



THE IMPACT OF HUMAN RESOURCE AGILITY ON KNOWLEDGE SHARING BEHAVIORS - ANALYTICAL RESEARCH AT THE UNIVERSITY OF ANBAR

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| Article history: | | Abstract: |
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| Received: | March 11 th 2022 | The research aims to test the effect of human resource agility as an explanatory variable on the behavior of knowledge sharing as a responding variable, at the University of Anbar, and the descriptive analytical approach was adopted in the completion of this research, and the research community included all faculty members, and data was collected from (276) respondents representing the research sample, which is b (Dean, Associate Dean, Head of Department, Department Rapporteur, Division Officer, Unit Officer, Teaching), a stratified proportional random sample in all the formations of the University of Anbar, based on a questionnaire that included (42) items, through a set of appropriate statistical methods (The arithmetic mean, standard deviation, coefficient of variation, relative importance, Pearson correlation coefficient, and multiple linear regression coefficient). The results showed the validity of the hypotheses about the existence of an effect of human resource agility in cognitive sharing behavior, which indicates the active role of human resource agility in influencing sharing behavior. Knowledge at the University of Anbar. |
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INTRODUCTION

The current era is characterized by creativity and innovation, as rapid developments have led to changes in the work environment, perhaps the most prominent and important of which is the intensity of competition. The presence of an environment characterized by rapid change has remained a key factor in the ability of organizations to meet the challenges of the competitive environment and improve the level of their performance, through the human resources they possess, which are an important strategic resource for creativity and innovation necessary for the basis of excellence and excellence in a way that helps organizations achieve their creative performance. In recent years, the ideology of knowledge sharing has attracted the attention of researchers and practitioners in the field of knowledge management. This phenomenon occurs when organizations shift their focus from traditional resources and recognize intellectual assets or knowledge as sources for these organizations. Dynamic capabilities that achieve excellence and creativity. Organizations that aspire to a distinguished level of performance do not stop at the limit of efficiency, but must be able to retain human

resources that share their knowledge and enhance their behavior.

FIRST : RESEARCH METHODOLOGY

1- The problem of research

Public organizations, including the University of Anbar, direct more effort and focus towards improving the behavior of knowledge sharing by relying on the agility of human resources. The ingredients for success are the ability of individuals to achieve them. One of the options available to organizations to become more able to employ knowledge is to encourage and support their members on the behavior of knowledge-sharing, and on this basis, the organization requires the availability of an appropriate environment to support the behavior of knowledge-sharing, and since the faculty members In the university, it is a vital and important resource in improving the behavior of knowledge sharing. The weakness of support and the provision of a work environment that contribute to raising the level of their behavior in knowledge sharing is one of the problems facing the university. Field visits and sitting with some members of the research sample in order to identify the level of knowledge-sharing behavior of the faculty members in At the University of Anbar, it was found that



there is an indication of weak sharing behaviors, and thus the features of the field problem become clear, and the research problem was embodied in a main question represented by (Is the University of Anbar able to invest the agility of human resources by improving the behavior of knowledge sharing). In order to explain the expected relationships between the research variables and for the researcher to deepen the study of the variables and realize their importance, which made him identify some features of questions that develop his own motivations for the researcher, as well as sticking to this combination of variables and delving into the current research in them, the researcher has put a number of questions he seeks to answer It was as follows:

1. What is the level of knowledge sharing behavior at the University of Anbar and the extent of its application?
2. What is the level of awareness of the research sample of the behavior of knowledge sharing, and which of its dimensions is of more priority than the other?
3. Does the University of Anbar possess the agility of human resources, and what are the most prominent dimensions of this agility in interest, adoption and application?
4. What is the level of Anbar University's adoption of human resource agility in a way that improves the behavior of knowledge sharing?

