How to Cite:
Abderrahim, B., Abdelkarim, S., Sadiq, B. H., & Kareem, S. D. (2024). The impact of strategic leadership on the building of intelligent organizations: A field study of a group of economic institutions in Algeria. *International Journal of Economic Perspectives*, *18*(1), 151–166. Retrieved from https://ijeponline.org/index.php/journal/article/view/552

The impact of strategic leadership on the building of intelligent organizations: A field study of a group of economic institutions in Algeria

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***Abstract*---**This study aims to highlight the role of strategic leadership in adopting the intelligent organization model. The study was conducted on 7 economic organizations in Algeria. The study population consisted of 354 leaders, of whom a random sample of 176 leaders (managers, department heads, division heads, engineers) was selected. The researcher used a questionnaire as the main tool of the study. Statistical analysis and hypothesis testing were conducted using SEM (Structural Equation Modeling) with the aid of SPSS.v26 and AMOS.v24 software. The study concluded with a set of results, most notably: there is a statistically significant direct positive effect between strategic leadership and building intelligent organizations at a significance level of 0.05.

***Keywords*---**strategic leadership, organizational learning, smart organization.

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Submitted: 09 May 2024, Revised: 18 June 2024, Accepted: 27 July 2024

1. Introduction

The rapid advancements and changes in the contemporary business environment have compelled most organizations to revisit their strategies, policies, and structures in order to enhance performance and bolster their chances of growth and survival. Organizational survival now hinges on their competitive edge. It has become imperative for these organizations to embrace the challenge and transform their traditional work methods and systems, which have proven limited in keeping pace with the advancements of the modern era amidst globalization and the knowledge economy. Consequently, innovation and change have become inevitable. Organizations that disregard continuous change and renewal are destined for decline and collapse due to the complexity of social, economic, and technological transformations fueled by sophisticated technology and information systems. This has given rise to new organizations, differing in their responsiveness to change and their ability to navigate challenges within their internal and external environments, including: network organizations, virtual organizations, and intelligent or learning organizations.

As the saying goes, a successful organization has effective leadership behind it. Leadership, as a process, relies on both science and art to achieve results through the leader's interaction with all individuals and work groups within the organization. An effective leader is one who gives significant weight to the situation they are leading, the circumstances they operate in, and embraces modern scientific management approaches. The shift towards a learning organization necessitates flexible leadership capable of managing effective change to guide these organizations towards sustained success and excellence. The true challenge faced by organizations lies in selecting leaders who are willing to embrace change and risk, especially as traditional leadership, often lacking initiative and innovation, fades in significance. This has led to the need for modern leadership approaches, primarily strategic leadership. Strategic leadership stands as one of the most influential factors in driving change and offering a comprehensive perspective on the phenomena surrounding the organization. It inspires individual capabilities for teamwork and fosters continuous learning, along with a persistent search for creative solutions to organizational problems that hinder operations and negatively affect goal attainment.

1.1 Problem Statement

In the pursuit of organizational development and competitiveness, organizations need strategic leadership with a new vision for long-term change. This has been a crucial focus in numerous studies to convey the impact of leadership behavior on subordinates and the organizational environment. The fundamental task of leaders today is not merely to direct and supervise subordinates, but also to create an environment conducive to fostering organizational learning models among individuals for skill development, idea refinement, and the creation of innovative products. Therefore, we will shed light on Algerian economic organizations, especially since local and Arab studies in this field are scarce if not nonexistent. Based on this, the following research question was formulated:

To what extent does strategic leadership contribute to building intelligent organizational models?

1.2 Study Objectives

The primary goal of this study is to determine the extent to which strategic leadership, with its various dimensions, supports business organizations in their transition toward building an intelligent organizational model. Some of the objectives can be summarized as follows:

- Highlighting the need to abandon primitive leadership management styles that have lost their relevance due to their limited ability to keep pace with the advancements of the era, considering the evolution of business organizations in the field of management and leadership.
- Emphasizing the necessity of implementing modern leadership patterns, primarily strategic leadership, which empowers organizations to establish a long-term vision to embrace innovation and move toward a different model of learning organizations by achieving exceptional performance and continuous competition. This enables them to effectively and efficiently address constant changes in their internal and external environments.
- Proposing a set of recommendations for decision-makers based on the findings of the field study to be conducted in the studied organizations, clarifying the significance of moving toward a learning organization from the perspective of strategic leadership.

