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إقرار

أنا الموقع أدناه مقدم الرسالة التي تحمل العنوان:

</div>

The Relationship between the Contextual Intelligence and Managerial Staff's Practice of Change Management Strategies in the UNRWA-Gaza Schools

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العلاقة بين الذكاء السياقي وممارسة استراتيجيات إدارة التغيير في مدارس وكالة غوث وتشغيل اللاجئين في قطاع غزة

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DECLARATION

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification

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بسم الله الرحمن الرحيم

الجامعة الإسلامية – غزة
The Islamic University - Gaza

مكتب نائب الرئيس للبحث العلمي والدراسات العليا

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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة شئون البحث العلمي والدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ اياد كمال محمد ابو وادي لنيل درجة الماجستير في كلية *التجارة*/ قسم إدارة الأعمال وموضوعها:

العلاقة بين الذكاء السياقي وممارسة استراتيجيات إدارة التغيير في مدارس وكالة غوث وتشغيل اللاجئين في قطاع غزة

The Relationship between the Contextual Intelligence and Managerial Staff's Practice of Change Management Strategies in the UNRWA – Gaza Schools

وبعد المناقشة التي تمت اليوم السبت 23 جمادى الأولى 1436 هـ، الموافق 2015/03/14م الساعة الواحدة والنصف ظهراً، اجتمعت لجنة الحكم على الأطروحة والمكونة من:

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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية *التجارة*/ قسم إدارة الأعمال.

واللجنة إذ تمنحه هذه الدرجة فإنها توصيه بتقوى الله ولزوم طاعته وأن يسخر علمه في خدمة دينه ووطنه.

والله ولي التوفيق ،،،

مساعد نائب الرئيس للبحث العلمي و للدراسات العليا

أ.د. فؤاد علي العاجز

بسم الله الرحمن الرحيم

فبِمَا رَحْمَةٍ مِّنَ اللّهِ لِنتَ لَهُمْ وَلَوْ كُنتَ فَظّاً غَلِيظَ الْقَلْبِ لاَنفَضُّواْ مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللّهِ إِنَّ اللّهَ يُحِبُّ الْمُتَوَكِّلِينَ(159) إِن يَنصُرْكُمُ اللّهُ فَلاَ غَالِبَ لَكُمْ وَإِن يَخْذُلْكُمْ فَمَن ذَا الَّذِي يَنصُرُكُم مِّن بَعْدِهِ وَعَلَى اللّهِ فَلْيَتَوَكِّلِ الْمُؤْمِنُونَ (160)

سورة ال عمران

حديث شريف

عَنْ عَبْدِ اللَّهِ بْنِ مَسْعُودٍ أَنَّ رَسُولَ اللَّهِ -صلى الله عليه وسلم -قَالَ:

"مَنْ كَانَ هَيِّنًا لَيِّنًا سَهْلًا قَرِيبًا حَرَّمَهُ اللَّهُ عَلَى النَّارِ"

صدق رسول الله (صلى الله عليه وسلم)

Dedication

This research is dedicated to my loving mother for whom I owe myself being and who I am today. God have made paradise under the feet of mothers and I put this thesis under her feet as a gesture of recognition. To the soul of my father who has dedicated his entire life to see me grow up to become what I am now and always encouraged me to invest in education.

This thesis is also dedicated for my beloved wife for the endless support and patience she showed all the way during my master study and especially during the conduction of this research. It is also dedicated for my children to compensate them for not being available for them most of the time when they needed me during their exams and school vacation. I encourage them to follow my path and take education as their powerful means for success in their personal and professional life.

Dedication is also extended to my family members, brothers, uncles and aunts.

I also dedicate this thesis for my friends and my UNRWA colleagues for their support and encouragement. Dedication is extended for my study colleagues and classmates for their joyful friendship and company.

Finally, this thesis is dedicated for my respectful university, The Islamic University of Gaza and for all the Academic staff who taught me during my master's studies in admiration for the chance to be one of its students.

Acknowledgement

All gratitude and admiration first goes to Allah for giving me the courage, strength and patience to complete my study.

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ABSTRACT

The aim of this study was to explore the relationship of contextual intelligence and the practice of change management strategies for the UNRWA managerial staff. Therefore, this research was studying the behaviors of contextually intelligent managers (future-minded, influencer, social responsibility, change agent and critical thinking) and the practice of change management strategies in the UNRWA education sector.

To fulfil the aim of this study, the researcher followed the descriptive analytical approach. This research depended mainly on data collection from primary resources: a questionnaire distributed to the target sample. The secondary resources were the previous studies, books, papers, reports, and documents from trusted and related websites. The questionnaires were distributed at a scouting pilot sample of 30 to check its validity and reliability, which proved to be high. The questionnaires were then distributed to a sample of 229 managerial staff (school principals, deputy school principals and supervisors) working in the UNRWA schools.

The results of the study supported the hypothesized relationships of the existence of significant relationship between contextual intelligence of managerial staff and their practice of change management strategies. The research showed that the respondents agreed about their practice of the behaviors of contextually intelligent managers (the five behaviors) and they also agreed about their practice of the empirical-rational change strategy and the normative-reeducative strategies but they disagreed about their practice of power-coercive strategy in the UNRWA. The results also proved that there are significant differences among respondents attributed to the personal and professional traits of gender, age, academic qualifications, and years of experience, location and job title.

The research presented some recommendations concerning the application of contextual intelligence at the workplace and some other recommendations for future research. The recommendations included increasing awareness of the contextual intelligence concept and its importance and application among other administrative levels in the UNRWA. It also recommended the design and implementation of appropriate training programs for managers on how to consider and practice contextual intelligence behaviors in their management.The research also recommended developing tools to measure the level of contextual intelligence and incorporate it into the recruitment of potential leaders.

ملخص البحث

هدفت هذه الدراسة الى التعرف على مستوى العلاقة بين الذكاء السياقي وممارسة استراتيجيات إدارة التغيير لدى مدراء المدارس والمدراء المساعدين والمشرفين التربويين في وكالة غوث وتشغيل اللاجئين الفلسطينيين "الأونروا". لذلك، فان هذا البحث يدرس سلوكيات الشخص الإداري الذي يتصف بالذكاء السياقي (ذو رؤية مستقبلية، مؤثر، ذو مسؤولية اجتماعية، وكيل التغيير ومفكر ناقد) ويدرس كذلك ممارستهم لاستراتيجيات إدارة التغيير.

ولتحقيق هدف الدراسة، فقد قام الباحث بإتباع أسلوب البحث الوصفي التحليلي، حيث ان المصدر الرئيسي لجمع البيانات من خلال توزيع استبيانات على عينة البحث كمصدر رئيسي للبيانات، والمصادر الثانوية من خلال جمع البيانات من الدراسات السابقة من الكتب والأوراق العلمية والتقارير والمستندات من المواقع الالكترونية الموثوقة. لقد تم توزيع الاستبانة على عينة تجريبية مكونة من (30) مدير مدرسة ومدير مساعد ومشرف تربوي وذلك للتأكد من صدق وثبات الاستبانة، وبعد ذلك تم توزيع الاستبانة على 229 من نفس الفئة.

أظهرت نتائج الدراسة وجود علاقة بين الذكاء السياقي لدى الطاقم الإداري (المدراء، المدراء المساعدين والمشرفين التربويين) وممارستهم لاستراتيجيات إدارة التغيير. كما وأظهرت الدراسة أن المبحوثين يمارسوا السلوكيات التي يتصف بها من يتوفر لديه الذكاء السياقي (السلوكيات الخمسة). كما وبينت الدراسة أن المبحوثين يمارسوا استراتيجيتان من استراتيجيات إدارة التغيير (الاستراتيجية العقلانية، واستراتيجية التوعية الموجهة)، أما بالنسبة للاستراتيجية القسرية فإنهم لا يمارسوها أثناء تأديتهم أعمالهم. وأثبتت النتائج أنه يوجد فروق ذات دلالة إحصائية ترجع إلى عوامل شخصية ومهنية (الجنس، العمر، المؤهل العلمي، سنوات الخبرة، مكان السكن والمسمى الوظيفي).

ولقد قدم البحث بعض توصيات فيما يتعلق بفوائد ومزايا تطبيق الذكاء السياقي في موقع العمل، وقدم توصيات أخرى من أجل البحث المستقبلي. وقد شملت التوصيات ضرورة زيادة الوعي لمفهوم الذكاء السياقي وأهميته في المستويات الإدارية المختلفة في وكالة الغوث. كما وأوصى البحث بضرورة تصميم وتنفيذ برامج تدريبية مناسبة للمدراء حول كيفية ممارسة الذكاء السياقي في المجال الإداري. كما وأكد البحث على ضرورة تطوير أدوات لقياس مستوى الذكاء السياقي واستخدامه في استقطاب قيادات إدارية مستقبلية.