2- The importance of research

- 1- The importance of the research is highlighted in the context of its variables, as it represents modern academic topics in the environment of Iraqi public organizations in general and the University of Anbar in particular.
- 2- The research provides a theoretical and philosophical framework on the agility of human resources and the behavior of knowledge sharing, since this topic did not shed light on it adequately.
- 3- Contribute to addressing the literary gap of the research variables resulting from the lack of research that linked the research variables and the impact of these variables on the research organization, which gives great importance to the research to find compatibility and the relationship between them.
- 4- The importance is evident in the need of Iraqi organizations working in the public sector, and in particular educational institutions, to manage the dimensions of human resource agility efficiently and

consensually, which is reflected in the improvement of knowledge-sharing behavior.

3- Research goals

The research seeks to achieve a number of goals in light of its problem, which is related to its essence by revealing the nature of the relationship between the agility of human resources and the behavior of knowledge sharing as a main goal, and from it the following other goals emerge:

- 1- Determining the most important components of human resource agility and within which level it is necessary for the university, and arriving at a realistic model that links the research variables (human resource agility, knowledge-sharing behavior), and in line with the field reality of Iraqi universities.
- 2- Diagnosing the reality of the research variables represented in (human resources agility, knowledge sharing behavior) at the University of Anbar and their relative importance.
- 3- Determining the extent to which human resource agility contributes to knowledge sharing behavior at the University of Anbar.
- 4- Identifying the nature of the relationship and the impact of human resource agility on the behavior of knowledge sharing at the University of Anbar.

4- The hypothesis of the research

The literature review on human resource agility and knowledge-sharing behavior led to the crystallization of a hypothetical research scheme as in Figure (1), which was prepared in light of the research problem and its objectives. The human resource agility variable was measured through (18) paragraphs divided into three dimensions, namely (proactive , adaptation, flexibility), based on (Aladwan, 2017). The knowledge-sharing behavior variable was also measured through (24) items that were divided into four dimensions (written contributions, organizational communications, personal interactions, and communities of practice). According to (Ramayah, et al., 2014). The main hypotheses were formulated as follows:

- 1- The first main hypothesis (H1): There is a significant correlation between the agility of human resources and the behavior of knowledge sharing.
- 2- The second main hypothesis (H2): There is a significant effect of human resource agility on the behavior of knowledge sharing.

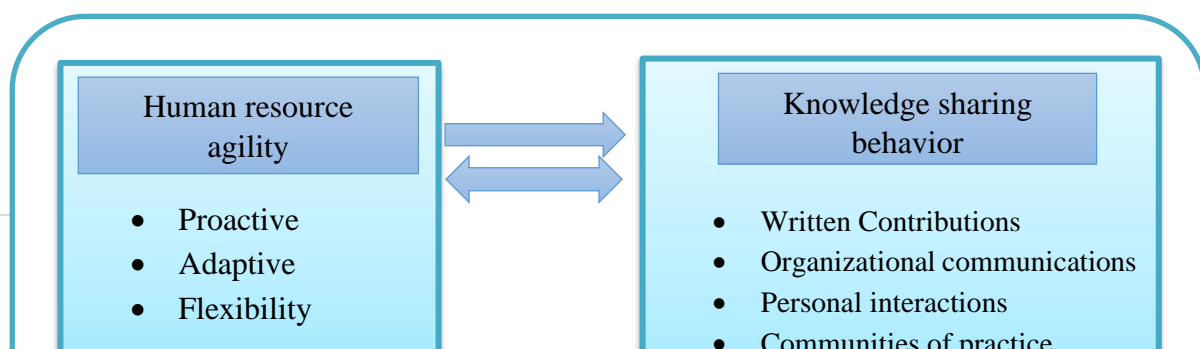




Figure (1) The hypothesis of the research

5- Research Methodology

The research relied on the descriptive analytical method, as it works on collecting data that fits with the hypothesis of this research, and then analyzing it in order to reveal the relationships between its dimensions for the purpose of interpreting its results, and to test the hypotheses that seek to prove their validity in order to fulfill the requirements of the research and achieve its objectives.

6- The research community and its sample

The research community is represented by all faculty members at the University of Anbar, which is the official body responsible for education in government universities. As for the research sample, a stratified random sample was used, where the total human community reached (310) individuals occupying the positions of dean, assistant dean, head of department, department reporter, department official and teaching at the University of Anbar, when the questionnaire was distributed and received, it was found that the valid retriever for the questionnaire is (276) from the total community, and accordingly the results were tested.