1.3 Research Methodology

We utilized a descriptive-analytical approach to describe the relationship and strength of the impact between the study variables and to interpret the results. This method is reflected in the theoretical part, where researchers collect data and information related to the study variables and analyze them by referring to various sources and references. Additionally, we benefited from previous studies in shaping the research problem and building hypotheses. Furthermore, we employed the statistical packages SPSS.v26 and AMOS.v24 to analyze the obtained results.

1.4 Previous Studies

Study (VERA, 2004): Strategic Leadership and Organizational Learning

This study aimed to define the concepts of strategic leadership and organizational learning by developing a theoretical model to understand how specific strategic leadership approaches and mechanisms can facilitate and enhance the development of organizational learning stocks and flows. The study sample consisted of theoretical literature on strategic leadership and organizational learning. The researcher adopted a descriptive analytical approach to analyze the content of the study. The study found that the most effective strategic leaders in facilitating organizational learning are those who are best able to operate in both transformational and transactional styles to facilitate organizational learning.

Study (Al-Zahrani, 2018): Strategic Leadership and its Role in Developing Organizational Learning Capabilities at Umm Al-Qura University

This study aimed to explore the role of strategic leadership, with its four dimensions (administrative, transformational, political, ethical), in developing organizational learning capabilities, both adaptive and generative, at Umm Al-Qura University. The study was conducted on a sample of 384 faculty members and academic leaders from the university. The researcher used a descriptive approach and found a statistically significant impact between the dimensions of strategic leadership in developing organizational learning capabilities.

Study (Gomes, 2008): Organizational Learning and the Learning Organization

This study aimed to analyze the historical development of organizational learning and the learning organization, and propose future guidance related to the two concepts. The life-cycle stages model was used as a framework to analyze the development of the two concepts. The researchers arrived at a comprehensive definition for both concepts and recommended future contributions in the field through further practical and theoretical studies.

1.5 Research Gap

This study differentiates itself from previous research in the following ways:

- **Objective and Subject:** Our study aims to examine the role of strategic leadership in building smart organizations in the economic sector, introducing new dimensions to strategic leadership, such as organizational change and employee empowerment.
- **Field of Application:** Our study is applied to a group of major economic institutions active in the industrial sector in Algeria, considering the sensitivity of this sector at the national level and its challenges in development and management. This study differentiates itself from previous research, which has not focused on these two variables together in the context of Algerian industry, instead focusing on academic institutions like the study by Al-Zahrani (2018).

1.6 Model and Study Hypotheses

The model of the study investigates the impact and relationship between the independent variable (strategic leadership) and the dependent variable (smart organization), as illustrated in the following diagram:

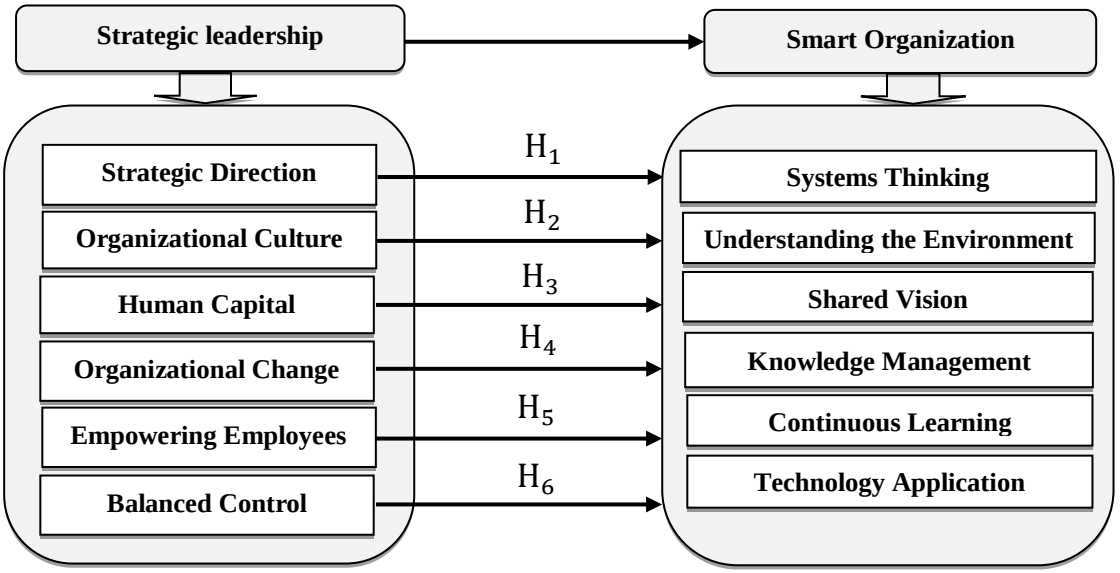

Figure 01: Theoretical Study Model
Source: Prepared by the researchers

The figure above presents the conceptual model we will be testing in our study, through which six sub-hypotheses can be examined:

H1: The direct impact of strategic orientation on smart organization.
H2: The direct impact of organizational culture on smart organization.
H3: The direct impact of human capital on smart organization.
H4: The direct impact of organizational change management on smart organization.
H5: The direct impact of empowerment on smart organization.
H6: The direct impact of balanced control on smart organization.

