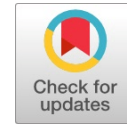# New Age Leaders

**Caroline Akhras**

*Abstract:- Leading change in established educational organizations requires an exceptional type of leadership. Research studies claim that legions of change makers in schools, colleges, and universities acknowledged stress, anger, conflict, and frustration as they dealt with complacency and ignorance. Despite acknowledged obstacles, researchers note that some universities claim to be actively incorporating change into their workplace. This research paper explores incorporating change as an active investment in leadership capital. Sixty six participants drawn from different departments were randomly selected as a sample. The results found perceptions of bold leadership seemingly driving universities upward and onward. Moreover, the results posited that many leaders who were seen as part of a millennial leadership cadre were imbued with a new age moral compass bridging forces of change and bridging faculty to faculty and faculty to students, all in a higher educational context in the MENA. Given these positive results, additional research is recommended to better understand the context and learn how to sustain daring leadership.*

*Index Terms: Planned Change, Interactive Leadership, Business Management, New Age Morality, Millennials, Educational Leadership.*

## I. INTRODUCTION

The new millennium is diversified. Leading change and change management in learning organizations is challenging especially since the conditions in the external environment are not clear nor linear but complex. In addition, the multitude of forces that shape the external environment seems to increase as the pace of change accelerates. In this modern postindustrial educational environment, teaching/learning institutions no longer have an option. Adopting a sustained organizational strategy of stability or of retrenchment amidst change seems to be irrational. Many learning organizations today are on board, embracing change. Ivy League Schools worldwide have institutionalized new learning spaces, ones that engender creativity and innovation (Princeton University, 2018; Johns Hopkins University, 2018; Massachusetts Institute of Technology, 2018). However, transforming educational spaces is not simply reversing what has been labeled traditional instructional methodologies. Nor is it designing a new setting. A key component is leadership. The purpose of the paper is to explore change and business educators' leadership style in the emerging world in a context brimming with remarkable convergence.

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\* Correspondence Author (s)
   **Caroline Akhras,** Associate Professor, Department of Management and Marketing, Faculty of Business Administration and Economics, Notre Dame University, Lebanon, Western Asia.(Email: cakhras@ndu.edu.lb)

## II. THE LITERATURE REVIEW

Much in the environment surrounding and within learning organizations' boundaries seems to be complex (Deresky, 2017; Henderson, Beach, & Finkelstein, 2011). Not all business educators are comfortable in the zone of uncertainty, avoiding change as it emerges (Hofstede, 2010; Wheatley, 2007). In today's universities in the developing world, however, many educational leaders deal with change in their workplace as it arises.

### A. Leadership Style

Despite the trials of uncertainty in the surrounding environment, many educational leaders in universities in the Middle East and North Africa tend to be heralded as beacons of order, morality, and knowledge. Research studies hold that these educators tend to cultivate and sustain learning under conditions of change through formal, documented, and shared strategic and operational plans (Notre Dame University, 2018; Lebanese American University, 2018; Balamand University, 2018; American University of Beirut, 2018). Studies also note that educational leaders' proactive mindset is said to be driven by certainty, linearity of thought, dissemination of knowledge, shared information, clear lines of accountability, and trust (Prensky, 2016; Omrod, 2006).

Educational leaders who act as deans, chairs, coordinators, or faculty tend to align followers by adopting an inspiring moral vision of where their learning organization is headed, and which course of action is to be taken. The educational leader's vision tends to awaken the schools' intrinsic commitment, mobilizing teachers and students' moral purpose. Studies assert that in order to influence and activate followers to be morally committed educational leaders tend to use rich communication channels, multimedia channels, online social media where learners/millennials' network 24/7, "extending their brains" (Scarlatescue, 2014; Prensky, 2013, p. 22). In addition, many of these educators also tend to train, develop, and support others to overcome challenging barriers to goal achievement. Furthermore, some educational leaders are empathetic, reading others' reactions, understanding and relating to their needs, as well as putting themselves on the line to help others attain their objectives (Sabieh, 2016; Smollen, 2013). Researchers hold that a common leading style in developing countries is rigid and structured (Daniels, Radebaugh, & Sullivan, 2017). Moreover, some researchers hold that business educational leadership in developing countries is rigid and structured. Educators are perceived as very important since they are knowledgeable.

