

# **THE EFFECT OF CREATIVE LEADERSHIP ON HUMAN RESOURCES AGILITY A SURVEY STUDY OF EMPLOYEE PERCEPTIONS IN COLLEGES/INSTITUTES AT DUHOK POLYTECHNIC UNIVERSITY**

**OMEED MOHAMMED IBRAHIM**

Lecturer, Department of Business Administration, Technical College of Administration – Duhok, Duhok Polytechnic University, Kurdistan Region – Iraq. Email: Omed.m.ibrahim@dpu.edu.krd

**Dr. SHIHAB AHMED KHADHER**

Assistant Professor, Department of Business Administration, Technical College of Administration – Akre, Duhok Polytechnic University, Kurdistan Region – Iraq. Email: shihab.khader@dpu.edu.krd

**PAYMAN MAMOON NOORULDEEN**

Lecturer, Department of Finance and Banking, College of Administration and Economics, University of Duhok, Kurdistan Region-Iraq. Email: payman.noruldeen@uod.ac

## **Abstract**

This investigation examines how Duhok Polytechnic University's human resources can become more agile. Is there a relationship between creative leadership and achieving agility in human resources at Duhok Polytechnic University? is the primary research question. A number of hypotheses were developed to help the research reach its goals, with the most significant one focusing on how Duhok Polytechnic University's human resources would respond to creative leadership that fosters agility. This study's mechanism was the opinions of a sample of active cadres in the colleges and institutes of Duhok Polytechnic University. A simple random sample of the active cadres received 73 valid questionnaires, yielding a response rate of 94%. Finally, conclusions and suggestions were developed using statistical techniques for data processing, analysis, and access to results based on the SPSS program. The study found that creative leadership significantly impacted achieving agility in human resources at the general level of the colleges and institutes in the sample. One of the most crucial recommendations was the need for leaders to be interested in humanitarian studies rather than just administrative procedures. As a result, to support their performance effectiveness, the university's faculties and institutes working in human activity need to understand and be aware of human behavior.

**Keywords:** creative leadership, the agility of human resources, agile skills, agile procedures, agile behaviors

## **1. INTRODUCTION**

An organization's success depends on exemplary and innovative leadership in problem-solving to produce desired results, ongoing follow-up, and persistence in completing plans. Agile human resources with ambitious behaviors and the capacity to adjust to the organization's future work requirements can help. Consequently, the following themes will be investigated in this study:

## 2. METHODOLOGY

### 2.1 The problem Statement

Different behaviors and practices are needed to deal with environmental variables and abrupt transformations in an organized environment. It is also referred to as "creative leadership," It entails using intellectual faculties and contemporary techniques to invest human energies in overcoming work difficulties with the support of persistent and initiative-driven leadership to bring about developments and achieve goals that meet societal requirements. As a result, the following research inquiries have been chosen:

1. Are the Duhok Polytechnic University's colleges and institutes equipped with creative leadership and human resources agility?
2. Is there a correlating relationship between human resources agility and creative leadership in the sample?
3. Does creative leadership significantly impact the study sample's human resources agility?

### 2.2 Objectives

The study aims to achieve the following objectives:

1. To provide a summary of the current state of the investigation's key variables, namely creative leadership and human resource agility, as demonstrated by the colleges and institutes at Duhok Polytechnic University.
2. The departments of the colleges and institutes at Duhok Polytechnic University examine the relationship between innovative leadership and human resources agility.
3. To look into how Duhok Polytechnic University's colleges and institutes' departments use their human resources in terms of agility.
4. To test the study plan's hypotheses, examine the study's hypotheses, and offer conclusions that can be applied to the entire field of study.
5. To reach factually accurate conclusions that reflect the current status of the variables being studied in the departments of the colleges and institutes at Duhok Polytechnic University.
6. Providing the administrations of the colleges and institutes involved in the research with proposals and recommendations based on the study's findings.