2. Theoretical Framework of the Study

2.1 Strategic Leadership

The concept of strategic leadership has its roots in military origins, and has quickly become of paramount importance in the contemporary business world. This is due to rapidly changing environmental factors. (Bass) argues that the study of strategic leadership focuses on a small group of executives known as CEOs (Chief Executive Officers) or the TMT (Top Management Team) and the board of directors, who hold overall responsibility for the organization (Alex A. Jaleha, 2018, p. 127) Some management thinkers link strategic leadership to the ability to predict, be flexible, and empower others to drive change. They define strategic leadership as: "the leader's ability to predict and maintain flexibility, and empower others to implement strategic change as needed, which facilitates the organization's ability to adapt to rapid environmental changes" (Normy R, 2018, p. 1388). Others associate it with the organization's future vision and linking its activities to potential changes in its parts, i.e. "the ability to anticipate and

envision the organization and delegate strategic changes that may occur in any part of it when necessary" (Houcine.H & Abderrahim.B, 2023, p. 1397).

In our study, we will attempt to rely on six dimensions of strategic leadership, which are derived from agreed-upon models of a group of researchers in this field. Strategic leadership models form a framework that aims to guide how management practices are organized within the organization, which is of paramount importance in the modern work environment.

- **Mason's model (1986):** "Mason" believes that strategic leadership has five core practices: developing a vision, allocating resources, setting goals, implementing and correcting deviations, and monitoring (Fadhel H, 2016, p. 196).
- **Thompson's model (1997):** This model focuses on seven practices for strategic leadership: strategic vision, Machiavellianism (realism), structure and policies, communication network, administration and governance, organizational culture, and organizational change management (Al-Gharbi, 2015, p. 20).
- **Hitt's model (2007):** Developed by "Hitt" in his book "Strategic Management," it is one of the most comprehensive models that brings together the most important practices of a strategic leader, which have been focused on by most studies and research in this field: determining strategic direction, effectively managing and investing core resources and preserving them, maintaining an effective organizational culture, emphasizing ethical practices, and setting balanced organizational controls (Michael A. Hitt & Duane I, 2007, p. 375).
- **Desse's model (2016):** This model emphasizes that successful leaders must recognize three key and interconnected practices that must be continually re-evaluated for organizations to succeed. These activities can be summarized in the following practices: determining strategic direction, designing the organization, and a supporting organizational culture for excellence and ethical behavior (Gregory G. Dess, 2016, p. 430).
- **Barbara and Brent's model (2006):** This model focuses on the strategic role of strategic leaders, identifying five leadership practices: determining strategic direction, translating strategy into action, empowering employees to develop and implement strategy, identifying effective intervention points, and developing strategic capabilities (Barbara J. Davies, 2006, p. 298).

2.2 Smart organization

The term "intelligent organization" was first coined around 1988 by Hayes and others in the United States. While not a new concept, having existed since the early 20th century, it has gained significant attention from scholars and researchers in recent years, particularly due to the complex and dynamic environments in which organizations operate. This interest was further fueled in the 1990s with the publication of Peter Senge seminal work, "The Fifth Discipline" (Rijal, 2010). He linked the intelligent organization to the ability of organizations to think, learn, and continually improve to achieve desired outcomes. P. Senge defined an intelligent organization as one where individuals continuously develop their capabilities, cultivate new strategic thinking models, and prioritize continuous learning within teams (Seng, 1990, p. 11). It is also recognized as a "competent organization that contributes to the creation, acquisition, and transfer of knowledge, accompanied by behavioral changes to align with new knowledge

and insights" (Wheelen T, 2006, p. 77). (Gino, 2008, pp. 112-113) views it as a superior organization built upon three pillars: a supportive internal environment, concrete learning practices, and leadership behavior that encourages and fosters learning.

