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DIAGNOSING THE LEVELS OF LEADERSHIP AGILITY AMONG DEANS OF FACULTIES IN UNIVERSITY OF AL-QADISIYAH FROM THE OPINIONS OF HEADS OF SCIENTIFIC DEPARTMENTS

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Abstract:

Purpose: Recently, organizations sensed great challenges facing them, represented by accelerating environmental changes, especially technological changes that were and still are the biggest drivers behind environmental dynamism that many business organizations could not keep pace with, because of their traditional business models and structures. Add to that the emergence of Corona pandemic, which threatened the global economy and stunted its growth, causing panic about its disastrous results, which are expected to continue for a longer period before recovering. The Corona epidemic has imposed an unfamiliar pattern on how organizations deal with their internal and external environments, as it has become necessary for them to search for non-traditional business models that are able to cope with emerging conditions.The current study comes to shed light on the concept of leadership agility and determine the competences that agile leader should possess in general, as well as diagnosing the levels of leadership agility of deans of faculties under study. .

Methodology: The study adopted the descriptive approach to analyse data obtained through questionnaire, which aimed to identify the levels of leadership agility among the faculties deans of the University of Al-Qadisiyah as perceived by heads of scientific departments .The study sample consists of (80) heads of scientific departments in the researched faculties, according to the statistics that were available to researchers from the official website of the University of Al-Qadisiyah at time of application of the study for the academic year 2020-2021. The assessment presented in the questionnaire is based on research designed to capture the work of leaders as it is, to learn about the most common competences that successful leaders have, and the learning behaviours needed to acquire those competences .The questionnaire consists of 3 sections, each of which is assigned to one of the three levels of leadership agility, namely expert, achiever, and motivator, based on the (Change wise Leadership Agility 360, 2008) model according to the principles presented by Bill Joiner & Stephen Josephs, with adapting its paragraphs to suit Iraqi work environment .The statistical package (SPSS) where frequencies, percentages, arithmetic averages, standard deviations and (Cronbach's alpha) coefficient of internal consistency were used-tests and ANOVA were also used.

Findings: Leadership is the backbone and the most important weapon through which organizations can deal with and control threats and turn some of these threats into opportunities that can be invested in the interests of organizations. The results showed that the expert level of leadership is the level that most deans share, noting that stability at this level loses

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organizations' ambition for excellence and superiority. The results also showed that their sense of purpose was at the tactical level rather than at the strategic level, meaning that they focus more on ensuring the completion of current functional or technical tasks, and they deal with the complex changes that occurs in the external environment on a reactive basis, not proactive , and reflect that there is a clear tendency among deans of faculties towards solving the problems facing their faculties and working to develop their strategies that can be dealt with. However, they still need to develop a high level of awareness of circumstances surrounding their faculties.

Implications for theory and practice: These conclusions are in line with research findings that leaders who develop achiever and catalyst competences are more effective in a dynamic business environment than those whose competences are limited to expert level. In order to make this possible, deans of faculties need to pay attention to some useful insights from the point of view of researchers to move to the levels of achievement.

Originality and value: The value of the study is reflected in the following points: first it joins the efforts of similar studies in enriching the knowledge aspect of the concept of leadership agility by presenting the ideas and opinions related to it in the leadership literature, and it also contributes to supporting empirical studies in this field of knowledge. Second decision-makers at Al-Qadisiyah University and Ministry of Higher Education will benefit competences of leadership agility when selecting heads of scientific departments and deans of colleges. Third researchers hope that this study will have an important role in creating an increasing interest in the theory of leadership agility in other organizations to help them to deal with continuous changes in the external environment at the local and international levels, now and in the future. Finally the study also helps leaders in the surveyed institutions to determine the competences of leadership agility that still need to be developed in order to eventually reach required levels of leadership agility that are commensurate with the prevailing conditions.

Keywords: *leadership agility, faculties' leaders, Middle-Level leaders & Al-Qadisiyah University*

INTRODUCTION.

An introduction to the field framework requires defining the methodology adopted by the study according to the study problem, its importance, its objectives and methods used in data collection and analysis, as well as description of the study sample and population. This study relies on a descriptive-analytical approach to the responses of sample members to achieve desired results. The study method includes the following topics:

Research problem and its main questions

The Corona pandemic posed a great threat to all aspects of life, and its social and economic effects will remain long time. However, the great impact was evident on educational institutions that found themselves facing great challenges represented by closing them, switching to e-learning, practicing home education , losing many of their educational and administrative cadres, the consequent difficulty in managing work dynamics in light of limited time available, and the need to provide many requirements and infrastructure, especially those related to electronic follow-up, review of curricula, and the adoption of teaching methods appropriate for this type of education, which impose amendment of educational regulations and the necessary organizational structures . The pandemic has already posed real challenges at the level of education in Iraqi universities, which are:

- The difficulty of scheduling lectures and exams.
- The futility of e-learning in courses that require direct attendance, such as medical and some other applied sciences.
- Unprecedented circumstances caused educational institutions to lose their self -organizing as they were in normal circumstances.
- Absence of automatic correction of routine or internal organization errors to address training process failures.
- There is an urgent need to build new capacity to adapt to new circumstances such as creating extra classrooms to ensure physical distance and working longer hours to accommodate the number of students, as well as other logistics services including prevention and health promotion.
- Losing effective communication with international educational institutions and being limited to managing communications virtually via internet.

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As a result, significant imbalances have emerged in the extent to which educational leaders respond to these threats and pressures, because they require a vision of leadership that transcends pre-existing standards and moves away from the mental traps that keep organizations trapped in old concepts of leadership. Many leaders do not realize level of leadership agility they are in and whether this level is appropriate for the stage in which they are , and categorizing leadership according to its levels of agility helps to choose effective leaders for each stage. Hence, the study questions can be identified as follows:

1- What are the levels of leadership agility among deans of the faculties of University of Al-Qadisiyah as perceived by heads of scientific departments?

2- Are there statistically significant differences between the levels of leadership agility among deans according to the nature of the study in their faculties, whether they are scientific or humanitarian?

Research goals

The study aims to draw attention to the importance of the results that can be obtained from exploring the levels of agility of leadership in the most important sector of society, namely higher education sector, by diagnosing agility competences of educational leaders in faculties emerging conditions in Iraqi environment. The main objectives of the study can be identified as follows:

1. Diagnosing the levels of agility of educational leaders in faculties of University of Al-Qadisiyah (represented by its deans) from the point of view of heads of scientific departments.
2. Knowing whether there are statistically significant differences in the levels of leadership agility among deans of the university faculties according to the nature of the study in those faculties, whether scientific or humanitarian.
3. Presenting recommendations that contribute in developing levels of leadership agility of educational leaders in the investigated faculties.

Research Approach

The study adopted the descriptive approach to analyze data obtained through questionnaire, which aimed to identify the availability of the levels of leadership agility among deans of the faculties of University of Al-Qadisiyah as perceived by heads of departments in their faculties.

Study population and sample

The researchers chose the faculties of University of Al-Qadisiyah as a field for study, and the study sample consists of (80) heads of scientific departments in the investigated faculties, according to the statistics that were available to researchers from the official website of University of Al-Qadisiyah at time of application of the study for the academic year 2020-2021.

Study tool

The study tool used to collect data is the questionnaire which consists of 3 sections, each of which is assigned to one of the three levels of leadership agility, namely expert, achiever, and motivator based on (Change wise Leadership Agility 360, 2008) model according to principles presented by Bill Joiner & Stephen Josephs, after adapting its paragraphs to suit Iraqi work environment. The questionnaire that aims to investigate leadership behaviors in critical situations includes (24) paragraphs that measures specific aspects of leadership behavior of deans in each of the three domains specified in the Change wise model, namely, pivotal conversations , improving team performance, and leading organizational change.