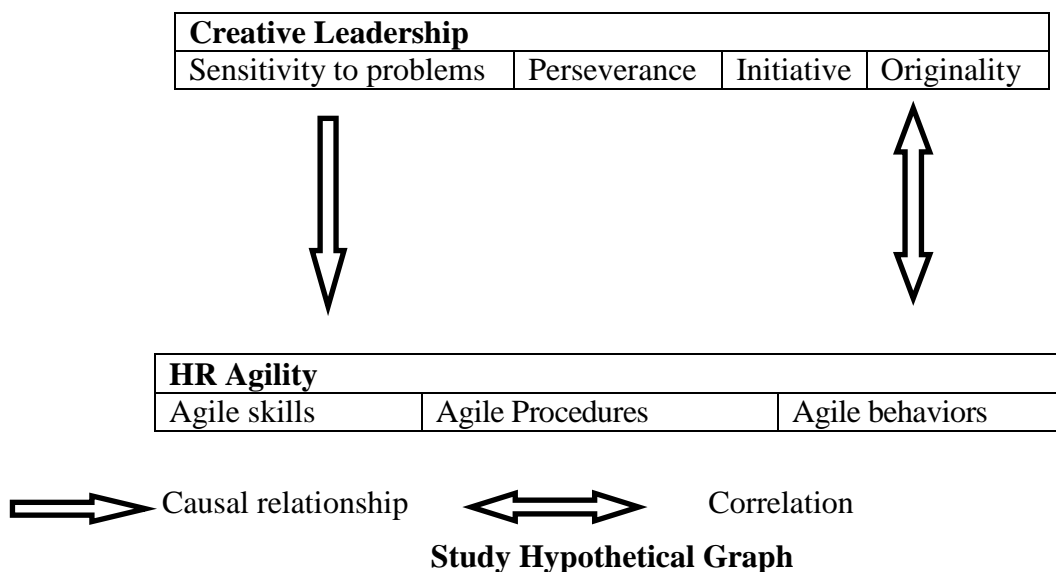
### 2.3 Hypothesis

The following hypotheses have been developed to address the research problem methodically:

1. The departments of the colleges and institutes at Duhok Polytechnic University have a sizable presence of creative leadership variables and human resource agility dimensions.
2. According to the participants' opinions in the Duhok Polytechnic University's colleges and institutes, there is a significant correlation between the variable measuring creative leadership and human resource agility.
3. According to the staff at the colleges and institutes of Duhok Polytechnic University, creative leadership significantly impacts the agility of human resources.

### 2.4 Hypothetical Graph

The following hypothetical graph shows the logical connections between the study variables and the interim answers to the research questions resulting from the study problem. The study's fictitious graph is also shown in the chart below.



### 2.5 Limitations

The study limitations were distributed as follows:

1. **Spatial limitations:** Duhok Polytechnic University's colleges/institutes are represented in the study.
2. **Time limitations:** restricted to the timeframe of November 2022 to February 2023.
3. **Objective limits:** the primary research variables (creative leadership and human resource agility) and their sub-dimensions.
4. **Human limitations:** The respondents were active employees of the colleges and institutes at Duhok Polytechnic University.

### 3. LITERATURE REVIEW

#### 3.1 The concept of creative leadership

Creative leadership is described by Wali and Hassan (2021: 416) as the capacity of those in charge of an organization to recognize its flaws and issues, gather original ideas, and employ cutting-edge techniques and technologies suitable for adapting to changing environmental requirements. Additionally, they stress the significance of utilizing employees' potential to overcome flaws and find solutions to meet the needs of society, customers, and the organization. Imam, Eid, and Abdullatif (2021: 114) also emphasize that creative leadership entails bringing about change, renewal, and reform in both thinking and practice by exchanging ideas and using them as a springboard for further development. This strategy seeks to meet the needs of subordinates and the local community while achieving quantitative and qualitative improvements within the organization, identifying and resolving issues, and fostering a positive work environment. Creative leadership entails a readiness to reform, renew, and change in both thinking and practice to enhance organizational performance and satisfy stakeholder needs.

The creative leader is the one who guides all stakeholders in the educational system, whether students, parents, experts, or stakeholders from society. Al Madani, everyone ensures quality and innovation, according to (Mohammed Diab, 2019: 144). In addition, according to (Mohammed Diab, 2019: 144), it is the ability to sustain change, reform, and radical restructuring of practices, to discover problems and quickly solve them.

(Al-Bushy and Bubisht, 2018: 613) highlight the academic leader's capacity for non-traditional management, development, and growth of the educational institution; to achieve excellence and distinction through the availability of distinctive features, skills, and abilities, in particular: (fluency, originality, flexibility, sensitivity to problems, development, and risks).