Our research will delve into various dimensions of the intelligent organization, exploring models proposed by scholars in this field. These frameworks aim to guide how organizations can structure and stimulate learning processes within their structures. Key models include:

- **Peter Senge Model:** Senge proposed five dimensions of an intelligent organization: systems thinking, personal mastery, mental models, shared vision, and team learning (Alireza Y, 2012, p. 91).
- **Hanedeck Model (2000):** Hanedeck believes that organizations must strive to share knowledge across all organizational levels to maintain and develop existing knowledge for competitive advantage. This model highlights three dimensions of a learning organization: learning, memory, and knowledge. These dimensions are interconnected in a cyclical fashion, with learning representing an increase in individual and collective expertise and knowledge, while memory serves as the starting point and outcome of this learning process (Jawad M Radhi, 2017, p. 14).
- **Marquardt Five-System Model:** Marquardt argues that organizational learning cannot be achieved without developing and understanding five crucial subsystems within the organization to facilitate organizational learning and build intelligent organizations. These subsystems include learning, organization, individuals, knowledge, and technology (Marquardt M. J., 2002, p. 24).

3. Framework of the Study

3.1 Field Study Procedures

3.1.1 Study Population and Sample

The study was implemented on a group of Algerian economic institutions. The study population consisted of all the employees in the study institutions (managers, heads of departments, heads of services, engineers), totaling 354 executives. Steven K. Thompson's formula was used to calculate the minimum sample size for the study, which is as follows:

$$n= (N*P(1-P))/ [N-1*(d^2/Z^2) +P(1-P)]$$

A simple random sample of 350 participants was selected and administered the study instrument. After screening, 176 questionnaires remained, constituting the study sample. The following demographic variables were included: (gender, educational qualification, and years of experience).

Table 01: Characteristics of the Study Sample

Variable	Groups	Repetition	ratio %
Sex	Males	121	68.75
	Females	55	31.25
Qualification	Bachelor's degree or less	44	25
	Bachelor's degree	62	35.23
	Engineering or Master's degree	58	32.95
	Postgraduate	6	3.409
Years of Experience	Less than 5 years	63	35.8
	From 5 to 9 years	47	26.7
	From 10 to 15 years	39	22.16
	Older than 15 years	27	15.34

Source: Prepared by researchers based on SPSS 26 outputs

3.1.2 Study Instruments

The questionnaire was used as a primary tool for data collection. The following table outlines the questionnaire design.

Table 2: Study Instrument Design and Variable Coding

	Latent variables	Coding	Observed variables	N°
Strategic leadership (SL)	Strategic Direction	SD	SD1 – SD5	**5**
	Organizational Culture	OC	OC1 – OC5	**5**
	Human Capital	HC	HC1 – HC5	**5**
	Organizational Change	OCM	OCM1 – OCM5	**5**
	Empowering Employees	EE	EE1 – EE4	**4**
	Balanced Regulatory Oversight	BRO	BRO1 – BRO4	**4**
Smart organizatio n (SO)	Systems thinking	ST	ST1 – ST5	**5**
	Understanding the environment	UE	UE1 – UE5	**5**
	Shared vision	CV	CV1 – CV5	**5**
	knowledge management	KM	KM1 – KM5	**5**
	Continuous learning	CL	CL1 – CL5	**5**
	Technology application	TA	TA1 – TA5	**5**

Source: Prepared by researchers

3.2 Assumptions of Confirmatory Factor Analysis

3.2.1 Face Validity of the Study Instrument

The questionnaire items were presented to experts and a panel of judges from management professors specializing in strategic agility and smart organization topics to judge their suitability as a data collection tool.

3.2.2 Test of the instrument's reliability

Table 03: Results of McDonald's Omega Coefficient

Variable	Dimension	Ferries	ω %
Strategic leadership (SL)	SD	5	77.6
	OC	5	74.1
	HC	5	74.6
	OCM	5	78.3
	EE	4	81.2
	BRO	4	76.1
Smart organization (SO)	ST	5	84.2
	UE	5	79.3
	CV	5	82.3
	KM	5	75.6
	CL	5	78.3
	TA	5	71.5

Source: Prepared by researchers through MACRO-OMEGA outputs

The table results indicate that all "McDonald's Omega" values used in the study were above the minimum threshold of 70% across all questionnaire dimensions. This suggests a high level of reliability for the study instrument.

3.2.3 Multivariable Normal Distribution of Data:

Table 04: Results of Mardia's Coefficient.

	N° of variables	Multivariate	c.r
SL	6	-0.452	-1.244
SO	6	1.751	1.213

Source: Prepared by researchers based on AMOS.V24 output

Observing the critical values of Mardia's coefficient (c.r) reveals that they fall within the range of ±1.96. This indicates that the data conforms to a normal distribution.

