

The identification and classification of skills required for the effective conduct of organizational change: Using of the Delphi Method and Judges Technique

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Abstract: To determine the skills required by leaders to effectively manage organizational changes, this article is similar to a task analysis and it is consistent with the approach suggested by Catano to identify the skills required by the exercise of various functions. It is also in the line of various work in Great Britain and in the USA according to which jurisdiction is seen as a requirement to be able to be established after an analysis of outputs produced. The using methodology is qualitative, aimed at verifying the clarity and relevance of competency statements retained after our literature; it enables to better define the competency model that we seek to develop. The qualitative study was done using two techniques: a Delphi method to establish the skills learned; a study by the Judges technique to check membership statements (specific skills) to groups (derived generic skills).

Keywords: skills, leadership, change management, Delphi Method, Judges Technique.

1. Introduction

In recent years, the practical achievements and theoretical work have proliferated around the theme of competence. Contributions are now numerous, but scattered in many books. The concept of competence refers to the many ways to design and define individual or collective capacity to mobilize in action, knowledge, skills and behaviors that ensure the effectiveness of human activity in the workplace. In the following article, we will highlight the usefulness of the concept of competence prior to highlight the skills required for managing organizational change. In fact, we will use two qualitative methods, a Delphi study to establish the skills to identify; a study by the judges Technique to check membership statements (specific skills) to groups (derived generic skills).

2. Skills required for the management of organizational change

2.1. Synthesis of the Literature

To adapt to changes in the economic, social and technological contemporary organizations, must make changes of various kinds. As the literature on the subject indicates, the leadership roles and skills they deploy to exercise these are likely to have significant impacts on the success of the change. The analysis of the writings that we have done, however, reveals the lack of work specifically on the skills of managers should master to effectively drive a change. To understand these, we have among others tried to clear from the literature on leadership, particularly that of transformational type of roles and characteristics useful for change management. In the following section, we will summarize the major trends that we consider relevant for the identification of skills needed for effective change management. In the following section, we will present various views dealing specifically work skills by various authors as relevant to the effective management of change. We will show how particular synthesis Coetsee and Handford (2003) [1] was the basis of this research, and how we have completed.

2.2. The literature contributions on leadership

Whether it indirectly by identifying roles such as that of behaving pioneer or directly by the focus on the characteristics to deploy such having a psychological balance, the literature on leadership provides inputs which helps to determine the

skills required to effectively manage change. This is shown by the following list, derived from the work presented in an earlier section.

- Establish a clear and compelling vision, offer him a clear sense to encourage people to enroll “(Daft, 2005) [2]; (Dulewicz and Higgs, 2005) [3]; (Gill, 2003) [4]; (Lawler, 2002) [5]; (Lloyd and Maguire, 2002) [6]; (Kotter, 2003) [7]; (Kouzes and Posner, 2003) [8])”.
- Share responsibility and rely on others to get them involved “(Dulewicz and Higgs, 2005) [3]; (Daft, 2005) [2]; (Gill, 2003) [4]; (Schein, 1997) [9]; (Steere, 1997) [10]; (Kotter, 2003) [7]; (Kouzes and Posner, 2003) [8]; (Lawler, 2002) [5]; (Glover, Friedman and Jones, 2002) [11]; (Ulrich, 1997) [12]; (Demers and Hafsi, 1997) [13]; (Mento, 2002) [14])”.
- Act as a pioneer to take risks, listen, open channels, recognize new ideas and find innovative approaches (Demers and Hafsi, 1997) [13]; (Kouzes and Posner, 2003) [8]; (Lawler, 2002) [5]; (Senge, 1999) [15]; (Ulrich, 1997) [12];
- Having exceptional motivation to face the difficulties “(Demers and Hafsi, 1997) [13]; (Kotter, 2003) [7]; (Kouzes and Posner, 2003) [8]; (Lloyd and Maguire, 2002) [6]; (Mento, 2002) [14]; (Schein, 1997) [9])”.
- Establish continuous process in which the leaders will not have to say what they will do but do what they say “(Daft, 2005) [2]; (Kets de Vries, 2001) [16]; (Senge, 1999) [15]; (Ulrich, 1997) [12])”.
- Accommodating the paradox to learn how to simultaneously use multiple components of the company and live with ambiguity “(Kotter, 2003) [7]; (Lloyd and Maguire, 2002) [6]; (Ulrich, 1997) [12])”.
- Have the faculties of analysis postulates increased underlying culture (Glover, Friedman and Jones, 2002) [11]; (Lawler, 2002) [5]; (Zaleznik, 1977) [17])”.
- Have a psychological balance to control his anguish and that of others “(Lloyd and Maguire, 2002) [6]; (Schein, 1997) [9])”.

