

The Impact of Management Changes on Employee Performance in Project Success-At Higher Education Sectors in Jeddah, Saudi Arabia.

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1. Chapter 1: Introduction

1.1. Research Background

In today's dynamic business environment, change is a constant and inevitable phenomenon that organizations must navigate to remain competitive and sustainable. Among the various types of organizational changes, management changes are particularly significant due to their direct influence on strategic direction, operational efficiency, and overall organizational culture. This paper explores a critical aspect of management changes: their impact on employees' performance and the consequent success of projects.

Management changes can encompass a wide range of modifications, including shifts in leadership, restructuring of management hierarchies, and changes in managerial practices or policies. Such changes often aim to enhance organizational performance, adapt to market demands, or implement new strategic initiatives. However, the transition period following a management change can be turbulent, affecting various organizational facets, especially employee performance. Understanding how these changes influence employees is crucial for minimizing disruptions and optimizing the potential benefits of new management.

Employee performance is a multifaceted construct, encompassing elements such as productivity, job satisfaction, motivation, and engagement. Each of these elements can be significantly influenced by the manner in which management changes are communicated, implemented, and managed. Effective management changes can lead to improved employee morale, enhanced collaboration, and increased productivity, all of which are vital for the successful completion of projects. Conversely, poorly managed transitions can result in confusion, decreased motivation, and resistance to change, ultimately hindering project success.

Projects are often the vehicles through which strategic objectives are achieved, and their success is a key indicator of organizational health. Successful projects rely heavily on the performance of the teams executing them. Therefore, any factor that influences employee performance, such as management changes, has a direct impact on project outcomes. This relationship underscores the importance of examining how management transitions affect employees and, by extension, project success.

Several theoretical frameworks provide insights into the relationship between management changes, employee performance, and project success. The Change Management Theory emphasizes the importance of structured approaches to transitioning individuals, teams, and organizations from a current state to a desired future state. Lewin's Change Management Model, with its unfreeze-change-refreeze stages, offers a useful lens for understanding the process of management change and its impact on employee performance. Additionally, the Kotter's 8-Step Change Model highlights the need for creating a sense of urgency, building a guiding coalition, and communicating the vision effectively to ensure successful change implementation.

Empirical studies further highlight the complexities and nuances of this relationship. Research indicates that transparent communication, inclusive leadership, and employee involvement in the change process are critical factors that can mitigate the negative effects of management changes on employee performance. For instance, a study by Armenakis and Harris (2009) found that employees who perceive management changes as well-communicated and strategically sound are more likely to exhibit higher levels of job satisfaction and performance. Another study by Jones et al. (2008) revealed that the supportiveness of new management during transition periods plays a crucial role in maintaining employee morale and productivity.

Despite the wealth of theoretical and empirical insights, gaps remain in understanding the specific mechanisms through which management changes

impact employee performance and project success. This paper seeks to address these gaps by providing a comprehensive analysis of the effects of management changes on employees, identifying key factors that influence this relationship, and offering practical recommendations for organizations to navigate management transitions effectively.

In summary, the impact of management changes on employees' performance is a critical area of study, with significant implications for project success and overall organizational effectiveness. By exploring the interplay between these variables, this paper aims to contribute to a deeper understanding of how organizations can manage change more effectively to achieve desired outcomes.

1.2. Research Problem

Management changes are a common occurrence in organizations aiming to adapt to evolving market conditions, implement new strategies, or improve operational efficiencies. However, such transitions often bring about significant uncertainty and disruption among employees, which can adversely affect their performance. Despite extensive literature on change management and its general effects on organizations, there is a lack of focused research examining the specific impact of management changes on employee performance and how this, in turn, influences the success of projects. This gap in the literature underscores a critical need to explore and understand the nuanced relationship between management transitions, employee behavior, and project outcomes. Addressing this problem is essential for organizations to devise effective strategies that not only facilitate smooth management changes but also sustain and enhance employee performance, ultimately ensuring the successful execution of projects.

