



The Effect of Strategic Thinking Patterns of Managers on the Level of Perception of the Additional Roles of Subordinates: Exploratory Research from Private Colleges in Iraq

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The aim of the research is to review the thinking patterns of managers in the scientific departments through an in-depth review of the results of their decisions related to the process of evaluating the performance of their subordinates in the two private colleges (Shatt Al-Arab University College in Basra). And Mazaya College in Dhi Qar Governorate, being one of the formations of the private education sector in the Iraqi Ministry of Higher Education and Scientific Research, to uncover the personality issues that distorted the annual performance evaluation processes of the teachers. That raises their interest as it is a fundamental pillar in the procedures and conditions for promoting scientific promotions, as well as knowing the state of satisfaction from the performance evaluation process based on the factors that impose reason, logic, knowledge, experience and talent, and recognition of its results does not lie if exposed to pressures of personalization and mood. Because personal appearances in performance appraisal processes have distorted the procedures for promoting scientific promotion coefficients and shattered teachers' morale. As it emerged through the objections that were stirred up by groups of those affected by poor performance evaluation decisions that they believe are unfair decisions. These behaviors formed a problem that the researcher focused on, as it must be highlighted and discussed in a way that contributes to solving and overcoming it. As it was formulated asking a question Does understanding the procedures for benchmarking performance appraisal decisions contribute to solving the problem of assessing the fragile performance?



Keywords: *Managers behaviour, strategic thinking style, personal style, organisational style, traditional style, synergistic approach, favouritism and temperament*

Research Methodology

The current research methodology consisted of ten paragraphs, as follows.

First: The Research Problem

Throughout his career in academic work, the researcher noted the difficulty of understanding the way most managers think at the top of the organisational hierarchy in the process of evaluating academic performance. Their personal opinion is often imposed instead of adopting an approach based on knowledge, talent and experience, which is prevalent in most developed countries in this field. That is based on participatory, transparent and the actual level of contribution to this sensitive and strategic management process that avoids compliments and personal matters that reduce the satisfaction of its associates. The research questions are summarised as follows:

- 1 .Does the analysis and interpretation of managers' thinking style contribute to solving the problem of the fragile method of assessing the performance prevailing in some private universities in Iraq and in a manner that achieves employee satisfaction?
- 2.How do workers in the academic field perceive the administrative evaluation process and its sustainability of the positive effects on university performance?

Second: The Significance of Research

This scientific contribution to delve into the thinking patterns of managers and the contents of the performance evaluation decisions of their members and at all levels of the organisation to enhance the steps taken logically and more acceptably in Iraqi universities through the availability of relevant information and the process of exchanging it in a smooth way between the different departments in the organisations, making it with a positive impact of sustainable success Achieves justice and fairness.

Third: - Research Objectives

Identify contemporary approaches to analysing managers' attitudes and thinking through the following:

- Highlighting the different types of managers' thinking pattern;

- Interpreting of the philosophical patterns of strategic thinking and classification of managers within it;
- Reviewing decision analysis approaches and the processes of sustaining its success;
- Building the research scale in light of the review of some studies related to research variables.
- Discovering the awareness of the research sample members of the research variables through testing the targeted scale in the research universities; and
- Providing special conclusions and recommendations to the researched private universities to bypass the state of urgency in taking unexamined performance evaluation decisions.

Fourth: - Search Limits

- Time limits from 1 October 2018 to 1 March 2020;
- Spatial limits: The research application was applied at Shatt Al-Arab College and Mazaya College in Iraq.
- Human Boundaries: A sample of directors of scientific departments and teaching staff related to the subject of research.