Validity of the tool

The questionnaire was initially presented to a group of experts to measure the level of apparent sincerity of its paragraphs and express their opinions about their suitability to the subject of the study and its dimensions .In the light of the observations made by the arbitrators, it became clear that the paragraphs were closely interrelated with their dimensions, as it became clear through the statistical validity procedure by applying it first on a survey sample consisting of (16) individuals from the study sample . The totality of each field to which it belongs, as it was found that the correlation coefficients ranged between 68%-69% for the first level, 64%-69% for the second level, and 63%-70% for the third level.

The reliability of the tool

The reliability of the study tool was confirmed using (Alpha Cronbach) method, as it turned out that the reliability coefficient was (93%) for the first level (the expert level), and (90%) for the second level (the achievement level), and (84%) for the third level (the motivator level), which are high rates that indicate the applicability of the questionnaire.

Statistical processing

Using the statistical package (SPSS) where frequencies, percentages, arithmetic averages, standard deviations and (Cronbach's alpha) coefficient of internal consistency were used, T-tests and ANOVA were also used.

LITERATURE REVIEW

Leadership agility, Concept, importance and levels

Introduction

The definition of leadership, as stated in most of the literature as a process of influence is no longer sufficient to encompass the concept that has been controversial for decades. Leadership has recently described as a challenging function (Cleveland & Cleveland, 2020). It is the job that organizations turn their eyes towards whenever they face some kind of risk, or desire for more safety.

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In light of complex and rapidly changing conditions faced by organizations in recent decades, the need for agile leadership that is able to adapt easily to new conditions has emerged. And if agility is a goal for human resources in organizations, the first thing is to start from leadership with features based on quickly sensing environmental changes and taking advantage of them as opportunities, making decisions proportional to unexpected changes, and great confidence in dealing with uncertainties. In the phase of transition to agile organizations, agile leadership becomes a constant necessity, and the results generated from dynamic environments represent a shift fraught with risks and crises that require management of a "calculated" synchronization that traditional leadership methods lack.

Leadership agility concept

Leadership agility is a new issue in the literature of organizational behavior, and it has gained the attention of small and large organizations alike because of its important role in facing challenges posed by dynamic environments. The development of leadership theories and approaches and its role in organizations today took a great deal of time and effort to conclude that modern leadership no longer revolves around intelligence or charisma only, but rather about the ability to quickly adapt to rapid changes in the business environment, it is the power that enhances agility of leaders. Organizations that have leaders possess agility characteristics will be better able to make decisions appropriate to emergent circumstances and will be less affected than other organizations by changes that occur in their environment (Grinnell, 2011). The world of turbulent environments requires agile leadership that fosters cooperation and unbiased communication between generations, allowing organizations to be more innovative, resilient, and fluid and enabling them to make sound decisions in an uncertain world (Kornelsen, 2019).

With the complexity of contemporary business environment, agile leader must adapt to complexity conditions to be able to track changes that occur in the environment and use them in making internal changes to achieve required alignment with external environment and transform threats into opportunities. Therefore, it is likely that organizations that want to confront changes will need different "leverages" of leadership to enable organizational agility strategies (Tikkanen, 2014). To exercise leadership agility, many researchers and specialists advise that leaders must have the ability to flexible switch between styles of Leadership, mastery of new adaptive techniques, and response rapidly to the specific needs of individuals and changing circumstances faced by organizations and the situation in which they want to influence (Meyer & Meijers, 2017).

It is now clear that the idea of a more thoughtful, reflective, and empathetic leader came at the right moment in the history of organizations as directional behavior was no longer appropriate for knowledge-based workers who often knew more about business than their leaders and who needed to be empowered to better communicate with stakeholders. (Kelly, 2019)

To identify the nature of leadership agility by making it a starting point, we recall the conclusions of a symposium held at California State University in the year 2003 to define leadership in agile organizations. Leading researchers and business stakeholders have studied diverse perspectives and found that leadership is an essential component of managing tensions related to organizational agility and concluded that agility of leadership is a dynamic capability and a relational process at the same time, and requires identifying opportunities and threats and investing internal and external capabilities of organizations. Most important in contexts of extreme uncertainty is for leaders to lay out their vision for their followers, foster commitment to implementing it, and increase imagination in the process of meeting growing and often contradictory demands (Lewis, et al. 2014).
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According to (Dalton, 2019) agile leaders demonstrate core agility values from top to bottom and bottom to top at all times to enable self-organization of all work teams. (Denning, 2016) does not agree with this vision and sees that agility is not from top to bottom nor from the bottom, but it is a look from outside to inside, as the focus is on providing value to customers. The role of agile leader is to empower those doing the work to contribute their full talents and capabilities to create value for customers and remove any obstacles that may get in their way.

So, agile leadership is the ability to anticipate or adapt to unexpected circumstances and environments in ways that benefit oneself and others. This concept is embodied in the belief that leadership agility is ultimately a way of being able to evolve to achieve mastery in even most pressing issues and environments. (Joiner, 2009) sees leadership agility as the ability to lead effectively under conditions of rapid change and mounting complexity. The ability to quickly sense environmental changes and capitalize on them as opportunities, in short, is the ability to successfully manage uncertainty (Teece, 2016).

At its core, leadership agility as described by Küster (2014) is the ability to operate effectively in times of rapid change and increasing complexity, a type of supreme ability that determines how leaders use all other capabilities to control the system. On the same path, (Horney et al. 2010) believe that leadership

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agility is a leader's ability to sense changes in business environment and respond to them in a dynamic manner through focused, fast and flexible actions, and that it is all about the leader's ability to prepare all working individuals for a world environmental disruption that enables them to change their thinking and supporting skills from "I know change is coming, but I can't see potential changes that might affect our organization" to "I see change coming and I am ready for it and do something about it." Agile leaders also realize that they must modify conditions and practices in which others operate, which naturally requires emergence of behaviors that conform to the direction of organization, at least until there is a clear alignment around this direction (Hamman & Spayd, 2015). (Dotlich, et al. 2010) states that complex situations and sudden changes require agile leaders to display a broader range of leadership traits. They are faced with decision points for which there are no "correct" solutions. They will face inconsistencies and learn how to manage them rather than trying to resolve them. They will need to learn to act meditatively at times and trust their instincts at other times.

Reliance is now focused on characteristics and practices that were not known until recently, as the vast majority of organizations are now turning their eyes to agility of leadership, but the challenge is not only change, but the way of thinking as well. So, this is what (Orski, 2017) believes in by saying that it is a new leadership mindset that welcomes change and embraces the potential for great results. When rapid change and uncertainty are the rule and when it requires taking into account conflicting perspectives and priorities, leadership agility emerges as a capacity for effective leadership, because it includes the process of using enhanced awareness and intent to increase effectiveness under immediate circumstances.(Undo whatever he focuses on, gain a broader perspective, and give a fresh look at what needs to be done next), that's what (Joiner, 2009) sees , and (Prange, 2018) corroborates him by saying that Leadership agility is an essential ability to assist organizations in situations of uncertainty. In times when actions and consequences are increasingly separate and unpredictable, leaders seek solutions and tools to deal with uncertainty which is why agility is so common, seen as an ability that can help organizations deal with uncertainty, not necessarily by planning, but by adequately adapting as needed.

