

Change Leaders' Skills as an Approach to Enhancing Job Enrichment: An Exploratory Study of a Selected Group of Managers at the Northern Technical University

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Abstract

The present study aims to examine the role of change leaders' skills and their impact on enhancing job enrichment. Within its conceptual framework, the research addresses the topic of change leaders as an explanatory variable, in addition to exploring job enrichment as a responsive variable. Accordingly, the research problem centers on how change leaders contribute to promoting job enrichment within the studied organization, and which leadership skills have the most significant influence in fostering such enrichment. On this basis, the role of "change leaders" emerges as a vital tool in restructuring the work environment and motivating individuals. To achieve these objectives, a questionnaire was employed as the primary tool for collecting data on the current status of the study variables. The collected data were analyzed using statistical tools to accomplish the research objectives and test its hypotheses, relying on the statistical program (SPSS V.26). The study, based on the findings of its practical component, reached several conclusions, the most important of which is that the results indicated a positive impact of change leaders' skills on enhancing job enrichment. Among the change leadership skills, communication skills demonstrated the highest influence on job enrichment, followed by decision-making skills, and then the skills related to building a future vision. Accordingly, a set of recommendations was presented to the organizations under study.

Keywords: *Change Leaders; Job Enrichment.*

1. Introduction

In recent decades, the organizational environment has witnessed numerous tensions and disruptions due to rapid changes and developments across various fields such as the economy, technology, and the labor market. Consequently, organizations are compelled to adopt dynamic strategies that enable them to adapt to continuous transformations and achieve higher levels of efficiency and institutional performance. Leadership plays a critical

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role in this context, where "change leaders" assume a pivotal position in guiding the organization towards development and innovation, fostering a culture of positive change, and motivating employees to actively engage in organizational transformation processes.

On the other hand, "job enrichment" has emerged as one of the contemporary management concepts aimed at enhancing employee satisfaction and increasing their motivation by expanding their tasks, elevating the level of responsibility, and providing opportunities for participation in decision-making and professional development. Accordingly, change leaders can serve as an effective conduit for achieving job enrichment by adopting leadership practices centered on empowerment, effective communication, and innovation, which in turn fosters a more motivating and productive work environment.

Based on this perspective, the present study aims to explore the relationship between the roles and leadership practices of change leaders on one hand, and the level of job enrichment among employees on the other. It also seeks to identify the methods and mechanisms through which the role of change leadership can be activated to enrich jobs, thereby enhancing institutional performance effectiveness and sustaining excellence. Accordingly, the current research encompasses the following key themes.

2. Research Methodology

2.1 First: The Research Problem

Many administrative leaderships in contemporary organizations lack the necessary skills to effectively guide and influence organizational members toward achieving the desired change. Additionally, there is a decline in employee satisfaction and motivation due to weak job enrichment, which poses a significant obstacle to the successful implementation of change processes. In this context, the role of "change leaders" emerges as a vital tool in restructuring the work environment and motivating individuals. However, the relationship between change leadership styles and the level of job enrichment remains insufficiently understood, raising questions about the extent to which change leaders contribute to enhancing the dimensions of job enrichment such as (task variety, autonomy, the nature and significance of the task, and feedback). Herein lies the research problem, which can be formulated as the following question:

How do change leaders contribute to enhancing job enrichment within the studied organization? And what are the leadership skills that have the greatest impact on promoting this enrichment?

2.2 Second: Significance of the Study

The significance of the study is attributed to the following considerations:

1. The current study was conducted in response to the development and change requirements pursued by the Ministry of Higher Education and its recommendations in Iraq.
2. This research serves as an important source for providing university leadership with scientifically-based recommendations and proposals regarding the activation of change leaders to meet the requirements of job enrichment and to adopt all measures that contribute to enhancing the efficiency of university performance, in light of the findings and suggestions presented by the study.
3. The diversity of groups that can benefit from this study, which are represented as follows
 - a) University leaders, by providing them with deeper insights and information that enable them to lead change effectively towards achieving job enrichment.

- b) Faculty members, as the most crucial group in providing a motivating, efficient, and effective university environment.

2.3 Third: Research Objectives

This study aims to present a proposed framework for activating the role of change leaders in meeting the requirements of job enrichment through the following:

1. Identifying the theoretical concepts related to change leaders and job enrichment.
2. Analyzing the role of change leaders in job redesign and development.
3. Examining the relationship between transformational leadership practices and the level of job enrichment.
4. Identifying the main challenges that hinder the implementation of transformational leadership in enhancing job enrichment
5. Proposing mechanisms and recommendations that enable organizations to enhance job enrichment through activating the roles of change leaders.

2.4 Fourth: The Hypothetical Framework of the Study

Figure (1) represents the hypothetical research model, illustrating the relationship and influence between the current study's variables, as shown below.

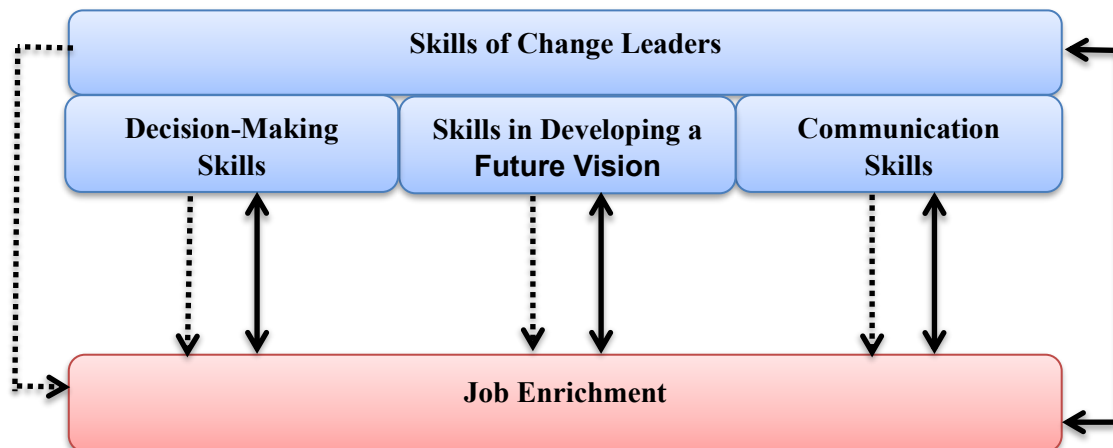
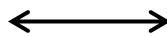