Fifth: Dimensions of Research

1. Interpreted dimensions: managers' thinking patterns, which are divided into (Daft, 1996):

First: Personal patterns such as (successful patterns such as the creative director, the intuitive manager, the forward-looking manager, and the critical director)

Second: Failed patterns (such as nervousness, stubborn provocation, dictatorial)

Third: Organisational patterns (such as behavioural and structural) (Al-Douri and Saleh: 2009, p. 277)

Fourth: And traditional patterns of thinking (such as comprehensive, specialised, abstract) (Al-Ashi, 2013, p. 34)

Fifth: Contemporary Curricula (as synergistic, rational, experimental)

2. The responsive dimensions, which are as follows :

First: Realisation by discovering the degree of satisfaction with the performance evaluation process

Second: The additional roles assigned to the manager by his subordinates, which areas they have classified them (Erbaş, 2018, p.3) as follows

(Additional chaotic roles, Additional executive roles, Additional personal roles, Additional creative roles)

Sixth: The measuring tool

The scale of the research was built by relying on what he mentioned (2015, p. 1190: İnce), (Al-Douri & Saleh, 2009, p. 277) and (Nihad Al-Ashi, 2013 p. 34) with a questionnaire that ranges in ranges often from (zero - 10)) with a hypothetical mean of 5.09. It consists of 24 items.

Table 1: ((Measuring Tool)) provided that one of each style is chosen

variable President And his code	Sub- dimensio n and its symbol	Paragr aph symbol	It is my conviction that my manager follows the administrati ve curriculum below with a degree: - Choose one from each style	Your choice of 5 and below means negative, and 6 degrees or above means positive													
				0	1	2	3	4	5	6	7	8	9	10			
Patterns of managers D1	K1 Personality patterns Successful	A1	Creative managers														
		A2	My managers intuitively														
		A3	Forward- looking managers														
		A4	Managers are critical														
	K2 Unsuccessful personal patterns	A5	Managers nervous														
		A6	Managers provoked stubbornly														

	K3 Organisational patterns	A7	Dictatorial directors																		
		A8	My behavioural managers																		
		A9	Emotional, structural managers																		
		A10	Affiliate managers																		
	K4 Traditional	A11	Holistic managers																		
		A12	Professional managers																		
		A13	Abstract managers																		
	K5 Contemporary styles	A14	Synergistic managers																		
		A15	My manager has rational thinking																		
		A16	Managing pilot																		
	perception D2	K6 Performance evaluation	As a result of my awareness of my annual evaluation last year from a department manager, choose one of the following- :																		
			A17	Very satisfactory and fair																	
			A18	Fairly satisfactory and fair																	
			A19	Very unsatisfactory and unjust																	
			A20	Quite																	

			unsatisfactory and unjust															
Additional roles K7	I have the additional roles that my manager assigns to me. Choose one of the following																	
	A21	anarchism																
	A22	Legal																
	A23	Character																
	A24	Creative																

Source: - Prepared by the researcher

Seventh: - Community and Research Sample

The research community is represented by all teachers and department heads at Shatt Al Arab College and Mazaya College in Iraq. As for the research sample, it was intentional, where the researcher went to a group of 40 professors, due to the complications they faced in their annual assessments, as follows :