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1.1 Introduction

Contextual intelligence is an essential leadership competency that provides a framework of skills that aids transitioning into new and unfamiliar roles. Contextual Intelligence involves the ability to recognize and diagnose the plethora of contextual factors inherent in an event or circumstance, then intentionally and intuitively adjust behavior in order to exert influence in that context. Contextually intelligent individuals can rapidly identify the contextual ethos, and think and act appropriately when the context changes (Mongon & Chapman, 2008).

Mongon and Chapman (2008) explained that change is inevitable, whether it is individual or organizational change, and individuals change right along with it. Managers must manage the change in a way that employees can cope with. The employee does not have a responsibility to manage change - the employee's responsibility is no other than to do his or her best, which is different for every person. Decisions related to individual change must be instant, pragmatic and must also offer real solutions for real problems. Managers who have the ability to contribute to these kinds of solutions are a valued commodity. These Managers have a high contextual intelligence.

They also stated that the concept of contextual intelligence may help to explain why, in one context, a manager flourishes, but that same successful manager, when promoted, transferred, or transitioned into another role is not successful. While there are other explanations for these types of failures, such as the significance of the role of the follower or the organizational culture, contextual intelligence can contribute to mitigate the risk of failure after promotion or role transition.

As for change management, Thomas (2001) identified three mistakes to avoid if effective change is going to last. The first mistake managers make before implementing change is not including input from those the change will affect. Managers fail again by not spending enough time on stimulating and persuading employees that change will be beneficial. Lastly, managers have to model the way and promote the change. If leaders avoid these mistakes, it makes the change process less frustrating and stressful.

Ginger (2004) pointed out six 'Golden Rules' for the modern leader to follow when managing change*:*

Service to employees and the public, unselfishness, calculated awareness (sensitivity to the wider social, cultural, political and business environments within which the service operates), support (subordinates and the pubic), professional excellence and endurance with integrity.

Good managers, who can identify a situation correctly, know that all situations involve managers, followers, and varied contexts. Leaders must understand and adapt according to the followers and the context in which they work .The intuitive capacity of context diagnosis helps a manager to fit in tactics with intelligent objectives, to produce change management strategies in different situations. Thus, any manager who wants to be recognized as such should be capable of making a good judgment of the moment or situation in which he finds himself and to adapt his strategy to problems (Nye, 2008).

1.2 Problem Statement:

The UNRWA education sector in Gaza is undergoing continuous changes so as to cope with the modern global changes and develop education. Therefore, the managerial staff must prepare themselves wisely to manage any change effectively in order to raise the level of education. Different individuals differ in their attitudes and perception about change. One important task of the management is to understand and create a positive attitude among employees regarding change. They need an intuitive diagnostic skill that helps them to create smart strategies in varying situations and be adaptable while trying to shape events. This tremendous competency is called "contextual intelligence".

This research is a trial to validate the assumed relationship between contextual intelligence and change management strategies. Therefore, this research attempts to answer the following main question:

"*What is the relationship between contextual intelligence and change management strategies?*"

1.3 Research objectives:

This research eventually aims to:

1- Identify the level of contextual intelligence of UNRWA-Gaza managerial education staff (supervisors, principals and deputy school principals)

2- Examine the impact of contextual intelligence on UNRWA- Gaza managerial staff (supervisors, principals and deputy school principals).

3- Examine the relationship between the contextual intelligence and change management strategies.

4. Identify the most dominant change management strategy among the managerial staff (supervisors, principals and deputy school principals).

5- Identify the level of contextual intelligence due to demographic variables.

1.4 Research Importance:-

This research is a contribution to the need of the UNRWA to identify the main behaviors required in managerial roles and how these behaviors may lead to successful management of subordinates. The importance of this research is attributed to the following reasons:

1. The importance to study contextual intelligence at the workplace that is a relatively new field of research. It is an addition to the very few local research on the subject from a management perspective.

2. This research is an attempt to shed the lights on the application of contextual intelligence in the workplace and its interrelation with the management success in managing change. This would enable the UNRWA to give more attention to contextual intelligence.

3. This research is an attempt to increase awareness of the contextual intelligence and its importance in change management.

1.5 The research variables:

Contextual Intelligence requires the combination of two skill sets. The first skill set requires thinking in three dimensions. "Thinking in 3D" requires asking and answering questions that pertain to the intuitive grasp of relevant past events, acute awareness of present contextual variables, and the preferred future all at the same time. The second skill requires intentional practice of 12 unique behaviors. The outcome of this combination is contextual intelligence (Kutz, 2008).

Within the Chin and Benne framework (1969), change management strategies are divided into three general strategies of change: empirical-rational, normative-re-educative and power-coercive.

1.5.1 The independent variables: Contextual Intelligence.

The unique behaviors of contextually intelligent managers were identified by Kutz(2008): future-minded, an influencer, an awareness of mission, socially responsible, culturally sensitive, multicultural, diagnoses context, a change agent, effectively and constructively uses influence, demonstrates intentional leadership, a critical thinker and a consensus builder. The researcher concentrates mainly on the most dominant behaviors. They are as follows:

A. Future-minded:

It is having a forward-looking mentality and sense of direction and concern for where to be in the future

B. Influencer:

It is using interpersonal skills and different types of power to non-coercively affect the actions and decisions of others

C. Socially Responsible:

It is expressing concern about social trends, issues, and assists in social and community activities

D. Change Agent:

It is raising difficult and challenging questions that others may perceive as a threat to the status quo.

E. Critical Thinker:

It is making connections, integrates, and makes practical application of different actions, opinions, outcomes, and information

1.5.2. The dependent variables: (Change Management Strategies)

The three strategies of change management are as follows:

A. Empirical-rational:

This strategy considers people to be rationally self-interested. An organization member adopts a proposed change if the proposed change is rationally justified, and the change agent demonstrates the benefits of the change.

B. Normative-re-educative:

The normative–re-educative view understands people as inherently social, guided by a normative culture that influences behaviors.

C. Power-coercive:

This approach focuses on change efforts in which a more powerful person imposes his or her will on a less powerful person.

1.6 Conceptual Map
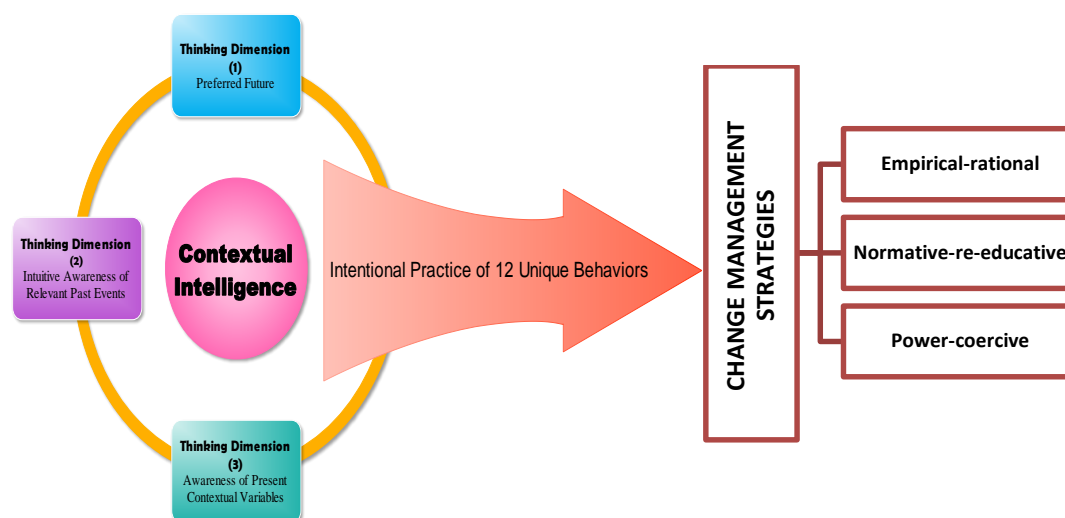
(1.1): Research Conceptual Model Figure

Source: Articulated by the Researcher (2015), based on Kutz model (2008) and the Chin and Benne framework (1969)

1.7 Research Questions:

The following research questions are used to guide the formation of hypotheses:

A-Is there any relation between contextual intelligence and change management strategies?

B-What is the dominant change management strategy practiced by principals, deputy school principals and supervisors?

C-What is the level of contextual intelligence of UNRWA school principals, deputy school principals and supervisors?

D- Is there any significant relation between contextual intelligence and change management strategies attributed to demographic variables?

1.8 Research Hypotheses:

The main hypothesis (1):-

H1: There is a significant correlation between contextual intelligence and change management.

H1a: The "influencer" behavior will be associated with change management strategies

H1b: The "change agent" behavior will be associated with change management strategies.

H1c: The "future-minded" behavior will be associated with change management strategies.

H1d: The "social responsibility" behavior will be associated with change management strategies.

H1e: The "critical thinking" behavior will be associated with change management strategies

The main hypothesis (2):-

H2: There is a significant correlation at between the contextual intelligence and change management attributed to demographic variables such as age, years of experience, gender job title, academic qualifications and location.