In another direction, (Holbeche, 2015) links agility of leadership with transformational and ethical paths by assuming two main aspects of leadership in agile organizations, the first one is the ethical vision of leadership, including the considered values it contains, and the second is participatory leadership or what is called horizontal or distributed leadership, while (Medinilla) links, 2012) agility of servant leadership to match most of the characteristics between them. He sees that agile leaders abandon a hierarchical view of organization and, instead demonstrate a sense of community and participate in setting goals, listen and show empathy for others, work to communicate their visions and consistently demonstrate a total commitment to the improvement and development of individuals, organization and community.

The disparity in willingness of organizations towards possessing high level of agility, is attributed to the vision of leadership. If there is a leadership that has a vision in making decisions at the appropriate times and tools to make its own initiatives successful, it is likely to have greater agility competences. In essence, it is up to leadership, which can extricate organization from stagnation and uncertainty. Hence the creation of a more agile organization must come from the top (Langley, 2015).

Highsmith points out three key values that an agile leader should have: delivering value despite constraints, leading team to focus on tasks, and adapting to change beyond just sticking to plans. These values are similar to what is included in the famous agility statement, and are good indicators for checking agility of a leadership style (Highsmith, 2016). According to (Highsmith, 2013) Leadership agility focuses on vision and successfully adapting to inevitable changes in environment and engaging in participation and innovation leadership to provide new products or services. In addition, agile leadership looks at the importance of rapid development and the development of a culture that enables organization to be flexible and fast, and more concerned about creating right conditions for teams and supporting them to be self-organizing (Brinck, & Hartman, 2017). Hence, it can be said that leadership agility describes the ability to lead effectively when rapid change and uncertainty are the norm and when success requires consideration of multiple perspectives and priorities. In short, leadership agility is the answer to an important question: How can leaders work differently to get better results in light of environmental dynamism?

Importance of leadership agility

The importance of leadership agility is evident in the proactiveness that agile leaders enjoy in the face of environmental changes and turning threats into opportunities. Situational awareness, which is one of the competences of this leadership, has the ability to anticipate and read future to know challenges that will face the organization. Perhaps the alignment between the different goals of stakeholders with the goals of the organization is what gives importance to this type of leadership. It also enriches self-development for the purpose of developing the leadership skills necessary

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to overcome the challenges undertaken by agile leaders of its importance.

Perhaps the most prominent thing that gives this type of leadership importance in organizations is its ability to deal with environmental dynamics in an effective manner, by modifying conditions to enable others to be creative in accomplishing the tasks assigned to them, and in line with the vision of the organization. Also, its abandonment of the hierarchy of leadership, and its adoption of considered values, gives it the required distinction, some even considered it a kind of moral leadership as it shares some commonalities with the servant and participatory leaderships. It reflects the concept of participatory leadership with an emphasis on the responsibility that enables others to work to achieve the goals set. Its role in rapid development also leads to shortening the times required to transform into organizational agility, which is what the agility of leadership is required to undertake, as it is the most important link in this transformation.

Levels of Leadership agility

The great challenges resulting from environmental changes and the accompanying difficulty of predicting and uncertainty affect how we define the concept of leadership in an era of rapid changes that require development of new leadership models that are more innovative and responsive to new challenges through shifts in organizations' business activities and policies. One of them is the model presented by (Joiner & Josephs, 2008) which identifies several levels leadership agility based on the idea that no leader can act in all circumstances with one behavior. Rather, it is assumed that the behavior of leader is a result of changing states of consciousness depending on surrounding changes, which prompts us to see the need for a greater understanding of appropriate levels of agility that leader must realize in dealing with daily.These levels represent groups of emotional and mental capabilities to deal with complexity and facilitate transformation situations, and highlight the importance of knowing appropriate level that leader must realize in dealing with problems through a comprehensive vision of leadership agility behavior under constantly changing circumstances.

There are many factors that call for adopting different levels of leadership behavior to achieve the required interaction in dealing with environmental changes. For example, (Prange, 2018) believes that the levels of leadership agility are linked to leadership effectiveness through a systematic, practical and contextual understanding of the relationship between developmental stages .While (Kjellström, & Andersson, 2017) sees that the matter is related to the organization issued by a person in the formation of his own meaning, which is a result of personal awareness. (Storm & Meredith, 2013) agree with (Kjellström, & Andersson, 2017) that the stages of development between levels involve consciousness uses that interfere with thinking and rational frameworks.

Based on data collected from more than 600 managers, (Joiner & Josephs, 2007) found that there are five distinct levels of leadership agility mastery: Expert, Achiever, Catalyst, Co-creator, and Synergist . Each level deals with how leaders' approach implement initiatives in each of the three business areas: pivotal conservations, team leading, and leading organizational change. It must be noted that the competences we need for agile leadership are developed more with each new level of mastery, and each time leader moves to a new level he retains the ability to use those competences he developed in previous levels(Bass,2010:3) . These levels fall under two important classifications: heroic leadership, which includes the expert level, the achiever, and post-heroic leadership - which includes the catalyst, co-creator and synergist .

(Bradford & Cohen 1998) indicate that about 90% of all leaders act according to a heroic leadership mentality. That is, they bear the sole responsibility for setting goals of their organizations, coordinating activities of their subordinates, and managing their performance. Only about 10% of leaders today work at some level after heroic agility (5% at the catalyst level, 4% at the co-creater level, and 1% at the synergistic level as shown in Figure (1).

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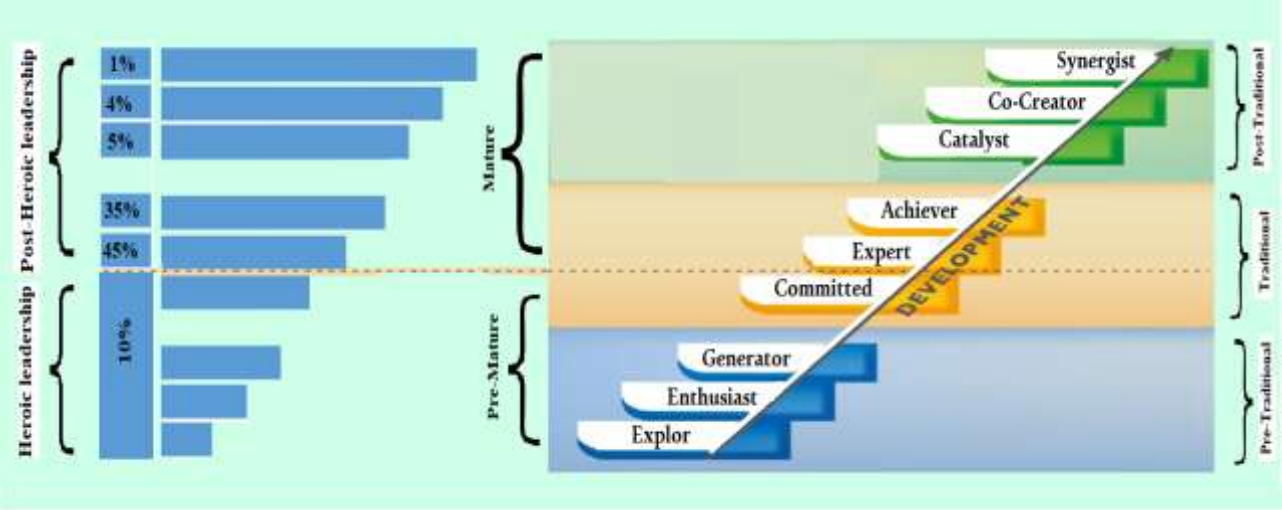

Figure (1) levels of Leadership agility
Adapted from: Bill Joiner (2006, p. 9-10).