3.3 Confirmatory Factor Analysis (CFA) of Study Variables:

Confirmatory Factor Analysis (CFA) involves both testing the construct validity and evaluating the fit of the measurement model through fit indices.

3.3.1 Evaluating the Organizational Change Management Model:

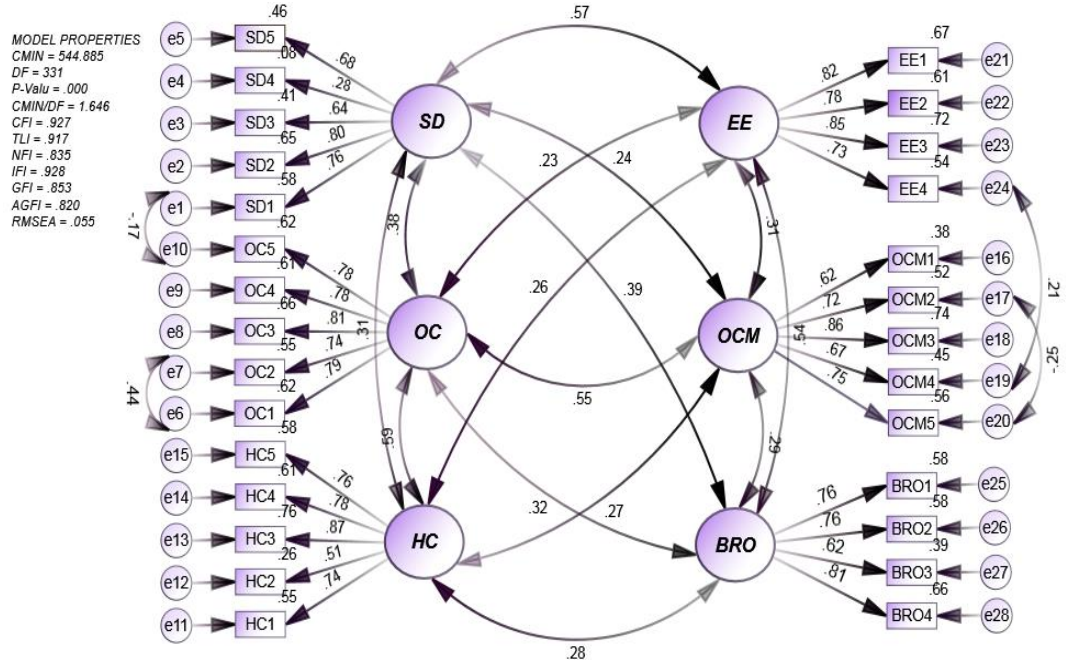

Figure 02: Standard Model of Strategic Leadership
Source: Prepared by researchers based on AMOS.V24 output

The standard threshold of 1.96. Additionally, the majority of loadings on the dimensions of the independent variable (strategic leadership) fall within the range of 0.62 to 0.87, exceeding 60% and demonstrating statistical significance. These findings strongly support the construct validity of the strategic leadership model. To assess the model's fit with the data, the goodness-of-fit indices shown in the same figure were used. The chi-square statistic (CMIN/df = 1.816) is statistically significant as it falls within the acceptance range of [0; 2].
Furthermore, all other goodness-of-fit indices indicate a good fit, falling within their respective acceptance ranges. Thus, we can conclude that the organizational change management model is a good fit for hypothesis testing.