1.9 Research Structure:

The first chapter presents the study framework. It includes the research problem, the research objectives, the research importance, the research variables, the research questions and the research hypotheses. The second chapter presents the theoretical framework. It has two sections: contextual intelligence and change management strategies. The third chapter presents previous studies. It includes local & Arab studies, international studies. The fourth chapter presents the research methodology. It includes study method, types of data, study population and sample, study tools and content validity. The fifth chapter presents data analysis and discussion. The sixth one reviews the conclusions and recommendations. Then references and appendices are presented.

Chapter 2

Theoretical Framework

- ❖ **Section A: Contextual Intelligence**
- ❖ **Section B: Change Management Strategies**

Section A

Contextual Intelligence

2.1.1 Introduction.

2.1.2 Contextual Intelligence Definitions.

2.1.3 Conceptual aspects of the contextual intelligence

2.1.4 Core components of contextual intelligence

2.1.5 The Contextual intelligence Models.

2.1.6 Contextual Intelligence Skill Set

2.1.7 Strategies for implementing contextual intelligence

2.1.8 Applications of Contextual Intelligence.

2.1.1 Introduction

This chapter provides a review of the contextual intelligence definitions, conceptual aspects of the contextual intelligence, core components of contextual intelligence, the main contextual intelligence models and constructs, contextual intelligence skill set, strategies for implementing contextual intelligence, and contextual intelligence applications in the real life. Throughout this chapter, an extensive review of the literature and arguments will be presented to provide the reader with a comprehensive view of the topic.

A drastic change is required in management perception due to the changing contexts that leaders are required to operate in. Failure to understand changing contexts has particularly plagued our management in recent years and will do so increasingly in the future. Effective management requires contextual intelligence and an intuitive diagnostic ability that helps a leader understand change, set objectives, and align strategies and tactics accordingly. A leader must be a quick learner, test reality, be prepared to change his mind as conditions change, and act calmly in a crisis. Nye said: *"Leaders with contextual intelligence are skilled in finding the meaning or roadmap in the issue the group confronts and understanding the group's culture, power, and structure"* (Nye, 2008, p.34).

Contextual Intelligence is a vital tool in the dynamics of decision-making and change management, seeing that it is practical and actually works in the real world. Kutz (2008) stated that he participated in many seminars and leadership trainings, but this is one of the few that actually had people buzzing afterwards. It is thought that it is one of the most important ideas of our time, and it has a powerful impact on every part of our professional and personal lives.

Kutz (2008) stated that contextual intelligence is required to leverage the best of traditional leadership behavior. It is a practical approach for leaders, managers, and decision makers in dynamic, volatile contexts. It can solve problems and help a leader in a company or any other organization to understand what is going on round him, in all the contexts in which he needs to function. It can also help to acquire and sustain influence with anyone, anytime, anywhere.

2.1.2 Contextual Intelligence Definitions:-

The term contextual intelligence has been defined differently in a variety of disciplines.

❖ Nye(2008) stated that Nitin Nora, a professor of business administration, and Anthony Mayo, a lecturer of business administration, have defined contextual intelligence as the ability to understand an evolving environment and to capitalize on trends in changing markets.

❖ Nye referred to contextual intelligence as an intuitive diagnostic skill that helps a leader to align tactics with objectives to create smart strategies in varying situations. It includes the ability to identify trends in complex circumstances and being adaptable while trying to shape events (Nye, 2008).

❖ Terenzini (1993) referred to contextual intelligence as it involves not only knowing the culture of the performance domain in general, but also knowing the culture and context of the specific setting in which the performer operates. It is an understanding of the historical and philosophical evolution of the performance context, as well as the formal and informal political structure – the decision-making processes and customs in this particular school, business, team or troupe (Murphy, 2012).

❖ Sternberg (1985) used the term "contextual intelligence" as synonym for his concept of practical intelligence, a subtheme within his theory of Triarchic Intelligence. He defined it as the ability to apply intelligence practically, including taking into account social and historical contexts. Individuals who are strong in contextual intelligence easily adapt to their environments, can change to other environments, and are willing to fix their environments when necessary. It is also the ability to do well in informal and formal educational settings; adapting to and shaping one's environment; street smarts.(Woolfolk& Margetts, 2010p.138)

❖ Kutz (2008) is a present day pioneer in this field and his work makes sense and gives meaning to many of the situations we find ourselves in. Therefore, the researcher adopted his operational definition of contextual intelligence. He defined contextual intelligence as the ability to quickly and intuitively recognize and diagnose the dynamic variables inherent in an event or circumstance and results in an intentional adjustment of behavior in order to exert appropriate influence in that context.

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2.1.3 Conceptual aspects of the contextual intelligence

In order to understand and grasp the conceptualization of "contextual intelligence", three aspects are discussed: context, intelligence, and intuition and experience.

2.1.3.1 Context:-

A. The importance of context

Contexts come in different forms and involve any set of circumstances surrounding an event. Diagnosing contexts successfully requires intentional leadership; a global perspective in the midst of local circumstances .Leadership evolves into an applied construct that has meaning only to the extent that context is understood and defined. Bolden and Gosling (2004) point out the possibility that management development efforts fail because they inherently imply followers and contexts are irrelevant. Correctly identifying contextual ethos and diagnosing context contribute to leadership success regardless of setting. Today's managers must be able to foresee and diagnose any number of changing contexts quickly. Context awareness, therefore, is vitally important as it shapes the opportunity structure of any time. Knowing the specific context of an event is imperative to a correct interpretation. It is impossible or at best difficult to lead outside of a defined context. The implication is that a contextually intelligent person can influence others regardless of their role, expertise, or competence (Kutz, 2008).

B. Definitions of context:-

Context has different definitions based on the field or discipline in which it is applied. Context can be defined as follows:

▪ The operational definition of context is "any information that can be used to characterize the situation of an entity. An entity is a person, place, or object that is considered relevant to the interaction between a user and an application, including the user and the application themselves."(Dey and Abowd, 2000)

- Souza et al. (2008) defined context as a set of elements surrounding a domain entity of interest which are relevant in a specific situation during some time interval.

- According to Webster's Dictionary, context is the "whole situation, background or environment relevant to some happening or personality."(Webster, 1961).

- The most modern definition adopted by the researcher was stated by Kutz. Kutz (2008) defined context as "the background in which an event takes place. Contexts come in various forms and involve any set of circumstances surrounding an event. He also referred to it as "all the external, internal, interpersonal, and intrapersonal factors that contribute to the uniqueness of each situation and circumstance.

D. Factors obstructing diagnosis of the context:-

Kutz, (2013) stated that there are four factors that can hinder an accurate diagnosis of the context. They are: pace of change, failure to embrace complexity, learned behavior, and inappropriate orientation to time.

- ### *The pace of change*

It may be impossible to keep up with the pace of change seeing that it is fast. When the rules of the game are changed or expectations shift, keeping up can be dizzying. Improvisational wisdom is a good skill to practice as a solution. That is to learn as many lessons as possible from as many different situations as possible; and then apply those lessons everywhere possible. It is important not to fall prey to the temptation to restrict the use of an acquired skill or insight to a single context. Wisdom gained in one context, then later applied to a seemingly unrelated context is improvisational wisdom.

- ### *Failure to embrace complexity*

Kutz, (2013) explained that the complexity of the variables that are interwoven into the context is the second obstacle. There is an ever-increasing number of internal or external variables have an impact on people and organizations. This can create a high number of new contexts. One solution is to realize that as complexity increases the necessity of needing all the pieces in place before a decision can be made decreases. A simple illustration of this is a puzzle. A simple puzzle, say four pieces, requires all four pieces be in place to see the picture accurately, missing just one

piece can seriously detract from the picture. On the other hand, a 1,000-piece puzzle, missing one or even two or three pieces hardly detracts from the picture at all. Therefore, as complexity increases the need to have all the pieces in place before a decision can be made may not always be necessary.

- *learned behavior*

The third obstacle is learned behavior. Past success often creates incredible obstacles to adapting or responding to changing contexts. People are often strongly biased by their existing knowledge and rarely can interpret what they see without that bias. When the environment is stable, precedent is useful. However, in times of change, precedent is less useful and insight must be acquired from other sources. One solution is to adopt a new commitment to learn what informs the behaviors and attitudes of self, others, society, and the organization. This requires the continual reframing of experiences. Reframing experiences is motivationally embedded in improvisational wisdom; the difference is, to reframe an experience one needs to be aware that former knowledge may point in the wrong direction. Therefore, a solution might come from outside an existing frame of reference (Kutz, 2013).

- *Inappropriate orientation to time*

The last obstacle is inappropriate orientation to time. Most people when faced with a crisis, a shift in context, or an important decision will lean heavily toward one of three time orientations – i.e. past, present, or future. In other words, people disproportionately pull and apply information from one of these time orientations, rarely are all three time orientations consulted simultaneously or proportionately. This can be unproductive, especially if the wrong time-orientation is accessed. One solution is to think in three dimensions (3D). Thinking in 3D requires a proportionate awareness of how the past, present, and future are influencing the current context. Implicit to thinking in 3D is knowing when and if it is appropriate to emphasize one time-orientation over another.