1.3. Theoretical Gaps

While change management theories like Lewin's and Kotter's models provide broad frameworks, they do not specifically address how management changes impact individual employee performance and project success. Empirical studies

often overlook the micro-level effects of management transitions, such as employees' psychological and behavioral responses. Additionally, there is limited exploration of the interdependent relationship between employee performance and project success during these transitions. Addressing these gaps is crucial for understanding how management changes affect employees and project outcomes, guiding more effective change management practices.

1.4. Practical Gaps

Despite extensive research on change management, practical gaps remain in effectively managing employee performance during management transitions. Many organizations lack clear strategies to address the immediate disruptions and uncertainties faced by employees during such changes. Additionally, there is insufficient guidance on how to maintain and enhance employee motivation and productivity throughout the transition period. Practical methods for effectively communicating changes and involving employees in the transition process are also underdeveloped. Addressing these gaps is essential for organizations to ensure smooth transitions and successful project outcomes.

What strategies can organizations employ to mitigate the negative effects of management changes on employee performance?

1.5. Research Significance

This research is significant as it addresses the critical but underexplored impact of management changes on employee performance and project success. Understanding this relationship is vital for organizations aiming to navigate the complexities of management transitions effectively. By identifying the factors that influence employees' responses to management changes, this study provides actionable insights that can help organizations maintain productivity and morale during periods of change. Moreover, the findings will offer practical strategies for minimizing disruptions and enhancing employee engagement, ultimately contributing to the successful execution of projects. This research not only fills a

gap in the existing literature but also equips managers and leaders with the knowledge needed to implement smoother and more effective transitions, fostering a resilient and adaptable workforce.

1.5.1. At the theoretical level

This research enhances the theoretical understanding of change management by focusing on the specific impacts of management changes on employee performance and project success, areas often overlooked by broad frameworks like Lewin's Change Management Model and Kotter's 8-Step Change Model (Burnes, 2004; Kotter, 1996). By examining employee responses during management transitions, this study provides a deeper insight into the psychological and behavioral dimensions of change, bridging gaps in existing theories. The findings will enrich the theoretical framework of change management, guiding future research and informing more effective practices.

1.5.2. At the practical level

This research is crucial for providing actionable insights into managing employee performance during management transitions. Organizations often struggle with maintaining productivity and morale during such changes. By identifying effective strategies for communication, employee involvement, and motivation, this study offers practical solutions to minimize disruptions and enhance project success (Armenakis & Harris, 2009; Hiatt, 2006). The findings will help managers implement smoother transitions, ensuring that employees remain engaged and productive, ultimately contributing to organizational resilience and effectiveness.

1.6. Research Questions

1. How do management changes impact employee performance during transition periods?
2. What specific factors influence employees' responses to management changes?
3. How does employee performance during management transitions affect project success?

4. What strategies can organizations employ to mitigate the negative effects of management changes on employee performance?
5. How does effective communication of management changes influence employee motivation and engagement?
6. What role does employee involvement in the change process play in ensuring successful management transitions?

1.7. Research Objectives

1. To examine the effects of management changes on employee behavior in Saudi Arabia.
2. To assess the impact of management changes on employee performance in Saudi Arabia.
3. To explore the relationship between employee behavior, performance, and project success in Saudi Arabia.

1.8. Research Hypotheses

H1: Management changes (MC) have a direct positive impact on employee performance (EP).

H2: Frequent management changes (MC) lead to a decrease in employee performance (EP).

H3: Management changes (MC) improve project success (PS) by enhancing employee performance (EP).

H4: Management changes (MC) disrupt employee performance (EP), leading to delays and cost overruns in project completion.