#### 3.2 Advantages of Creative Leadership

The advantages of creative leadership are numerous, including the ability to gather fresh ideas from various sources, analyze them to select the most useful ones, spread them throughout the organization, and put them into action. Furthermore, creative leaders encourage others to be innovative and creative by using their exploratory and innovative skills, originality in thought, and persuasiveness. An idea is transformed into a successful commercial or economic field on three levels: physical, social, and organizational. To succeed in today's dynamic and cutthroat world, Qandil (2010: 161) argues that creative leadership is crucial.

In today's fiercely competitive and fast-paced business environment, Somali, Bajunaid, and Zaki (2020: 239) contend that creative leadership has evolved into a critical quality of contemporary organizations. With the emergence of economic blocs and the ongoing opportunities and threats they pose, there is an increasing need for creative leadership in the development of successful strategies, the innovation of new techniques and systems, the organization of the skills and capabilities of workers, and the provision of updated responses

to environmental needs in terms of goods and services. This emphasizes the numerous chances for innovative leadership to promote organizational success.

### **3.3 Dimensions of Creative Leadership**

Researchers' perspectives on the components of creative leadership varied, but most studies concurred that there are four components: sensitivity to problems, persistence, initiative, and originality. Based on research by Hiro (2022: 981) and Abu Daqa, these dimensions were also used in the current study (2021: 23). These dimensions are described in the following.

#### **3.3.1 Sensitivity to problems**

Sensitivity to problems refers to the leader's capacity to recognize and pinpoint issues within the organization and is a crucial component of creative leadership. Al-Rasheed (2015:22) claims it is all about having a sense of the issue, identifying it through questioning, and foreseeing potential solutions. Similarly, Razeeq (2015:55) describes it as the capacity to diagnose issues and determine their scope and weaknesses. According to Abu Daqa (2021:23), sensitivity to the issue entails sensing the threat to the organization and taking the necessary steps to deal with it. Creative leaders with problem-solving mindsets can identify the core issue, select the best options, and assess the impact of their decisions.

#### **3.3.2 Perseverance**

The ability to persist in one's goals, accept responsibility, grow emotionally mature, keep trying to come up with new, creative solutions to problems, be willing to challenge oneself, and be patient are all examples of perseverance. Hiro (2022: 982) claims that people with a high degree of perseverance are competent people who feel in control of their circumstances and are successful when they accomplish their goals through their work. According to Abdulal (2018: 38), perseverance also includes a propensity to take risky actions and the strength of resolve, will, and responsibility. It also includes the capacity to develop emotional maturity while working toward goals.

#### **3.3.3 Initiative**

The initiative is the ability to act, develop new ideas, and work quickly and purposefully in various contexts. This is a crucial component of creativity and a fundamental management principle. But to foster initiative, an environment at work that encourages and motivates workers to take the initiative is required (Hiro, 2022: 982). Because they successfully implement change at a high level, proactive personalities are essential for leading change in an organization. This is because they can encourage people to accept change and turn novel ideas from senior management into workable solutions (Al-Shaer, 2018: 21).

## **4. ORIGINALITY**

In contrast to fluency and flexibility, which refer to the number of creative ideas generated by an individual, Al-Zahrani (2013) asserts that originality is the highest level of creativity and is defined as the unwillingness to repeat ideas (p. 28). According to Charwan (2013), a creative

leader can develop novel, useful, unconventional ideas and inventive responses with far-reaching, novel, useful, and unexpected effects (p. 23).

#### **4.1 The concept of agility of human resources**

Human resource agility is defined by Hernaus et al. (2021: 356) as the ability to alter human resource capacity, and subsequent education (Zahedi et al. 2013: 4) is defined as the capacity of employees to respond to uncertainty strategically (Amini et al., 2019: 89). The speech by Jack Welch (2009), in which he discussed the need for leadership to focus more on speed, agility, and flexibility, can be linked to the beginning of the discussion on the idea of HR agility in the workplace.

Effective skills transfer between management and human resources at all levels is also called "human resource agility" (Dresden, 2014: 1199 Wendler &). When dealing with environmental variables carried by the dynamic conditions of particular attitudes and behaviors in sudden accidental transformations, human resources must be able to see a broad scope (Muduli, 2013: 1572). Human resource agility is the ability and adaptability of human resources, which play a crucial part in an organization's agility when it faces constantly changing conditions (Alhadid & Abu-Rumman, 2015: 35).