The interest is critical skills to create what Intagliata, Ulrich and SmallWood (2000) [18] called brand leadership. The growing interest in the concept of competence is due to these reasons:

- Skills provide organizations the ability to define, in behavioral terms, what leaders need to do to produce the desired results in harmony with the culture;
- The skills are measurable and can be developed and learned;
- Skills can differentiate the organization as they represent behavioral dimensions;
- Skills can help integrate management practices.

Work on leadership effectiveness can be classified into two types, thus focusing attention on different skills. First, there are the "personalist" attached to the effectiveness of leaders to specific personality variables and the "situationists" who are related to the constraints of the environment (Kets de Vries, 2001) [16] Like this, there are no leaders without "following persons" and that leadership activities take place within a context. Effective leadership is between the two approaches ("interactionist" model). Thus, leadership can be analyzed through the interface between the leader (personality, experience, position) and location (corporate culture, nature of the task, organization type).

In the same line, and following the results of several US research, Kouzes and Posner (2003) [8] demonstrate that leadership is primarily relational. It is a relationship between those who aspire to lead and those who choose to follow. The notion of accountability stimulates the intellect and the imagination of people and especially their creativity, risk-taking and confidence in change processes (Kotter, 2003) [7]. However, in the absence of specific behaviors on the part of leaders, this favorable organizational climate for successful change seems elusive. This is what leads us to explore the analysis that focused directly on the behavior of leaders based on leadership style and performance achieved. Some authors have developed typologies of skills that a leader must possess to lead the organization towards performance.

2.3. Skills required to drive change

The actions taken by a leader vary according to style. As shown in Figure 2.3a developed by Kets de Vries (2001) [16], it is the consequence of the subtle play of forces at work in his inner world (character traits, temperament, motivational needs) and skills he has acquired over the years (personal, cognitive and social).

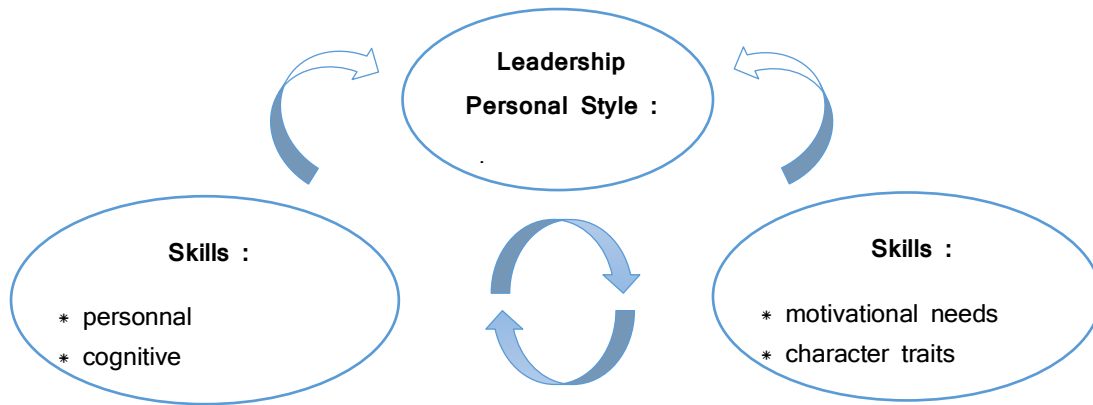


Figure 2.3a: Personal leadership dimensions (Kets de Vries, 2001, p. 256).