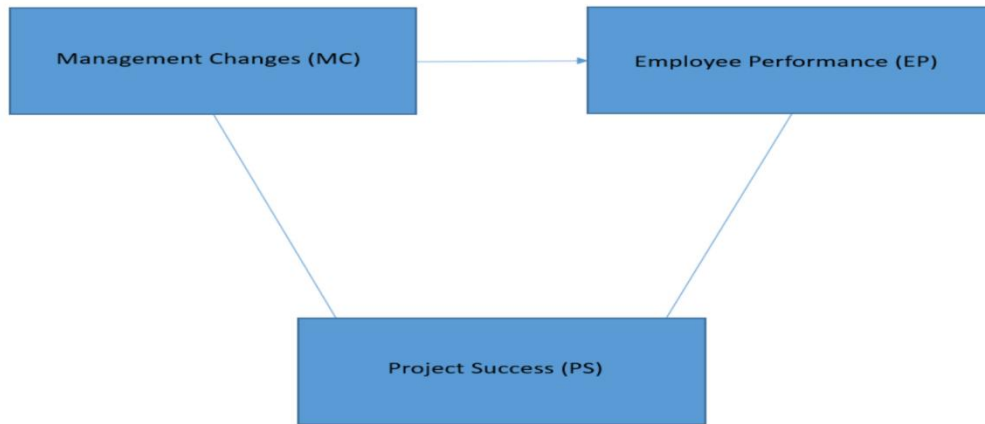
H5: The impact of management changes (MC) on employee performance (EP) is moderated by the effectiveness of communication strategies (CS).

H6: Employee performance (EP) mediates the relationship between management changes (MC) and project success (PS).

H7: Management changes (MC) have a more significant impact on employee performance (EP) in complex projects (PC) than in simple projects.

H8: Effective leadership during management changes (MC) positively influences employee performance (EP) and project success (PS).

1.9. Research Model



1.10. Research Methodology

This study will use a mixed-method approach, combining quantitative and qualitative data to provide a comprehensive understanding of the impact of management changes on employee performance and project success.