Figure (1): The Hypothetical Model of the Current Study

Source: Prepared by the Researcher

Correlation Relationship



Effect Relationship



2.5 Fifth: Research Hypotheses: The following hypotheses are derived from the research framework:

1. First Hypothesis: There is no statistically significant correlation between Change Leaders' Skills (both combined and individually) and Job Enrichment
2. Second Hypothesis: There is a statistically significant correlation between Change Leaders' Skills (both combined and individually) and Job Enrichment
3. Third Hypothesis: There is no statistically significant effect of Change Leaders' Skills (both combined and individually) on Job Enrichment

4. Fourth Hypothesis: There is a statistically significant effect of Change Leaders' Skills (both combined and individually) on Job Enrichment

2.6 Sixth: Research Boundaries

1. Temporal Boundaries: The temporal scope of the study encompassed the period from April 25, 2025, to July 5, 2025.
2. Spatial Boundaries: Northern Technical University was selected as the research setting.
3. Human Boundaries: The research boundaries were represented by a number of administrative leaders.
4. Subject Boundaries: The study variables consisted of Change Leaders and Job Enrichment.

2.7 Seventh: Research Methodology

This study relies on the descriptive-analytical approach to describe the research population and its sample, as well as to describe and diagnose the research variables and sample. Furthermore, it involves analyzing and diagnosing the research variables and testing the hypothetical model of the current study.

2.8 Eighth: Data and Information Collection Methods

This study relies on the descriptive-analytical approach to describe the research population and its sample, as well as to describe and diagnose the research variables and sample. Furthermore, it involves analyzing and diagnosing the research variables and testing the hypothetical model of the current study.

2.9 Ninth: Research Population and Sample

"Northern Technical University (NTU) was selected as the research population. Established in 2014 following the restructuring of technical education in Iraq, this initiative was part of a plan to develop students' scientific productive skills. NTU is a specialized university that addresses market needs and renewable energy requirements. The university qualifies thousands of students and enhances their scientific and productive competencies. It comprises numerous academic departments and branches, such as (Engineering, Agricultural, Administrative, and Medical) departments that award technical diploma, bachelor's, master's, and doctoral degrees. The university covers the requirements of both theoretical and practical studies. Ultimately, the university comprises 9 specialized colleges and 8 technical institutes distributed across the northern region of Iraq. Regarding the research sample, a purposive sample was selected from the administrative leaders working within the structures of Northern Technical University, representing the senior leadership of the university as the research sample (Deans and their assistants, heads of academic departments, and directors of divisions and sections).

3. The Theoretical Aspect

This section presents the theoretical and cognitive concepts of the research variables in a manner that aligns with its objectives and content, as follows:

3.1 First: Change Leaders

3.1.1 The Concept of Change Leaders

To begin with, it is essential to clarify the concept of leadership, which is defined as the ability to possess a strategic vision for implementing the change process, building an organizational culture that supports this strategic vision, and the capacity to motivate employees, empower them, and enhance their morale (Jango,2024:59), he Clarified (Louise & Bernner, 2015:464).

Change leadership refers to a deliberate, purposeful, and conscious process aimed at achieving internal and external environmental adaptation, ensuring a transition to a more organizationally capable state in problem-solving. It entails tangible changes in employee behavioral patterns and a fundamental transformation in organizational behavior to align with the requirements and environment of both the internal and external organizational contexts, It was also defined (Daft,2015:460) It is the leader's responsibility to bring about beneficial change within the organization according to its needs, to respond effectively to environmental shifts, to optimize the utilization of opportunities, and to avoid potential threats, As also pointed out (Hao& Yazdarnifard,2015:6).

These are leadership skills that focus on the ability to motivate employees to change their beliefs and behaviors, earn their trust, and secure their effective commitment to implementing organizational change and development processes, Confirmed (Beauregard,2017:11) These are human capabilities that contribute to building a culture of change within the organization, thereby making its environment more prepared for future changes. This, in turn, provides the organization with greater opportunities for organizational prosperity, and clarify each of (Onyeneke & Abe,2021:407) It refers to a series of successive tactical skills aimed at organizational development and renewal. This process relies on establishing strong and long-term relationships with subordinates to secure their support and positive responses toward change initiatives, thereby facilitating the smooth implementation of such changes, as recognized by (Alhaib& Alsandi,2023:297) It is considered one of the greatest challenges facing most organizations, as only the leader has the capacity to overcome all sources of organizational inertia.

It is evident from the foregoing that change leadership is a process of transitioning from the current state to a better one, aiming to achieve outcomes that foster development and improvement within organizations. This process seeks to maximize benefits, minimize the psychological impacts of change on employees, and optimize the organizational climate, human resources, and physical capabilities. Change management is based on five fundamental elements, which are:

- a) A comprehensive, planned, and organized effort: This process is based on specific strategies and defined timelines.
- b) Effective leadership: Change begins with planning and influencing employees to attract their skills and ideas and employ them optimally.
- c) Focus on the role of the group in driving change: The educational institution operates and succeeds through team spirit.
- d) Conscious monitoring and effective supervision of the procedural steps of change, with continuous tracking of developments in real-time
- e) Adopting strategies to influence employees' attitudes, stimulate their motivation, and reinforce their commitment through productive training programs (Al-Jumai,2022:172).