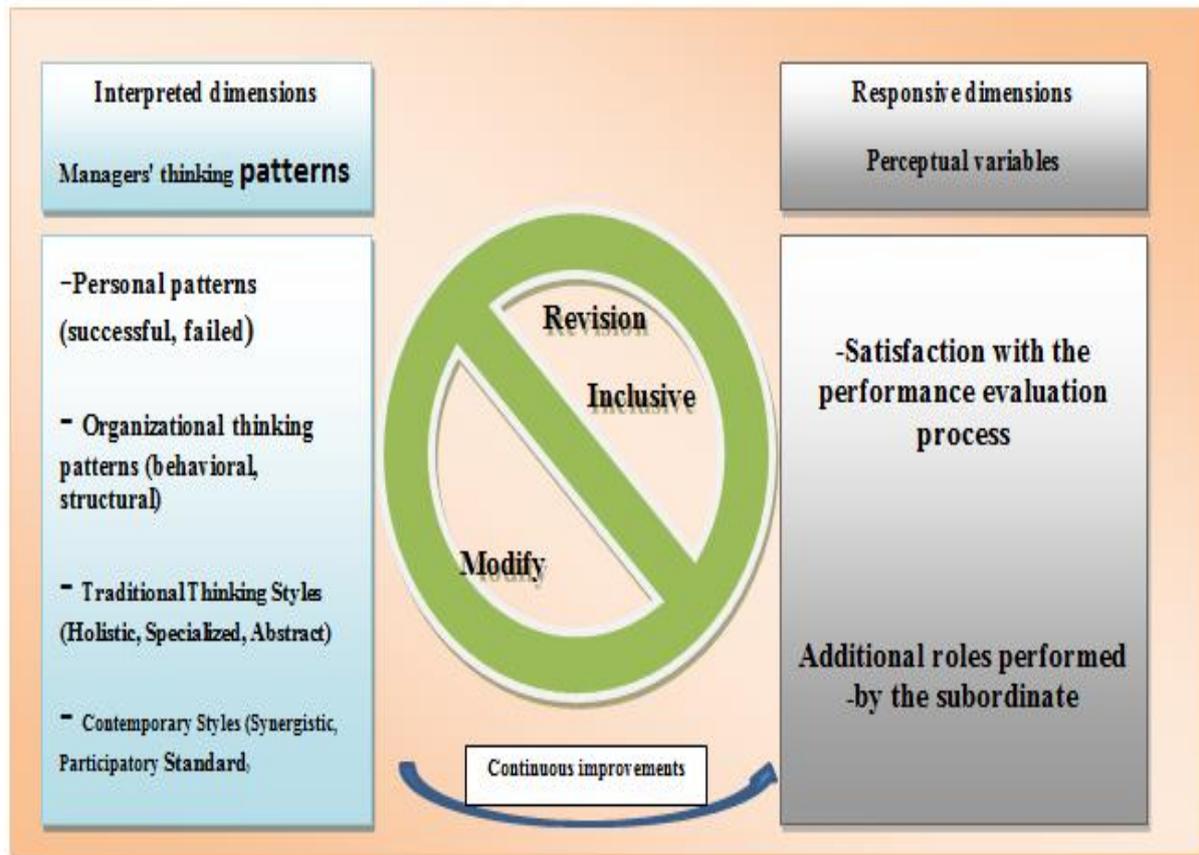
Table 2: Details of the Survey Sample

the college	Gender		Total
	female	male	
Shatt Al-Arab College	6	17	23
Mazaya College	5	12	17
Total	11	29	40
The ratio	%26	74%	100%

Source: - Prepared by the researcher

Eighth: The Research Form

Figure 1: Default search form (prepared by the researcher)



Source: - Prepared by the researcher

Ninth: - *The Main Research Hypotheses: In Light of the Research Problem and its Model, the Following Two Hypotheses Emerged*

1. There are a significant correlation and effect correlation between managers' thinking patterns and satisfaction with performance evaluation.
2. There is a statistically significant statistical relationship between performance appraisals and the response of subordinates to assigning them to additional roles.

Tenth: - *Statistical Tools*

(Arithmetic media - Correlation - Standard deviation - Percentages - T test - Impact coefficient or determination R^2)

The Second Section, Theoretical Aspect: Patterns of Managerial Thinking for Managers