According to (Karman 2019 :), HR agility is a process that can aid organizations in becoming more competitive. It enhances the organization's value and produces a unique resource that neither current nor potential rivals can duplicate. It is, therefore, a valuable resource that is difficult to replace with another source. (p. 331).

He defines it as "the process by which human resources can flexibly deal with changes in the organized environment in a manner consistent with the flexibility used by the university to achieve its future goals" (Abdullah, 2020, p. 688).

According to Thani et al, 2021:6, human resource agility is human resource management's capacity to restructure its operations and duties, compile its resources, and develop plans of action to address environmental challenges. That strategy would support long-term harmonious development and sustainable growth in a competitive environment through quick adaptation and the exploitation of opportunities within the competitiveness-generating skills and in directing management practices meant to maintain sustainable competitiveness.

#### **4.2 The importance of Human Resource Agility**

By achieving organizational goals in a way that allows human resources to support them in quickly adapting to changes in the working environment and seizing opportunities, organizational agility is demonstrated, and the significance of human resource agility is highlighted. It is appropriate to use the digital environment that is necessary at this time, resulting in responding to technical changes in the business and rapid learning, improving the quality of services provided to customers and increasing the learning curve and savings on a large scale (Saliha and Faiza, 2018: 87). The speed of movement of human resources increases the organization's readiness to cope with changes in the working environment to improve performance at any given time, increase productivity, carry out all activities and tasks

efficiently, reduce costs, support functional human resource capabilities in organizations, achieve creative and innovative performance in organizations, make rational decisions, and increase strategic alignment (Al-Sabah, 2018: 266). Flexibility, stress tolerance, and efficient work in light of the changing working environment marked by intense competition are all examples of human resource agility's importance. These behaviors include adapting behavior and work performances in response to changes in the working climate (Ibrahim, 2018: 256).

#### **4.3- Human Resource Agility Indicators.**

Agile skills, procedures, behaviors, and multifunctionality are conceptual indicators of human resource agility (Hussein, 2018: 14) (Fayrouz, Mukhtar, and Zakia, 2019: 577).

- A. Agile skills:** the capacity of human resources to monitor various tasks related to urgent job requirements, to be ready for upcoming challenges, and to work more quickly to meet goals.
- B. Agile procedures:** All the actions taken by the organization's human resources to lessen time lost and work wasted to accomplish desired goals.
- C. Agile Behaviors:** The organization's human resources' innovative and creative skills foster a spirit of initiative and involvement in the work in line with the development of their stated ambitions to solve the problems they will encounter in the future and accomplish the desired organizational objectives.
- D. Multifunctionality:** To adapt to changes in the restructuring strategy and increase the organization's added value, all practices strongly emphasize diversifying human resource skills.

### **5. THE PRACTICAL ASPECT**

The practical aspect of the study can be explained as follows:

#### **5.1 Description of Individual Researchers**

Table (1) is organized to describe the individuals interviewed in the study as follows:



**Table 1: Description of individual respondents**

Description		Number	%
Gender	<b>Male</b>	66	90.4
	<b>Female</b>	7	9.6
Age	25 years and below	8	11
	26-35 years old	1	1.4
	45-36 years old	9	12.3
	46 -55 years old	36	52.1
	Over 55 years old	17	23.3
Educational Attainment	Diploma	2	2.7
	Bachelor	4	5.5
	Master	33	45.2
	Ph.D.	33	45.2
	Other	1	1.4
Service Period	Less than ten years	11	15.1
	11-20 years old	43	58.9
	30-21 years old	13	17.8
	31 years and above	6	8.2
Position	Employee	29	39.7
	Unit manager	18	24.7
	Department coordinator	3	4.1
	Head of Department	10	13.7
	Deputy deans	6	8.2
	Dean	7	9.6

Source: Prepared by the researchers using SPSS. 26

**Gender:** Since there are more men than women in the research sample (90.4 percent of the sample is male, compared to 9.6 percent of the female population), most respondents and study participants are male.

**Age:** The oldest age group was between the ages of 3 and 45, with a percentage of 52.1%, followed by those over 55 (23.3 percent). The rates were (11% and 1.4%) for the 26-35-year-old and under 25-year-old age groups, respectively.