3.3.2 Assessment of the strategic leadership model

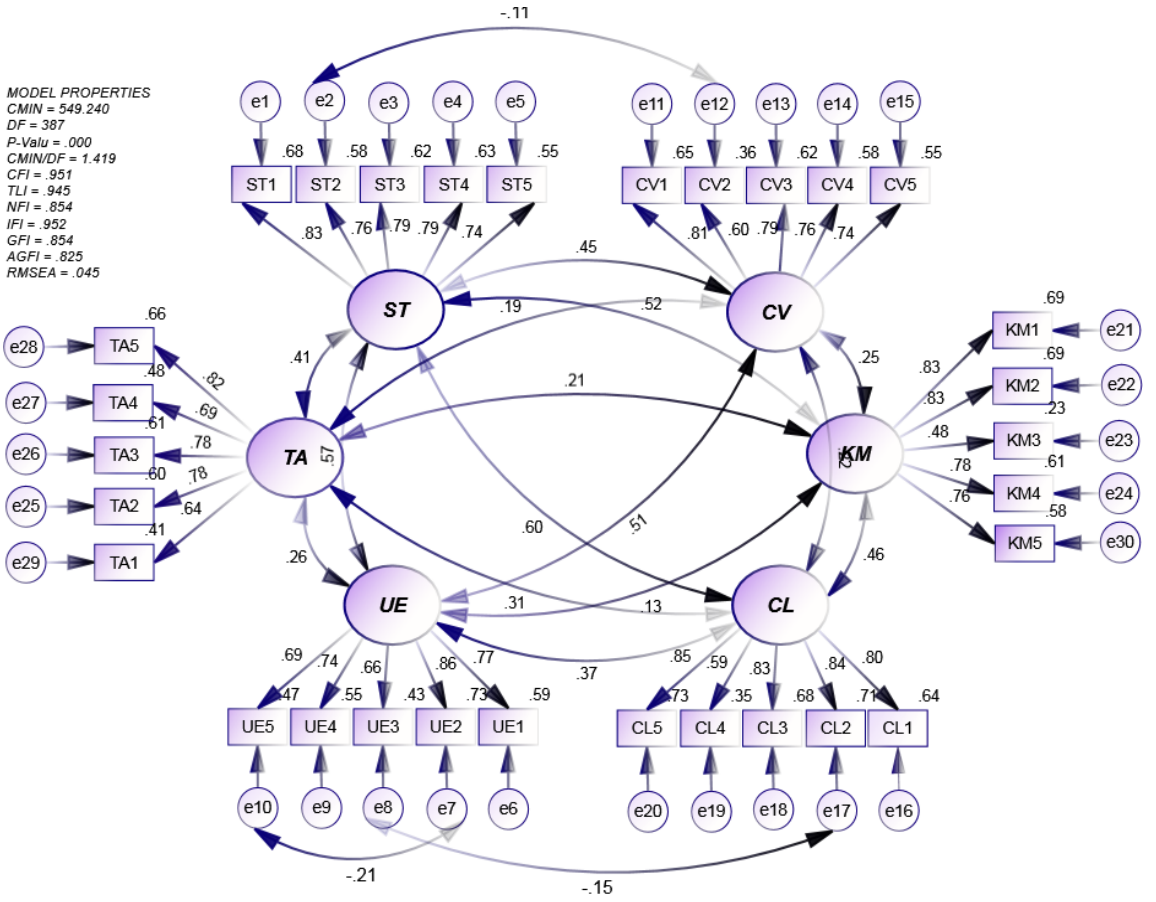

Figure 03: Design of the standard model of the smart organization
Source: Prepared by researchers based on AMOS.V24 output

Figure 03 above shows that most of the saturation values loaded onto the dimensions of the dependent variable are statistically significant (greater than 0.6), and all C.R values are at least 1.96. This indicates that the items are able to explain the dimensions they are loaded onto. Therefore, the construct validity of the assumed model is achieved. The good fit indices shown in the same figure also support the good fit of the model to the given data, as the ratios of all indices were within their acceptable range**.**

3.4 Hypothesis Testing and Results Interpretation

A Path Analysis model, using Structural Equation Modeling (SEM) implemented in AMOS v.24, was employed to examine the direct effects between multiple independent variables and several dependent variables concurrently.

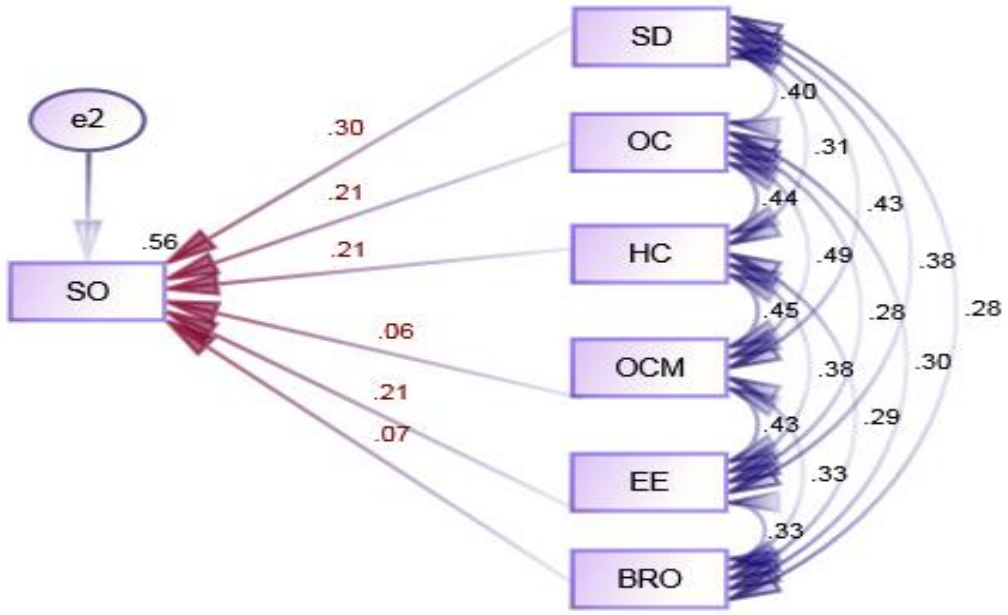

Figure 0**4**: Analyzing the Path Between Dimensions of Strategic Leadership and the Smart Organization
Source: Prepared by researchers based on AMOS.V24 output