As observed above, the four solutions suggested for the four obstacles require a new framework based on non-Newtonian paradigms, a new perspective regarding time orientation, and the ability to reframe one's experiences. Therefore, contextual

Intelligence is a model of leadership based on a non-Newtonian framework, principles of tacit-based learning (tacit knowledge), synchronicity, and time-orientation and includes integrating 12 related behaviors framed by a deliberate awareness of the contextual ethos (Kutz, 2013).

2.1.3.2Intelligence

Intelligence is an arbitrary word with different meanings and applications. This difference requires integrating different theories of intelligence. We need to recognize what is valued as intelligent behavior in a particular context and be capable to applying knowledge in a manner appropriate to that context. Theories developed to promote understanding intelligence include multiple intelligence, contextual intelligence, triarchic intelligence, emotional intelligence, and different learning style frameworks (Kail, et al, 1985).

The psychometric view is the most traditional, which posits there is only one type of intelligence, i.e., general intelligence. The psychometric view suggests that every individual is born with a predetermined intelligence level, which can be assessed in the same manner for all individuals within a diverse population. Many researchers and scholars believe that intelligence is the product of different abilities that uniquely contribute to performance (Sternberg, 1990).

Educational scholars, such as Howard Gardner and Robert Sternberg, have argued that intelligence depends on individual capacity to diagnose and respond to his environment. Sternberg defined intelligence as mental activity directed towards purposive adaptation to, and selection and shaping of, real-world environments relevant to one's life." Gardner described intelligence as the ability of a person to respond to new events and situations successfully, which includes the capacity to learn from past experience. Gardner proposed an intelligence framework that recognize and acknowledge that people have different cognitive strengths and weaknesses. He called this the Theory of Multiple Intelligence. Sternberg described intelligence as an adaptation to the environment (Sternberg, 1985).

Athletic training literature has related intelligence to context (i.e., contextual intelligence). Kutz (2011) proposes that intelligence can be gained from interpreting

different events and using intuition, and therefore, does not purely result from formal education, experience, or intellect.

The operational definition of intelligence is individuals' abilities to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning, to overcome obstacles by careful thought

2.1.3.3 Intuition and experience

Intuition and experience are different concepts but there is a strong relation between the two concepts. Intuition is a unique application of experience. There are introspective and other general empirical descriptions and also theoretical analyses supporting the view that the basic source of intuitive cognitions is the experience accumulated by a person in relatively constant conditions. Traditionally, experience is described as the accumulation of time or a long history of related experiences. However, intuition is not considered as the years of experience or the accumulation of time. As used to describe contextual intelligence, it involves being adept at instantly assimilating past events into the current context, irrespective of the context in which the original event occurred (Fischbein, 2002).

Bakken (1997) distinguishes between two main styles of decision-making: intuitive and analytical. Intuitive decision style is the ability to make quick decisions when time is short, based on previous experience. This does not mean decisions are made haphazardly, or merely on a gut feeling. An intuitive decision style is developed through experience. Analytical decision style: Making decisions in a thorough, systematic manner. Spending time reviewing all the details and making sure all decisions comply with formal guidelines and requirements (Fischbein, 2002).

In psychology, intuition has drawn much attention. Psychiatrist Carl G. Jung (1996) described intuition as "a perception of realities which are not known to the conscious, and which goes via the unconscious." Intuition, he said, is not merely a perception, but a creative process with the capacity to inspire. The intellect requires intuition to function at maximum performance, and dream symbols cannot be interpreted without intuition and imagination (Dudley, 2004).

Neisser (1993) suggested that intuition plays a prominent part in interpersonal relations, in our judgments of other people, and our behavior towards them .It is "an innate ability to synthesize information quickly and effectively". Intuition also

appears to be especially acute in turbulent environments. Therefore, since contextual intelligence involves diagnosing a dynamic context, intuition is an asset. Furthermore, what you know and how you came about learning it (i.e., experience) is much less important than the ability to learn.

Experienced managers are likely to perceive situations and frame problem differently from their novice counterparts, and the ability to properly define the problem space enables experts to make effective decision making. A present investigation explored the full range of leadership considerations, including interpersonal, cultural, and tactical actions. This investigation examined how the perception of uncertainty is related to different assessments of the situation and how those assessments might differ depending on the individual's level of experience. For example, novice leaders with little leadership experience may adopt more of a follower's perspective and focus on the follower's need for guidance under conditions of uncertainty. Experienced leaders may be enabled to make and implement good decisions (G. Klein & Lipshitz, 1993).

Kutz (2008) stated that knowledge is not always linear. In a contextually rich world 1+2 does not always = 3. Intuition (i.e., arriving at knowledge without rational thinking) often forms the basis for later intellectual exercises. The business implication of this is that intelligence can be gained from interpreting different events and using intuition, and therefore, does not purely result from formal education, experience, or intellect. Experience results when preconceived notions and expectations are challenged, refined, or unconfirmed by the actual.

2.1.4 The Core Components of Contextual Intelligence:-

The concept of contextual intelligence as a framework rooted in three core concepts. As presented by contemporary scholars, it rotates around the components of synchronicity, non-Newtonian thinking, and tacit knowledge. Following a discussion of these core concepts, the model is expanded to include three-dimensional (3D) thinking, which requires the practical application of hindsight, insight, and foresight through the lenses of the three core concepts (Kutz, 2008).

2.1.4.1 Synchronicity:

Kutz (2008) clarified that synchronicity is a concept that was originally introduced by Carl Jung (1969). Carl Jung described synchronicity as the convergence of two or

more unrelated events even though certain experiences are not - on the surface - related they are often construed or remembered by the individual as having a significant relationship to other conscious or subconscious experiences. In Western thinking, it is natural to look for cause-and-effect relationships. Unfortunately, this can distract one from identifying synchronous relationships. The application of synchronicity, as it relates to contextual intelligence, requires recalling lessons that you learn in one context and applying them in an unrelated or apparently irrelevant context.

Leadership behaviors, such as the use of symbols, application of intuition, how experience is leveraged (hindsight), vision casting (foresight), and decision-making (insight) are often heavily influenced by synchronicity. Synchronicity as it relates to leadership allows us to have a significantly broader perspective of life and events that include the non-linear, chaotic, and complex variables that we all must navigate. This broader perspective can be a distinct advantage. Synchronicity can be leveraged by leaders to gain insight into what influences events, culture, values, attitudes, and the perceptions and beliefs of others. Applying synchronicity to the practice of leadership can ultimately have a positive impact on either the managerial staff or followers of an organization (Kutz, 2008).

2.1.4.2 Non-Newtonian Thinking

Non-Newtonian thinking requires embracing a way of thinking about and interacting with the world which is not based on patterned, sequential, linear, or predictable models. To get a better grasp of non-Newtonian thinking, it is appropriate to contrast it to traditional Newtonian models. A traditional Newtonian model is a paradigm that is based on linear models and empirical science where it is assumed that everything is patterned, orderly, and predictable. Examples of non-Newtonian thinking would be models of behavior and leadership which include chaos theory, complexity theory, adaptability and resilience, systems thinking, or quantum mechanics or physics. As globalization grows, it is becoming increasingly important to embrace a non-Newtonian paradigm relative to leadership practices and behaviors (Kutz&Wade, 2013).

2.1.4.3Tacit knowledge:

Tacit knowledge is an important influencer of leadership behavior. It is what we know to be true about a person or event, but have no idea how or where we learned it. Therefore, tacit knowledge is difficult to pass on or transfer. Perhaps we are more familiar with the concepts of wisdom, intuition, or experience, which are often used to explain tacit knowledge. Three basic attributes of tacit knowledge has been agreed upon between the authors. The three attributes are tacit knowledge is experientially acquired, difficult to articulate and plays an important role in the attainment of goal of an individual. Tacit knowledge is potentially the most valuable asset in an organization, if it can be elicited and used efficiently and effectively in an organization (Sternberg, 2003).

Sternberg (2003) defined the concept of tacit knowledge as practical intelligence that is, quite simply as knowledge acquired implicitly from everyday experience. It is difficult for the possessor of this knowledge to articulate or explain what s/he knows. According to Sternberg, tacit knowledge as practical intelligence has three key features. The first feature is that it is generally acquired with little or no support from the environment. That is, there is no systematic support from other people or media (e.g., books) to help a person gain tacit knowledge. Rather this is the knowledge that a person gains by experience, by observation, and trial and error, and some may gain more than others. The second key feature is that practical intelligence tends to be procedural, that is, "knowing how" rather than "knowing what," in that it is knowledge that guides behavior. Finally, according to Sternberg's definition, practical intelligence is knowledge that is practically useful, that is, it has a direct practical outcome. This outcome may be of use to the person in his or her work situation, but tacit knowledge can also have practical outcomes in social and personal settings.