3.1.2 The Importance of Change Leaders

The importance of change leaders arises from the substantial and genuine need for change, as the process requires the proper deployment of human and material resources. Change leadership has become an urgent and indispensable necessity in all organizations, with this need increasing over time. Therefore, it is essential to modify systems to keep pace with developments as swiftly as possible, in an effort to meet the demands of the information age and the technological advancements that dominate today. (Gradoboeva&Koskimaki,2017:33).

Furthermore, it is viewed that (Mei Kin et al,2018:298) The importance of change leaders lies in their role in enhancing change management, through which change processes can be effectively controlled by employing strong leadership skills. This ensures the continuity of these processes, supports a culture of change among employees, and raises their awareness of the existence of a shared culture that can be achieved upon successful change. In the educational field, change is of paramount importance as it represents a transition from the familiar to a new state,

aiming to achieve fundamental objectives planned based on the organization's goals and directives. It involves operating in an environment open to the external world and benefiting from its expertise. The necessity for change stems from the need to advance the organization and transform it into a modern institution, He added (Hussain,2021:12) The importance of change leaders highlights the positive impact that leaders can have on enhancing performance efficiency, improving the work environment, and supporting teams in facing challenges, thereby achieving comprehensive development goals.

3.1.3 Types of Change in Educational Organizations

The types of change in organizations have been diversified according to the perspectives of various scholars and experts. These classifications encompass several forms, including but not limited to: strategic change, institutional change, functional change, developmental change, transformational change, tactical change, cultural change, and personal change

Moreover, these types of change are categorized based on different criteria such as: (Purwanto,2021:76) (Nofal,2021:47)

- a) Planning: Planned change versus unplanned (or spontaneous) change.
- b) Scope: Comprehensive (affecting most organizational aspects) versus partial change (limited to specific units or processes). (Deane,2024:23)(
- c) Driving force: Change initiated proactively or imposed reactively.
- d) Nature: Tangible changes involving structures, technology, and processes versus intangible changes related to behaviors, values, and organizational culture.
- e) Speed: Gradual (incremental) change versus rapid (radical) change (Chang et al.,2017:145).

For example, strategic change focuses on altering the organization's vision, mission, and long-term goals, often requiring a deep analysis of internal and external factors. Institutional change involves restructuring organizational frameworks and policies to achieve lasting improvements. Functional change targets enhancing specific operational areas, while transformational change entails profound shifts in organizational culture and processes.

These classifications help organizations to plan and manage change effectively, ensuring alignment with their goals and adaptation to environmental demands.

3.1.4 Challenges Faced by Change Leaders

There are various challenges facing change leaders that diminish their efficiency and effectiveness. The situation of change leaders in this regard is similar to that of various administrative processes, which have obstacles that reduce their effectiveness. Some of these obstacles are related to these challenges, including the following:

1. Organizational Barriers: These pertain to supervisory procedures, ineffective communication methods, and the obsolescence of administrative policies. They also relate to organizational structures in terms of bureaucracy and incentive systems, most notably the scarcity of rewards and incentives to encourage employees to participate in change processes. Additionally, there is a lack of sufficient authority granted to employees to implement appropriate changes, alongside the dominance of routine practices over creativity and innovation in the workplace Shirk,2024:3).

2. Behavioral Barriers: These are related to the extent to which employees accept the impending change and the degree of their resistance to it. The most significant of these barriers include a lack of willingness to embrace change and renewal, a loss of trust in those implementing the change, and a general caution or reluctance to deal with unfamiliar situation (Alshalal,2024:35).
3. Social Barriers: These relate to the cultural and civilizational environment as well as the prevailing relationships among members of society. Among the most significant are poor relationships between employees and those leading the change processes, and employees' fear of being unable to adapt to the demands of change (Wiatr,2022:77) (Al-Alawi et al.,2019:128).

3.1.5 Change Leaders' Skills

A number of researchers agree (Wijayati et al., 2022:494) (Mulili,2018:37) Alnofal & AL-Hajraho,2024:69) One of the most important skills ((Abegaz& Stack,2025:119) of change leaders is decision-making skills, the ability to build a future vision for change, and communication skills, which can be summarized as follows:

A. Decision-Making Skills:

Change leaders focus on participatory decision-making regarding the changes within the organization. They fully recognize that individuals within the organization do not respond adequately to proposed changes and their procedures unless they are substantially involved in the decision-making processes related to the change (Koskimäki& Gradoboeva,2018:13), It is also noted that (Chang,et al,2017:145) That these decisions have the capacity to ensure the success of the change process by relying on scientific experiences and knowledge, avoiding randomness, and accurately describing the reality of the organization, Indicates (Bagga et al.,2023:127) Decision-making skills can be summarized as follows:

1. Precision in selecting the appropriate timing to introduce the idea of change and initiate the change process
2. The ability to make a series of interconnected and integrated decisions regarding the stages of change
3. Reliance on factual data to obtain the required qualitative information
4. Identification of suitable alternatives in accordance with the shifts in change plans

B. Skills for Developing a Future-Oriented Vision for Change:

The future vision constitutes the fundamental pillar for formulating systematic plans for organizational change processes(Louise & Bernner,2015:464) Emphasizes (Brock Bunch 2019:18) Defining a future vision is the foundation of the work of change leaders and a fundamental step toward achieving the anticipated organizational change. These skills extend to the formulation of clear and realistic plans and objectives for change, thereby facilitating its successful implementation,

Elucidates (Onyeneke&Abe,2021:409) It is the leader's ability to formulate a clear vision for change that guides the processes and activities associated with change, encourages the generation of new ideas, and enables employees to overcome obstacles that may threaten the successful achievement of the desired change, Argues (Abegaz& Stack,2025:119) One of the skills of change leaders is to construct a vision for change characterized by clarity, conciseness, and modernity, which encourages active participation among organizational members and enhances support for its implementation.