7- Search Tools

The research relied on the questionnaire as a main tool in the current research, as the questionnaire is one of the most widely used tools by researchers, and it is the most widely used means when obtaining data and information in the research field of administrative, behavioral and social sciences. Which has been designed in a way that reflects its ability to diagnose and measure research variables, and because it is compatible with the approach adopted in its field side, as well as its ability to achieve the objectives of the research, as the five-dimensional (Likert) scale was adopted in it, and the research tool was subjected to honesty and stability through apparent honesty. It was presented to a group of experts and arbitrators in the field of specialization to find out and judge their validity.

This condition was achieved by (80%). The researcher also employed the Alpha Cronbach coefficient test, to measure the internal consistency of the questions of the questionnaire and the scale variables as well as the scale as a whole and the extent to which they express the variables. The research and this condition was fulfilled, as it showed that the questionnaire had measured the phenomenon to be measured, and the internal consistency coefficient (Cronbach's alpha) for the overall scale was (0.958), as it was highly rated, and the questionnaire consisted of three parts.

- Part One: It included a review of the title, the party conducting the research, and a set of clarifications on how to answer the paragraphs of the questionnaire.
- Part Two: It includes the personal and functional information paragraph of the research community that pertains to (gender, age, educational attainment, scientific title, years of service, and job position) for the purpose of describing the community.
- Part Three: It included the three main variables of the research (human resource agility, knowledge-sharing behavior) and its sub-dimensions and paragraphs.

8- Data analysis methods

The research relied on a number of methods in data collection and analysis, and in order to measure and test the research variables and its hypotheses, a set of statistical methods were used, which were represented by ready-made programs (SPSS v.24), to analyze descriptive and inferential statistics, including (arithmetic mean, standard deviation, coefficient Difference, relative importance, Pearson correlation coefficient, multiple linear regression), for the dimensions of the research variables and hypothesis testing.

The second: the theoretical framework for research variables

First: agility of human resources

1- The concept of human resource agility:



Agile thinking arose in the field of manufacturing, where work witnessed a major qualitative leap, which is its transfer from traditional management to the world of agility, according to a philosophy that an agile organization must be able to respond quickly to market changes (Huang, 1999: 53). Then, the application of the concept of agility extended to all other fields, as it included the production and service sectors, until it became one of the most important approaches associated with the provision of goods and services. Multiple definitions of this concept appeared due to the viewpoints of researchers and specialists. It was defined (Gunasekaran, 1999: 88) as the individual's ability to maximize the value of the organization by constantly exploiting his energies and skills to respond to unexpected and changing opportunities for the customer. It can also express the extent to which individuals are able to take advantage of unexpected opportunities in the market to proactively meet customer needs through their vision and capabilities to deal with changes as a result of the turbulent environment. (Zhang and Sharifi, 2000:502). Thus, it represents the ability of human resources to respond to changes through the use of appropriate and timely methods (Howey, 2016: 4). With this context, the researcher has defined a definition of human resource agility as the ability of human resources at the University of Anbar to develop their efficiency through knowledge and experience and use skills to respond quickly and keep pace with changes in the framework of its internal and external surroundings in a proactive manner and work on adaptation and flexibility in order to invest opportunities and achieve goals.

2- The importance of agile human resources:

(Cappelli and Tavis) confirm that human resources are going in an agile manner, as this assertion reflects the increasing interest in human resource agility, which has become a global trend towards adopting the philosophy of agility in many areas of the organization (Heffernan and McMackin, 2020:1). Human resource agility has been of great interest to researchers in the field of human resource management (Rastegari et al. 2020:162). Agility in HR enables organizations to deal with constant change and allows them to thrive in a world of increasing volatility, uncertainty, complexity, and ambiguity (Qin and Nembhard, 2010:325). Thus, the importance of agility reflects a critical dynamic ability that affects the competitive actions of the organization, and this is reflected positively on the performance of organizations, and therefore agility becomes important to the performance of the organization (Nathan and Lacey, 2019: 8). According to

(Aladwan, 2017: 25) the agility of human resources is important at work through the ability of individuals to deal with unexpected and uncertain situations, solve problems creatively, and have the professional flexibility to learn work tasks and procedures in order to deal with work pressures, which reflects the ability of individuals Personality to adapt.