**Educational attainment:** We conclude that graduates with a Ph.D. and a master's degree are in the majority (45.2%), followed by graduates with a bachelor's and a diploma (5.5 percent and 2.7 percent). However, the number of people with other certificates is minimal (1.4 percent).

**Service period:** The percentage of respondents with 11 to 20 years of college experience is 58.9%, while the percentage of respondents with 21 to 30 years of college experience is (17.8 percent). 15.1 percent of people have less than ten years of work experience, and the remainder has worked at their university for over 30 years.



**Responsibility:** We note that 39.7% of the respondents were employed, and the positions held by these respondents were as follows: department head (13.7%), unit manager (24.7%), dean (9.6%), deputy dean (8.2%), and department coordinator (4.1 percent).

### 5.2 Statement of validity and reliability of the questionnaire:

The Cronbach's alpha test was performed to ensure the data were appropriate for statistical analysis. Based on the outcomes in Table (2), we find that Cronbach's alpha values for all variables and at the total level are more significant than ( $\alpha \geq 0.70$ ). That results in reliability, and we can trust the data obtained.

**Table 2: value of Cronbach's alpha**

Variables	Number of paragraphs	Cronbach's alpha
Creative leadership	24	0.942
Human resource agility	24	0.926
<b>At the overall level of the questionnaire</b>	48	0.962

Source: Prepared by the researchers using SPSS. 26

### 5.3 Creative leadership diagnostic statement

Table (3) displays the data obtained for the creative leadership variable's standard deviation, arithmetic mean, and calculated (t) value. According to the respondents' responses to the dimensions of creative leadership in paragraphs (V1–V25), the (t) value calculated at the total level (48.105) is at the significant level (0.000). A moral standard that is less strict than the one used in this study is significant (0.05). While the total arithmetic means the value of (3.3527) is acceptable based on the study's hypothetical mean value, this result is also supported by the total standard deviation value of (0.595).

The findings demonstrate that the researchers were aware of the diversity of creative leadership in their colleges and institutions. The results obtained in terms of the (t) value of the dimensions and the arithmetic mean for each dimension show that it was generally acceptable and reached similar levels of realization and existence. The researchers' perceptions of the dimension (perseverance) were highest when it reached 44.207 and had an arithmetic mean of 3.477 and a standard deviation of (0.672). This supports the significance of this dimension as perceived by the individual researchers. In contrast, the (initiative) dimension received a lower proportion, reaching 40.019 with an arithmetic mean (3.257) and standard deviation (0.695).

**Table 3: shows the creative leadership dimensions' standard deviation and arithmetic mean to confirm the study's hypothesis.**

The creative leadership	Paragraphs	Arithmetic mean	Standard deviation	T.TEST	(2-tailed). Sig
Sensitivity to problems (X1)	(V5 – V1)	3.324	0.838	33.878	0.000
Perseverance (2X)	(V10 – V6)	3.477	0.682	44.207	0.000
The initiative (3X)	(V15 – V11)	3.257	0.695	40.019	0.000
The Authenticity (X4)	(V20 – V16)	3.335	0.661	43.068	0.000
Creative leadership	(V24 -V21)	3.3527	0.595	48.105	0.000

Source: Prepared by the researchers using SPSS. 26

#### 5.4 Diagnosis of Human Resource Agility

The findings of Table (4) demonstrate that respondents' opinions regarding the human resource agility variable through its paragraphs (Y1-Y24) indicate that the value of (t) calculated at the total level has reached (44.859) at the significant level (0.000), which is a significant value lower than the significant level (0.05) relied on in this study. The fact that the total arithmetic mean is (3.3487), an acceptable value, and the total standard deviation (0.637), also an acceptable value, supports this conclusion. The findings also reveal that multifunctionality, the third dimension, was one of the levels with the highest percentage of agreement for the value of (t), which was (43.505), the arithmetic mean (3.397), and the standard deviation (0.660). The (Agile procedures) dimension, with an arithmetic mean (3.253) and standard deviation, had the lowest level of agreement in terms of (t) value (37.421). (0.742). The findings indicate that there is agreement among the administrative leaders of the university in question that all indicators of human resource agility are realized, despite the variation in the researchers' positive opinions in the paragraphs at each level.