They narrate to others how to apply relevant structured processes that help society advance industrially (Denning, 2007). It is held that the higher up the chain of command teachers are, the more knowledgeable they are. Given their intelligence and wisdom, they develop the school's teaching strategy and the day-to-day teaching process that others implement (Lussier & Achua, 2015). Decision making as well as teaching resource allocation and rewards are determined at the top of the hierarchy. In such a leadership approach, teachers tend to adopt a top-down hierarchical approach that is rigid and authoritarian. In such a teaching/learning context, students tend to adopt a submissive role (James, 2014).

On the other hand, educators might choose to adopt a different teaching style, one more in tune with what is happening in the classroom, in the playground, on the ground, and out of the box. They might turn the organizational structure upside down (Middleton, 2007; Blanchard, 1996); in such a context, teachers are both willing and able, in a condition of readiness to experiment, to role play, to simulate, to simply engage in change. When the tall hierarchy is upside down, teachers tend to work collaboratively with other teachers and/or with their students, to bring about a team based approach in which they remain accountable. In such a teaching/learning context, teachers and students are said to be engaged: learning from their own behavior, from their teammates, and from the environmental contingency factors to arrive at the most appropriate fit inside their teaching context (Gardner, 2009). Research holds that certain educators tend to establish order as they face complexity. Chaos or complexity in the teaching/learning context in business courses many times arises from natural elements. Five key elements are the nature of the student population, technology, economic factors, competition, and social trends. The first force of change may be viewed as the most important element because it is the learner. Today, students attending college come from a diversified context. Students embrace nationalities, cultures, religions, ages, and differentiated skills. Each of these may lead to negative affectivity inside the classrooms. Second, the technology adopted in the teaching/learning context is mobile, immediate, multifunctional, relatively cheap yet changing at a rapid pace, and students bring technology with them every morning as they step into their classrooms. Third, the economic framework affecting students is both localized and global given the domino effect whereby an economic recession in the developed world has an impact on developing nations and on each student in the class. Moreover, competition between schools, industries, economies, or nations plays a role and impacts students as they decide whether to remain loyal to their school or move to the competitor. Finally, social trends as social responsibility, green living, pro-life, animal welfare, social media, and discount retailers all have an impact on the student and on the teaching/learning context (Akhras, 2016; Martocchio, 2015).

*B. Change Factors*

Learning workplaces are a deliberate arrangement of people who accomplish specific purposes. Moreover,

learning organizations are driven by their future, by well-defined strategic goals, by school plans and operational objectives (Harvard University, 2018; Saleh & Khine, 2014). These organizations carefully design their strategy and policy that purposefully moves the educational institution into defined time zones with clear, specific, and measurable goals. Furthermore, research studies have shown that these organizations that engage in long term planning, outperform those that do not (Kinicke & Fugate, 2016).

Planned change is different from change that spontaneously arises. Planned change is purposeful and proactive. Educational leaders understand that organizations need to respond to their environment. As such, planned change improves the ability of the organization to adapt, and planned change seeks to improve its human capital performance. In addition, researchers posit that educational leaders begin with planning since it establishes the basis for all the other functions of well-led organizations. Planning clarifies the leaders' desired objectives and the formal documents that outline how their objectives will be met. The appropriate fit between the learning organization's environment and its strategy, structure, and processes has a positive effect on the organization's performance (Ruth, 2008; Zajac, Kraatz, & Brasser, 2000). "I wouldn't give a fig for simplicity this side of complexity, but I would give my right arm for the simplicity on the right side of complexity" (Bennis quoted in Ulrich, Zeneger, & Smallwood, 1999). It follows that educational leaders who are able to simplify complexity inside their classroom "on the right side of complexity" reduce uncertainty and create meaning because they innately know how to teach and how to plan their teaching. Their teaching style is contingent on multiple variables. Planning that is part of strategic management is a set of managerial decisions and actions that determines the long run performance of the organization and differentiates one learning organization from another. A strategic plan applies to the entire university and establishes overall goals. It includes environmental scanning, strategy formulation, strategy implementation, evaluation, and control. Environmental scanning examines the external environment and advancing opportunities and competitor intelligence to excel amidst threats. Furthermore, learning organizations look inward concerned about properly integrating the organizations' strong functional areas while fortifying its weak ones. In addition, when designing its strategy, multiple operational plans are set, department by department, each differentiated by field, each marking the potential success of operational goal attainment and learning success (Robbins & Judge, 2017; Senge, 1996). Planning requires commitment. Educational leaders intentionally plan in order to provide direction, reduce uncertainty, minimize waste, and establish goals and standards to control goal-attainment. First, when educators provide direction, the organization at every level in every department knows exactly what its tasks and obligations are and what each educator needs to contribute in order to achieve them, either on one's own or in coordination or in collaboration with others.