Figure 04 presents the direct impact paths of strategic leadership (SL) dimensions on the variable (LO) - the Smart organization. The regression coefficient values, ranging from 0.11 to 0.32, indicate a positive impact between the variables. To determine the statistical significance of this impact and its interpretative power, we refer to the values recorded in Tables 05 and 06.

Table 05: Path analysis results for the dimensions of strategic leadership and the smart organization

Variable	Estimate	S.E.	C.R.	P	R Square
SO <--- SD	.102	.032	4.521	0.021	0.612
SO <--- OC	.149	.037	3.635	***	
SO <--- HC	.154	.055	2.502	***	
SO <-- OCM	.041	.041	1.442	.315	
SO <---- EE	.157	.040	3.963	***	
SO <-- BRO	.041	.031	1.329	.184	

Source: Prepared by researchers based on AMOS.V24 output

First, the Standardized Regression Coefficient (C.R, t-statistic) for the first dimension (SD) reached 4.521, which is larger than the critical value of 1.964 at a significance level of 0.000 (less than 5%), with an effect size of 0.216. This indicates the rejection of the null hypothesis and acceptance of the alternative

hypothesis H1, confirming a significant positive impact of strategic orientation definition on the smart organization model in the field of study.

Second, the t-statistic for the second dimension (OC) was estimated at 3.635 with a significance level (0.000 < 5%), and the effect size of this dimension on the dependent variable was 0.149, leading us to reject the null hypothesis and accept the alternative hypothesis H2, confirming the statistically significant positive impact of organizational culture on the studied organizations' orientation towards building a smart organization model.

Third, the C.R for the third dimension (HC) reached 2.502, which is also larger than the minimum value of 1.964 and statistically significant at a significance level of 0.000. The effect size of this dimension on the dependent variable was 0.154, leading us to reject the null hypothesis and accept the alternative hypothesis H3, confirming a statistically significant positive impact of human capital development and investment on the orientation towards a smart organization model.

Fourth, the results of the statistical analysis showed that the fourth dimension (OCM) did not have a significant impact, as confirmed by the near-zero effect size (0.041). If this dimension changes by one unit, it will not affect changes in the learning organization (LO). Considering the CR value of 1.442, which is lower than the minimum value of 1.694 at a significance level (0.05 < 0.315), we can reject the alternative hypothesis H4 and accept the null hypothesis, confirming that the organizational change management dimension does not have a direct significant impact on the studied organizations' orientation towards building a smart organization model.

Fifth, the CR value for the employee empowerment dimension reached 3.963, which is statistically significant at a significance level of 0.000. This dimension affects the dependent variable by 0.157, leading us to reject the null hypothesis and accept the alternative hypothesis H5, confirming a statistically significant impact of employee empowerment (EE) on the studied organizations' orientation towards building a smart organization model.

Sixth, the data also showed that there is no significant impact of the balanced organizational control (PRO) dimension on the studied organizations' orientation towards transforming into learning organizations. The estimated C.R value of 1.329 exceeded its standard value of 1.964 at a significance level of 0.184, which is greater than the assumed significance level of 5%. Therefore, we accept the null hypothesis and reject the alternative hypothesis H6.

Overall, the R2 value for the learning organization variable reached 0.564, which means that all the independent variables together contribute to explaining 56.4% of the changes in the learning organization dimensions. The remaining percentage is explained by other external variables.

The regression equation can be estimated using the least squares method as follows:

$$Y_i = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_5 X_5 + \varepsilon i$$

$$LO = \beta_1 (SD) + \beta_2 (OC) + \beta_3 (HC) + \beta_5 (EE) + \varepsilon i$$

$$LO = 0.102\ (SD) + 0.149\ (OC) + 0.154\ (HC) + 0.157\ (EE) + \varepsilon i$$

The estimated equation indicates that any increase by one unit in the independent variables (strategic orientation definition, supportive organizational

culture, human capital development and investment, empowerment) will lead to an increase in the dependent variable (learning organization) by (0.102, 0.149, 0.154, 0.157) respectively. This means that the four independent variables explain 61.2% of the dependent variable, while the remaining percentage is attributed to other factors outside the model.