According to Kets de Vries (2001) [16], the effectiveness of leaders depends on the mastery of skills in three areas: personal skills (thirst for success, confidence, energy and personal effectiveness), social skills (influence, political sensitivity, empathy) and cognitive skills (conceptual thinking and synthetic vision). These skills are part of a multi-layered process, based firstly on the needs, emotions, defenses, patterns and basic features, which follow each other's values, attitudes and self-image, followed by skills.

Gill [4] proposed a similar framework in 2003. It consists of four types of dimensions: those related to cognitive intelligence, those relating to the need for meaningful work and rewarding those concerning emotional intelligence and those of behavioral that are associated with voluntary action.

Based on the questionnaire developed by Bass (1985) [19] and modified by Dulewicz and Higgs (2004, cited by Turner and Müller, 2005) Dulewicz and Higgs (2004) [3] identified three sets of skills expressed through fifteen behaviors. This model is included in Table 2.3b.

Table 2.3b: The fifteen leadership skills (adapted from Dulewicz, Higgs, 2005, p 111., and Turner, and Muller, 2005, p. 55.).

Groupe	Skills
Intellectual dimensions	1- critical analysis and judgment 2- vision and imagination 3- perspective
Managerial dimensions	4- communication sparking commitment 5- resource management 6- empowerment 7- development 8- need for achievement
Emotional dimensions	9- self awareness 10- resilience 11- motivation 12- sensitivity 13- influences 14- intuition 15- consciousness

Dulewicz and Higgs (2004, cited by Turner and Müller, 2005) [3] mention that some authors “(Gill, 2003) [4]; identified four types of skills originally performance leader: cognitive, emotional, behavioral and motivational. However, based on their own observations, Dulewicz and Higgs (2003) [3] explain that three types of skills explain the performance of executives, managerial and intellectual emotional. Turner and Müller (2005) [20] note that Dulewicz and Higgs (2003) [3] integrate cognitive skills in intellectual dimensions (intelligence and ability to solve problems) and managerial dimensions (knowledge and skills in the functions of management). They combined which is emotional, behavioral and motivational in one dimension.

The value of these contributions “(Dulewicz and Higgs, 2003) [3]; (Turner et Müller, 2005) [20]; (Kets de Vries, 2001) [16]” due to the relationship they weave between competence and leadership effectiveness. Synthesis and Coetsee Handford (2003) [1] follows the same logic while applying directly to change. The relevance of the synthesis proposed by Handford and Coetsee (2003) [1] follows from the fact that it takes into account the work of 18 authors (Table 2.3c), several of which were mentioned in our own literature, grouping roles and activities conducted by leaders with

performance, skills and personal characteristics. Of course, Handford and Coetsee (2003) [1] used a computerized tool to condense and analyze information taken into account and to calculate the frequency of identified skills. They drew up a list of 39 skills they have condensed into 14 core competencies for leaders to conduct organizational change. Its relevance is also the result of painstaking effort the authors performed to understand the roles of leadership and skills associated with them. Because of the importance of this work and commonalities with the contributions he has previously discussed in this research, we have agreed to complete their synthesis (Table 2.3c).