In general, when looking at the calculated (t) value and comparing the respondents' arithmetic means to the study's hypothetical means, we see a realization among the respondents about the variables included in the study (3). The study's first hypothesis will be accepted in light of the earlier findings. This proves the study's first hypothesis: that the departments of colleges and institutes at Duhok Technical University have access to the variables of creative leadership and human resource agility.

**Table 4: Standard deviation and arithmetic mean of the dimensions of human resource agility to verify the study's hypothesis.**

The agility of human resources	Paragraphs	Arithmetic mean	Standard deviation	T.TEST	(2-tailed). Sig
Agile skills (Z1)	(Y 1 – Y 5)	3.363	0.772	37.593	0.000
Agile Procedures (Z2)	(Y 6 – Y10)	3.253	0.742	37.421	0.000
Agile Behaviors (Z3)	(Y11 – Y15)	3.397	0.739	39.254	0.000
Multifunction (Z4)	(Y16 – Y20)	3.397	0.660	43.505	0.000
Human resource agility	(Y21 -Y24)	3.3487	0.637	44.859	0.000

Source: Prepared by the researchers using SPSS. 26

#### 5.5. Find correlation

The study's second hypothesis is that there is a relationship between the combined and individual dimensions of creative leadership and the combined and individual dimensions of human resource agility.

**5.5.1 Finding a correlation between the dimensions of creative leadership combined and the dimensions of agility of human resources combined:**

Table No. (5), which represented the correlation between the two variables of the study, revealed a highly significant correlation between the total dimensions of combined creative leadership and human resource agility. The total variable correlation coefficient was (0.789\*\*), with a significance of (0.01), indicating a very high correlation between the combined dimensions of creative leadership and human resource agility. We conclude from this strong relationship that if the researched university wants to achieve agility in human resources, it must commit to and focus on all dimensions of creative leadership without exception.

**Table 5: shows the correlation between the agility of human resources and creative leadership combined.**

Dependent variable / Independent variable	Human resource agility Z	Test result
Creative leadership X	0.789**	Accept the hypothesis

Source: Prepared by the researchers using SPSS. 26

**5.5.2. Finding a correlation between the dimensions of individual creative leadership and the dimensions of agility of individual human resources:**

Table (6) depicts the relationship between the dimensions of individual creative leadership and human resource agility. There is a significant positive correlation between all dimensions of individual creative leadership and human resource agility, but it varies from level to level and dimension to dimension.

The second dimension, Perseverance (V2), and Agile Behaviors have the highest correlation coefficient value. The correlation coefficient was (0.698\*\*) at the significant level (0.01), which is a positive and good value, indicating that the more the researched university's Perseverance leadership, the more it is positively associated with achieving a good level of Agile behavior in its performance.

Additionally, the correlation coefficient for the dimension of authenticity (V4) and the dimension of agile behavior was the lowest, reaching (0.336\*\*) on a substantial scale (0.01). The correlation is at its lowest level at that point, though. The value is advantageous and helps to increase human resources agility. The study will accept the second hypothesis based on earlier findings.

**Table 6: shows the correlation between the dimensions of creative leadership and the dimensions of human resource agility.**

Dependent variable / Independent variable		Human resource agility Y			
		Agile behaviors (Z3)	Agile procedures (Z2)	Agile skill (Z1)	Multifunctionality (Z4)
Creative leadership X	Sensitivity for problems (V1)	0.646**	0.576**	0.574**	0.565**
	Perseverance (V2)	0.690**	0.566**	0.698**	0.658**
	The initiative (V3)	0.590**	0.657**	0.652**	0.543**
	The authenticity (V4)	0.454**	0.468**	0.336**	0.407**

Source: Prepared by the researchers using SPSS. 26

### 5.5.3. Finding the impact relationship between creative leadership and human resource agility

According to functional staff in colleges and institutions affiliated with the Technical University of Duhok, the third hypothesis of the study states that creative leadership significantly impacts human resources' agility.

The data in Table No. 7 demonstrates that creative leadership has an impact on the agility of human resources that is both positive and significant in terms of F value because its calculated value (117.067) is higher than the table value (1.990). The calculated significance level was (0.000), lower than the significance level for humanitarian studies (0.05).