The following is a brief overview of these five levels:

Heroic leadership

The levels listed under the concept of heroic leadership can be very effective in some situations where environments are relatively stable, where the predominant mix of expert and achiever leadership works relatively well for most organizations.

1. Expert level

The name chosen for each level of leadership agility is intended to emphasize its strengths. Experts are strongly motivated to develop expertise in the subject matter of leadership, and they assume that a leader's legitimate strength comes from experience and authority he or she wields from position he or she occupies. Experts represent about 45% of all managers at the lowest level and because of their tactical orientation and ability to solve analytical problems, their level of agility is best suited to environments in which success can be achieved through incremental improvements to existing strategies compared to the other five levels.

Leaders at this level often deal with day-to-day problem solving and may not prefer to develop good relationships with stakeholders, as well as they believe in their own perspective and that one of their obvious improvements is the ability to see organizations as a whole (Lim,2020:1528) .

2. Achiever level

The study indicates that about 35% of managers in organizations today have developed to the achiever level of leadership agility. These leaders have great motivation to achieve results that their organizations aspire to, and they realize that their strengths come not only from authority and experience, but also from motivating and empowering others to be more efficient and effective in achieving significant results. Through their ability to think strategically, achievers can be highly effective in environments of moderate complexity where the pace of change requires episodic shifts in the organization's strategy.

Leaders at this level are highly efficient in achieving organizational goals on the long and short term, and they align organizational vision, mission and strategies, and they believe that success can be achieved through good persuasive conversations with stakeholders, as well as an interest in people's values.

Post-heroic leadership

As a result of the globalization of economy in an era of continuous change and increasing interdependence in contemporary environments, the need has arisen to increase the demand for cooperative problem solving, teamwork, and continuous organizational change, where heroic leadership reduces controls and reduces the number of subordinates. Leaders who develop beyond the achiever level of leadership agility retain the accountability and ultimate authority that come with any formal leadership role, while creating teams and organizations that are characterized by a high degree of participatory, committed, and shared responsibility.

3. Catalyst level

A catalyst leader has a strong drive to create a participatory culture capable of achieving valuable results on the long run. This type of leadership, with its openness to change, its willingness to rethink about basic assumptions, and its visionary orientation, represents the first level of agility capable of achieving continued success in an intense, complex and ever-changing business environment.. Agile leaders within

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motivator level practice their tasks in a way that reflects their focus on the strength of vision and participation and they are motivated to create a participatory culture capable of achieving strategic results.

4. Co-creator level

Leaders who are ranked at this level derive their designation, in part, from their understanding that all things, whether at work or outside, are interconnected, and they are usually committed to developing collaborative relationships rooted in a sense of common purpose. With emotional resilience and ability to dialogue and exploring innovative and win-win solutions, co-creators are well-equipped for long-term success in a rapidly changing and turbulent global economy.

5. Synergist level

The differences between levels of agility become more ambiguous as leaders move to each successive level, particularly when moving from the co-creator level to the synergist level. A leader who ranks within this level of leadership agility can be diagnosed with an inside out look. Some of what distinguishes these leaders is the ability to stay at the center of the storm and focus amid competing demands for a "synergic intuition" that turns seemingly intractable conflicts into solutions that are beneficial to all parties involved. It is believed that the competences developed by these leaders represent the vanguard in developing leadership in the twenty-first century.

Table (1) includes guideline for the five levels of leadership agility, noting that each level of agility includes and exceeds the competences that were developed in the previous levels. The percentage indicates research-based estimates of managers who are able to operate at each level of agility.

Table (1) A quick reference guide to five levels of leadership agility

level of Agility	View of Leadership	Agility in Pivotal Conversations	Agility in leading Team	Agility in leading Organizational Change
Heroic levels				
Pre-expert (-10%)				
Expert (45%)	Tactical, problem-solving orientation. Believes that leaders are respected and followed by others because of their authority and expertise	Style is either to strongly assert opinions or hold back to accommodate others. May swing from one style to the other, particularly for different relationships. Tends to avoid giving or requesting feedback	More of a supervisor than a manager. Creates a group of individuals rather than a team. Work with direct reports is primarily one-on-one. Too caught up in the details of own work to lead in a strategic manner.	Organizational initiatives focus primarily on incremental improvements inside unit boundaries with little attention to stakeholders.
Achiever (35%)	Strategic outcome orientation. Believes that leaders motivate Others by making it challenging and satisfying to contribute to larger objectives.	Primarily assertive or accommodative with some ability to compensate with the less preferred style. Will accept. or even initiate feedback, if helpful in achieving desired outcomes.	Operates like a full-fledged Manager. Meetings to discuss important strategic or organizational issues are often orchestrated to try to gain buy-in to own views.	Organizational initiatives include analysis of industry environment. Strategies to gain stakeholder buy-in range from one-way communication to soliciting input.
Post heroic leadership				
Catalyst (5%)	Visionary, facilitative orientation. Believes that leaders articulate an innovative, inspiring vision and bring together the right	Adept at balancing assertive and accommodative styles as needed in particular situations. Likely to articulate and question underlying	Intent on creating a highly participative team. Acts as a team leader and facilitator. Provides and seeks open exchange of views	Organizational initiatives often include development of a culture that promotes team work, participation, and empowerment.

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	people to transform the vision into-reality. Leaders empower others and actively facilitate their development.	assumptions. Genuinely interested in learning from diverse viewpoints. Proactive in seeking and applying keep as is feedback.	on difficult issues. Empowers direct reports. Uses team development as a vehicle for leadership development.	Proactive engagement with diverse stakeholders reflects a belief that their input increases the quality of decisions, not just buy-in.
Co-Creator (4%)	Oriented toward shared purpose and collaboration. Believes leadership is ultimately a service to others. Leaders collaborate with other leaders to develop a shared vision that each as deeply purposeful.	Integrates assertive and accommodative sides in pivotal conversations and is agile in using both styles. Able to process and seriously consider negative feedback even when highly charged emotionally	Develops a collaborative leadership team, where members feel full responsibility not only for their own areas but also for the unit or organization they collectively manage. Practical preference for consensus decision making but doesn't hesitate to use authority as needed.	Develops key stakeholder relationships characterized by deep levels of mutual influence and genuine dedication to the common good. May create companies or organizational units where corporate responsibility and deep collaboration are integral practices.
Synergist (1%)	Holistic orientation. Experience leadership as participation in a palpable life. Purpose that benefits others while serving as a vehicle for personal transformation.	Centered "within" not "with" assertive and accommodative energies, expressed as appropriate to the situation. Cultivates a present-centered awareness that augments external feedback and supports a strong, subtle connection with others, even during challenging conversations.	Capable of moving fluidly between various team leadership styles uniquely suited to the situation at hand. Can shape or amplify the energy dynamics at work in a particular situation to bring about mutually beneficial results.	Develops and maintains a deep empathetic awareness of conflicting of stakeholders, interests including the leader's own . Able to access synergistic intuitions that transforms seemingly intractable conflicts into solutions beneficial for all parties involved.

Source: Joiner, B., & Josephs, S. (2007).

Note: Each level of agility includes and goes beyond the competencies developed at previous levels. The percentage figures refer to research-based estimates of the managers currently capable of operating at each agility level.

.Although (Joiner & Josephs) presented an integrated model in a structure directed through five levels of leadership agility they identified in a way that clearly explain how each of the previous levels developed (Reams, 2002). However, extensive research has shown that leaders develop only by three pivotal levels of agility in a sequential manner: the expert, the achiever, and the catalyst.