C. Communication Skills:

The commitment of individuals to implementing change processes largely depends on the level of communication between organizational leaders. Acceptance of change serves as the motivational space for change and tends to be more influential than the pressure exerted by the change itself (Gradoboeva&Koskimaki,2017:37) Effect communication enables change leaders to focus on their vision of the change and the benefits that can be achieved upon its successful implementation. This contributes to understanding stakeholders' reactions and helps in alleviating anxiety and stress associated with the targeted change (Vlachopoulos,2021:8), Argues (Wiatr,2022:77) The achievement of desired outcomes through the change process depends on the intellectual and emotional mobilization of organizational members. It is essential that they become convinced of the concept of change and the methods for its implementation. This necessitates that change leaders possess effective communication skills such as clarification, reasoning, and the elements of logical dialogue to convey their vision of the change, its mechanisms, and to outline the potential consequences of failing to implement it.

4. Job Enrichment

4.1 The Concept of Job Enrichment

Job enrichment in organizations is characterized by the diversification of job duties and responsibilities, as well as the renewal of job tasks in a manner that provides incumbents with the opportunity to refresh their capabilities and develop their skills in exchange for these increased duties and responsibilities (Tumi et al., 2022:125), Similarly (Aninkan,2014:22)

It is considered one of the job design methods, referring to designing the job in a way that incorporates elements of freedom, responsibility, and autonomy. This approach provides employees with greater opportunities and broader freedom to plan, organize, and perform their work, as well as to make decisions within the scope of their job without the need for close supervision or centralized control, defined (Choudhary,2016:1023) It is a systematic approach to inspire employees by providing them with the opportunity to utilize diverse skills and abilities in performing their job, Demonstrates (Divya&Sangeetha,2016:173).

It refers to any qualitative change in the job that increases the level of autonomy, feedback, job significance, and skill variety, thereby enabling employees to have better control over their responses within their work environment, Indicates (Haroon& Shakil,2021:139) It is one of the methods that assist in redesigning the job in a way that motivates employees and enhances their work motivation. Job enrichment is considered a form of intrinsic motivation that provides employees with diverse responsibilities and tasks, which strengthen their sense of achievement, awareness, and accountability. This, in turn, enables them to work efficiently and effectively, potentially leading to creativity and innovation, thereby contributing to the achievement of organizational goals, stated additionally (John&Adam,2024:69) It is a strategy aimed at deepening job content by adding meaningful tasks, increasing challenges and responsibilities, and enhancing employee autonomy in decision-making, which contributes to higher levels of job satisfaction and motivation.

4.2 The Importance of Job Enrichment

The importance of job enrichment lies in its provision of opportunities to develop the skills and capabilities of human resources, which are considered one of the fundamental forces of production in all organizations. When an organization adopts the job enrichment approach, it grants employees the opportunity to perform their tasks more deeply. This significance is reflected in the vertical expansion of the job, enabling employees to carry out their duties with greater freedom, autonomy in performance, and the ability for self-assessment and correction when necessary (Marta, et al.,2021:1036), The importance of job enrichment also contributes to self-discipline. When employees

possess authority and responsibility in their work, they tend to be committed to the tasks they perform and strive to maintain discipline in all work situations (Siruri& Cheche,2021:165).

4.3 The Advantages of the Job Enrichment Approach

The job enrichment approach offers a number of advantages, which are as follows:

1. Effective communication between departments and divisions Employees strive to communicate with one another in order to accomplish their tasks, which enhances mutual understanding and interaction. This, in turn, enables them to acquire the appropriate skills necessary to overcome any difficulties they may encounter while performing their duties.
2. Reduction of managerial levels within the organizational structure Employees are able to carry out some of the managers' tasks, which facilitates faster and more effective decision-making and task completion (Magaji,2015:69).
3. It enhances employees' self-esteem by granting them trust and responsibility to accomplish tasks delegated by senior management, which motivates them to exert greater effort in performing their assigned duties efficiently and opens up opportunities for promotion and career advancement within the organization (Khayat,2017:67).
4. Enriching certain job elements improves the employee's psychological wellbeing, which positively reflects on their development and success at work, fostering motivation to focus on setting and achieving goals (Ozigbo&Daniel,2020:36)
5. Job enrichment leads to increased employee autonomy, control, and skill diversity, which helps reduce rigidity and boredom in task performance. This, in turn, enables employees to think of new solutions, encourages creativity, and enhances job satisfaction (Aljarah,2023:192)

4.4 Obstacles to the Implementation of Job Enrichment

Job enrichment may face several obstacles that complicate its successful implementation, including: (Divya,2016:165) (Vijay&Indradevi,2015:255).

1. Human resources system constraints: Formal job descriptions and labor agreements, including those dictated by unions or professional bodies, can restrict the addition or modification of tasks, thereby hindering job enrichment efforts.
2. Supervisory and control systems: Traditional hierarchical supervision and control mechanisms may resist granting employees greater autonomy and responsibility, creating managerial resistance that obstructs enrichment initiatives.
3. Individual motivation: Job enrichment is more effective for employees who seek growth and welcome new challenges; however, some employees may lack this intrinsic motivation, causing enrichment efforts to fail or even provoke dissatisfaction.
4. Increased workload and role ambiguity: Assigning additional responsibilities without adequate training or clarity can overwhelm employees, leading to reduced productivity, performance variability, and frustration.
5. Resistance to change: Employees may resist changes inherent in job enrichment, especially if they perceive the new tasks as difficult or outside their core competencies.
6. Implementation without employee consent: Imposing enrichment strategies without employee agreement can generate resentment and negatively affect their engagement and performance.