3- Dimensions of human resource agility: Proactive

The literature confirms that changes in the business environment may force organizations to implement proactive practices to ensure their survival in the face of increasing environmental complexity (Al-Omouh et al. 2020: 280). This may require an additional skill set of human resources and work methods that enable individuals to think proactively to understand the depth of current and future organizational needs (Högfeltd and Lindwall, 2018: 8). Because proactivity reflects the initiative of individuals (Ripati and Schildt, 2016:14). The ability to predict problems at work is a proactive indicator (Dyer and Shafer, 2003: 12). Thus, the proactive behavior of individuals has a positive effect on the changing environment, as this behavior may result in several behaviors such as creativity (Griffin and Hesketh, 2003: 67). Proactivity refers to situations in which individuals initiate activities that have a positive impact on changes in the work environment (Sherehiy, 2008: 7). Proactivity also refers to individuals initiating change-related problem-solving procedures to improve and enhance work (Pitafi et al. 2020:3). Thus, proactivity will reflect the ability to respond quickly to environmental changes, and motivating proactive behavior indicates the contribution of agility in enhancing business agility (Al-Omouh et al.2020:282).

Adaptation

The ability to adapt to a changing environment often depends mainly on creating new knowledge and continuously learning to face ambiguous and complex environmental conditions, which requires a change in the organization's work mechanisms (Al-Omouh et al.2020:282). On this basis, organizations have faced many challenges and opportunities. However, the business environment is still changing at a faster rate than ever before. This requires organizations to adopt a method in which they constantly adapt to new conditions (Munteanu et al, 2020:1). According to Alavi (2016: 112), adaptability requires individuals to use different skills, experiences and knowledge to create new ideas. According to (Sherehiy), adaptation means changing and transforming our subjective behavior to acquire good new knowledge in the environment and



this requires the premise of different roles to carry out with different competencies with other competing organizations (Sherehiy, 2008:9). Adaptability also refers to the skills of individuals to adapt to environmental changes (Pitafi et al. 2020:3). This was emphasized by (Sherehiy et al.) that employee adaptation refers to the behavior of employees with different abilities and skills that become new in the organization (Sherehiy et al. 2007:452).

Flexibility

Flexibility has become one of the important issues in organizational thinking and has a significant impact on corporate performance and an important aspect of human resource management (Alibakhshi and Mahmoud, 2016: 350). Flexibility represents the willingness of individuals and directing their abilities to think in multiple ways, use different methods, and how to change their thoughts towards situations and problems, and work to address them by looking at them from multiple angles that reflect all directions (Patterson and West, 2004:199). Flexibility thus refers to positive attitudes towards changes and acceptance of new, unexpected situations (Pitafi et al., 2020:3). Flexibility enhances the ability to learn and enables the organization's ability to adapt to environmental disruptions (Marjah, 2019: 131). Human resource flexibility also demonstrates organizational capabilities of value to the organization. Therefore, flexibility can create a competitive advantage that improves organizational performance through a set of employee characteristics such as knowledge, skills, and behaviors (Alibakhshi and Mahmoud, 2016: 349). Flexibility for human resources has become a competitive strategic option in organizations (Sanchez, 2004:523). Thus, flexibility, adaptability and proactiveness are features of agility, sustainability and competitiveness that can only be acquired by organizations through their employees (Munteanu et al., 2020:11).