RESULTS

First: the statistical description

Tables (1 , 2 , 3) that include arithmetic means of the three levels of leadership agility (the expert, the achiever, and the catalyst) respectively show that all deans of the faculties were at the expert level, as this level obtained the highest arithmetic means among the three levels. The results reflect that there is a clear

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tendency among deans towards solving problems facing their faculties and working to develop their goals that can be dealt with., and their sense of purpose was at the tactical level rather than at the strategic level meaning that they focus more on ensuring the completion of current functional or technical tasks, and that they deal with the complex changes that occur in the external environment based on a reactive, not proactive. They still need to develop high level of awareness of circumstances surrounding their faculties' .The following is a description of leadership agility variable at the expert level and its three dimensions in the investigated faculties as follows:

1. Pivotal conversations

Pivotal conversations represent discussions whose outcomes contribute to, or detract from, important organizational goals. Table (2) shows arithmetic means, standard deviations, the answer levels, and the relative importance of answers of the study sample towards the secondary dimensions represented by (context agility, stakeholders agility, self-leadership agility, and creative agility) .Within scientific faculties, it is noted that context agility dimension obtained highest arithmetic mean , reaching (3.54), and standard deviation is (0.84)), showing consistency and harmony of study sample answers towards this paragraph, and within the "high" answer level, and the relative importance of this dimension reached (71%) in (65%).

It follows from this that deans of scientific faculties pay their attention to organizational context that surrounds the problem to be addressed, as well as focusing on the core of conversation .They focus on issues that require immediate attention, and when they find themselves inconsistent with others, they have a strong tendency to believe that their point of view is correct. How they handle this assumption depends on their power style. If they have an assertive force style, they try to influence others without being influenced by them. If they have an adaptive power style, they can politely express their opinions, or they can withhold and outwardly acquiesce in others. With either style, they find it difficult to step back and see strengths and weaknesses of others' perspectives as well as their own. Thus, they often adopt an either/or way of thinking, assuming that every argument must have a winner and a loser.

In humanities faculties, agility of the stakeholders got highest arithmetic mean estimated at (3.26) and a standard deviation of (83%) showing a consistency of the answers of individuals in the study sample towards this paragraph and within the level of "moderate" answer, and the relative importance of this paragraph was (61%) which means that deans of humanities faculties anticipate interests and priorities of others, and listen to their opinion.

This approach represents an adaptive leadership style, meaning that the dominant force is the consensus .This situation is clearly reflected in the description of leaders who like the most people who "are not afraid to stand alone and defend their opinions when they know they are right." Remarkably, this type of leader rarely sees the importance of motivating others and managing their expectations. On the other hand, agility of self-leadership got the lowest arithmetic mean in both groups of faculties which accounted to (3.03) with standard deviation amounted to (0.86) in scientific colleges, and (3.02) with standard deviation amounted to (0.88) in humanities colleges, which shows the consistency of answers of study sample individuals towards this paragraph within "moderate" answer level and relative importance of was 61%.This indicates that deans of science and humanities faculties have a consistent way of engaging in pivotal conversations. It does not allow openness to learn better ways of dealing with difficult conversations. It also indicates limited self-awareness of deans with limited capacity for introspection that gives analytical awareness capable of developing a research capacity that was not possible previously. Through this new introspective awareness, deans learn about recurring inner moods and develop a more independent image of themselves, an emerging sense of identity that includes what they stand for and believe in. Their self-image as leaders includes their current role perception, professional skills, and personal traits.

It is observed that the Faculty of Administration and Economics obtained highest arithmetic means of pivotal conversations among scientific faculties* , which amounted to 4.06, with standard deviation was (0.81), while the Faculty of Fine Arts had the highest arithmetic means of pivotal conversations among the humanities faculties amounted to 3.79, with standard deviation equal to (0.85).

According to the foregoing, the overall mean of pivotal conversations dimension was (3.29) and a general standard deviation was (0.845), and obtained a "moderate" answer level, and the relative importance of this dimension compared to other dimensions of expert level was ranked in the sequence (2).

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Table (2): The pivotal conversations for scientific and humanities faculties

Faculties / secondary dimensions		context agility	Stakeholder agility	Self-leadership agility	Creative agility	total	Average
Administration and economic	M	4.17	3.94	4.17	3.94	16.22	4.06
	SD	0.76	0.81	0.85	0.83	3.25	0.81
Medicine	M	3.97	4.06	4.06	4.02	16.11	4.0
	SD	0.82	0.89	.86	0.88	3.45	0.86
Dentist	M	3.93	3.84	3.76	3.78	15.31	3.8
	SD	0.77	0.88	0.86	0.79	3.3	00.83
Veterinary medicine	M	3.79	3.76	3.78	3.82	15.15	3.7
	SD	0.88	0.92	0.89	0.95	3.64	0.91
Biotechnology	M	3.84	3.83	3.37	3.85	14.89	3.7
	SD	0.95	0.91	0.93	0.83	3.62	0.91
Computer science	M	4.04	3.72	3.46	3.33	14.55	3.6
	SD	0.80	0.88	0.85	0.81	3.34	0.84
Nursing	M	3.26	3.47	2.96	3.87	13.56	3.39
	SD	0.86	0.83	0.96	0.85	3.5	0.88
Sciences	M	2.87	3.36	2.92	2.89	12.04	3.01
	SD	0.90	0.99	0.92	0.89	3.7	0.93
Pharmacy	M	3.17	2.87	2.74	2.96	11.74	2.94
	SD	0.87	0.90	0.85	0.82	3.44	0.86
Engineering	M	2.96	3.45	2.75	2.82	1.98	2.10
	SD	0.85	0.87	0.87	0.86	3.45	0.86
Agriculture	M	3.05	2.57	2.80	2.76	6.22	2.8
	SD	0.83	0.85	0.84	0.83	3.25	0.83
Average	M	3.54	3.53	3.03	3.46	13.56	3.39
	SD	0.84	0.88	0.86	0.82	3.40	0.85
Pivotal conversations for humanities faculties							
Faculties / secondary dimensions		context agility	Stakeholder agility	Self-leadership agility	Creative agility	total	Average
Fine arts	M	3.78	3.75	3.97	3.66	15.16	3.79
	SD	0.84	0.81	0.90	0.88	3.43	0.85
Archaeology	M	3.92	3.47	3.84	2.87	14.1	3.50
	SD	0.83	0.90	0.89	0.97	3.59	0.89
Arts	M	3.28	3.58	3.17	3.47	13.6	3.60
	SD	0.85	0.82	0.80	0.84	3.31	0.82
Law	M	3.21	3.47	3.57	3.10	13.35	3.36
	SD	0.85	0.81	0.85	0.82	3.33	0.83
Education for girls	M	3.23	2.96	2.82	2.86	11.97	2.99
	SD	0.79	0.89	0.87	0.89	3.44	0.86
Physical Education and sport sciences	M	2.66	2.81	2.72	2.71	10.9	2.73
	SD	0.76	3.83	0.81	0.80	3.2	0.8
Education	M	2.61	2.84	2.34	2.50	10.49	2.62
	SD	0.86	0.81	0.80	0.95	3.42	0.86
Average	M	3.24	3.26	3.20	3.02	12.72	3.18

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	SD	**0.80**	**0.83**	**0.85**	**0.88**	**3.36**	**0.84**

1. Improving team performance

Table (3) shows arithmetic means, standard deviations, level of answer, and the relative importance of the answers of study sample towards the secondary dimensions represented by (context agility, stakeholders agility, self-leadership agility, and creative agility) for the main dimension of the expert level represented by improving team performance. Within scientific faculties, it is noted that creative agility obtained highest arithmetic mean equal to (3.62) , with standard deviation equal to (0.85) showing consistency and harmony of answers of the study sample , with the "high" answer level and relative importance amounted to (72%).