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Without planning, departments and individuals might be at cross purposes and prevent the learning organization from moving forward. Moreover, planning reduces uncertainty. Leadership forces its members to examine tomorrow, anticipate change, and develop appropriate plans to respond effectively. Planning does not eliminate change, but planning prepares school leaders to cope effectively with uncertainty. Third, planning reduces waste and redundancy. Once tasks are established, and processes are put in place, inefficiencies are eliminated. Lastly, planning establishes the goals and the quality standards used to control achievement of the organization's operational objectives (Wheelan et. al, 2017).

Much of the planned change in learning organizations seems to be initiated hierarchically rather than bottom up, governed by leadership and leadership style that may be seen as passive, dependent and acquired, natural and proactive, or an integration (Mintzberg, 2010). Planned educational development tends to be seen as tall and centralized, a hierarchical dictum, whereby orders flow down the chain of command (see Figure 1). Leaders are authoritative, directive, applying rules expecting compliance whereby followers must abide by the dictates and directives issued from above, flowing down the chain of command; on the other hand, leadership could be interactive and participative. Researchers note that many educators in Western Schools tend to be are actively engaged in change management either designing change and/or moving towards change and/or establishing change (see Figure 2); moreover, in Schools of Business worldwide in the Far East, South America, Africa, and the Middle East, researchers note that some educators in leadership positions are proactive whereas others are indigenous and/or strive to meet Western/European benchmarks (Kutznetsova & Kuzetsov, 2017; Pearce, 2015 Feger & Thomas, 2012; Simendinger et. al, 2009).

**Fig 1: Based on information from H. Mintzberg. (2010, p.4). The Shifting Trajectory of Civilization: Developing Leaders: Developing Countries, Oxford Leadership Journal, Vol.1, Issue 2**
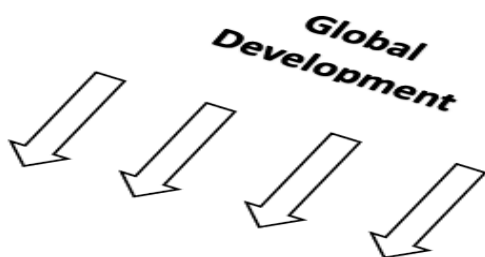
**Fig 2: Based on information from H. Mintzberg. (2010, p.4). The Shifting Trajectory of Civilization. Developing Leaders: Developing Countries, Vol.1, Issue 2**

Planned change may be developed and sustained in organizations through a Three Step Change Model in which successful change in different types of organizations follows three steps: unfreezing, movement, and refreezing (Lewin, 1951; see Figure 3). Other researchers support Lewin's postulate and hold that organizations that engage in change need to understand and be convinced that change is imperative, immediate, and conducted regularly across time (Scarlatescu, 2014; Kotter, 2008; Kotter, & Schlesinger, 2008).

**Fig 3: Kurt Lewin's Three Step Change Model**

Scholars hold that learning organizations tend to be at a status quo, in a state of equilibrium, complacent, whereby to unfreeze the status quo, organizations need to overcome pressures of individual resistance or group conformity: In unfreezing, organizational members, directors, administrators, and staff, need to be convinced of the urgency of change (Beerel, 2009; Kotter & Cohen, 2002, p.1). To engage in unfreezing, step three of the Three Step Change Model, organizational members need to be actively involved in the driving forces, moving away from equilibrium rather than supporting the restraining forces that maintain the status quo and therefore prevent or repress change (see Figure 3). Once the equilibrium is unfrozen, then the organization can start to engage in movement whereby the change process transforms from the status quo to the desired state. Thus, once resistance is overcome then the learning organizations starts movement, and at that point in time, it can be noted that educators need to refreeze and establish a new status quo.

The purpose of this paper is to explore new age leaders as they engage in change and adopt educational leadership styles in a context brimming with uncertainty.

### III. METHODOLOGY

This section covers the purpose of the study, research questions, participants, procedures used in the study, research design, rubric, and analysis of data used.

### A. Purpose

The case study is a descriptive investigation of business educational leadership in a local setting. The purpose of this case study is twofold: (1) to determine whether educational leaders are engaged in planned change and (2) to determine

whether educational leaders engaged in planned change perceived as autocratic are more effective than those perceived as leading from within a collaborative context.