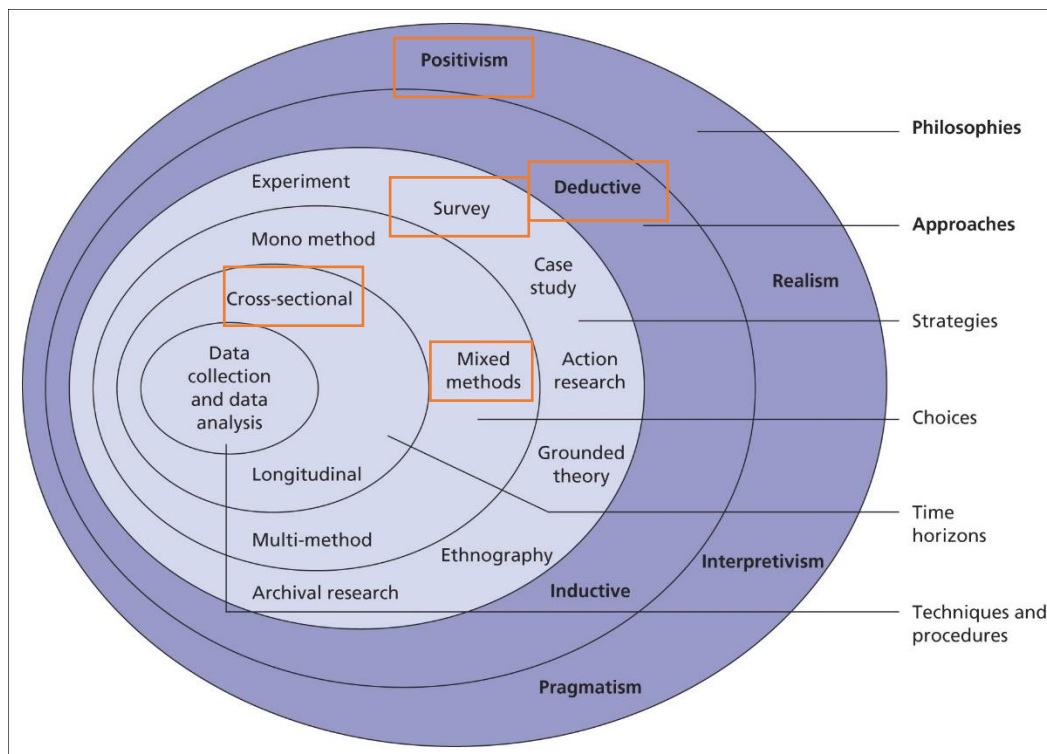


Figure 1: Research Onion

1.11. Scope of the Study

1. Geographical Scope

This study will focus on higher education institutions in Saudi Arabia.

2. Organizational Scope

The research will include various universities and colleges that have recently undergone management changes.

3. Time Frame

The study will examine management changes that have occurred within the past 2-3 years.

4. Participant Scope

Employees: Faculty and staff at different levels within the institutions.

Managers: Deans, department heads, and administrative leaders who have experienced or implemented management changes.

5. Variable Scope

Management Changes (MC): Types of changes, including leadership transitions and organizational restructuring.

Employee Performance (EP): Metrics such as productivity, job satisfaction, and engagement.

Project Success (PS): Criteria including completion time, budget adherence, and quality of deliverables.

Communication Strategies (CS): Effectiveness of communication during management changes.

Project Complexity (PC): Complexity of educational projects and initiatives.

6. Conceptual Scope

The study will explore the direct and indirect impacts of management changes on employee performance and project success, including mediating and moderating effects.

7. Methodological Scope

A mixed-methods approach will be used, combining quantitative surveys and qualitative interviews.

8. Limitations and Delimitations

Limitations: Response bias, difficulty in isolating the impact of management changes, and generalizability.

Delimitations: Focus on higher education institutions in Saudi Arabia and recent management changes within the past 2-3 years.

1.12. The Suggested Project Structure

- Chapter 1: Introduction
- Chapter 2: Literature Review
- Chapter 3: Research Methodology
- Chapter 4: Statistical Analysis
- Chapter 5: Findings Discussion and Conclusion

2. Chapter 2: Literature Review

2.1. Introduction

In the dynamic landscape of higher education, the performance of employees plays a pivotal role in determining the success of projects. This becomes particularly evident when management changes occur, often leading to shifts in

organizational strategies, priorities, and cultures. The Saudi Arabian higher education sector, especially in Jeddah, is undergoing rapid transformation, fueled by national visions such as Vision 2030, which aims to enhance the quality of education and institutional performance.

This literature review explores the impact of management changes on employee performance and its subsequent influence on project success within higher education institutions in Jeddah, Saudi Arabia. By examining existing research, this study seeks to understand how leadership transitions, changes in management practices, and organizational restructuring affect the motivation, efficiency, and overall performance of academic and administrative staff. Furthermore, the review will highlight the contextual factors unique to the Saudi Arabian higher education sector, such as cultural dynamics, regulatory frameworks, and the push for internationalization, that influence the relationship between management changes and employee performance.

This exploration will provide a foundation for understanding the complex interactions between management shifts and project outcomes, contributing valuable insights to both academic literature and practical strategies for effective leadership in higher education.

2.2. The Management Changes

Management changes, whether through leadership turnover, restructuring, or strategic shifts, have been widely studied for their impact on organizational performance. Studies such as those by Kotter (1996) highlight that effective management transitions are crucial for maintaining stability and ensuring continuity in performance. However, in sectors like higher education, which are often characterized by complex bureaucracies and long-term planning, abrupt or poorly managed changes can lead to disruptions in workflows and employee morale (Hechanova et al., 2018).