Table 2.3c: Frequency of 14 core competencies according to the authors (adapted from Coetsee and Handford, 2003, p. 28)

Skills Authors	Develop a new vision and strategy	Create an aligned commitment	Establish a sense of urgency	Communicating vision	Build coalitions that win	Participatory management style	Create a climate of motivation	Generate short-term gains	Generate opportunities to succeed	Consolidate gains	Increase and develop	Provide leadership and Support	Modeler behavior	Culture training
Bate (1994)	X	X		X		X	X			X				X
Kouzes and Posner (1987)	X	X		X	X	X	X	X	X	X	X	X	X	X
Cummings (95)				X		X			X		X	X	X	
Coetsees (99)	X	X					X		X		X	X		X
Beckhard, Pritchard (92)		X		X									X	
Tearle (1992)	X	X		X	X	X	X		X	X	X	X	X	X
Jick (1993)	X	X	X	X	X	X	X	X	X	X			X	X
Blirnes (1996)		X				X	X			X				
Coestees (2002)	X						X					X		X
Carnali (1991)			X		X	X	X	X		X				
Kanter (1997)	X	X	X	X	X		X			X		X	X	
Tearle (1992)		X		X	X	X	X	X	X	X		X	X	
Kanter (1997)	X	X	X	X	X	X	X		X		X	X	X	
Kotter (1996)	X		X	X	X		X	X		X				X
Kanter (1997)	X	X		X	X	X	X	X	X	X			X	X
Litwin (1996)	X	X		X	X	X	X	X	X			X	X	X
Litwin and Simon (1996)		X	X	X	X		X	X		X			X	X
Coetsees (1999)	X						X					X		
Fréquence en %¹	67	72	33	72	61	61	89	44	50	61	28	56	61	56
Gill (2003)	X	X		X	X	X	X	X			X	X	X	X
Ulrich (1997)	X	X		X		X	X		X		X	X	X	X
Lloyd and Maguire (2002)	X	X		X	X	X	X	X	X	X		X	X	X
Kets de Vries (2001)		X			X	X	X		X			X	X	
Kouzes and Posner (2003)	X	X		X	X	X	X	X	X	X			X	
Lawler (2002)	X			X			X		X		X			X
Buchanan and Boddy (1992)	X	X		X	X	X	X						X	
Griffith (2002)	X	X		X			X	X			X	X	X	X
Mento (2002)	X			X	X	X	X	X		X	X	X		X
Kotter (2003)	X	X		X		X	X	X			X		X	X
Dulewicz and Higgs (2003, 2004, 2005)	X	X		X		X	X		X	X	X	X	X	
Fréquence en %²	76	76	21	79	59	69	93	48	52	52	41	59	69	59

¹ Frequency calculated by Handford and Coetsee (2003)

² Frequency calculated after adding the skills cited by 11 other authors.

Table 2.3c, in its lower part, reported the results of our own work recension that recognizes the contributions of 11 other authors. The calculated frequencies seem to go in the same direction as the trends identified by Handford and Coetsee (2003) [1].

As we mentioned, although the starting point was the work of Handford and Coetsee (2003) [1], we have tried, in a second step, to meet in the other literature skills to management organizational change. This exercise has allowed us to develop a list of skills that is the basis of our operational framework. Handford and Coetsee (2003) [1] developed a list of 39 skills. Subsequently, they have condensed the 14 skills based on the writings and descriptions relating to the work on the roles and activities carried out with performance by the leaders, their skills and their personal characteristics, including their values.

In this research, we attempted to structure these skills based on a change management approach. This approach has been discussed by several authors. For example, Burke (1991) [21] proposed a model of change management that assesses knowledge of the underlying dynamics of change. Their measuring instrument includes 25 items and is based on a model for the management of change. This is based on the knowledge of the fundamental dynamics of change (individual and organizational response to change) and knowledge of the change process (planning, management of human and organizational aspects, evaluation). Collette, Delisle and Perron (1997) [22] proposed a similar approach that involves four steps. The first is to make a diagnosis of the unsatisfactory situation (to develop a clear vision). The second is to plan actions to operationalize the solution (content) and to implement it (process). In the third step, it is about executing the Action Plan while offering support mechanisms and guidance. The last step is the evaluation of results in order to take stock of experience and possibly take corrective measures to bring.

Based on the 14 competencies identified by Handford and Coetsee (2003) [1] and management models of change, we have structured the skills required for managing change. These are six in number:

- 1- Developing a vision;
2. Share the vision;
- 3- Plan implementation;
- 4- Manage the processes and people;
5. Evaluate the process and change;
- 6- Manage oneself through change.