These obstacles must be carefully managed to ensure the successful adoption and effectiveness of job enrichment programs within organizations.

4.5 Dimensions of Job Enrichment

Job enrichment encompasses several key dimensions that contribute to enhancing the quality and satisfaction of work the study was based on the model developed by the respective researchers (Duffield,2014:701) (Mac-Ozigbo & Daniel, 2020:38) (Marta et al., 2021:1035) (Tumi et al.,2022:128) (Al-Jarjari& Abd, 2025:185) As illustrated below:

a. Skill Variety:

This dimension refers to the number of different skills utilized in completing tasks, focusing on the degree to which the work challenges the individual to employ diverse abilities and competencies. It is generally believed that performing a task repeatedly using a single skill becomes monotonous and leads to fatigue. Conversely, when a variety of skills are required to perform the work—and these skills are valued by the organization—employees are more likely to perceive their work as meaningful (Supriya,2016:1022) However, possessing a diverse set of skills among employees enables the organization to achieve its objectives, as skill variety within a job helps identify outstanding competencies—those capable of assimilating new developments in the work environment and managing them efficiently in a manner that satisfies both the employee and the organization (Kurniawan et al., 2018:54).

b. Job Autonomy:

This dimension refers to the degree of independence an employee has and their control over their work. Job autonomy reflects the organization's effort to integrate and simultaneously achieve both individual and organizational goals. It involves engaging employees in decision-making processes and encouraging them to adopt creative thinking approaches, capitalize on opportunities that call for initiative and innovation, and maintain focus within the scope of their job-related activities (Choudhary, 2016:1023), Job autonomy is also regarded as the degree of freedom granted to the employee in scheduling their tasks, determining the necessary procedures to perform the work, and identifying the most important and effective methods for interacting with others. The importance of autonomy is evident as it represents an integral aspect of motivating employees and providing them with a sense of being a vital part of the organization (Salau et al., 2018, p. 1043)

c. Task Identity and Significance:

This dimension refers to the employee's ability to perceive the completion of the entire work, rather than just the specific part assigned to them. It is realized when the employee completes the task and observes the outcome of their efforts (Supriya,2016:1022), As indicated by (Davoudi and Mehdi 2013:109) when an employee performs a task from start to finish and attempts to resolve all the problems encountered, they become more capable of learning, In the same context, (Achieng et al., 2014:122) argue that this dimension focuses on the significance of the task in relation to all efforts exerted within the organization.

When employees recognize the importance of the tasks they perform, this awareness acts as a motivating force and driving tool that encourages them to exert their utmost efforts at work, added (Allemon,2019:77) that this dimension refers to the degree of impact that task performance has on the work itself, on others within the organization, or on the world at large For example, individuals working in volunteer organizations often feel that their work significantly affects others, which in turn results in high levels of motivation.

d. Feedback:

This dimension refers to the extent to which an employee receives direct and regular information regarding their work progress and outcomes. According to the Job Characteristics Theory, obtaining feedback about one's performance satisfies the employee's need to understand the results of their work, enabling them to adjust their performance accordingly and exert control over their job. This process leads to enhanced motivation, job satisfaction, and performance development (Tumi et al., 2022:12), Feedback also encompasses all information related to

employees' performance, behavior, values, and skills, as well as their communication styles. It serves to assess the strengths and weaknesses of employees, whether individuals or teams, thereby helping to motivate those with positive evaluation results. Additionally, it aids in identifying employees with outstanding managerial potential who are qualified for promotion to higher positions, or in making corrective decisions when deficiencies are detected, followed by implementing appropriate measures to improve performance after analyzing the underlying causes (Putri & Setia nan, 2019:506).

As clarified by (Dede& Oteyi,2024:1024) feedback grants employees the right to be informed about the results of their performance. The value of feedback lies in providing employees with the opportunity to evaluate and understand their own performance outcomes. This reflects the extent to which the execution of job-related activities requires clear guidance and information regarding the effectiveness of their performance

It is evident from the foregoing that feedback constitutes an important and unique aspect of developing employees' administrative performance. Therefore, there are numerous practices that can enhance the efficiency of the feedback process, such as utilizing rapid feedback methods alongside traditional approaches like performance report writing to increase the accuracy of feedback delivery. Additionally, involving colleagues in the evaluation process and relying on the opinions of service beneficiaries, both inside and outside the organization, contribute to this improvement. Moreover, employee self-assessment enhances the attainment of more realistic and objective results (Nzewi et al., 2017:334)

5. The Field Framework

In order to verify the research objective and its hypotheses derived from the conceptual framework, it is essential to statistically test them as follows:

5.1 Description and Diagnosis of the Research Variables

5.1.1 Description of Change Leaders' Skills

a. Decision-Making Skills:

Table (1) indicates a positive agreement rate among the surveyed individuals of (70.96%), with a mean score of (3.823) and a standard deviation of 0.898. Among the key indicators that reinforced this positive agreement is item (X2), which states that "The leadership at our university has the capability to gather the necessary information for making sound decisions," with an agreement rate of (79.1%). Another important indicator is item (X5), which states that "The leadership at our university possesses sufficient flexibility to face challenges and is prepared to develop creative solutions with their subordinates," which received an agreement rate of (74.7%). This suggests that the administrative leadership in the surveyed organizations has the ability to collect the necessary information for informed decision-making. However, the results also point to a weakness in the level of flexibility among the leadership when it comes to confronting and preparing for challenges.