In Saudi Arabia, where higher education institutions are closely tied to national development goals, management changes often align with broader state-driven agendas. This can create both opportunities and challenges for institutions in

Jeddah, where adapting to new management directives requires balancing global academic standards with local cultural expectations (Al-Ghamdi, 2020).

2.3. The Employee Performance

The relationship between management changes and employee performance is mediated by several factors, including communication, employee involvement, and organizational culture. Lewin's Change Management Model (Lewin, 1951) provides a framework for understanding how employees respond to changes, highlighting the importance of unfreezing existing behaviors, transitioning, and refreezing new practices. In the context of higher education, this model is particularly relevant as faculty and administrative staff may resist changes that disrupt long-standing academic traditions or alter their roles within the institution (Nawab et al., 2015).

Studies conducted in Saudi Arabia have shown that employee performance is often closely tied to leadership styles and the clarity of communication during periods of change. According to a study by Alnasser and Mohammed (2019), effective leadership in higher education in Saudi Arabia involves a combination of directive and participative approaches. This is essential in ensuring that employees remain engaged and motivated during management transitions, ultimately contributing to project success.

• Project Success in Higher Education

Project success in higher education is often measured by outcomes such as the completion of academic programs, research projects, and infrastructure development. However, these projects are not immune to the impacts of management changes. The literature suggests that successful project management in higher education requires not only technical skills but also the ability to navigate organizational politics and manage stakeholder expectations (Turner & Muller, 2005).

In Jeddah, where higher education institutions are undergoing rapid expansion and modernization, management changes can have a profound impact on project

timelines and outcomes. Research by Al-Sulami (2021) indicates that in Saudi Arabian higher education, the alignment of project goals with national Vision 2030 objectives is critical. When management changes disrupt this alignment, project success may be jeopardized, particularly if there is a lack of continuity in leadership or strategic vision.

- **The Role of Culture in Management Changes**

Cultural factors play a significant role in shaping the impact of management changes on employee performance in the higher education sector in Saudi Arabia. Hofstede's cultural dimensions theory (Hofstede, 1980) suggests that high power distance and collectivism are prominent features of Saudi Arabian organizational culture. This implies that management changes that are perceived as top-down directives may be more easily accepted by employees, but they also require careful consideration of how new leadership aligns with cultural norms and values (Alshahrani & Morley, 2015).

In Jeddah, where higher education institutions are diverse and include both public and private universities, the impact of management changes can vary significantly depending on the institution's governance structure and its integration with international academic networks. Studies have shown that institutions that successfully navigate management transitions are those that prioritize cultural sensitivity and inclusiveness in their change management strategies (Al-Ghamdi, 2020).

Research Methodology

1. Research Design

A mixed-method research design was adopted for this study to comprehensively examine the effects of management changes on employee performance and project success. The use of both qualitative and quantitative approaches allowed for a deeper understanding of the phenomenon, ensuring that the study captures the complexity of the research problem.

- **Quantitative Approach:** A survey was used to gather numerical data that can be statistically analyzed. This helped to identify trends and relationships between variables such as management changes, employee performance, and project success.
- **Qualitative Approach:** Semi-structured interviews were conducted to gain insights into the experiences and perspectives of employees and managers. This allowed for the exploration of themes not easily captured through quantitative measures.

2. Target Population and Sample

The target population for this study consisted of employees and managers from various higher education institutions in Jeddah, Saudi Arabia. The institutions included public and private universities, with a focus on those undergoing or having recently undergone management changes.

- **Sample Size:** The study utilized a purposive sampling technique for the qualitative portion, targeting individuals with direct experience in management changes. For the quantitative portion, a stratified random sampling method was used to ensure representation from different departments and job levels within the institutions.
- **Sample Characteristics:** The sample included faculty members, administrative staff, project managers, and department heads. A total of 150 respondents participated in the survey, and 20 participants were selected for interviews.