These skills will be measured by indicators (set) we have drawn mainly in 39 skills offered by Handford and Coetsee (2003) [1] and the 25 statements Burke (1991) [21]. Professor Burke has forwarded a copy of his instrument and the explanatory document used in its preparation and serving its interpretation. He generously allowed us to use these documents in this research. In these documents, the interpretation of each item is supported by the contribution of several authors who were consulted in this research. This literature has served us to propose other statements to measure our skills. In addition, some of the work on leadership best practices (for example (Dulewicz and Higgs, 2003) [3]; (Kets de Vries, 2001) [16]; (Kotter, 2003) [7]; (Kouzes and Posner, 2003) [8]; (Turner and Müller, 2005) [20]; (Ulrich, 1997) [12]) allowed us to identify other statements.

3. Exploratory Study

3.1. Qualitative study (1): use of the Delphi Method for identifying the skills required for driving organizational change

3.1.1. Presentation of the Delphi Method

The Delphi method is a versatile research tool that can be used to select and define research questions. Researchers can use it to develop a theory (Okoli and Pawlowski, 2004) [23]. First, it can help researchers identify variables and generate proposals. Second, the participation of experts with extensive experience in their field allows researchers to consolidate the empirical evidence on which their theory is based. The third advantage is that the Delphi method can help construct validity since it depends on a clear definition. In short, the Delphi method is a relevant tool for exploratory studies.

3.1.2. Using the Delphi Method approach

First, we have compiled a list of experts of organizational change likely to contribute to the realization of this research. These should be researched (and / or interventions) and publications in the field of organizational change, be familiar with the notion of skills and understand the specific context of organizations. Of the ten people we contacted, six have agreed to participate. Given the nature of the expertise required, we felt it enough. For the sake of scientific relevance,

we have chosen as experts professionals specialized in the fields of skills, leadership and organizational change. These are divided into two groups, the first consists of three lecturer researchers members and the second of three business consultants. Subsequently, and due to the requirements of the Delphi Method (several iterations) and multiple concerns of experts who have agreed to participate in this study, we suggested them to conduct the study by email to optimize the time they generously granted us. It consists of six steps, which can be divided into two phases: a preparatory, one to three and the other relates to the actual realization, steps four to six.

- **Step 1: Development of criteria for selection of experts.** The criterion of publication arbitrated have been considered important because of its validity.

- **Step 2: identification of potential experts to participate in the study.** From a written analysis on change.

- **Step 3: invites experts to participate in the study.** In this step, we made contact by phone and email to invite experts on our list. An overview of our research project and its objectives has been sent to them as an attachment to the email or as a result of the telephone call. It should be noted that in the interest of economy of time they would have to devote to the study, we specified that she would fully by email.

- **Steps 4: response experts to our frame of reference.** In this step, we first sent an email of thanks to each of the experts who agreed to participate in our study. Afterwards, we sent a second email to which we attached a preliminary reference. We have clarified that it is the fruit of our literature review and that it is only a starting point. We also asked the experts to comment, accept, remove, add and / or reformulate the content of this document while putting special emphasis on the six factors (derived generic skills) and statements associated with them (specific skills).

- **Step 5: summary of responses.** At each iteration, we summarize the comments from all the experts before returning them all. In the second formulation of the framework, we have added two new columns, one to report the recapitulation of earlier comments relative to each statement and the other to ask their new reactions and proposals.

- **Step 6: categorization of competences.** In light of all the comments and agreements that emerged from the different iterations, we have compiled a list of skills including various suggestions, changes and additions experts. We took into account all the comments of experts to improve the formulation and content of statements of capabilities; where consensus was not achieved, we favored the opinion of the majority of experts to make changes.