### B. Research Questions

- Research Question One: In your work context, are educational leaders perceived to be engaged in planned change?
- Research Question Two: In your work context, are educational leaders engaged in planned change who are autocratic more effective than those who are collaborative?

### C. Participants

The participants in this case study were 45 young men and 21 young women attending university courses. Their age range is between19-26. As employees in the local business industry and as students in university they were at a point where they had both pragmatic and theoretical knowledge of the concepts being assessed.

### D. Instruments

Two research instruments were used. A survey was constructed. Three questions were posed: a close-ended question with a Yes/No response and two open-ended questions requiring discussion and reflection. In addition, interviews were conducted with 3 randomly selected participants who were asked the same questions as those on the survey.

### E. Procedure

The survey was handed out in four different classrooms. Participants were given 20 minutes to respond. Given their understanding of the external context and assured of confidentiality, the 66 participants were asked to be open, honest, and explicit in their discussion.

### F. Research Design, Rubrics, and Analysis of Data:

The case study dealt with a localized context. The survey was designed by the researcher and included two parts to better understand the local context and area of research. Descriptive statistics were used to analyze the data collected--the participants' perceptions of whether educational leadership initiates change and whether initiated change is executed and established in the workplace.

## IV. DISCUSSION

The results were analyzed using descriptive statistics. The first purpose was to determine whether educators who teach or administer in universities initiate and incorporate change in their day-to-day business of teaching. The second purpose was to determine which leadership style was adopted by the participants' university teachers as they engaged in change at university.

With respect to Research Question One, "In your work context, are educational leaders perceived as engaged in planned change?", 76% of the participants acknowledged that most of their teachers who taught them courses as language, social sciences, engineering, architecture or business were either initiating planned change, moving towards change, or establishing change in their classroom practice, intervals similar to those in the Three Step Change Model (see Figure 3). The participants claimed that a good

number of their teachers were committed to the strategic planned change adopted by their department, their faculty and the learning organization. Moreover, the participants noted that their teachers' conduct-- in their classroom teaching practice, in their use of teaching tools, or in the curriculum-- differentiated them from others who adopted the status quo as was noted by other researchers (Tagg, 2012; Kotter & Schlesinger, 2008). Based on the results drawn from the interviews and the survey, these participants held that teachers were perceived as implementing planned change that was purposeful and proactive, using driving rather than restraining forces as other scholars have noted (Feser, Mayol, & Srinivasaanr,, 2014; Kotter, 2008). These participants noted the following:

- "Our teachers use new applications in our accounting and finance course."
- "Our lecture is filled with up-to-date information; information that is not in our books"
- "My teacher is so energetic and transforms teaching by doing things in a different way so learn course material, like brainstorming in class, like spontaneous oral presentations."
- "Our exams are online rather than paper."
- "We simulated the topic learnt in the classroom."
- "We submit our homework on Blackboard rather than on paper."
- "Classroom activities are different, more directed to learning than memorizing, like cases."
- "My teacher teaches REAL world issues, like what is happening right now in our country."
- "We do group work."
- "Our research is online, on a blog."

The excerpts clearly depict that many teachers were seen as involved in "a day-to-day commitment to operational change" as has been seen in other organizations (Wheelan et. al, 2017). One of the participants asserted that their teachers were initiators of planned change in the classroom, and this was clearly reflected in the teachers' engagement in the change process, in their regular use of information technology resources and in their use of rich communication channels to influence and persuade the class (Scarlatescu, 2014; Denning, 2007). In addition, other participants said that some of their teachers were a driving force actively voicing a change vision. "My teacher is not like others opposing change. He is onboard and uses more up-to-date teaching tools!" Other participants said, "My teacher knows what she is doing when she uses technology!" One participant noted that her teacher mirrored the need to adopt different teaching practices even when workplace conditions and environmental factors were not contingent. "My teacher is so excited about using OER—Online Educational Resources, but such resources make our life so difficult because sometimes we do not have electricity, or we lose our internet connection. When we lose the Wi-Fi connection, we cannot read nor do our homework assignment." This teacher mirrored planned change in her adoption of OER—in the direction of change, reducing

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uncertainty, eliminating waste and redundancy, and establishing goals and standards to control the plan (Akhras, 2016). Even though faced with many challenges in a developing country that suffered from poor infrastructure, the teacher adopted OER as the appropriate tool in the modern world where she knew her students were adept at applying online communication. Moreover, this teacher showed why OER was an effective and efficient mode to integrate. She illustrated why OER was not complicated or difficult to use. She illustrated it in class a number of times in class sessions and then in one-on-one sessions with the students in her office hours. Third, the teacher showed why OER was efficient in its use of resources; once students were enrolled in the course the OER were theirs to use 24/7 anywhere anytime for free. Fourth, the teacher showed how using OER had its own goals and standards to control its use