3. Data Collection Methods

- Data were collected using a combination of surveys and interviews to capture both numerical and narrative data.
- **Surveys:** A structured questionnaire was designed, comprising both closed-ended and Likert-scale questions. The questionnaire was distributed to employees through email, with a focus on measuring their perceptions of management changes and their impact on performance and project outcomes.
- **Interviews:** Semi-structured interviews were conducted with selected participants to explore their experiences with management transitions. The interviews were conducted either face-to-face or through online video calls, depending on participant availability and preference.

- **Document Analysis:** In addition to primary data, relevant institutional documents such as performance reports, project completion reports, and management change records were reviewed to triangulate the findings.

4. Data Analysis Techniques

The data analysis process was divided into two phases: quantitative data analysis and qualitative data analysis.

- **Quantitative Data Analysis:** The survey data were analyzed using statistical software (e.g., SPSS) to perform descriptive and inferential statistical analyses. Descriptive statistics, including means, frequencies, and percentages, were used to summarize the data. Inferential statistics, such as regression analysis and correlation tests, were conducted to examine the relationships between management changes, employee performance, and project success.
- **Qualitative Data Analysis:** Thematic analysis was used to analyze the interview transcripts. Thematic coding was conducted to identify recurring themes and patterns related to the impact of management changes on employee performance and project success. NVivo software was used to manage and organize the qualitative data.

5. Ethical Considerations

- The study adhered to ethical research practices to ensure the rights and welfare of participants were protected.
- **Informed Consent:** All participants were informed about the purpose of the study, their rights, and the voluntary nature of their participation. Written consent was obtained before data collection.
- **Confidentiality:** Participants' identities and responses were kept confidential. Data were anonymized, and access to the data was restricted to the research team.
- **Ethical Approval:** Ethical approval was sought and obtained from the relevant institutional review board (IRB) in line with the research guidelines of the participating institutions.

6. Limitations

- **Generalizability:** The findings of this study are limited to higher education institutions in Jeddah, Saudi Arabia, and may not be generalizable to other regions or sectors.

- **Sample Size:** While the sample size was sufficient for the scope of this study, a larger sample could provide more robust statistical results and insights.
- **Subjectivity:** The qualitative findings are based on participants' perceptions and experiences, which may be subjective. Efforts were made to minimize bias through careful question design and data triangulation.

2.4. The relationship between the management changes and the employee performance

The relationship between management changes and employee performance is a critical area of study, particularly in organizational contexts where leadership shifts can have profound impacts on the workforce. Management changes, whether through leadership transitions, restructuring, or the introduction of new policies, can significantly influence employee morale, motivation, and overall performance. In the higher education sector, especially in regions like Jeddah, Saudi Arabia, where institutions are often undergoing rapid development, understanding this relationship is vital for ensuring organizational stability and success.

1. Impact of Leadership Changes on Employee Performance

Leadership changes are among the most common forms of management changes and can have both positive and negative effects on employee performance. Effective leaders can inspire and motivate employees, leading to higher levels of productivity and engagement. Conversely, poor leadership transitions, marked by a lack of vision or poor communication, can result in decreased morale and reduced performance. Research shows that leadership changes can disrupt existing workflows, create uncertainty among employees, and challenge established norms and routines (Kotter, 1996).

In higher education institutions, where employees often value stability and long-term planning, leadership changes can be particularly disruptive. Faculty members and administrative staff may resist changes that threaten their autonomy or alter their roles. A lack of clarity during leadership transitions can

lead to confusion about expectations, diminishing employee performance as they struggle to adapt to new directives (Nawab et al., 2015).

2. Communication and Employee Involvement

One of the key mediating factors in the relationship between management changes and employee performance is communication. Clear, transparent, and timely communication from management is essential to minimizing the negative impacts of change. When employees are kept informed and involved in the change process, they are more likely to understand the reasons behind the changes and how they align with the organization's goals (Lewin, 1951).