3.2. Qualitative Study (2): use of the Judges Technique to rank statements (specific skills) in dimensions (derived generic skills)

3.2.1. Presentation of the Judges Technique

With a few changes in wording of certain dimensions, the Delphi experts did not comment on the classification of the statements in the past. Given that we have not explicitly asked participants to rank the Delphi statements in their dimension of belonging, we used the technical judges to perform this task. We used the method of judges. So we appealed to a professor, two managers and four PhD students from different disciplines (finance, information systems, marketing), one is also a small business owner, for their opinion on belonging to different statements derived generic skills. Before we present the statements, we mixed and presented in a separate document. Subsequently, we asked the people consulted to classify in one or other of the six dimensions on another page. The objective in this phase was to contribute to the validation of the classification of our statements. Since these judges did not have to rule on the content of the statements, we asked them to rank them according to their own understanding.

The judgment of participants allowed us to confirm classification of the majority of the statements and review of some. The criterion of the majority of participants (5 of 8) was favored when there was no unanimity. This approach allowed us to classify some statements differently. For example, the statement "Release the time needed to manage change" has been classified by the majority in the dimension 3 (Plan implementation) instead of its original position in the dimension 6 (Manage oneself through change). The same goes for the statement "Set up communication activities enable people to have the required information on the change and its evolution" which was ranked in the dimension 3 (Plan implementation) instead of its original location in dimension 4 (implementation of change). However, some statements have not been classified in six dimensions and we added another designated "provide support for change," to reflect the common content of the following five statements:

- 1- Ensure that the management team understand the challenges associated with change,
2. Share the vision within the management team,
- 3- Ensure adherence of the management team with the proposed vision,
4. Ensure the support of the "key players" of the organization,
- 5- Create a steering team of change.

4. Presentation and discussion of results

Based on the suggestions and comments of the experts who participated in the Delphi study and the proposals made within the framework of Judges Technique, we developed our research questionnaire. This process allowed us to make several changes to our original model.

To collect information, we chose to have the statements by size of community. Despite some limitations, particularly that relating to the risk of promoting the consolidation of responses patterns consolidating dimensions, we made this choice for the following reasons:

- 1- The statements relate to a sequential approach: for example, plan, implement and evaluate. It would have been difficult for respondents to jump forward and backward in time to describe events they had experienced in their business.
- 2- Positive signs of belonging to set the dimension in which they were ranked was collected, mainly with technical judges.
- 3- The aim of the research is to measure dimensions; consolidate a priori supports this objective and does not mean that all statements will necessarily saturate the dimension in which they were classified.
- 4- This procedure prevents the respondents think that one seeks to evaluate their franchise or their credibility.

The final version of the measured skills is reported in Table 4 shows that the seven dimensions or derived generic skills: developing a vision, provide support for change, to share the change, plan implementation, implement the change, evaluate and measure, self-management through change. The specific skills relating to each of these derived generic skills are also mentioned in this table. These vary from 5 to develop a vision, to 18, to implement the change. For dimensions including a larger number of statements, either self-management (11 items) and the implementation of change (18 items), it is more possible that the subsequent statistical analysis (factor analysis, homogeneity tests) revealed the presence of more than one component or factor.

Table 4: The seven dimensions (derived generic skills) and their statements (specific skills)