Table (1) Frequency Distributions, Percentages, Means, and Standard Deviations of Decision-Making Skills

Phrases	I completely agree		I agree		neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X1	63	52.9	52	21.0	20	16.8	10	8.4	1	0.85	3.85	0.880	77

X2	29	24.4	62	52.1	22	18.5	6	5.0	0	0.0	3.96	0.796	79.1
X3	30	25.2	30	25.2	47	39.5	6	5.0	6	5.0	3.75	1.051	75
X4	23	19.6	61	51.3	26	21.8	8	6.7	1	0,8	3.82	0.853	76.4
X5	21	17.6	61	51.3	22	18.5	14	11.8	1	0.8	3.73	0.918	74.7
Average	21.52		49.44		20.18		7.38		1.48				
Overall Index	70.96				20.18		8.86				3.823	0.898	76.55

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

b. The Skill of Developing a Future-Oriented Vision for Change:

Table (2) reveals a positive agreement rate among the surveyed individuals of (65.72%), with a mean score of (3.727) and a standard deviation of (0.869). Among the key indicators reinforcing this positive agreement is item (X6), which states that “University leadership possesses sufficient flexibility towards staff and students, allowing them to participate in building the university’s future vision,” with an agreement rate of (78.7%). Conversely, the lowest agreement percentage among the study sample was recorded for item (X10), which states that “Leaders have a clear vision, mission, and objectives to enhance job enrichment at the university,” with an agreement rate of (70.5%). These responses reflect that the administrative leadership in the surveyed organization is oriented towards promoting job enrichment within the university.

Table (2): Frequency Distributions, Percentages, Means, and Standard Deviations of Skills in Building a Future-Oriented Vision for Change

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

Phrases	I completely agree		I agree		neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X6	26	21.8	57	47.9	25	21.0	11	9.2	0	0.0	3.82	0.880	78.7
X7	26	21.8	42	35.3	30	25.2	19	16.0	2	1.7	3.60	1.052	72
X8	17	14.3	27	22.7	65	54.6	10	8.4	0	0.0	3.75	0.805	76.4
X9	66	55.5	26	21.8	21	17.6	5	4.2	1	0.8	3.93	0.800	76.4
X10	10	8.4	56	47,1	41	34.5	11	9.2	1	0.8	3.52	0.811	70.5
Average	17.64		48.08		24.22		9.4		0.66		3.726	0.869	74.52
Overall Index	65.72				24.22		10.06				3.726	0.869	74.52

c. Communication Skills

Table (3) reveals a positive agreement rate among the surveyed individuals of (83.22%), with a mean score of (4.224) and a standard deviation of (0.863). One of the most prominent indicators contributing to this high level of agreement

is item (X11), which states, “The leadership at our university possesses the ability to effectively convey important information to subordinates and clarify the reasons for change,” receiving an agreement rate of (87.4%) from respondents. Conversely, the lowest agreement percentage among the study sample was for item (X12), which states, “The leadership at our university assists subordinates in successfully navigating the change process by providing them with support,” with an agreement rate of (82%). These results indicate that the surveyed organizations provide subordinates with opportunities to understand the reasons behind change and to interpret situations that require change.

Table (3): Frequency Distributions, Percentages, Means, and Standard Deviations of Communication Skills

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

Phrases	I completely agree		I agree		neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X11	69	58.0	33	27.7	10	8.4	6	5.0	1	0.8	4.37	0.901	87.4
X12	47	39.5	46	38.7	17	14.3	9	7.6	0	0.0	4.10	0.915	82
X13	49	41.3	54	45.3	13	10.9	3	2.5	0	0.0	4.24	0.750	84.8
X14	51	42.9	13	10.9	51	42.9	4	3.4	0	0.0	4.25	0.784	85
X15	54	45.4	41	34.5	14	11.8	9	7.6	1	0.8	4.16	0.965	83.2
Average	45.4		37.82		11.24		5.22		0.32				
Overall Index	83.22				11.24		5.54				4.224	0.863	84.48

5.2 Description of the Dimensions of Job Enrichment

5.2.1 Diversity of Skills

Table (4) shows a positive agreement rate among the surveyed individuals regarding this dimension at (63.52%), with a mean score of (3.658) and a standard deviation of (0.958). One of the most prominent indicators contributing to this level of agreement is item (X1), which states, “My job provides me with opportunities to acquire new skills,” receiving an agreement rate of (76.4%) from respondents. Conversely, the lowest agreement percentage among the study sample was for item (X2), which states, “My job offers me the opportunity to perform diverse tasks and duties,” with an agreement rate of (66%). The above results indicate that the administrative leadership in the surveyed organizations adopts a philosophy of innovation and delivering new services to expand their operations.

Table (4): Frequency Distributions, Percentages, Means, and Standard Deviations of Skill Diversity

Phrases	I completely agree		I agree		Neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X1	23	19.3	59	49.6	32	26.9	2	1.7	3	2.5	382	0.853	76.4

X2	20	16.8	34	28.6	35	29.4	22	18.5	8	6.7	3.30	1.154	66
X3	20	16.8	65	54.6	19	16.0	13	10.9	2	1.7	3,74	0.925	74.8
X4	22	18.5	52	43.7	31	26.1	12	10.1	2	1.7	3.67	0.949	73.4
X5	23	19.3	60	50.4	21	17.6	15	12.6	0	0.0	3.76	0.909	75.2
Average	18.14		45.38		23.2		10.76		2.52				
Overall Index	63.52				23.2		13.28				3.658	0.909	75.2

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

5.2.2 Functional Autonomy

Table (5) indicates a positive agreement rate among the surveyed individuals, amounting to (70.62%), with a mean score of (3.854) and a standard deviation of (0.854). Among the most significant indicators that reinforced this positive agreement was indicator (X8), which states: “The nature of my work allows me to make multiple decisions related to my job,” with an agreement rate of (80.6%). Additionally, indicator (X7), which states: “There is autonomy in performing the tasks I undertake,” recorded an agreement rate of (74.6%). The responses of the sample reveal that leaders in the surveyed organizations have adopted modern technologies to capitalize on opportunities.