The value of (B1), equal to 0.737, was strengthened. As a result, increasing the dimensions of creative leadership by one unit increases human resources' total agility by one unit (0.737). The dimensions of creative leadership account for 62% of the variation in the dimensions of human resource agility, according to the coefficient of determination (R2) value of (0.622). The rest, or 38%, is accounted for by random variables that are either not controlled for or included in the regression model. The third study hypothesis will be accepted in light of the previous findings.

**Table 7: Simple regression analysis of the impact of creative leadership on human resource agility**

Independent variable / Dependent variable	Human resource agility Y		Beta	R2	F test		SIG	
	B0	B1			F calculated	F tabular		
Creative leadership X	Transaction values B	0.886	0.737	0.789	0.622	117.067	4.0012	0.00
	Test T	3.819	10.820					0.00
The Equation	Y= 0.886+0.737X							

Table T Value= (1.990) df (1, 72) N=73

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 Conclusions

In light of the theoretical and field frameworks, the study's main results can be distilled into the following points: -

1. Individual researchers work in an environment marked by rapid change, which has become a source of several constraints in providing educational services in universities.
2. The study's results demonstrate the researchers' understanding of creative leadership and its crucial components as a whole performance in a college or institute that accomplishes its goals in a changing and evolving environment.
3. The descriptive analysis showed that most researchers agreed that their colleges and institutes are interested in human resources' agility and key indicators in the change process.
4. The descriptive analysis showed that all colleges/institutes in the study sample believe that creative leadership and its core dimensions contribute to strengthening the agility of human resources within its key indicators. There is an effort to find these indicators in these colleges/institutes.
5. At the overall level of the colleges/institutions where the study sample is located, the analysis revealed a significant positive relationship between the independent variable, represented by creative leadership dimensions, and the dependent variable, represented by human resource agility.
6. The analysis's research results reveal a strong correlation between each individual's creative leadership traits and measures of human resource agility. The relationship between the dimensions of persistence in creative leadership and agile behaviors index in human resources agility is stronger, followed by the dimensions of perseverance in creative leadership and agile skills index in human resources agility, and finally, the dimensions of authenticity in creative leadership and the index of agile behavior index in human resources agility, with the least correlation between them at the level of all.
7. The study's analysis revealed a significant relationship between the dependent variable, or the agility of human resources, and the independent variable, or creative leadership, at the general level of the colleges/institutions where the study sample is located.

### 6.2 Recommendations

Based on the findings of the study, it recommends the following: -

1. Eliminate routine-driven, bureaucratic leadership styles by involving subordinates in decision-making and recognizing their capacity to advance the organization's goals.
2. Creating a variety of plans (short-, medium-, and long-term) that comply with administrative development at the colleges and institutes of the university where the student is enrolled, based on a variety of objectives to address the administrative

challenges they face in implementing innovative leadership that supports learning and training people with signs of human resource agility.

3. Exploiting the existence of creative leadership dimensions and human resources agility indicators in the colleges/institutes of the university researched to facilitate their activities to achieve their goals by disseminating the culture of these two concepts within honest media to share information.
4. To continue the existence of creative leadership with its dimensions in the colleges/institutes of the studied university, it needs support from the top administration, represented by the colleges/institute's councils and the university council, according to a continuous approach in the implementation of feedback and coordination of information between all administrative levels.
5. For human resources in the colleges/institutes of the studied university to adapt to changes in their work at the university, top administration needs to be supported in implementing human resource agility indicators in performing their core functions.
6. To benefit from the correlation between the dimensions of creative leadership and the agility of human resources in strengthening the outstanding strategic performance of colleges/institutes of the university under study by opening development courses in adapting to the market environment according to the proper exploitation of information and continuous analysis.
7. A significant impact of leadership creativity on Human resource agility helps colleges/institutes of the university subject of the study to implement and modify current procedural standards, policies, and desired objectives and develop previous work plans.

The presence of a correlation and significant impact between study variables represented by creative leadership, dimensions, the agility of human resources, and indicators and reflected like the work of the colleges/institutes of the university under study, there is a necessity to pay attention to matching the directions of subordinates and leaders to coordinate their work to achieve competitive advantage.

Paying attention to humanitarian studies by leaders and not be limited to giving importance to studying administrative processes since the work of the colleges/Institutes of the university under study in the humanitarian activity requires understanding and realizing human behavior to activate its role in supporting the effectiveness of its performance.

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