2.1.5 Models of Contextual Intelligence:-

2.1.5.1Triarchic Model of Intelligence

Sternberg (1985) strongly believed that intelligence can be increased by study and practice. Some of Sternberg's work focuses specifically on "street smarts" versus "school smarts." He noted that some people are particularly talented in one of these

two areas, and not in the other. Then, Sternberg (1986) used the term "contextual intelligence" as synonym for his concept of practical intelligence, as part of his Triarchic Model of Intelligence. Sternberg proposed that intelligence is composed of three aspects: analytical intelligence, creative intelligence and contextual intelligence He described it as the ability to apply intelligence practically, which includes considering social, cultural, and historical backgrounds. Since that time the term contextual intelligence has been used theoretically by different practitioners and researchers in disciplines, such as nursing, psychology, business, education, medicine, and politics. The three aspects of his theory are as follows:

A.   *Contextual intelligence :-*

This specifies the functions to which components are applied in coping with the external world. Its major trust is adaptation. As used here , Contextually intelligent behavior is specified to involve a)adaptation to the existing environment; b)shaping the existing environment, or changing present environments to more suitably meet one's need; and c) selecting a new environment, which involves evaluation of present environment, and selection of new, more favorable environments (Grigorenko, 2009).

B.   *Experiential intelligence :-*

As discussed by Grigorenko (2009), this subtheory tells us that our experiences increase our ability to deal with novel tasks and make information processing more automatic. For example, reading about the use of projective technique tests would not mean that you can now administer, score, and interpret these tests. You must experience the novelty of actual administration, scoring, and interpreting the tests for you to become competent in the future.

C.   *Componential intelligence :-*

Grigorenko explained that Sternberg had identified three types of information-processing components that constitute the initial segments of our intelligence: metacomponents, performance components, and knowledge-acquisition components.

- *Metacomponents*

They are the executive components of intelligence used to plan, monitor, and evaluate problem-solving strategies.

- *Performance components*

They help us to execute the instructions of the metacomponents; they are the implementation segment of intelligence. Among the most important of these are inferring relations, applying these relations to new stimuli, and comparing attributes to stimuli. Students must learn when to use the various components and to use them in as many situations as possible. Inference is particularly important. For example, you overhead that your student is in the hospital .You may infer that he is there because he is doing part-time work (Grigorenko, 2009)*.*

- *Knowledge-acquisition components*

They refer primarily to our ability to acquire and use language, thus enabling us to use contextual cues in solving problems. Sternberg (1988) identified three crucial processes. First, selective encoding is the process in which the individual detects relevant facts that are not immediately obvious. The second is selective combination, in which the individual sees a way of combining unrelated facts. The third is selective comparison, in which the person combines old and new information.

Sternberg (1988) stated that the three components are highly interactive: they generally act in teams as they allow a person to plan, act, and receive feedback.

2.1.5.2Terenzini's Institutional Research Model

Terenzini (1993), a psychologist specializing in the study of educational institutions, also used the term "Contextual Intelligence". He proposes that there are three tiers of skills that are necessary for effective institutional research. These skills are established in a developmental fashion with each tier serving as a foundation for the subsequent level. These tiers are: technical knowledge, issues intelligence and contextual intelligence. While Terenzini's model was originally designed for

consulting with educational institutions, it is promising as a model applicable to performance consulting (Murphy, 2012).

A.   Technical/ analytical intelligence:

Murphy (2012) explained that technical/analytical intelligence is considered both fundamental and foundational .That is, it is essential seeing that one cannot fully realize the other intelligences defined by Terenzini without realizing this intelligence. However, the work using technical and analytical intelligence has limited value, beyond providing descriptive profiles in support of planning and decision making.

B. Issues intelligence:

Issues intelligence centers mainly on knowing and understanding the key issues in higher education and those issues that are most germane to your institution. Issues intelligence also includes knowing how your institution operates and how decisions are made. It also involves the ability of the institutional research office to work with and through others to accomplish goals. Accomplishing goals is a key component of issues intelligence. Saupe and Montgomery (1970)emphasized that institutional researchers should work to establish good relations across campus and strive to become an accepted member of the administrative team, especially with colleagues that the campus institutional research interacts with most ; such as the admissions, registrar, business affairs, financial aid, human relations, and other offices (Murphy, 2012).

C. Contextual intelligence:

The third level of organizational intelligence is contextual intelligence. It includes understanding the culture of higher education, both in general and more specifically within your sphere of work .Having a historical and philosophical understanding of your institution and a context for why certain choices were made is part of contextual intelligence. Contextual intelligence also encompasses acknowledging and respecting the perspectives of all constituencies – students, parents, alums, legislators, faculty, business leaders, staff, the community and others. According to this theory,

institutional research professionals must have the skills to assume three different perspectives when they receive a request for management information. First, the analyst must assume the perspective (or wear the hat) of the person requesting the information. Second, the analyst must assume the role of the analyst in being able to carefully interpret the request, identify available data , use the tools and techniques available, and know how best to address the request in light of the resources at the disposal. Finally, the analyst must wear the hat of the technician or programmer to understand exactly what data are available and what limitations this might place on the analyst's ability to address the decision maker's request. Institutional researchers who have obtained contextual intelligence know the environment in which their institution operates and fully grasp the opportunities and constraints presented (Murphy, 2012).

Terenzini (1993) stated that it is important to reinforce the notion that contextual intelligence cannot be fully developed without having a foundation of technical and analytical as well as issue intelligence, and issue intelligence cannot be fully realized without technical and analytical intelligence. The institutional research personnel at a college or university should strive as an organizational unit to enhance their collective intelligence, in order to the best institutional research value (Murphy, 2012, p.48).

2.1.5.3Kutz'snew model of contextual intelligence:

Kutz's model of contextual intelligence was the real focus of his professional work for the past few years. More than that, he was passionate about it because he believed with all of his heart that it was a real and significant contributor to living an effective and meaningful life.

Kutz's (2008) empirical description of contextual intelligence delineated empirically-based behaviors which were organized a priori by three dimensions of time (i.e., hindsight, insight, and foresight). These behaviors are divided between each time orientation (i.e., four behaviors for hindsight, four for insight, and four for foresight) Contextual intelligence requires that the behaviors be practiced simultaneously or integrated as a single cluster of behaviors. The behaviors are interdependent and do not constitute contextually intelligent behavior if isolated or demonstrated independent of 3D Thinking. In other words these behaviors have a

synergistic effect on each other and with the addition of 3D Thinking become greater than the sum of their parts.

2.1.6 Contextual Intelligence Skill Set

Correct practice of contextual intelligence requires the practitioner to be able to integrate specific behaviors. Before the behaviors can be appreciated it is necessary to have a correct understanding of time orientation. A correct time orientation requires that you view each event you experience through three "lenses" of time (i.e., past, present, and future). Correctly recognizing the relationship and contribution of the three different time orientations is called three-dimensional thinking or Thinking in 3D. The past and future are both very valuable but only to the extent that they add value to the present (Kutz, 2008).

- Three-dimensional (3D) thinking
- The specific behaviors

2.1.6.1 Three-dimensional (3D) thinking

Three dimensional thinking is a necessary skill for improving or sustaining performance; and ultimately enables you to be influential in a variety of settings or situations. Many influential leaders are skilled at thinking in 3D and therefore have an advantage because they better understand. These three dimensions show how the past influences the current situation(hindsight), how the present political, social, and cultural factors influence the current situation(insight), and how the future is anticipated to influence the current situation(foresight) (Kutz & Wade, 2013).

A.   *Awareness of relevant past events(hindsight)*

As discussed by Cassar & Craig (2009), it is the ability or opportunity to understand and judge a situation after it has occurred, without too much ego or negativity bias getting in the way. Hindsight is the bundle of competencies the organization possesses, based on its past experience and track record-"past". This backwards glance is essential for moving forward. Hindsight management tends to emphasize the value of experience and evidence. Those managers look at the future through the eyes of the past.

As managers in organizations, we need to be cognizant of the tendency to view past events with 20/20 hindsight. The past is full of everything: mistakes, successes, opportunity costs, and what not. The problem with hindsight is that it is easy to be biased about what we perceive occurred in the past, especially in light of what we know in the present. For leaders having an inclination towards the strong form of hindsight bias, it is dangerous. It can make a person inclined to view events of the past as being more predictable than they were. Hindsight bias can influence leaders to spend limited resources unreasonably to protect their organizations from highly improbable events (Cassar & Craig, 2009).

B.   *Awareness of current conditions(insight)*

It is the convergence of hindsight and foresight. It is a result of decisions that are intentionally informed by hindsight and inspired by foresight. It is probably the most important because it encompasses all the others.   Insight represents the set of competencies that are required to survive and succeed in today's environment, i.e., "present". When you gain a new understanding of anything and therefore apply it in the right situation, you've exercised wisdom. You basically make an informed decision. Practicing insight involves asking one question, "Is it a good idea to do this or not?" (Andrew, 2009).

C.   *Awareness of future plans(foresight)*

  It is the ability to predict what will happen or be needed in the future. Foresight calls for competencies that are required to look ahead and prepare the organization to meet the challenges on tomorrow-in "future". Prudence plays a big role in the matter. Where with hindsight you realized the mistake after it was made, with foresight you perceive the advantages and disadvantages of a decision before you make it so as to avoid a mistake altogether (Andrew, 2009).