Table (5): Frequency Distributions, Percentages, Means, and Standard Deviations of Functional Autonomy

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

Phrases	I completely agree		I agree		Neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X6	26	21.8	56	47.1	26	21.8	9	7.6	2	1.7	3.80	0.926	76
X7	20	16.8	60	50.4	27	22.7	11	9.2	1	0.8	3.73	0.880	74.6
X8	35	29.4	55	46.4	26	21.8	3	2.5	0	0.0	4.03	0.786	80.6
X9	27	22.7	60	50.4	25	21.0	6	5.0	1	0.8	3.89	0.842	77.8
X10	25	21.0	56	47.1	30	25.2	8	6.7	0	0.0	3.82	0.840	76.4
Average	22.36		48.26		22.5		6.2		0.68				
Overall Index	70.62				22.5		6.88				3.854	0.854	77.08

5.2.3. Type and Importance of the Task

Table (6) reveals a positive agreement rate among the surveyed individuals, reaching (67.57%), with a mean score of (3.75) and a standard deviation of (0.922). Among the key indicators that reinforced this agreement was indicator (X14), which states: “The tasks assigned to me are interconnected and form a single unit that can be completed from start to finish,” with an agreement rate of (81.2%). Conversely, the lowest agreement rate among the respondents was for indicator (X15), which states: “There is a clear impact of my tasks on the functional work performed by

others,” with an agreement rate of (67.6%). The responses indicate that leadership in the surveyed organizations embraces initiatives and entrepreneurial ideas from both faculty and students, supporting them to enhance the university’s competitive position relative to other universities.

Table (6): Frequency Distributions, Percentages, Means, and Standard Deviations of the Type and Importance of the Task

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

Phrases	I completely agree		I agree		neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X11	26	21.8	26	21.8	54	45.4	12	10.1	1	0.8	3.77	0.934	75.4
X12	25	21.0	65	54.6	18	15.1	9	7.6	2	1.7	3.86	0.895	77.2
X13	38	31.9	54	45.6	18	15.1	9	7.6	0	0.0	3.68	0.823	73.6
X14	33	27.7	65	54.6	17	14.3	3	2.5	1	0.8	4.06	0.773	81.2
X15	20	16.8	42	35.3	32	26.9	13	10.9	12	10.1	3.38	1.186	67.6
Average	20.49		47.08		22		7.75		2.68				
Overall Index	67.57				22		10.43				3.75	0.922	75

5.2.4 Feedback

Table (7) indicates a positive agreement rate among the surveyed individuals of (72.80%), with a mean score of (3.77) and a standard deviation of (0.93). Among the key indicators that reinforced this positive agreement was indicator (X16), which states: “I have the ability to see the results of my performance on the tasks I undertake,” with an agreement rate of (75.4%). Conversely, the lowest agreement rate among the respondents was for indicator (X20), which states: “I am provided with daily reports about my work,” with an agreement rate of (67%). These findings suggest that the leadership in the surveyed organization encourages and motivates its managers and employees to actively participate in enhancing job enrichment.

Table (7): Frequency Distributions, Percentages, Means, and Standard Deviations of Feedback

Phrases	I completely agree		I agree		neutral		I don't agree		I don't completely agree		Arithmetic mean	standard deviation	agreement percentage
	N	%	N	%	N	%	N	%	N	%			
X16	13	26.0	20	40.0	7	14.0	7	14.0	3	6.0	3.66	0.90	75.4
X17	10	20.0	24	48.0	6	12.0	2	4.0	8	16.0	3.52	0.87	73.4
X18	11	22.0	20	40.0	9	18.0	7	14.0	3	6.0	3.58	0.88	74.8
X19	19	38.0	21	42.0	4	8.0	2	4.0	4	8.0	3.98	0.99	75.2
X20	20	40.0	24	48.0	1	2.0	2	4.0	3	6.0	4.12	1.04	67
Average	29.20		43.60		10.80		8.0		8.4				

Overall Index	72.80	10.80	16.40	3.77	0.93	73.11
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The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

5.3 Testing the Research Hypotheses

5.3.1. Testing the Correlation Between Change Leaders' Skills and Job Enrichment

This paragraph involves testing the first main hypothesis, which states that there is no significant correlation between change leaders' skills and job enrichment. The results presented in Table (8) indicate a significant correlation between change leaders' skills and job enrichment, with a correlation coefficient of (0.718) at a significance level of (0.05). This implies that the surveyed organizations, the more their management leadership adopts change leaders' skills in their operations and decisions, the better they can develop their services, build strong relationships with stakeholders, respond to competitors' movements and future trends, and capitalize on available opportunities. Therefore, we reject the null hypothesis and accept the second main hypothesis, which posits the existence of a significant correlation between change leaders' skills and job enrichment.

Table (8): Results of the Correlation Between Change Leaders' Skills and Job Enrichment at the Sub-Dimensions Level

Dependent variable Independent variable	Job Enrichment
Change Leaders' Skills	*0.718

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36 $P^* \leq 0.05$

5.3.2 Analysis of the Correlation Relationships Between Change Leaders' Skills and Job Enrichment at the Sub-Dimensions Level

Table (9) shows a significant positive correlation between change leaders' skills and the dimensions of job enrichment, with correlation coefficients ranging from (0.511* to 0.846*). This indicates a strong relationship between the two variables and highlights the importance of both the dimensions of change leaders' skills and job enrichment for the surveyed organization. Accordingly, we reject the null hypothesis and accept the alternative hypothesis, which states that there is a significant positive correlation between the two variables.