Thus, from the results drawn for Research Question One, planned change was perceived by the participants as purposeful and proactive--drawn to positive objectives and future oriented. 76% of the teachers were seen as confident as they embarked into new territory because they were aware of how necessary it was to immediately initiate change and be an 'entrepreneur' (Mayo, Nohria, & Rennella, 2009). Even though many teachers were aware that adopting change was difficult-- many times impossible in their university and in their country-- yet some of these teachers were committed and short term gains moved teachers to establish the new status quo.

With respect to Research Question Two, "In your work context, are educational leaders engaged in planned change who are autocratic more effective than those leading from within a leadership team?" The results reflected that the participants perceived that autocratic leaders were 18 % effective in leading planned change whereas those teaching from within a leadership team were 80 % effective in leading planned change. Based on the results drawn from the interviews and the survey, participants stated the following about effective leadership of planned change in their college classrooms:

- "At university, there are some teachers who teach us business that do work hard and assume responsibility for managing change. They influence students by adding their own personalized touch to the course work. They try to relate the educational material to the real world. By doing this, some students get motivated and establish goals for their life."

- "They help their students engage in the course material."

- "Teachers tell us what to do in business IT courses: They make us work hard to be competitive in the market."

- "They give their students energy to come to class and participate. They solve every problem, so we know everything about the material."

- "Our teachers are like a team leader that gives new information to others in order for them to succeed."

- "To make sure we understand her lecture, one teacher explains the material in simple words we can understand, and she asks the class to provide local examples. She is the only teacher who does this."

- "Teachers tell us exactly what to do. We do it. Nothing else."

As can be seen from the results noted above, inside different fields of specialization and across the academic semester, the results showed two styles of leadership in the learning organization: (1) autocratic leaders who manage change hierarchically, top-down, flowing from the highest echelons down the chain of command and (2) a new genre of leadership, one with a more decentralized structure—heads of department and faculty who seems to behave as a moral compass, driven by a different perception of organizational mission, vision, values, and program attributes.

It seems that this quasi team-based leadership style was both an initiator and a driver of change in universities whereby educators 'worked collaboratively' with their students to develop a more enhanced learning organization (Ferger & Thomas, 2015; Simendinger et al., 2009; Kotter 2008). As one participant said, "When the professors assign projects, they make sure the assignment is understood; they also check which date suits the students. Thus, they motivate their students to attend their course and improve their grades." Another participant wrote, "Our teacher asks our opinion on her performance, on how to become better." Such a leadership style was one in which teachers initiated change, leaving behind the restraining forces and embracing driving forces of the Three Step Change Model. It can be said that such teachers were moving away from the traditional teaching practices of status quo and establishing and fortifying their own planned change strategy. As a participant stated, "My favorite teacher normally says, 'Let us brainstorm this idea together, and we do. After thinking out loud in class, our teacher kicks off into her lectures: Our teacher has established her own teaching strategy. She planned change and consistently improves it, semester after semester."

Teachers were perceived as actively involved in planned change with 80% of the participants asserting that their teachers were part of a new age culture networking teachers and linking teacher to students in an educational context driven by a moral purpose.

Participants asserted that their teachers had adopted an empowered approach, leading change from within a leadership team where knowledge is learned, shared, discussed, debated, and consistently applied inside the learning organization as has been noted by other researchers (Senge, 1996). Western and foreign pedagogical concepts and models seem to have been widely integrated into their teaching practice: some teachers trained; some developed local teaching processes; some seem to have readily and consistently adopted Western pedagogy (see Figure I; see Figure 2). It seems that some had assimilated both practices and perceived them as their own leadership style. What these teachers did in class was what the participant's best friend or cousins did in college in the U.S., London, or Paris. These teachers were incorporating a planned change teaching strategy.

Alongside these collaborative educational leaders were those perceived as having an autocratic leadership style commonly adopted in governmental learning organizations but also found in private learning organizations in the MENA (Deresky, 2017; Freiberg, & Driscoll, 2005). Participants reflected that as in public institutions, the school principle extensively controlled teaching and implemented a rigid system that was diligently abided by across the academic year. Educators read off transcribed notes, dictated paragraphs, expected rote memory, and were intractable and dictatorial. In general, these leaders were perceived as passive, dependent on a system that told them what to teach and how to teach it.