These competencies could well represent three baskets of knowledge and skills in the organization, resting with the employees. With foresight, you see the dangers and rewards of your decision, with hindsight, you know more about the problems you did not anticipate, and with insight, you understand not only how to avoid them in the future but also the consequences-both good and bad-of the decision. When the organization has the right mix of people with insight, foresight and hindsight, having survived in the past, it will be able to face the challenges of present and future (Abhinavam, 2010).

2.1.6.2 The 12 specific behaviors

Kutz's model of contextual intelligence was formulated during the data analysis portion of an unrelated empirical investigation involving an exploratory factor analysis (EFA) of 49 leadership competencies. The EFA extracted 12 related leadership competencies from this larger list. During the creative process of examining and analyzing those leadership competencies in light of their unique relationship to each other the notion of contextual intelligence was born. While contextual intelligence was validated as a leadership construct, it was expanded upon and introduced as a large leadership construct.

Kutz (2008) has identified 12 unique behaviors of contextually intelligent leaders: future-minded, an influencer, an awareness of mission, socially responsible, culturally sensitive, multicultural, diagnoses context, a change agent, effectively and constructively uses influence, demonstrates intentional leadership, a critical thinker and a consensus builder.

Table (2.1): unique behaviors of contextually intelligent leaders (Kutz, 2008)

No.	Behavior	Concept
1.	Future-minded	Having a forward-looking mentality and sense of direction and concern for where to be in the future.
2.	Influencer	Using interpersonal skills and different types of power to non-coercively affect the actions and decisions of others (future).
3.	Awareness of mission	Communicating how the individual performance of others affects how and if the mission is being accomplished.
4.	Communitarian (Social Responsibility)	Expressing concern about social trends, issues, and assists in social and community activities.
5.	Cultural Sensitivity	Working to provide opportunities for diverse members to interact in non-discriminatory manner.
6.	Multicultural Leadership	Influencing the behaviors and attitudes of ethnically diverse people or groups.
7.	Diagnosing Context	Knowing how to appropriately interpret and react to shifts or changes in one's surroundings.

8.	Change Agent	Raising difficult and challenging questions that others may perceive as a threat to the status quo.
9.	Intentional Leadership	Being aware and proactive concerning their own strengths and weaknesses and has delineated goals for achieving personal best and influencing others.
10.	Critical Thinker	Making connections, integrates, and makes practical application of different actions, opinions, outcomes, and information.
11.	Consensus Builder	Convincing other people to see the common good or a different point of view for the sake of the organizational mission or values.
12.	Effective Use of Influence	affecting the actions and decisions of others(past)

These 12 behaviors are divided between each time orientation (i.e., four behaviors for hindsight, four for insight, and four for foresight) and can be used as a type of Rosetta Stone that help one understand how well they are demonstrating 3D Thinking; and if they are not, identifies which behaviors they need to practice in order to begin to think in 3D. By practicing these 12 contextual intelligence behaviors, each of the three time orientations can be implemented (Kutz, 2008).

Table (2.2): Division of Behaviors due to time orientation (Kutz, 2008)

Awareness of the past	Awareness of the present	Awareness of the future
Effective Use of Influence	Awareness of mission	Intentional Leadership
Cultural Sensitivity	Social Responsibility	Future-minded
Critical Thinker	Diagnosing Context	Change Agent
Multicultural Leadership	Consensus Builder	Influencer

2.1.7 Strategies for implementing contextual intelligence

Brown, Gould and Foster (2005) indicate that aspects of contextual intelligence can be acquired. It is our contention that the acquisition of the 12 contextually intelligent behaviors can be accelerated. Furthermore, experience and related constructs (e.g., tacit knowledge) can be acquired by means other than the accumulation of time, such as vicarious or synchronous experiences (Kutz & Wade, 2013).

A-   Familiarity with the context:

One way to "accelerate" experience is to learn as much about a specific context as possible. It is necessary that one become familiar with both the formal and informal structures within the context where influence is desired. This requires knowing who has the power to influence decisions within a given context and how that power is used to control the flow of information (Hayes & Brown, 2004).

The contextually intelligent individual responds to each and every context as a unique learning experience and goes through a specific, perhaps even predefined, sequence of inquiry with the intent to learn as much about that context so that what is learned can be applied in that context and other contexts later on. Furthermore, the experiences gained in one context is stored in an "experience bank" to be called upon at a later time or place. Therefore, no experience, no matter how seemingly insignificant, is wasted.

B-   Learning the language of the target context:

Another strategy that has been outlined to help facilitate or speed up the acquisition of contextual intelligence is "learning the language" of the target context. Because the term bilingual limits knowledge to only two languages, we employ the term "co-lingual." Being co-lingual implies that one is aware of and able to respond to the structures, processes, patterns, attitudes, values, and the influences within the context of interest to the individual (Kutz & Wade, 2013).

C- Analogy:

Hayes and Brown (2004) provide a useful analogy by describing how developing contextual intelligence follows a similar process as one would have when preparing to enter a foreign country for the first time. Without knowing the local language, customs, culture, religions, and relevant history of that country it would not matter how intelligent or powerful that person was. In other words, their intelligence, personality and power would be of no value to them in gaining influence if they were ignorant of the local context. One of the best ways to become co-lingual is through a tacit phenomenon called immersion. Immersion requires putting oneself into a novel situation where direct practice is the key to gaining new knowledge (Johansen, 2009). Immersion is deliberate. Deliberate learning entails considerable, specific, and sustained efforts to do something you don't do we'll or can't do at all (Ericsson,

Prietula, & Cokely, 2007).It is this type of trial and error learning, which can best shorten the contextual intelligence learning curve (Kutz & Wade, 2013).

D-   Creating a contextual map:

Creating a contextual map has been identified by Brown, Gould, and Foster (2005) as another way to learn contextual intelligence. Creating a contextual map requires three steps:

- Identifying the correct factors that determine how success is measured.
- Identifying available resources in predicting the obstacles within the target context.
- Creating a framework for comparing performance across multiple contexts.

2.1.8 Applications of Contextual Intelligence

The term contextual intelligence has been used by practitioners in a variety of disciplines, such as nursing, psychology, business, education, medicine, allied health, and politics. Some of those practitioners are: Sternberg(1988), Tetrazzini(1993) Knight, Moore, &Coperthwaite(1997), Hayes & Brown(2004), Brown, Foster(2005), Smart(2005), Gould, & Mayo(2007), Nye(2008), Bamford-Wade, 2011, Souba, 2011;) and Kutz is a present day leader in this field and his work makes sense and gives meaning to many of the situations we find ourselves in(Brown,2012)**.**

In recent years, the term "Contextual Intelligence" has been applied to a new breed of computer programs striving towards artificial intelligence – the ability to think and reason beyond the initial information provided (Fallow, 2000). Optical Character Recognition (OCR) programs are some of the more primitive examples of such programs. These programs take the input that one is providing, analyzes the context in which the information occurs, and then shapes its interaction based upon those associations. With OCR software, this involves the analysis of patterns of an optical scanner, and proposing letters or numbers based upon the context of other adjacent optical patterns. For more complex software programs, it may involve looking at one's choice of words and themes in answering a series of interactive questions, and then altering and shaping both the questions generated and solutions suggested, based upon this ongoing analysis. Questions are phrased to reflect the language and concepts entered by the user. Suggestions and questions are generated through ongoing analysis of the evolving interaction between the user and computer; a process not so different from effective consultation (Brown, 2012).

In sport/performance psychology, successful consultants are vitally aware of the general concept of contextual intelligence. In recent interviews of 22 expert performance consultants (Hays & Brown, in press), factors related to CI were consistently identified as crucial to consulting success. The importance of contextual issues has been noted in various formats: the challenges of gaining entry to teams and athletes, the impact of the families on athletic performance, the impact of National Governing Bodies (NGB's) on perceived stress and subsequent performance of elite athletes (Gould et al., 1999).

Sport/performance psychology training has historically focused on individual or team skills and techniques. This is our strength as we are well grounded in the tools and techniques of enhancing performance. According to Terenzini's model, we have done well developing the first tier of expertise. While the field has been admirable in (a) developing individual techniques and tools, and (b) identifying common issues, there are few, if any, models for actually navigating the vicissitudes of the context in which performance occurs.

In the business sphere, we have seen how context matters. General Electric, for instance, prides itself on producing leaders, but half of GE high-flyers who went on to become CEOs of other Fortune 500 companies had disappointing records. Why do some leaders succeed in one context and fail in another? A common answer is "horses for courses." Some run better on a dry track and some in mud. Many a good CEO turns out to be a disappointment when appointed as a cabinet secretary. A street gang leader lacks skills to be a successful college dean, and vice versa (Brown, 2012).

Dwight Eisenhower was one of the best leaders to transfer their skills across contexts. He was successful both as a military leader and as a President. Many leaders have a fixed repertoire of skills, which limit and condition their responses to new situations. To use an information age metaphor, they need to develop broader bandwidth and tune carefully for different situations. That set of skills is contextual intelligence. Leaders need to learn it, and voters need to judge it (Brown, 2012).