Second, the Knowledge Sharing Behavior

1- The concept of knowledge-sharing behaviour:

Knowledge arises from the intelligence of individuals and can be seen in systems of tasks, procedures, standards and habits that are difficult to imitate (Samuel and Hafsah, 2018: 1). Although the concept of knowledge is as old as human civilization, the concept of a knowledge society is relatively new, which has led to the availability of different knowledge at the present time to create a situation in which inventions, needs and human expectations exceed, and in some cases it is even knowledge that creates them (Słocińska and Depta, 2015:69). Drucker (1992) emphasized that land, labor

and capital have become the classic factors of production and are secondary to knowledge, because today the added value in most organizations is in the form of knowledge and not things, so knowledge has emerged as a main focus in institutional and organizational planning and management (Hoq and Akter, 2012). : 92). Simply put, knowledge sharing is the behavior of disseminating acquired knowledge with other members within the organization. It has been defined as the behavior of people who share a common goal and who face similar problems come together to exchange ideas and information (MacNeil, 2003: 299). It may be a set of individual behaviors that involve sharing work-related knowledge and exchanging experiences with other members of the organization that can contribute to organizational effectiveness (Yi, 2009:68). (Sawan and Suryadi, 2021: 332) sees it as a set of behaviors that involve sharing or helping others through the activity of distributing knowledge and transferring it orally and in writing to other parties so that these activities can occur between individuals, work units or departments.

2- The Importance of Knowledge Sharing Behaviors:

Recently many organizations have encouraged the behavior of knowledge sharing among their employees in order to achieve the goals of the organization because knowledge is dispersed and embedded in people or equipment and thus it will be difficult to manage knowledge related activities if knowledge cannot be fully shared within the organization (Akosile and Olatokun, 2019 :3). The knowledge-sharing behavior is of great importance for organizations that want to achieve excellence and superiority, as well as the contribution of knowledge-sharing behavior to improving knowledge and experience exchange practices, which can help improve business goals and gain sustainable competitive advantage (Shorunke et al., 2014: 55). Therefore, knowledge-sharing behavior has become essential to the success of organizations (Goh et al., 2020: 2). Thus, the behavior of knowledge sharing between members and departments in the organization has many benefits that have been shown by the results of studies and research. Through knowledge sharing, it can increase productivity at the individual level as well as work groups, which leads to raising the level of productivity at the level of the organization as a whole and this enhances job satisfaction among individuals and contributes In achieving creativity and the ability to innovate (Sawan and Suryadi, 2021: 331).

3- Dimensions of knowledge-sharing behaviors: Written Contributions



This dimension of knowledge-sharing behavior involves identifying the nature of behaviors of academics who contribute their knowledge in the form of ideas, information, and experiences through written documentation such as publishing ideas in an organizational database and providing reports that can benefit other employees and the organization (Yi, 2009: 69). This includes activities such as publishing articles in journals or newsletters, posting ideas in departmental databases or online discussion boards, and providing reports that can benefit other fellow academics, the university, and society at large. In short, these activities are examples of explicit knowledge that is transmitted through a channel from one person to another (Ramayah et al., 2014:9). So employees are sure that their knowledge sharing will not be ignored or undervalued by the organization (Yi, 2015: 221). Thus, knowledge is disseminated through informal or formal pathways through which knowledge is shared between faculty members, as well as between academics and types of organizations, and the dissemination of codified scientific knowledge transferred in the pool of open science. (Landry et al., 2010: 1389). So the sharing of knowledge that is produced through informal interactions must be rewarded through intangible incentives such as recognition (Bartol and Srivastava: 65).

Organizational Communication

This dimension of knowledge-sharing behavior includes knowledge-sharing behaviors in formal interactions within or across teams or business units (Yi, 2009: 69). For example academics who hold team or department meetings faculty members or participate in brainstorming sessions to generate ideas, ideas and solutions from each other (Ramayah et al., 2014:9). Knowledge is shared through the formal social interactions of a person-to-group channel (Yi, 2015: 221). Brainstorming and group problem solving were found to be the most commonly used knowledge-sharing mechanism among software development project teams while workshops were listed as the least common method (Wickramasinghe and Widyaratne, 2012: 229). In this case employees believe that by sharing knowledge they can help the organization as a whole achieve its business goals and not in their own self-interests (Gurteen, 1999: 2). Thus, employees believe that their contributions will be valuable to the organization, give themselves positive feelings of socializing, do the right thing, or promote personal responsibility (Cabrera and Cabrera, 2002: 703). Thus, the more academics feel committed and believe that their contributions will be valuable to the university and can help the university as a whole to achieve its

business goals, the more likely they will be to share their ideas, suggestions, and experiences together (Ramayah et al., 2014:10).