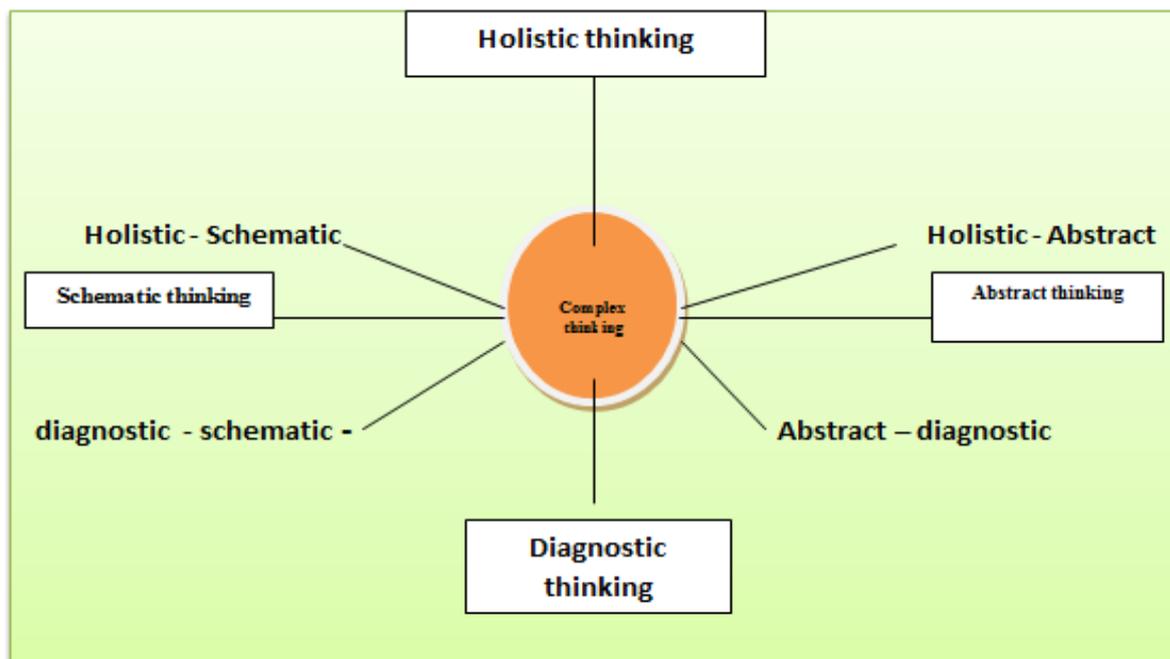
First: - Modes and Thinking Styles of Managers

(Daft, 1998, p.198) indicates that the decision-maker is surrounded by visible and other factors when choosing a specific alternative and not others. In the context of distinguishing between the activities of the director from other managers, his adoption of a certain type of these factors and his personal inclination, he could express Contents of his intellectual style.

Whereas, (Theeb, 2016, p. 23) classified the main thinking patterns of the managers into four types:

1. Holistic thinking and branching from it (abstract holistic thinking, holistic and schematic thinking, and a combination of them)
2. Diagnostic thinking and its offspring (abstract diagnostic thinking and schematic diagnostic thinking)
3. Abstract thinking.
4. Schematic thinking.

Figure 2. The main patterns of managers thinking



Source: Haitham Abdullah Theeb, Fundamentals of Strategic Planning, 2016 .: Al-Yazouri Scientific House, Edition: 1 Amman, Jordan, p. 23.

And he (Abdel-Fattah, 2013, p. 11) affirmed that there are three types of managers thinking, as follow:-



1. The naturally-minded director (who commits mistakes in bias and generalisation)
2. The manager with logical thinking uses logic to avoid mistakes but prevents him from generating new ideas; and,
3. The manager with mathematical reasoning avoids natural thinking but focuses more on the framework than on the content.

And Abd al-Fattah section of mental processes to think the following:

- Holistic - creative – integrative;
- Passionate - tactful - friendly - interested in relationships; and,
- Sequencer - Sequential - Planner - interested in details.

While (Al-Abrow et al., 2018, p. 11) shows that there is a direct negative impact of the narcissistic director on the success of the project and thus we find that this characteristic hinders the success of the projects due to the director's focus on imposing his views on individuals.

(Ince, 2015, p. 1190) believes that there are several methods for driving situations, circumstances and people. My agencies:

- The first: Director directed towards the method: This pattern includes management behaviours that directly relate to the mission, goal and actions, such as creating a structure, threatening punishment for disobedience, and providing information about tasks. Managers with high-level assignments focus on achieving goals that focus on a specific level of performance, while another is concerned with motivation, contentment, and well-being.

The second: People-oriented leadership style: Relates to relations and workers, so that it includes two-way interactions with workers and emphasising human relations in all activities. Thus, the manager offers relationship-oriented behaviours, such as providing rewards for a better job. And look at the emotional feelings. And it helps to build an organisational structure that encourages workers to offer ways to solve problems, assign other tasks, try new ideas and gain creative experience.