In Saudi Arabia's higher education sector, where hierarchical structures and cultural norms play a significant role in organizational dynamics, the way in which management communicates change is crucial. Studies suggest that management changes that involve participative decision-making processes, where employees feel heard and valued, are more likely to result in positive performance outcomes (Alnasser & Mohammed, 2019).

3. Organizational Culture and Employee Performance

Organizational culture also plays a significant role in how management changes impact employee performance. In Saudi Arabia, where cultural factors such as high power distance and collectivism are prominent, employees may respond differently to management changes compared to those in more individualistic cultures (Hofstede, 1980). For instance, in organizations with a strong collectivist culture, management changes that are perceived as top-down decisions may be more readily accepted by employees, but may also lead to passive compliance rather than active engagement.

Higher education institutions in Jeddah often have diverse workforces with varying expectations and cultural backgrounds. Management changes that align with the institution's cultural values and that emphasize collaboration and collective success are more likely to result in improved employee performance. On the other hand, changes that conflict with these cultural values can lead to disengagement and decreased performance (Alshahrani & Morley, 2015).

4. Employee Resilience and Adaptability

The ability of employees to adapt to management changes is also a critical factor in determining the impact on performance. Employees with higher levels of resilience and adaptability are better equipped to cope with changes and continue performing at a high level, even in the face of uncertainty. Organizations that provide support systems, such as training programs and counseling, can help employees develop these skills and mitigate the negative effects of management changes (Hechanova et al., 2018).

In the context of Jeddah's higher education sector, where institutions are often undergoing rapid modernization and alignment with national goals like Vision 2030, fostering employee resilience is particularly important. Employees who are able to adapt to new leadership styles and strategic priorities are more likely to contribute positively to the institution's success.

5. The Role of Change Management Strategies

Effective change management strategies can help to ensure that management changes lead to positive outcomes for employee performance. Change management frameworks, such as Kotter's 8-Step Process for Leading Change (1996) and Lewin's Change Management Model (1951), emphasize the importance of preparing employees for change, managing the transition process, and reinforcing new behaviors. These strategies are particularly relevant in higher education institutions, where changes often need to be carefully managed to ensure that academic and administrative functions continue to operate smoothly.

In Jeddah's higher education sector, where management changes may involve alignment with international standards or government directives, applying these change management strategies can help to ensure that employees remain engaged and productive throughout the transition. When management changes are well-planned and executed with consideration of employee needs and organizational culture, they are more likely to result in improved performance and project success.

2.5. Conclusion

- **Leadership Changes and Employee Performance:**

One of the most significant aspects of management changes is leadership transitions. The literature consistently shows that leadership style and effectiveness directly influence employee performance. Effective leaders foster a positive work environment, which in turn enhances employee morale, engagement, and productivity. Conversely, poor leadership or abrupt leadership changes without proper communication and planning can disrupt employee performance and lead to resistance, dissatisfaction, and disengagement.

In the context of higher education institutions in Jeddah, Saudi Arabia, leadership changes can be particularly disruptive due to the hierarchical and culturally embedded nature of these organizations. Studies indicate that Saudi Arabian higher education institutions often have a top-down management style, and leadership changes can trigger anxiety and uncertainty among employees. However, when leadership transitions are managed with transparency and clear communication, they can lead to positive outcomes. For example, Alnasser and Mohammed (2019) found that leadership styles that emphasize collaboration, trust, and employee involvement were associated with higher levels of faculty engagement and performance. This finding underscores the importance of leadership approaches that prioritize employee well-being and participation during periods of change.

- **Organizational Culture and Change:**

Organizational culture plays a pivotal role in shaping how management changes impact employee performance. The cultural context of Saudi Arabia, with its emphasis on collectivism, power distance, and respect for authority, influences how employees respond to management changes. Hofstede's (1980) cultural dimensions theory suggests that in high power distance cultures, such as Saudi Arabia, employees may be more accepting of top-down decisions, but this does not necessarily translate into improved performance. Instead, employees may comply passively without fully engaging with the changes.

