, or enhance production processes and quality standards. External factors stem from pressures in the organization's environment. Failure to respond to these risks diminishing the organization's role and strength, necessitating adaptation.

Leadership is one of the most critical success factors. Its importance cannot be confined to a single domain but extends across diverse areas of life, particularly in organizational change. Leading change is not easy; it demands exceptional qualities rarely found in everyone, such as rational thinking, inspiring a vision for change and enabling action, creative problem-solving for emergent challenges, integrity, honesty, and dedication. When these traits converge in an individual, they earn the title of an ideal change leader.

Through the research results, the following recommendations were reached:

- Leaders should ignite a fervent desire in others and inspire them with a clear, shared vision for change;
- Leaders must possess the understanding, awareness, and ability to resolve emergent issues, manage and redirect conflict into creative opportunities, and foster an environment of innovation;
- Develop effective mechanisms for leaders to train and empower employees to embrace change;
- Leaders must uphold a high-level ethical and value system;
- Change leaders should enhance their emotional intelligence through specialized training programs.

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