Some studies have provided clarification that contributes to an understanding of the relationship between leadership style and gender differences. Based on the theory of social role, they found that women tend to adopt a more democratic or participatory style and a less authoritarian or more directive style than men. In line with stereotypical expectations about a different aspect of leadership style, there are some differences in social behaviour between men and women (Eagly & Johnson, p.190) On the contrary, according to a study (Engen et

al., 2001), gender issues of departments do not affect Perceived management methods, while Avolio et al. (1999) showed that the multi-departmental factory site influences the behaviour of the manager and their use of a different variable in the management style. They find that the management style is subject to supervision through the use of humour in its relationship to individual performance.

And between (2018 mp3 Erbaş), there are other modes of thinking, including the liberal, that is, people with a legislative tendency. The pattern tends to solve problems creatively. Abstract ideas and a full picture of facts and hierarchy place tasks according to the importance and analytical More interested in performing concrete, detailed and executive tasks is the person who has an executive method that performs functions according to precise instructions and rules.

Haroldkezne (2001, p. 276) believed that the performance of the administration develops whenever it is obtained from the comments of subordinates from time to time on the surrounding issues through extrapolation of the feedback to raise questions and signals through their communication and attendance. The internal status of the organisation can be strengthened through internal respect based on the quality of the internal dialogue between members (subordinates and presidents), which is an open and regular dialogue between managers, academic bodies and parents. And even the neighbours of the universities and the surrounding houses to achieve excellence in thinking and broad knowledge and effective management of employee relations and the external parties.

Second: The Performance Appraisal Process (Models, Stages, Goals and Dimensions)

A. The purposes and stages of the performance appraisal process and its popular models:

According to (Snow, 2007, pp. 101-102) and (Adam & Michael, 2007, pp. 103-p122), performance appraisal models can be used to improve the skills and performance indicators that focus on creativity and have been included (Wee, 2003, p. 65). In three models, which are: Hierarchical vertical model, which is for Bititci and Devitt (1997); Value chain model, which is designed by Porter (1985); and Balance scorecard model, which is for Kaplan and Norton (1993). Performance measurement systems should be concerned with containment and penetration, and stages of the process can be explained Performance evaluation through the following steps that the researcher summarised with the interpretation below (Bititci & Devitt, 1997).

1. Determine the performance goals assigned to it. The administration must choose these goals by identifying those that it believes are more relevant and more flexible in implementation.



2. Determine the performance targets assigned to it. The administration must choose these goals by identifying those it believes to be.
3. Determine the performance targets assigned to it. The administration must choose these goals by identifying those that it believes are more relevant and more flexible in implementation.
4. Establishing an accurate information system for evaluation, which may not only effectively serve one party but others, but it is satisfactory to all parties and fair. Any system that looks outside the organisation and looks to the future and forward.
5. Completion of performance standards and their delivery to workers at all levels
6. Exercise on performance
7. Performance evaluation
8. Discuss the evaluation with the employee.

B. Performance evaluation goals

The performance evaluation goals are divided into two parts. The first relates to improving the employee's performance, and the second is concerned with improving organisational performance. Perhaps there are many other goals, but the underlying problem with performance evaluation is dissatisfaction with one evaluation plan, and in fact, the policies (plans). Performance evaluation is an inherent value for every human resource in the era of employment, as it provides essential data for those who need a process of training and meeting development needs and for making correct decisions by filling a gap or space in the lack of feedback. In some jobs, there is an urgent need for coordination and cooperation in the work, as the nature Working in it is strictly different. As for the other, it may need high levels of creativity and innovation. Therefore, there must be several plans for evaluation processes and ensuring that its standards are set more accurately, including qualitative standards, including quantitative criteria.

C. The Performance Variables of the University Professor

Taisir et al. (2013, p. 2284) identified with the following:

- Technology dimension
- The quality of the lecture



- How to respond or understand the manner and method of giving the lecture by the students; in other words, how to do justice to them in the exam and passing scores.

Comprehensiveness of the above three dimensions.

D. Data from sources

- co-workers peers or Self-Appraisals subordinate the customer- competitors

A comprehensive evaluation of the totals above (360-degree evaluation) (supervisors colleagues-affiliates-managers-self-evaluation 360-degree appraisals)

The Third Section: The Applied Side of Research

First: View and Analyse Data from the Research Sample

The data received from the members of the research sample were analysed as in Table 3, which shows all the statistical tools related to the explained and responsive research variables. My agency:

Table 3: Presents the results of data analysis using the mathematical mean, ranges and standard deviations (dispersion.)