This means that deans of these faculties respond to most of the problems they encounter through a problem-solving program: they analyze the specific situation in which they find themselves and use their own judgment to make a decision. They may meet with team members individually to discuss problems while drawing on their own experience to solve them. Whereas, context agility obtained the lowest arithmetic mean amounted to (3.37) and a standard deviation (0.84), showing consistency of the answers of study sample within the level of "moderate" answer and relative importance (67%).This indicates that deans focus more on managing their team or organization to ensure the accomplishment of functional or technical tasks than their surrounding circumstances. They may make required changes in the team or in its work procedures based on organizational goals without taking into account awareness of the situation.

In the humanities faculties, self-leadership agility got the highest arithmetic mean amounted to (3.26) and standard deviation (0.85) showing the consistency and harmony of the answers of the study sample towards this paragraph, and within the level of "moderate" answer, and the relative importance of this dimension reached (65%).What can be concluded here is that deans have adopted a leadership model focusing on knowledge, skills and personal traits in order to maintain a positive team spirit by adopting a consistent approach to team leadership and openness to comments that increase his experience in team leadership. In this sense, faculties' deans are strongly motivated by what others think of them. Stakeholders agility got lowest arithmetic mean amounted to (3.11) and a standard deviation amounted to (0.84), which shows consistency of the answers of the study sample, with "moderate" level of answer, and relative importance equal to (62%). This indicates that deans of humanities faculties may not expect most of the adjustments that team members need to make and they focus on only one set of criteria at a time. They also listen to the opinions of team members but judge is based on their views. A focus on working relationships, and the desire to feel that their needs are taken into account, goes in line with improving team performance.

According to the foregoing, the overall mean of the team performance improvement dimension was (3.32) and the general standard deviation was (0.84), and the dimension obtained a "moderate" answer level, with relative importance in the sequence (1) compared to other dimensions of the expert level

Table (3) The pivotal conversations for scientific faculties and humanities faculties

Faculties / Secondary dimensions		context agility	Stakeholder agility	Self-leadership agility	Creative agility	total	average
Administration and economics	**M**	**4.06**	**4.07**	**4.16**	**4.20**	**16.49**	**4.12**
	SD	**0.85**	**0.88**	**0.87**	**0.83**	**3.43**	**0.85**
Medicine	**M**	**3.94**	**4.04**	**3.99**	**4.07**	**16.04**	**4.01**
	SD	**0.86**	**0.92**	**0.87**	**0.96**	**3.61**	**0.90**
Dentist	**M**	**3.79**	**3.97**	**4.10**	**3.79**	**15.65**	**3.91**
	SD	**0.73**	**0.94**	**0.78**	**0.78**	**3.23**	**0.80**
Veterinary medicine	**M**	**3.69**	**3.62**	**3.95**	**3.73**	**14.99**	**3.75**
	SD	**0.86**	**0.85**	**0.75**	**0.92**	**3.31**	**0.83**
Biotechnology	**M**	**3.36**	**3.76**	**3.26**	**3.70**	**14.08**	**3.52**
	SD	**0.84**	**0.91**	**0.87**	**0.79**	**3.41**	**0.85**
Computer	**M**	**3.80**	**3.25**	**3.23**	**3.67**	**13.95**	**3.49**

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science	**SD**	**0.88**	**0.89**	**0.79**	**0.97**	**3.53**	**0.88**
Nursing	**M**	**2.77**	**3.51**	**3.73**	**3.14**	**13.15**	**3.29**
	SD	**0.94**	**0.79**	**0.78**	**0.87**	**3.38**	**0.85**
Sciences	**M**	**2.90**	**2.92**	**3.36**	**3.34**	**12.52**	**3.13**
	SD	**0.85**	**0.73**	**0.92**	**0.78**	**3.28**	**00.82**
Pharmacy	**M**	**3.03**	**3.22**	**2.92**	**3.45**	**11.62**	**20.91**
	SD	**0.76**	**0.85**	**0.81**	**0.76**	**3.18**	**00.80**
Engineering	**M**	**3.23**	**2.68**	**2.90**	**3.09**	**110.90**	**2.98**
	SD	**0.84**	**0.80**	**0.76**	**0.82**	**3.22**	**00.81**
Agriculture	**M**	**2.59**	**2.38**	**2.56**	**2.86**	**11.39**	**2.84**
	SD	**0.82**	**0.81**	**0.76**	**0.85**	**3.24**	**00.81**
average	**M**	**3.37**	**3.40**	**3.46**	**3.62**	**13.85**	**3.46**
	SD	**0.84**	**0.82**	**0.81**	**0.85**	**3.32**	**0.83**
Pivotal conversations for humanities faculties							
Faculties / Secondary dimensions		**context agility**	**Stakeholder agility**	**Self-leadership agility**	**Creative agility**	**total**	**average**
Fine arts	**M**	**3.55**	**3.91**	**3.80**	**3.84**	**15.10**	**3.77**
	SD	**0.76**	**0.81**	**0.85**	**0.80**	**3.22**	**0.81**
Archaeology	**M**	**3.92**	**3.42**	**3.39**	**3.34**	**14.07**	**3.51**
	SD	**0.76**	**0.81**	**0.85**	**0.78**	**3.29**	**0.82**
Arts	**M**	**3.38**	**3.16**	**3.36**	**3.59**	**13.49**	**3.373**
	SD	**0.88**	**0.85**	**0.80**	**0.82**	**3.35**	**0.83**
Law	**M**	**2.71**	**2.92**	**3.56**	**3.28**	**2.47**	**3.11**
	SD	**0.92**	**0.88**	**0.89**	**0.86**	**3.55**	**0.88**
Education for girls	**M**	**2.75**	**3.28**	**2.80**	**2.92**	**2.47**	**2.93**
	SD	**0.88**	**0.92**	**0.93**	**0.98**	**3.55**	**0.92**
Physical Education and sport science	**M**	**2.99**	**2.57**	**2.87**	**3.05**	**1.75**	**2.87**
	SD	**0.84**	**0.96**	**1.01**	**0.98**	**3.71**	**0.94**
Education	**M**	**2.83**	**2.52**	**2.81**	**2.62**	**1.48**	**2.70**
	SD	**0.90**	**0.78**	**0.83**	**0.88**	**30.79**	**0.84**
average	**M**	**3.16**	**3.11**	**3.26**	**3.23**	**12.76**	**3.19**
	SD	**0.83**	**0.84**	**0.85**	**0.85**	**3.37**	**0.84**

2. Leading organizational change

Table (4) shows arithmetic means, standard deviations, levels of answer, and the relative importance of answers of the study sample towards the secondary dimensions represented by (context agility, stakeholder agility, self-leadership agility, and creative agility) for the main dimension of expert level represented by leading organizational change. Within scientific faculties it is noted that self-leadership agility obtained highest arithmetic mean amounted to (3.44), with standard deviation of (0.83) showing consistency and harmony of the answers of the study sample , with "high" answer level, and relative importance reached (69%), which can be inferred that deans have a consistent approach to leading change initiatives . During this stage leaders are often open to reactions that increase their experience in leading change, and adopting a prior approach to convince others of it, which requires self-efficacy and necessary power to bring about the required change, whereas, stakeholders agility got the lowest arithmetic mean amounted to (3.07) , with standard deviation (0.84) showing consistency of the answers of the study sample towards this paragraph . The level of answer was "moderate" and the relative importance was (61%) which means that deans in this step treat subordinates largely as an extension of their leadership , working as a group rather than a team, and tend to equate leadership and authority. They are likely to impose formal authority on others to bring about change or avoid opposing change depending on their power you assume that you can only lead when you have power

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In the humanities faculties, the creative agility obtained the highest arithmetic mean amounting to (3.49), standard deviation (0.82) showing consistency and harmony of the answers of the study sample towards this paragraph, with "high" answer level, and relative importance of this dimension amounted to (70%).