Factor	Statements
Developing a vision	<ol style="list-style-type: none"> 1. Diagnose the internal and external environment to verify if a new vision is needed, 2. Design what should be the company to meet internal and external challenges, 3. Review of "alternative" to the proposed change to ensure that it is the best option, 4. Justify the rationale for the change from the current and future directions of the organization, 5. Propose a vision that is both realistic and capable of arousing the mobilization of all concerned.
Provide support for change	<ol style="list-style-type: none"> 1. Ensure that the management team understand the issues associated with change, 2. Share the vision within the management team, 3. Ensure the accession of the management team with the proposed vision, 4. Ensure the support of "key players" of the organization, 5. Create a steering team of change.
Share the vision	<ol style="list-style-type: none"> 1. Convincing employees of the need for change, 2. Communicate the vision and goals of the change to employees, 3. Ensure that the beliefs and values associated with the vision shared by employees, 4. Be attentive to employee reactions to the proposed vision, 5. employees adhere to the vision by demonstrating its benefits, 6. Make the bridge between the past and the future, 7. If required, adjust the vision to the objections expressed by employees.
Plan implementation	<ol style="list-style-type: none"> 1. Identify individuals and groups capable of being carriers of change, 2. Identify the positive and negative forces change, 3. Determine the steps required to implement the project of change, 4. Create a coalition capable of supporting change, 5. Provide the means to put in place to support change such as training, participation, recognition, 6. Provide clear and the time needed to manage change, 7. Provide the necessary resources for the implementation of change, 8. Develop communication activities for people to have the information about the change and its evolution.
Implement the change	<ol style="list-style-type: none"> 1. Manage the flying crew change, 2. Establish favorable conditions for the realization of change, 3. Provide leadership and support for employees to know where one is going, 4. Delegate tasks and responsibilities to achieve change, 5. Find ways to overcome difficulties and obstacles, 6. Engaging and collaboration using a participatory management style,

	7. Carry out short-term success to consolidate the change, 8. Demonstrate attentive to employee concerns for change and contribute to their expression, 9. Encourage continuous learning so that employees are taking advantage of the difficulties, mistakes and successes, 10. Know how to interpret the complaints, concerns, needs, likely to cause resistance to change and respond appropriately, 11. Determine the adjustments that were required as and evolve the proposed change, 12. Ensure that the management team and the coalition supporting the change remain "aligned" on the objectives of the latter, 13. Ensure that the change is a development opportunity rather than strength, 14. Encourage respect ethical rules in the conduct of change, 15. Respect the integrity of people in the realization of change, 16. Be loyal to those who engage in change, 17. Provide time for employees to adapt to change, 18. Encourage the calculated risk taking and accepting the margin for error associated with it.
Evaluate and measure change	1. Read the signs of progress and to adopt the necessary actions, 2. Recognize the contributions and efforts and reward changing accordingly 3. Celebrate successes and achievements As the progress of change, 4. Develop reliable and valid indicators of success to take stock of the project, 5. Evaluate the process and results of the change taking into account the opinions of those concerned, 6. Establish a review of the experience with its strengths and weaknesses.
Manage oneself through change	1. Being able to do more when required, 2. keep motivated through the stages of change, 3. Persevere despite obstacles, 4. Keep the same course in turmoil, 5. Set an example by his way of behaving towards change, 6. Tolerate ambiguity, 7. calm and regain his balance after unforeseen difficulties or disputes Remain, 8. Ensure that the time and energy devoted to changing the least possible harm to other duties and his personal life, 9. Manage stress facing difficult situations occurred during the design and implementation of change, 10. Pull the appropriate lessons from the problems occurring during the change, 11. Pass project success and contributions of others before his personal "glory".

In addition to questions on skills, others are intended types of change and success criteria.

As we have seen in the literature, it is possible that the skills to manage change vary according to the characteristics of the latter: type, target, scope. In our operational framework, we retained certain characteristics that we considered both relevant for our research, which focuses on the measurement of skills related to a change project, and measurable within the framework of the latter, with a limited number specific statements. Considering these constraints, the issues we cover the following items: scale or scope of change, either strategic or operational, short-term benefits sought or long term; time perspective of change, either reactive or proactive, planned or improvised.

Conclusion

The objective of this article was to develop and validate a set of skills for the successful management of organizational change. The development of these skills process was based on a literature, which helped to develop a list of skills required for successful organizational change. These skills have been a qualitative empirical study, conducted using the Delphi method and the Judges technique. Using the Delphi method's main objective was to verify the relevance of the identified skills. A reminder of the approach has preceded the presentation of the results that emerge. As for the Judges technique, its rationale and the conclusions that it was possible to draw are in the logic of classification set (specific skills) in dimensions (derived generic skills). All this with the aim of a complete mastery of a tool (leadership skills) for the effective conduct of organizational change.

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