Variable president And his code	Sub-dimension and its symbol	Paragraph symbol	It is my conviction that my manager follows the administrative curriculum below with a degree: - Choose one from each style	Your choice of 5 and below means negative and 6 degrees or above means positive Xi Womb standards for the responses of the sample members = 40 individuals. Positive hypothesis												Total degree of item	nΣ÷ of item = mean	The answer slope	Range	Sd. Standard deviation
				0	1	2	3	4	5	6	7	8	9	10						
Patterns of managers D1	K1 Personality patterns Successful	A1	Creative managers	2	3	3	1	1	-	-	1	-	1	2	52	4.333	negative	2	0.667	
		A2	My managers intuitively	-	1	1	-	4	1	1	-	-	-	1	39	4.333	negative	3	0.750	
		A3	Forward-looking managers	1	3	1	2	1	2	-	-	-	1	-	35	3.182	negative	2	0.667	
		A4	Managers are critical	-	3	3	1	1	-	1	-	3	3	1	67	8.375	positive	2	0.667	
	K2 Unsuccessful personal patterns	A5	Managers nervous	1	-	1	-	2	1	2	-	-	1	-	36	4.500	negative	1	0.50	
		A6	Managers provoked stubbornly	1	-	-	2	2	-	3	-	-	2	2	70	5.333	positive	2	0.667	



perception D2	K3 Organisational patterns	A7	Dictatorial directors	1	5	-	3	2	2	1	2	4	-	-	76	3.800	negative	4	0.800
		A8	My behavioral managers	1	3	6	1	-	-	-	-	-	2	-	36	2.769	negative	5	0.833
		A9	Emotional structural managers	-	1	5	1	2	1	2	2	4	2	-	103	5.150	positive	4	0.800
		A10	Affiliate managers	1	-	1	1	2	-	-	-	1	-	1	31	4.429	negative	1	0.500
	K4 Traditional patterns	A11	Holistic managers	-	1	2	1	-	-	-	1	-	-	17	3.400	negative	1	0.500	
		A12	Professional managers	-	1	1	2	3	2	1	1	8	1	5	167	6.800	positive	7	0.875
		A13	Abstract managers	-	1	1	-	1	2	2	1	1	1	-	53	5.30	positive	1	0.500
	K5 Contemporary styles	A14	Synergistic managers	1	3	1	1	1	-	-	3	1	1	2	70	5.00	negative	2	0.667
		A15	My manager has rational thinking	2	4	3	2	1	3	-	-	-	2	1	63	3.320	negative	3	0.750
		A16	Managing pilot	1	1	-	1	-	-	-	1	2	1	-	40	5.714	Positive	1	0.500
	Performance evaluation K6	As a result of my awareness of my annual evaluation last year from a department manager, choose one of the	0	1	2	3	4	5	6	7	8	9	10	Total degree of item	$n \sum \div$ of item = mean	The answer slope	Range	Sd. Standard deviation	



		following- :																	
		A1 7	Very satisfactory and fair	-	2	1	1	2	1	2	2	-	-	-	46	4.812	negative	1	0.500
		A1 8	Fairly satisfactory and fair	-	1	-	-	1	-	4	-	-	-	-	29	4.833	negative	3	0.75
		A1 9	Very unsatisfactory and unjust	3	4	-	-	-	3	-	1	-	-	6	86	5.059	negative	5	0.833
		A2 0	Quite unsatisfactory and unjust	-	-	-	-	-	-	1	-	-	4	-	42	8.400	positive	3	0.750
	Additional roles K7	I have the additional roles that my manager assigns to me. Choose one of the following		0	1	2	3	4	5	6	7	8	9	1 0	Total degree of item	nΣ÷ of item = mean	The answer slope	Range	Sd. Standard deviation
A2 1		anarchism	-	1	4	1	2	1	2	2	-	-	-	51	3.923	negative	3	0.75	
A2 2		Legal	-	-	1	-	3	2	1	-	-	-	-	30	4.290	negative	2	0.667	
A2 3		Character	2	-	-	1	-	-	1	1	-	9	6	157	8.722	positive	8	0.889	
A2 4		Creative	-	-	-	-	-	-	-	-	-	-	-	-	-		-	-	