Table (9): Results of the Correlation Relationship between Change Leaders' Skills and Job Enrichment at the Organizational Level of the Researched Entity

Dependent variable Independent variable	Job Enrichment				
Decision-Making Skills	0.679*	0.846*	0.565*	0.735*	0.834*
Skills in Developing a Future Vision for Change	0.606*	0.673*	0.677*	0.659*	0.760*
Communication Skills	0.629*	0.664*	0.511*	0.626*	0.712*
Overall Index	0.711*	0.793*	0.645*	0.742*	0.845*

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36 $P^* \leq 0.05$

5.3.3 Analysis of the Impact Relationship of Change Leaders' Skills on Job Enrichment

This paragraph addresses the validation of the third hypothesis, which states that there is no significant effect of change leaders' skills on job enrichment. The results presented in Table (10) indicate that change leaders' skills have a significant impact on job enrichment. This is supported by an F-value of (43.684), which exceeds the critical value of (4.35) at degrees of freedom (1, 34) and a significance level of (0.05). Furthermore, the coefficient of determination (R^2) value of 0.64 corroborates this finding, alongside a regression coefficient (Beta) of (0.834). This is further reinforced by a calculated t-value of (24.325), which is greater than the critical t-value of (3.375). Based on these results, the alternative hypothesis (Hypothesis Four) is accepted, indicating a significant effect of change leaders' skills on job enrichment at the organizational level of the studied entity, while the null hypothesis is rejected.

Table (10): The Impact of Change Leaders' Skills on Job Enrichment at the Organizational Level of the Studied Entity

Dependent	Job Enrichment		R2	Value (F)		Value (T)	
Independent / Change Leaders' Skills	B0	B1		Calculated	Critical	Calculated	Critical
	0.796	0.834	0.64	43.684	4.35	24.325	3.375

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

$P^* \leq 0.05$ D F (1.34)

5.3.4 Analysis of the Impact Relationships of Change Leaders' Skills on Job Enrichment at the Level of Sub-Dimensions

The analysis results presented in Table (11) indicate that change leaders' skills have a significant effect on job enrichment. This is supported by the F-values of (33.521, 79.833, and 48.083), respectively, all of which exceed the critical value of (3.840) at degrees of freedom (1, 34) and a significance level of (0.05). The coefficient of determination (R^2) values, recorded as (0.645, 0.793, and 0.711), further corroborate these findings. Moreover, the examination of regression coefficients (B) and t-test results reveals a significant impact of change leaders' skills on job enrichment, as the calculated t-values exceed the critical t-value of (3.375). Based on the above, the null hypothesis is rejected, and the fourth alternative hypothesis is accepted, which posits the existence of a significant impact relationship between change leaders' skills and job enrichment

Table (11): The Impact of Change Leaders' Skills on Job Enrichment at the Organizational Level of the Studied Entity

	Dependent /Job Enrichment			
	B1	B2	F	Sig
Independent / Change Leaders' Skills				
Decision-Making Skills	0.694	0.645	33.521	0.000
Skills in Developing a Future Vision for Change	6.629	0.711	48.083	0.000
Communication Skills	0.752	0.793	79.833	0.000

The table was compiled by the researcher relying on the outputs of the electronic calculator N=36

$P^* \leq 0.05$ D F (1.34)

6. Conclusions and Recommendations

6.1 Conclusions

1. The research findings revealed that change leaders contribute to building a supportive organizational environment for learning and development through empowerment, delegation, and encouraging innovation. This positively reflects on employee development and the enhancement of job enrichment
2. The descriptive data and diagnostic analysis of the research variables indicate the availability of job enrichment within the studied organization, as evidenced by a large proportion of the sample agreeing on the leadership's support for innovating new services. Additionally, the use of advanced technology to exploit opportunities and the adoption of entrepreneurial initiatives by university members, involving them in the process of enhancing job enrichment, were also highlighted
3. Despite the aforementioned points, a small proportion agreed that the leadership in the studied organization assists subordinates in successfully overcoming the change phase. This may be attributed to deficiencies in the preparation and readiness aspects of the change programs
4. The significant correlation relationships between change leaders' skills and job enrichment indicate the administrative leadership's awareness in the studied organization of the necessity to adopt change leaders' skills to enhance job enrichment
5. The results of the impact relationships between the research variables revealed a positive effect of change leaders' skills in enhancing job enrichment. Among these skills, communication skills demonstrated the highest impact value on job enrichment, followed by decision-making skills, and then visionary skills
6. The research findings indicate that change leaders play a strategic role in job enrichment through task redesign, expanding the scope of responsibilities, and achieving job diversity, all of which enhance employee motivation

6.2 Recommendations

1. It is essential for organizations to adopt leadership development programs in the field of change management, particularly focusing on communication skills, influence, motivation, and flexible team management.
2. Job enrichment should be incorporated as one of the strategic objectives of organizations and directly linked to institutional development plans and organizational change initiatives
3. Organizations should be encouraged to adopt transformational and empowering leadership styles due to their significant impact on improving employee performance and enhancing organizational loyalty
4. Emphasis should be placed on the periodic redesign of jobs to include greater challenges, diversity, and opportunities for growth and self-development, supported by leadership
5. Strengthen the philosophy of innovating new services for expansion and entry into new markets, as well as building and enhancing relationships and interactions with other universities to explore new opportunities.
6. Propose the development of a theoretical model that integrates the dimensions of job enrichment (such as variety, autonomy, significance, and feedback) with the dimensions of change leadership, facilitating decision-makers in accurately measuring the impact

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