18 % of the participants in this case study consistently maintained that their educational system sustained the same rigidity it had from when the Baccalaureate educational program was established during the French colonial mandate. A young female participant complained, "These teachers sit down and recite their lectures; these teachers read off the book publisher's power points slides." It is interesting to note that this 18% of the participants asserted that they opposed teachers who were complacent or 'avoided change' because of uncertainty avoidance (Henderson, Beach, & Finkelstein, 2011; Hofstede, 2010) stating, "No I don't want to change how I teach because information technology media are much better teaching tools because they are not!" Furthermore, these participants were frustrated because the educational leadership and the administration were not committed to planned change despite the nation's economic recession and political instability.

However, side-by-side with the negative millennial participant was the positive millennial participant that empathized with the educator's traditional French Baccalaureate style of rigidity yet valued and appreciated the entrepreneurial spirit in the local educator that is accurately vocalized by one of the participants who said, "At university, these business teachers work hard and assume responsibility for managing change in our business courses. They influence us by adding their own personalized touch to the course work. They try to relate American business to the business context in our country. By doing this, we get motivated and we plan change."

In short, the results showed that teachers work with others in order to improve the learning organization and thus the performance of those around them; participants stated that their teachers were collaborative, and the nature of their relationship created a positive proactive context. Educational leaders seemed to create synergy and drove their students, their courses, their department and their faculty forward: It was embryonic.

Therefore, the case found that in universities in emerging countries today, many educators are engaged in planned change: they vocalize, establish, and implement the learning organization's direction through their vision of the future. They have a clear sense of purpose that collaboratively drives and propels their work context--its core and perimeter---towards the achievement of their goals in the learning organizations' strategic objectives.

## V. CONCLUSION

Research on liberal arts universities holds that many educational leaders in business schools are involved in planned change applying Lewin's Three Step Change Model of unfreezing, moving, and refreezing as was the case in this exploratory research. The case emphatically showed that in emerging countries many educators have successfully embraced planned change and have incrementally, step-by-step, initiated, developed and/or sustained their learning organization, strategically, across time.

At MENA universities' today, rank and file teachers develop and nurture students by being proactive, sustaining and developing themselves to meet Western or international benchmarks. The case found that 80% of the participants held that educators in Liberal Arts Schools were successfully engaged in planned change designing change and or moving towards change or establishing change. This study clarified that to effectively lead planned change in developing countries, one needs to adopt a leadership style that integrates an in depth awareness of the strong compelling forces of change shaping the work context.

Furthermore, the results showed that to effectively lead planned change, change needs to be driven by a moral purpose, a supportive leadership style. "Teachers help students when they face any conflicts with their assignments, and they are available in their offices for their students; they are also available outside of office hours." One of the participants remarked, "Our teachers give us energy to come to class and participate." In addition, the results found that these educational leaders had a moral compass and took steps to bridge faculty and students interactively: These new age leaders helped others take steps through a collaborative network rather than a vertical one whereby educators and students engaged in problem solving, team-based decisions, used teaching resources, earned respect and rewarded each other as they maintained alignment to the business world. To conclude, not all educators are visionary. Not all leaders are planning change. But many of those who create change, structure it a priori, in their 'blueprint': Before teaching, these educators visualized change in their own personal 'design phase' matching the needs of their learners to specifics of content and context; (Freiberg & Driscoll, 2007, p. 1-2). These new age leaders made change happen. One participant affirmed, "We are fortunate to have teachers who understood the need to do things a different way and understood why there was a need to do things a different way."

## VI. LIMITATIONS

The study had two main limitations. First, the research design to evaluate the complex issue of bold change managed by educators in college in a developing country in the Middle East and North Africa was oversimplified. Second, the study was exploratory: It looked at educational leadership in change management from the perceptions of 66 students who work in public and private companies. As

such, the survey was straightforward, simple to understand, and related to educational leadership in times of change rather than in depth.

## VII. RECOMMENDATION

This exploratory case study found that despite extenuating circumstances, educational leadership in the new millennium remains bold and daring. In the Middle East and North Africa in Schools of Business, many educational leaders are actively involved in planned change whether they are seen as autocratic or from within the team based leadership. Others are complacent or involved in false change rather than in the growth and development of their learning organization. Additional research needs to be undertaken to broaden perceptions of new age leaders who have a moral compass and are generating planned change, especially given the positive results drawn by this exploratory case study.

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