Results

First: Regarding the results of the analysis, the independent variable (the interpreter) D1 is the variable of strategic managers' thinking patterns, which were explained by the sub-dimensions of K1-K6 according to the data received from the members of the research sample of 40 individuals. The results were as follows:

1. Concerning the variable k1 (successful patterns), a critical managerial pattern obtained a positive answer slope of 8,375 from a maximum degree 10 among the remaining patterns that came with a negative slope, that is, less than the hypothetical mean of 5.095 in a sign that most of the sample members. The number of 40 individuals and in both of the two tested faculties confirm that their superiors or managers are more critical than being creative, intuitive, and forward-looking, which is the lowest type of successful pattern according to its sequence mentioned in the scale.
2. A5, which is (stubbornly provocative managerial pattern), has a positive inclination among the remaining two types of (K2), which explains the two failed patterns. The two eligibility are stubborn and provocative from the viewpoint of the respondents, indicating that this pattern is the most unsuccessful among the other patterns.
3. The variable (A9), which is the type of emotional, structural manager, got the highest degree, as it reached 5.150 from a maximum of 10 in the dimension K3, which explains the organisational patterns of managers in an indication that managers carry the structural and emotional character of the remaining and adult patterns, two patterns as in the scale. The above is a reference to a positive tendency to this pattern from the viewpoint of the professors surveyed in the two private colleges, the Shatt al-Arab college and Mazaya college.
4. The two variables (A12), which indicates a score of 6.800, is a specialised managerial pattern with a maximum of 10, which is a high positive tendency of the traditional patterns. K4 followed by a positive inclination in an abstract manager a13 if it reaches 5,300 with a maximum of 10 in a sign. These two patterns are prevalent in the two tested colleges, Shatt Al-Arab College and Mazaya College, according to the opinion of the individuals therein.
5. He got a positive slope of the (K5)variable, which is the pattern (A16)
6. Managers with a contemporary experimental approach are among the most negative variables remaining from this pattern according to the viewpoint of the research personnel, as it reached a score of 5.710 from a maximum of 10.

Now we return to summarising the most acceptable patterns by professors in the two faculties, according to the tendency and the higher degree indicated by the members of the sample, as follows:

- The first is the (A4) (Managers are critical) style
- The second is the (A12) (Professional managers) style
- The third is the (A16) (Managing pilot) mode
- Fourth is the (A6) (Managers provoked stubbornly) pattern
- The fifth is the (A13) (Abstract managers) style
- The latter is the (A9) (Emotional, structural managers).

Second: Interpretation of the dimensions of the perceptual variable, (D2), as follows :

1. The A20 dimension of the results of the satisfaction test on the performance evaluation in the two tested colleges got the highest degree, as it reached 8.40 from the maximum degree 10 about the actual dissatisfaction by indicating the members of the sample on an unsatisfactory field and very unjust about the performance evaluation process (K6) in the colleges tested.

2. The (A24) dimension, which is the additional personal role, occurred from the (K7) variable for the additional roles assigned by the manager to his subordinates, as he obtained a degree of 8.722 from a maximum degree 10 in reference to asserting that the individuals tested are not convinced of what they are assigned to them by managers and that they are not Formal respondent variable, cognition D2.

Is that the sample members stressed their lack of conviction in the performance evaluation process and their dissatisfaction with this process and procedures in their colleges. As well as assigning them to additional personal roles do not related to the official performance in their colleges.

Below, the researcher reviews the analysis of Spearman's rank correlation to reveal the strength of the correlation relationship between the two variables (D1) patterns of strategic thinking among managers and the awareness of subordinates through their satisfaction (D2) based on the data of the previous Table 3.