Studies such as those by Alshahrani and Morley (2015) highlight the importance of aligning management changes with the existing cultural values of the institution. When management changes are perceived as congruent with the organization's culture, employees are more likely to embrace them and maintain or even improve their performance. Conversely, changes that conflict with the organization's culture can lead to resistance, reduced morale, and a decline in performance. Therefore, cultural sensitivity and an understanding of the organizational climate are critical when implementing management changes in higher education institutions in Jeddah.

- **Communication and Employee Engagement:**

Effective communication is one of the most important factors in ensuring that management changes lead to positive outcomes for employee performance. Numerous studies emphasize that clear, transparent, and timely communication from management can mitigate the potential negative effects of change. Employees who are kept informed about the reasons for changes, the expected outcomes, and how these changes will affect their roles are more likely to adapt positively and continue performing at a high level.

In the higher education sector, where academic and administrative staff often operate with a degree of autonomy, management changes can be particularly challenging if not communicated effectively. According to Lewin's (1951) change management model, involving employees in the change process through participative decision-making can lead to better acceptance and smoother transitions. This is particularly relevant in higher education institutions in Jeddah, where employees may feel more secure and motivated when they are actively involved in discussions about changes that affect their work environment.

Studies by Hechanova et al. (2018) further support the notion that employee involvement in the change process leads to better performance outcomes. Their research in the education sector found that organizations that provided opportunities for employees to voice their concerns and contribute to the change process experienced less resistance and higher levels of employee engagement. This highlights the need for higher education institutions in Jeddah to adopt participatory approaches during management transitions to ensure that employees remain engaged and productive.

- **Management Strategies and Employee Resilience:**

Change management strategies are crucial for ensuring that management changes lead to improved employee performance and project success. The literature on change management offers several frameworks that can be applied in higher education institutions to manage transitions effectively. Kotter's (1996) 8-Step Process for Leading Change and Lewin's (1951) Change Management Model are two widely used frameworks that emphasize the importance of preparing employees for change, managing the transition process, and reinforcing new behaviors.

In the context of higher education institutions in Jeddah, applying these change management frameworks can help to minimize the disruption caused by leadership transitions or organizational restructuring. Kotter's model, for example, emphasizes the need for a sense of urgency, the creation of a guiding coalition, and the communication of a clear vision. When these steps are followed, management changes are more likely to result in positive outcomes for employee performance and project success.

Moreover, fostering employee resilience is a key component of successful change management. Employees who are resilient and adaptable are better equipped to cope with management changes and continue performing at a high level. Hechanova et al. (2018) found that organizations that provided support systems, such as training programs and counseling, were more successful in helping employees adapt to change. In the higher education sector in Jeddah, where institutions are often undergoing rapid development and modernization, providing resources that help employees build resilience is essential for maintaining high levels of performance during periods of change.

- **Project Success in the Context of Management Changes:**

The ultimate goal of managing employee performance during management changes is to ensure the success of organizational projects. In higher education institutions, projects can range from academic initiatives and research programs to administrative reforms and infrastructure development. The literature suggests

that the success of these projects is closely linked to how well management changes are handled.

Turner and Muller (2005) highlight the role of leadership in project success, emphasizing that the project manager's leadership style is a critical success factor. In higher education institutions, where projects often require collaboration across multiple departments and stakeholder groups, effective leadership is essential for coordinating efforts and achieving project goals. Management changes that disrupt leadership continuity or create uncertainty can jeopardize project success by demotivating employees and leading to misalignment between project objectives and employee efforts.

Conversely, when management changes are handled effectively, they can reinvigorate projects and lead to better outcomes. For example, a leadership change that brings in new expertise or a fresh perspective can help to realign projects with the institution's strategic goals and ensure their success. The key is to manage the transition in a way that minimizes disruption and maintains employee focus on project objectives.

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