This indicates that deans use their own technical and functional expertise to solve problems, with an emphasis on addressing the most pressing business and/or technical problems. This prompts them to deal decisively with the pressures of conflicting stakeholders, and rely on people who are unlikely to challenge them in their decisions. Context agility had the lowest arithmetic mean amounted to (2.70) with standard deviation reached (00.91), that shows consistency of the answers of study sample towards this paragraph and within "moderate" level of answer, and the relative importance (54%).

The closest conclusion to this indicator is that either deans are not familiar with external environment or do not fully appreciate the extent to which contextual agility affects the effectiveness of their initiatives, or they tend to limit their focus on improving key internal processes or on changes that aimed to improve the implementation of their faculties current strategies, blocking them from "seeing the big picture" . . According to the foregoing, the overall mean of leading organizational change dimension was (3.28) and the general standard deviation was (0.852), and obtained a "moderate" answer level, with relative importance in the sequence (3) compared to other dimensions of the expert level .

Table (4) The pivotal conversations for scientific faculties and humanities faculties

The pivotal conversations for scientific faculties							
Faculties / secondary dimensions		**context agility**	**stakeholder agility**	**self-leadership agility**	**creative agility**	**total**	**average**
Administration and economics	**M**	**3.63**	**4.03**	**4.08**	**4.01**	**15.75**	**3.93**
	SD	**0.91**	**0.84**	**0.88**	**0.79**	**3.42**	**0.86**
Medicine	**M**	**3.81**	**4.01**	**3.86**	**3.89**	**5.57**	**3.89**
	SD	**0.89**	**0.87**	**0.83**	**0.84**	**3.43**	**0.85**
Dentist	**M**	**3.98**	**3.99**	**3.77**	**4.02**	**5.76**	**3.94**
	SD	**0.94**	**0.87**	**0.92**	**0.85**	**3.58**	**0.89**
Veterinary medicine	**M**	**3.92**	**3.61**	**3.89**	**4.10**	**15.52**	**3.88**
	SD	**0.96**	**0.80**	**0.75**	**0.69**	**3.2**	**0.80**
Biotechnology	**M**	**3.79**	**3.81**	**3.77**	**3.69**	**15.06**	**3.77**
	SD	**0.95**	**0.83**	**0.81**	**0.87**	**3.46**	**0.87**
computer science	**M**	**3.88**	**3.70**	**3.30**	**3.83**	**14.71**	**3.67**
	SD	**0.69**	**0.75**	**0.81**	**0.87**	**3.12**	**0.78**
Nursing	**M**	**3.13**	**3.16**	**3.40**	**3.31**	**13**	**3.25**
	SD	**0.88**	**0.87**	**0.83**	**0.84**	**3.42**	**0.86**
Sciences	**M**	**2.66**	**2.76**	**3.39**	**3.28**	**12.09**	**3.02**
	SD	**0.98**	**0.87**	**0.92**	**0.87**	**3.64**	**0.92**
Pharmacy	**M**	**3.06**	**3.36**	**2.61**	**2.81**	**1.84**	**2.96**
	SD	**0.92**	**0.83**	**0.72**	**0.89**	**3.36**	**0.84**
Engineering	**M**	**2.48**	**3.00**	**3.21**	**2.68**	**11.37**	**2.84**
	SD	**0.98**	**0.88**	**0.82**	**0.69**	**3.37**	**0.84**
Agriculture	**M**	**2.56**	**2.40**	**2.60**	**2.54**	**10.1**	**2.53**
	SD	**0.91**	**0.84**	**0.88**	**0.79**	**3.42**	**.86**
Average	**M**	**3.35**	**3.07**	**3.44**	**3.37**	**3.31**	**3.38**
	SD	**0.91**	**0.84**	**0.83**	**0.82**	**3.40**	**0.85**
Pivotal conversations for humanities faculties							
Faculties / secondary		**context agility**	**Stakeholder agility**	**Self-leadership agility**	**Creative agility**	**Total**	**average**

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dimensions							
Fine arts	**M**	**2.94**	**4.01**	**3.99**	**3.94**	**140.88**	**3.72**
	SD	**0.80**	**0.69**	**0.76**	**0.86**	**3.11**	**0.77**
Archaeology	**M**	**3.83**	**3.26**	**3.50**	**3.58**	**14.17**	**3.54**
	SD	**0.94**	**0.90**	**0.84**	**0.83**	**3.51**	**0.87**
Arts	**M**	**3.37**	**3.51**	**3.37**	**3.53**	**13.78**	**3.45**
	SD	**0.80**	**0.84**	**0.85**	**0.90**	**3.39**	**0.84**
Law	**M**	**2.92**	**3.49**	**3.19**	**3.37**	**2.99**	**3.24**
	SD	**0.81**	**0.84**	**0.82**	**0.80**	**3.27**	**0.81**
Education for girls	**M**	**3.64**	**3.25**	**3.83**	**3.60**	**4.31**	**3.57**
	SD	**0.86**	**0.81**	**0.84**	**0.86**	**3.37**	**0.84**
Physical education and sports sciences	**M**	**2.86**	**3.01**	**2.89**	**3.55**	**2.31**	**3.07**
	SD	**0.91**	**0.79**	**0.89**	**0.78**	**3.37**	**0.84**
Education	**M**	**3.00**	**3.20**	**3.21**	**2.86**	**2.27**	**3.06**
	SD	**0 .77**	**0 .71**	**0 .77**	**0.80**	**3.05**	**0.76**
Average	**M**	**2.70**	**3.39**	**3.42**	**3.49**	**13.00**	**3.25**
	SD	**0 .83**	**0.80**	**0.82**	**0.82**	**3.27**	**0.81**

Second: A variance test for leadership agility levels

1- Pivotal conversations

Tables (5 and 6) show the variance between a group of scientific faculties and humanities faculties.

Table (5) Group Statistics

	T	N	Mean	Std. Deviation	Std. Error Mean
M	Scientific	44	3.4644	.47248	.06820
	Humanity	28	3.2178	.41246	.07291

Table (6) Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
M	Equal variances assumed	1.968	.165	2.40	78	.019	.24656	.10260	.04229	.450
	Equal variances not assumed			2.47	72.4	.016	.24656	.09984	.04756	.445

It is clear from table (6) that the value of (F) = 1.968 and its significance level is 0.165 whose value is greater than 0.05, which indicates that it is not significant (this means that there is homogeneity between the variance of the two groups), and this prompts us to read the results of the corresponding (t) test for the phrase "equal variances assumed". From these results we note that the computed t-test value =

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2.403, df degrees of freedom = 78, and the Sig value (2-tailed) = 0.019, and since the value of Sig. (2-tailed) in the table (0.019) is smaller than the α value of 0.05, therefore we accept the hypothesis that there are statistically significant differences for the pivotal conversation variable (at the expert level), and this is explained by the discrepancy between the mean of scientific faculties and the mean of human faculties in favor of scientific faculties (due to having a larger arithmetic mean = 3.46).