4. Conclusion

Organizations that possess the ability to define their strategic direction, embrace shared future visions, and prioritize organizational change management through continuous improvement in their organizational structure and technology in alignment with the ever-changing external environment, and empower individuals to generate and utilize new knowledge in developing strategically significant aspects of the organization, are destined to establish a sustainable learning culture. In such environments, employees actively seek to enhance both individual and collective skills, supporting all change initiatives with the understanding that they are crucial for meeting their needs and improving their work conditions. The researcher believes these practices are essential for guiding the organization's overall behavior toward learning and embracing the model of smart organizations.

4.1 Discussion of results

From the foregoing, the following conclusions can be drawn:
- The study found a positive impact of strategic leadership with its combined dimensions (strategic orientation, organizational culture, human capital development, organizational change, empowerment, and balanced control) on the tendencies of Algerian economic organizations towards adopting the learning organization model. The move towards the learning organization model improves as strategic leaders focus on implementing organizational learning at all levels.
- The results showed a positive impact of strategic orientation on the tendencies of the organizations studied towards the learning organization model, as it is essential for setting goals and preparing for the future. It helps the organization understand its environment, identify opportunities, and avoid threats. It also serves as a tool for communication between all levels of the organization, enabling it to respond quickly to unforeseen changes by correcting deviations and adjusting plans accordingly.
- There is a positive impact of organizational culture on the move towards the learning organization model. The culture of the investigated organizations stems from individual interactions and thus reflects their behaviors, beliefs, and ethical practices within the organization. This is linked to individual readiness for change. The alignment between individual and organizational values is crucial for achieving strategic objectives and ensuring competitiveness.
- Human capital development positively influences the construction of the learning organization. The researcher attributes this finding to the leaders' focus on human resources rather than material resources. While the latter are important, organizations can achieve their goals by having highly skilled individuals who manage and optimally utilize those resources. Therefore, most organizations prioritize human capital and strive to constantly develop its abilities and skills, encouraging learning to deliver the best results. One of the key

strategies employed by some leading organizations is internal training, which is a significant entry point for organizational learning in adopting the learning organization model. This is manifested through dedicated training rooms equipped with presentation and IT tools, and experienced professionals overseeing training processes. Regular seminars addressing challenging issues and problems ensure knowledge sharing among individuals, positively impacting the organization's overall performance.

- The study revealed that organizational change management did not directly impact the learning organization, but rather through organizational learning as an intermediary variable. This can be explained by individual resistance to the change itself. Organizations need to consider ways and strategies to reduce resistance to change. One key approach is presenting successful experiences from previous change initiatives, which motivate individuals to embrace change. However, negative experiences will dampen their willingness to accept it.
- Balanced organizational control had no direct impact, but only through the intermediary variable. This is attributed to the fact that it falls under the purview of senior management in most of the studied organizations. It is not performed regularly at the level of administrative departments and workshops. However, visits and interviews at some other organizations, which are nationally leading, such as (HODNA LAIT, COSIDER TP, EATIT MSILA, SARL MAGHREB PIPE INDUSTRIES, EURL BRIMATEC), revealed a different scenario. These organizations give high importance to balanced control processes and rely on advanced performance evaluation programs like Workday.

4.2 Suggestions and Recommendations

In light of the previous findings of the study, a set of recommendations have been developed to address some of the current study's findings, which are summarized below:

- We recommend that leaders and business owners pay attention to the six strategic leadership practices by leaders and businessmen, and focus on formulating visions and setting strategic goals with the participation of employees, giving them trust and authority in decision-making and sharing important ideas that may add value to the planning process.
- Establish a learning and innovation-friendly organizational culture, through the development of an operating system that ensures knowledge sharing and a positive path towards achieving excellence and achieving set goals.
- Encourage creativity and innovation by putting mechanisms in place to support new ideas and consider the opinions and suggestions of employees, implementing the best of them within execution programs, in addition to allocating special institutes for experimentation and applying these ideas to reality.
- Economic organizations should work on delegating tasks and responsibilities to employees, as this is considered a moral incentive for them to improve performance and take responsibility.
- Organizations should innovate new ways of working and learning, as learning should be a product of work (learning is part of everyone's work, depends on performance, is linked to work objectives), unlike pre-task training that focuses on acquiring knowledge before performance.

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