Table 4: Spearman correlation coefficient for grades n = 40

Measurement ladder ratios %	D1	D2	Sort D1	Sort D2	The differences	Squaring the differences d ²
0	0.275	0.125	11	8	3	9
1	0.675	0.225	2	4	-2	4
2	0.725	0.150	1	6.5	-5.5	30.25
3	0.457	0.075	5	9	-4	16
4	0.575	0.200	4	5	-1	1
5	0.350	0.175	8	6	2	4
6	0.325	0.275	9	3	6	36
7	0.300	0.150	10	6.5	3.5	12.25
8	0.600	0.00	3	10	-7	49
9	0.450	0.325	6	1	5	25
10	0.375	0.300	7	2	5	25
total						d²=211.5 Σ

After we extract the required values to extract the correlation coefficient between the two variables d1 and d2, we apply the correlation calculation equation as follows - :

$$\begin{aligned}
 R &= 1 - \frac{6 \sum d^2}{n(n^2 - 1)} \\
 &= 1 - \frac{6 * 211.5}{40(1600 - 1)} \\
 &= 1 - \frac{920.5}{63960} \\
 &= 1 - 0.0144 \\
 R &= 0.986
 \end{aligned}$$

As for the coefficient of interpretation, it reached $R^2 = 0.9721$, meaning that the effect of the patterns variable D1 is significant and high with the perception variable

Thus, we can extract the calculated t as follows- :

To prove the two research hypotheses through the calculated statistical (t-test) test

$$\begin{aligned}
 T &= R \cdot \sqrt{N-2 / 1-R^2} \\
 &= 0.986 \sqrt{40-2 / 1-0.9721} \\
 &= 0.986 \sqrt{38 / 0.0279} \\
 &= 0.986 \sqrt{1362.007} \\
 &= 0.986 \cdot 36.905 \\
 &= 36.389
 \end{aligned}$$

It is greater than the tabular t at the significance level 0.005 versus n = 40 and under freedom degree 39. The value of the tabular t is 2.573.

To accept the two main research hypotheses in light of these results and values.

To summarise the statistical results shown in Table 5 below:

Table 5: Shows the confirmation of the two research hypotheses

Responsive awareness and satisfaction subordinates from k6-k7					Variables
The decision: to accept the two research hypotheses for positive evidence Statistical and its significance	R ² =0.9721	R=0.986	D.F=39	n=40	Interpreted Managers' thinking patterns from K1-K5
			T=36.389		
			T- Scheduled 2.573		

Source: Excel Outputs Analysis

Section Four: Conclusions and Recommendations

First: Conclusions

- 1- The results of the applied analysis of the measurement tool indicated that the thinking patterns of the directors of the most dominant departments and units among the five patterns were the focus of the discussion in the measurement criteria. This pattern is not eligible to achieve subordinate satisfaction in the two researched private colleges.
- 2- It became clear to us that the awareness of the two workers about the performance evaluation process in their organisations (colleges) and through the level of satisfaction was not satisfactory, indicating that the response to the internal prestige of the decisions

does not rise to the level of their aspirations and aspirations in promotion and promotion. It is evident that those parties are not aware of the importance of this critical dimension of Her reputation, reputation and prestige in the labour market.

- 3- The additional roles assigned to the employee by his manager are all passive and of a routine personal nature, and he does not allow the subordinate to progress in the completion of his job duties.
- 4- The two faculties under discussion lack the strategy to focus on creativity, and this does not support university directives that praise cognitive roles and inventions and stimulate advanced scientific outcomes.

Second: - Recommendations

1. It is desirable for private colleges (the private ones) under discussion to rethink the choice of managers to lead their components better and to emphasise the pioneering and organisational patterns most influential by achieving cooperation and participation in making superior performance.
2. It is necessary to make exceptional efforts to achieve an acceptable level of satisfaction among the affiliates in the two research colleges, by making continuous improvements to the annual evaluation process and to benefit from the feedback from these results..
3. The director must direct his subordinates to be assigned additional roles, but they must not be chaotic or for personal purposes.
4. It is useful for the two research colleges to seize the opportunities by searching for the enhancements of the creative process, providing innovations and scientific productions such as writing books and the like and investing the energies of their elements more efficiently and conscientiously.



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