Recently, others have begun to integrate this notion of contextual intelligence into their philosophy of practice. For example, Bamford-Wade (2011) cited Kutz's description of contextual intelligence as a core competency for nurse leaders. Wiley

Souba (2011), Dean of Dartmou Medical School, cited Kutz's definition of contextual intelligence as a prerequisite of the "prepared mind" and is the driver for "knowing"

Some corporations train personnel to develop contextual intelligence. GE, for example, tries to fit styles to context at its training center for leaders at Crotonville, New York: "whatever their styles, we can show them the kinds of meetings and review processes that play to their advantages." The U.S. Army Leadership Manual also tries to train officers to respond differently to changing environments (Nye, 2008).

Section B

Change Management Strategies

2.2.1 Introduction

2.2.2 Definition of Change Management

2.2.3 Characteristics of Change

2.2.4 Principles for effecting positive change

2.2.5 Reaction to Change

2.2.6Change Management Strategies

2.2.7Change Management and contextual intelligence

2.2.1 Introduction:

This chapter provides an overview of the literature on change management and highlights the main definitions of change management. It also provides a view of characteristics and types of change and reaction to change. It highlights the main strategies of change management. Then, it presents the linkages between change management and contextual intelligence.

Change management is not a discrete subject and is a discipline that is related to many other subjects: psychology, sociology, economics, systems engineering, and industrial engineering, as well as human and organizational behavior. Whatever the subject or discipline is and the drivers of change in a particular situation may be, the leader's success depends on his management of change successfully. The prosperity and sometimes even the survival of the organization depends on the leader's success at change management. Managers could be judged upon their ability to effectively and efficiently manage change (Arora, 2003).

Management and change are synonymous; it is impossible to undertake a journey without first addressing the purpose of the trip, the route you wish to travel and with whom. Managing change is about handling the complexities of travel. It is about evaluating, planning and implementing operational, tactical and strategic journeys. A manager, or an individual, whether at work, home or play, when faced with a change situation must first, no matter how informally, analyze the nature of the change. Only by considering the nature of the change can we determine its likely magnitude and potential impact. Successful determination of the nature of the change cycle, should indicate the most appropriate means of managing the situation. A full definition of the

change environment is required prior to the final selection of a change management methodology (Paton & McCalman, 2008).

As discussed by Paton & McCalman (2008), change is always happening, like a river winding its way to the ocean; it never ceases. Continuous and overlapping change has become a way of life in the organizational environment. Change usually involves the introduction of new procedures, people or ways of working which have a direct impact on the various employees within an organization. The key to successful change management lies in understanding the potential effects of a change initiative on these employees. Will employees be scared, resistant, pessimistic or enthusiastic about your proposed changes? How can each possible reaction be anticipated and managed? As you begin to think about any kind of significant change, be aware of how the change will impact others in your organization and your employees. A new vision, set of driving values, mission or goals constitute significant change. So do new performance standards, new policies or procedures, a new computer equipment installation.

Change, in itself, is not necessarily a problem. The problem is often with competent management of the change situation. Managers must realize that one cannot separate change management from change strategy; both must work in tandem. The importance of the human side of change cannot be underestimated, one must identify and manage the potential sources and causes of potential resistance and ensure that motivators are built into new processes and structures (Paton &McCalman, 2008).

2.2.2 Definition of Change Management

When researching the definition of change management, different descriptions and explanations were found. The definition of change management varies as follows:

❖ Change management refers to the processes and associated actions and tasks required in order to manage any type of change that occurs within an organization. Change management is concerned with the impact of new ways of working within organizations and the effect that those new ways of working have on the individuals that make up the organization, the organizations staff (Adam, 2008).

❖ Prosci defined change management as the application of a structured process and set of tools for leading the people side of change to achieve a desired outcome (Jansson, 2006).

❖ Change management is the process of continually developing, managing and sustaining change and improvements in an organization. To maximize the collective benefits for all people, structural and strategic elements of the organization towards achieving the purpose of the organizations existence (Arora, 2003).

❖ Change management is the systematic approach and application of knowledge, tools and resources to deal with change. Change management means defining and adopting corporate strategies, structures, procedures and technologies to deal with changes in external conditions and the business environment (Tschanz, 2008).

❖ Change Management is defined as the activities involved in (1) defining and instilling new values, attitudes, norms, and behaviors within an organization that support new ways of doing work and overcome resistance to change; (2) building consensus among customers and stakeholders on specific changes designed to better meet their needs; and (3) planning, testing, and implementing all aspects of the transition from one organizational structure or business process to another (Mintzberg, 1989).

❖ Change Management is an organized, systematic application of the knowledge, tools, and resources of change that provides organizations with a key process to achieve their business strategy *(Lamarsh*, 2009).

❖ Change management is defined as the process, tools and techniques to manage the people-side of change processes, to achieve the required outcomes, and to realize the change effectively within individuals, teams, and the wider systems (Serventi, 2011).

2.2.3 Characteristics of change

As discussed by Booyens (2007), managers who are aware of the common characteristics of change will not easily be overwhelmed by changes; they will be prepared to analyze change systematically. They should be aware of the following:

A. Plan

A plan may be drawn up in advance to outline the process of change, or a plan can be allowed to emerge as the issue in the change process become clearer. A planned change is structured when timetables for various activities are drawn up, and it is unstructured when the solution is open ended Power. Power concerns the issue of who is making the decisions about change and on what basis. When subordinates are skillful enough and sufficiently informed, it is better to delegate some power to them. This aids decision making. When subordinates do not possess sufficient skills and information to participate, top-level managers tend to make the decisions.

B. Relationship.

An approach to change can be personal or impersonal. When the leadership style or characteristics of a manager or supervisor are analyzed with a view to training a person to change his style or characteristics, a personal approach is used. An impersonal approach, on the other hand, would view certain styles of leadership and

their effect on subordinates and the necessary changes to be effected in them from a general point of view. The way that people in the manager's sphere of authority feel about a personal or impersonal approach would dictate how the manager would go about effecting necessary changes among subordinates.

C.   Tempo.

The speed and the depth of the process of change are reflected in its tempo. A change can be effected by starting out with minor changes which will build up to a major change over time , or it may be done by initiating a number of major changes right from the start (Booyens 2007).

2.2.5Principles for effecting positive change:

Change is introduced in practice every day. Every effort to solve a problem, prevent another problem from occurring, meet a potential community need requires changes. For these changes to be truly successful, so that desired outcomes are reached, they must be managed well. As clarified by Allender, Rector, & Warner (2010), the following six principles provide guidelines for effecting positive change:

(1) Principle of participation,

(2) Principle of resistance to change,

(3) Principle of proper timing,

(4) Principle of interdependence,

(5) Principle of flexibility, and

(6) Principle of self-understanding.

❖ **Principle of participation**

Persons affected by a proposed change should participate as much as possible in every step of the planned- change process. This involvement is important for several reasons. Collaboration with those who have a vested interest in the change can produce a wealth of ideas and insights that can greatly improve the change plan. Furthermore, such participation can help remove obstacles and reduce resistance. Participation ensures a greater likelihood that the change will be accepted and maintained.

❖ **Principle of proper timing**

Proper timing is as important to a planned change as well-timed seed planting is to a good harvest. The change idea must be appropriate, the change recipient prepared, the climate right, and the resources available before the change can be fostered to grow into full maturity and usefulness**.**

❖ **Principle of interdependence**

Every system has many subsystems that are intricately related to and interdependent on one another. A change in one part of a system affects its other parts, and a change in one system may affect other systems. When employees learn new practices associated with their jobs, their relationships with one another, and their managers, their overall performance in the organization may be affected. One must anticipate and prepare for the impact of the proposed change on the employees, other persons, departments, organizations, or even geographic areas.

❖ **Principle of flexibility**

Unexpected events can occur in every situation. The principle of flexibility emphasizes two points. First, the employee needs to be able t adapt to unexpected events and make the most of them. Perseverance and flexibility are the marks of a creative change manager. The second point to remember about flexibility is that a good change planner anticipates possible blocks or problems by preparing strategies and alternative plans. Flexibility involves a willingness to consider a variety of options and suggestions from many sources.

● **Principle of self-understanding**

Self-understanding is essential for an effective change agent. The change agent should be able to clearly define his role and learn how others define it. It is important to understand one's values and motives in relation to each change that one might ask people to make. Employees should also understand their own personality traits, so that they can capitalize on or alter them to be more effective change agents. Understanding oneself is crucial to learning to make use of one's best qualities and skills to effect change.

● **Principle of resistance to change**

Resistance to change is a natural human characteristic, rooted in basic human needs and perceptions. Consequently every organization exists in a current reality; an understanding of themselves and a level of comfort with their current situation. Bringing new skills or knowledge into an organization is not always easy. People fear change. Management should oversee this integration, and smooth the way by keeping everyone aware of the organization's objectives and how new competencies have a valuable part to play.