Personal Interactions

This dimension includes interpersonal interactions, sharing of knowledge through informal social interactions between individuals. Examples of this type of (tacit) knowledge include colleagues talking in the hallway, at lunch, on the phone, or even online and assisting academics who interact with them. Such knowledge sharing usually occurs naturally or takes place voluntarily (Yi, 2009: 69). The goal of knowledge sharing is to help other academics with specific problems to help them work better and more efficiently, to reduce risks or avoid troubles, or to allow others to share their true passion and excitement about a particular topic (Ramayah et al., 2014:10). Thus, the larger the personal networks and the better the personal relationships of the individual, the greater the opportunity for the individual to share knowledge with the people he knows or knows in his social networks (Kubo et al., 2001: 480). Often this type of knowledge exchange can be very productive because such informal, unplanned or unscheduled knowledge exchanges allow participants to share knowledge that would not have been appropriate to share in a formal context (Berthoin Antal and Richebé, 2009: 80). As noted (Kubo et al., 2001: 480), the greater the personal networks of individuals and the better the personal relationships of the individual, the greater the opportunities to share the individual's knowledge with the people he knows and within his social networks.

Communities Of Practice

Under this dimension, knowledge is exchanged within a community network consisting of voluntary groups of academics who communicate about a topic of common interests in a non-routine and personal way, and knowledge shared in communities of practice is through informal social interactions of a person-to-group channel rather than a base Person to Person (Ramayah et al., 2014:11). Since this type of tacit sharing of knowledge depends on the general expectation of reciprocity, it is often referred to as social exchange behavior (Yi, 2009: 70). These social exchange behaviors are reciprocal actions in which individuals provide assistance to each other. Social exchange behavior occurs when there are common areas of interest, common passion, and specific common problems. It is used in the creation of group identity and shared value perception. The individual shared their knowledge in anticipation of reciprocity, which is based on trust that others will also share their knowledge. The subjective motivation for this type of



knowledge-sharing behavior is rather high (Yi, 2015: 223). and that influence-based trust acts as a cornerstone for building social capital toward their organizations, colleagues, and knowledge-sharing behaviors (Casimir et al., 2012: 746).

The third: the results of the research and its discussion

Research hypotheses test results and discussion

Hypothesis test: (H1) It is clear from Table No. (3) that the value of the correlation coefficient between human resource agility and knowledge sharing behavior, the correlation coefficient between human resource agility and creative performance was

(0.634**) at the significance level (0.000), which is less than the significance level. (0.05) i.e. accepting the hypothesis that states (there is a statistically significant correlation between human resource agility and creative performance). This result indicates that the University of Anbar paid attention to the agility variable of human resources in terms of its interest in proactiveness, adaptability and flexibility, meaning that there will be a positive reflection in improving knowledge-sharing behavior. As shown in Table No. 13) there is a correlation between the dimensions of human resource agility and the behavior of knowledge sharing, which indicates the interdependence of the variables.

Table (1): Matrix correlation of research variables and dimensions

| dependent variable | Dimensions of human resource agility | Correlation Value and Significance Level | | Relationship Strong |
|---|--------------------------------------|--|---------|---------------------|
| Knowledge sharing behavior | Proactive | 0.000 | 0.520** | Strong |
| | Adaptive | 0.000 | 0.465** | Medium |
| | flexibility | 0.000 | 0.616** | Strong |
| | human resource agility | 0.000 | 0.634** | Strong |
| **Correlation is significant at the 0.01 level (2-tailed). | | | | |
| Sample size = 276 | | | | |