2- Improving team performance

Table (7) Group Statistics

Group Statistics					
	t	N	Mean	Std. Deviation	Std. Error Mean
M	Scientific	44	3.4496	.47764	.06894
	humanity	28	3.1841	.39294	.06946

Table (8) Independent Samples Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
m	Equal variances assumed	1.956	.166	2.609	78	.011	.26552	.10177	.06292	.46812
	Equal variances not assumed			2.713	74.48	.008	.26552	.09787	.07054	.46051

Table (8) shows that the value of (F) is equal to 1.956 and its significance level is 0.166 which is greater than 0.05, indicating that it is not significant (this means that there is homogeneity between the variance of the two groups), and this push us to read the results of the corresponding (t) test for the phrase "equal variances assumed". From these results we note that the computed t-test value is 2.609, df degrees of freedom = 78, Sig value. (2-tailed) is 0.011, and since the value of Sig. (2-tailed) is smaller than the α value of 0.05, then we accept the hypothesis that there are statistically significant differences for team performance improvement variable (at the expert level), and this is explained by the discrepancy between the mean of scientific faculties and the mean of human faculties in favor of scientific faculties (due to having a larger arithmetic mean equal to (3.44).

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Table (9) Group Statistics

Group Statistics					
	t	N	Mean	Std. Deviation	Std. Error Mean
M	Scientific	44	3.4167	.51632	.07452
	humanity	28	3.3659	.34909	.06171

Table (10) shows that the value of (F) is equal to 8.277 and its significance level is 0.005, and this value is less than 0.05 (this means that there is heterogeneity between the variance of the two

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groups), and this prompts us to read the results of the (t) test corresponding to the statement equal variances assumed. From these results we can see that the calculated t-test value is 0.486 , the degrees of freedom df is 78, and the Sig value (2-tailed) is equal to 0.628. Since the value of Sig. (2-tailed) in the table is (0.628) ,which is greater than the α value of 0.05 , then we reject the hypothesis that there are statistically significant differences for organizational change leadership variable (expert level). This is explained by the lack of discrepancy between the mean of scientific faculties and the mean of human faculties.

Table (10)

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
m	Equal variances assumed	8.27	.005	.48	78	.628	.0507	.104	-.157-	.25847
	Equal variances not assumed			.524	77.97	.602	.05073	.0967	-.1419-	.24336

DISCUSSION (comment on the results, reference to the main goal of the manuscript, the hypothesis/research problem; summary/overview of the most important discoveries; it should be shown whether they support or allow to reject the hypothesis, whether they answer research questions, how they translate into the achievement of goals; are they similar or different from the discoveries of other researchers; explanation of discoveries and speculations about them, supported by references to literature.

CONCLUSION(S) (comment whether conclusions are related to the aim and research questions, hypotheses, implications for research and practice and directions for further research are introduced, limitation of the analysis is presented).

Conclusions

Deans of the faculties of University of Al-Qadisiyah practice their leadership behavior according to the level of experts, that is, they constantly make available and foreseeable options , and therefore they take responsibility and correct things over and over again, and they see that the most influential type of leaders is the leader who seeks to solve problems through a set of criteria and apply them in a way that takes into account situational differences.

1. Although deans' leadership style has been generally appropriate to local environment, showing some kind of coherence and consideration for others' feelings, they have a rather relaxed management style and need to become decisive and proactive leaders. Followers don't like to get caught up in details, but they would like greater clarity on some long-term performance issues.

2. In spite of that the results did not show any of deans approached a higher level than expert level, which indicates that deans need to possess more competences that qualify them to the level of achiever or catalyst. As for the conclusions at the level of the sub-dimensions, the most important of them are the following:

Pivotal conversations:

1. In the pivotal conversations, context agility and stakeholder's agility took priority for the deans of both group of faculties, which means that they seek a balance between requirements of environment and interests of stakeholders.

2. The results indicated that deans of scientific faculties are keen to study organizational context surrounds problems that need to be addressed. Although they focus on the essence of conversations that take place with others about these problems, they find it is difficult to see strengths and limitations that others put forward, therefore they put their point of view above those of others. As for deans of humanities faculties, they often choose an adaptive leadership style, they anticipate interests and needs of others and listen to their views on the problems at hand. This

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means that consensus is the prevailing state that governs decisions issued by those deans.
3. Deans in both groups often use rationales to convince stakeholders of their points of view to solve problems when they come to conflicting views between them and others. This is good for maintaining a friendly relationship with stakeholders, but the strong belief in the validity of their views hardly leaves them when conducting pivotal conversations.
4. The competences possessed by deans in the field of context agility reflect that internal and external challenges are dealt with in a responsive manner, meaning that treatments did not affect the long-term strategies that educational institutions are forced to change to meet successive environmental challenges over long periods of time, which indicates a state of short-sightedness towards accelerating dynamic challenges.
5. The results indicated that deans of scientific and humanities faculties share a consistent approach when engaging in pivotal conversations, which does not allow openness to learn better ways when there are difficult and complex conversations, as well as a lack of self-awareness with a limited ability to introspection that gives them the required analytical awareness to develop research capacity.
6. The results showed that deans of scientific faculties have the ability to respond to most of problems facing their work by analyzing specific problem and using their own judgment to take appropriate decision even if this requires a meeting with team members individually, while deans of humanities use their technical and functional expertise to solve their own business problems with a clear focus on solving the most pressing technical problems.

Improving team performance:
1. According to high levels of creative agility and self-leadership agility relating to the dimension of improving team performance, we can measure the competences of faculty deans in adopting a more flexible and stable approach in maintaining a positive team spirit.
2. As a whole, the results indicate deans of faculties have the ability to employ technical and functional expertise to improve team performance, in the sense of highlighting the leadership model that depends on knowledge, skills and personal traits to accomplish functional and technical tasks, and then they work to make changes in policies or procedures based on organizational goals.
3. The deans respond to problems that hinder the implementation of the tasks assigned to team based on the analysis of each case and taking decisions based on their own judgment after consulting with the team members collectively or separately.
4. It is evident from results that deans believe in the importance of feedback and give opinions and comments of team members a priority, which means that they are motivated to enhance their position in the team leadership with a right that may be outside the scope of authority through the exercise of influence.
5. The rigidity of team work is noted on the basis of its well-known characteristics in both groups of faculties, as the team members' work more as a group than as a team.

Leading Organizational Change:
1. The results of organizational change leadership showed that the deans of scientific faculties have competences of self-leadership agility, and this means that they have a consistent approach to leading change in their faculties and that they are open to reactions that can contribute to increasing their experience in this field. As for stakeholders agility, the results indicated that the deans of scientific faculties do not focus attention on individuals who will be most affected by change, and in spite of listening to opinions of others, but judge is based on their point of view. In addition to that, their actions in the field of making change or avoidance of it depends on the formal power, meaning that they equate between leadership and authority., while creative agility has emerged in behaviors of the deans of humanities faculties by addressing the most urgent business and technical problems, they use their technical and functional expertise to find appropriate solutions.
2. The results related to organizational change leadership reflected a desire among deans to seek feedback and openness to comments that increase their experience in leading change to increase ability of others to implement change.
3. The deans tend to focus on improving main internal processes as well as implementing the current strategies of their faculties, which prevents them from seeing the big pictures that their faculties should have, and this role may be due to a lack of awareness of organizational environment variables or a lack of assessment required for the extent of impact of context agility on the effectiveness of their initiatives on improving team performance.

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