Hypothesis test: (H2) Table No. (2) shows the impact of human resource agility and its dimensions on the behavior of knowledge sharing, as the value of (F) calculated between human resource agility with its combined dimensions was recorded in the cognitive sharing behavior variable, for the model (64.877) at the significance level (0.000).) and it exceeds its scheduled value (3,841) at the significance level (0.05) to indicate the significance of the model, which indicates that the dimensions of human resource agility combined have an effective impact on the cognitive sharing behavior variable among faculty members at the University of Anbar, meaning when the dimensions of agility are Human resources combined together will lead to the achievement of knowledge-sharing behavior, that is, when they do the overall dimensions of agility and at one level of interest, this will be reflected positively and have an active role in reaching the levels required in achieving knowledge-sharing behavior at the University of Anbar. This is evidenced by the presence of a determination coefficient value of (0.411) at the significance level (0.000), and with a corrected

determination coefficient (0.417), the dimensions of human resource agility combined (proactiveness, adaptation, flexibility) were able to explain (41.7%) of the changes that It occurs in the behavior of knowledge sharing, while the remaining percentage (58.3%) is attributed to other variables that were not included in the tested model for research. The stability value (α) was recorded in equation (1.204), meaning that when the human resource agility variable is equal to zero, the behavior of Knowledge sharing will not be less than this value. The table also showed a positive effect of the dimensions of human resource agility in the behavior of knowledge sharing, as evidenced by the value of the marginal slope coefficient (β), at the significance level (0.000), which is less than the significance level (0.05), i.e. with a confidence degree (95%), with the calculated (T) value, which is greater than the tabulated value (1.96), at the significance level (0.000), which is less than the significance level (0.05). This means that all dimensions of human resource agility have an impact on the behavior of knowledge sharing at the University of Anbar.



Table (2) The effect of human resource agility with its combined dimensions on knowledge sharing behavior (n = 276)

| Dimensions of human resource agility | Knowledge sharing behavior | | | | | | |
|--------------------------------------|----------------------------|---------|----------------|------------------|-------|-------|-----------------|
| | α | β | R ² | A R ² | Sig | T | F |
| Proactive | 1.204 | 0.199 | 0.411 | 0.417 | 0.003 | 3.041 | 64.877 0.000 |
| Adaptive | | 0.124 | | | 0.050 | 1.887 | |
| flexibility | | 0.383 | | | 0.000 | 6.840 | |

CONCLUSIONS

The results showed a real interest in adaptation to be supportive in enhancing their agility, by accepting and respecting the other opinion and benefiting from it in correcting work as a result of mistakes that may occur in the working and academic working conditions, as well as showing a good behavioral commitment in line with the requirements of the work environment in a way that reflects cultural values Mature in dealing with other colleagues. The results also showed that the faculty members at the University of Anbar are proactive, so that they can improve their agility, by constantly searching for opportunities and predicting problems as much as possible, trying to confront and address the difficulties they face in my work and be able to solve them before they escalate and become big problems. The agility of the human resources of the faculty members at the University of Anbar also showed that the behavior of knowledge sharing and its dimensions are positive and direct, ranging from moderate to strong. Finally, faculty members at Anbar University were able to employ the agility of human resources to influence the behavior of knowledge sharing directly.

RECOMMENDATIONS

The necessity of paying attention to the concept of human resource agility by Anbar University, and this is achieved through procedures such as attracting individuals who present initiatives as a method of work. who have high learning skills. In addition, they have flexibility and a high ability to withstand pressures in a competitive work environment. It is also necessary to create a unit to manage and lead the activities of qualitative initiatives at the individual or collective level, through which initiatives and proposals are presented to encourage faculty members at the university to contribute to the development of methods, procedures and services provided by the University of Anbar. As well as adopting clear systems to stimulate human resource

agility practices among faculty members at the University of Anbar based on procedures such as. Rewarding outstanding work initiatives. And linking proactive performance to academic or career promotion as a method to encourage proactive thinking. As well as encouraging faculty members at the University of Anbar to engage in knowledge sharing and work to invest intellectual and mental capabilities in line with contemporary trends to raise their performance level and link this to an incentive system that contributes to encouraging them to more knowledge sharing.

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