2.2.6 Reactions to change

Thomas (2001) stated that our natural reaction to change, even in the best circumstances, is to resist. The overwhelming majority of people naturally and fervently resist change either in their personal lives or in the workplace. We like our 'comfort zone'." However, the responses to change depend on the employees 'perception about the change. Different individuals differ in their attitudes and hence, the perceptions towards change. Therefore, one important task of the management of an organization is to understand and create a positive attitude among employees regarding change (Sengupta & Bhattachary, 2006).

Once a change is announced, usually the first reaction people have is to meet the change with a sense of shock. Three major reactions which may follow are:

- *Anger*: After employees have passed over the shock of the new situation, most people who view the change as having a negative impact on their personal situation, become very agitated. Many times, they will begin a process of looking for the person or persons to blame. They may begin to talk about the new situation in negative terms. This agitation and anger, if not addressed, may lead to some people actually trying to sabotage the change process by taking stances varying between active non-cooperation and passive resistance.

- *Denial*: This response is a little harder to define. Many people, depending on their basic values and beliefs, move from anger to acceptance. However, there are a significant number of people who go through a denial phase. A person going through this phase will make up excuses why he should not be held accountable for anything that goes wrong with the organization as a result of the change. Such attempts to disassociate from the new situation often cause the person to alienate oneself from the group.

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- *Acceptance*: Only after a person gets through the first phase, person has accepted the change as real and that it is going to happen, he begins to rationalize his role in the new situation. It is important to understand that not only can an individual accept the situation and begin to work towards the new vision, but one can accept the situation as having a negative impact and choose to leave the organization. Either way, the individual accepts the fact that the new environment exists. It is extremely important for us to understand that people may go through each of these phases in varying degrees, as they make transition from the old way of working to the new one(Sengupta&Bhattachary,2006).

2.2.7Change Management Strategies.

Change cannot be taken for granted. The process of managing change requires a willing intention and a conscious effort on the part of the change-driving authority. A strategy must be developed to minimize the resistance to the proposed change and maximize commitment to it. Various strategies can help drive through necessary change. Chin and Benne presented a model of three strategies for changing. Strategies are approaches used by the change agent to influence a group to adopt a proposed change. These strategies include:

2.2.7.1Empirical-rational strategy

As explained by Adam (2008), the empirical-rational change management strategy makes the assumption that change will occur within the organization because individuals are rational and follow their own self-interest, once that self-interest has been revealed to them. Thus, if a "good" change is suggested, people of good intention will adopt the change. Successful change, therefore, occurs within the

organization when the benefits of change are communicated to the individuals within the organization.

In order for the empirical-rational change management strategy to be effective, there have to be significant advantages with the proposed change. This strategy focuses on communicating the benefits of change, and the underlying theory is that communicating the benefits of change will win over staff within the organization. Therefore, they will adopt the new system favorably with the enthusiasm (Adam, 2008).

This strategy frequently does not bring about lasting change because people do not always act rationally. Although knowledge does not affect our behavior, there are a number of other factors affecting our motivation to change. Among these factors are our hierarchy of needs, our perception of potential gain, our value systems, past experiences with change, the length of time spent practicing the old behavior and tolerance for risk and ambiguity This strategy is, unfortunately, the most frequently used by managers, since they tend to believe that providing knowledge will affect the necessary changes among their rational employees (Booyens, 1993).

2.2.7.2 Normative-reeducative strategy

The normative-reeducative change management strategy makes the assumption that people are social beings and want to fit in within the organization and the organization's culture – essentially be part of their organization. It focuses on redefining the way processes within the organization are performed and reeducating people to use those new processes. The emphasis here would be to introduce a new way of working, reeducating the staff of the organization, and helping to make the

change. This strategy assumes that the organization's staff are complaint with the introduction and the new system, and that there is little resistance to the implementation of the new system.

In the normative-re-educative approach, the individual is seen as actively in search of satisfying needs and interests. The individual does not passively accept what comes, but takes action to advance his/her goals. Further, changes are not just rational responses to new information but occur at the more personal level of values and habits. Additionally, the individual is guided by social and institutional norms. The overarching principle of this model is that the individual must take part in his/her own (re-education) change if it is to occur. The model includes direct intervention by change agents, who focus on the client system and who work collaboratively with the clients to identify and solve their problems (Adam, 2008).

2.2.7.3 Power-coercive strategy

The power-coercive strategy assumes that people do what they are told to do, and that people are complaint within authority and orders given by an authority. This is a very authoritarian strategy which essentially says "You will do as you are told, because you are paid to do so. In this case, the staff within the organization will simply have to use the new system because they have no choice in the matter (Adam, 2008).

The use of this strategy often leads to strong resistance. It is, however, frequently used when there is already high resistance to change or when high resistance is expected. The changes which are made as a result of this strategy often does not last. As soon as the person demanding the change is absent, the changed behavior tends to disappear. This strategy will bring about change quicker than other strategies, and is sometimes

necessary if an immediate change needs to be instituted. If a lasting change is desired, it should be combined other strategies (Booyens, 2007).

2.2.7 Which strategy to choose:

There is no one strategy, or "magic bullet," that fits all situations. Rather, a mix of strategies is often necessary to fully address each individual case. Many considerations need to be taken into account, including the degree of change and resistance, the population of the organization, the stakes involved, availability of expertise and deliverable time frame. When stakes are high, a mix of all four strategies is recommended because nothing can be left to chance. Short time frames and lack of expertise call for a power-coercive strategy for effective command and control. However, the dependency of an organization on its members, and vice-versa, will dictate or preclude the power-coercive style.

The decision regarding which change management strategy to choose depends on the individual culture of the organization. However, in reality no one particular change management strategy on its own will be suitable, hence a hybrid approach is needed. Elements of all three change management strategies need to be incorporated.

A combination of the power-coercive and empirical-rational change management strategies tends to work best in organizations that are quite bureaucratic and where they may be high level of resistance. Bureaucratic organizations tend to perform the same type of tasks on a regular basis. They also tend to have large numbers of staff who have been with the organization for a number of years and may well be set in their ways regarding how they perform their day-to-day tasks. The level of resistance here can be quite high when implementing new systems. (Adam, 2008)

The power-coercive strategy aims to defeat the resistance within the organization by using the "iron hand" approach to change. The empirical-rational strategy will also aim to reduce the amount of resistance within the organization by placing the emphasis on the benefits of change for the staff within the organization.

A combination of the normative-reeducative and empirical-rational change management strategies tend to work best in organizations that are more entrepreneurial.

Using the normative-reeducative strategy, staff are gently encouraged to adopt the new system as a way of conforming to the organization, whereas the empirical-rational strategy places emphasis on the added benefits of adopting and using the new system.

When selecting a strategy, change agents must take into account both their relationship with the group and the target of the change. Change agents will be most effective when the strategy used is consistent with the overall goals of the planned change and does not jeopardize the relationship with group members. (Stanley, 2011)

Thus, there is no such thing as a single change strategy, no such thing as a pure strategy, no such thing as right or wrong strategy. For any given initiative, you are best off using a mix of strategies. A decision for selecting a strategy or a mix of strategies may be affected by a number of factors (Adam, 2008).

These factors include:

A - *Degree of change*: Radical change or transformation argues for an environmental-adaptive strategy. Less radical change argue against this strategy.

B -*Degree of resistance*: Strong resistance argues for a coupling of power-coercive and environmental-adaptive strategies. Weak resistance or concurrence argues for a combination of empirical-rational and normative-reeducative strategies.

C -*Target population*: Large population argues for a mix of all three strategies, something for everyone so to speak.

-The time frame: Short time frames argue for a power-coercive strategy. Longer time frames argue for a mix of empirical-rational, normative-reeducative, and environmental-adaptive strategies.

-Expertise: Having available adequate expertise at making change argues some mix of the strategies outlined above.

D -*Dependency*: This is a classic double-edged sword. If the organization is dependent on its people, management's ability to command or demand is limited. Conversely, if people are dependent on the organization, their ability to oppose or resist is limited (Tschanz, 2008).

2.2.9 Change management and contextual intelligence

It may be a matter of fact that change management and contextual intelligence are interrelated. Leaders must manage the change in a way that employees can cope with it. Managers need to be flexible and innovative in the ways in which they deal with the unfamiliar situations they often find themselves in. We are in a time of great change. The reality of yesterday proves wrong today, and nobody really knows what will be the truth tomorrow. The steadily increasing complexity of the world is asking too much of us. How can we -as individuals, as well as organizations, prepare ourselves for an uncertain future? Contextually intelligent individuals can prepare themselves for this future, and they can rapidly identify the contextual ethos, and think and act appropriately when the context changes. Change management means

empowering organizations and individuals for taking over their responsibility for their own future (Hayes, 2010).

Contextual intelligence is an intuitive diagnostic skill that helps a leader to align tactics with objectives to create a smart strategy in a new situation. It implies both a capability to discern trends in the face of complexity as well as adaptability while trying to shape events. Like surfers, change managers with contextual intelligence have the judgment to adjust to new waves and ride them to success. Contextual intelligence allows leaders of change to adjust their approach to the situation and to their followers' needs. It is the self-made part of luck. In unstructured situations of change, it is often more difficult to ask the right questions than to get the right answer. Leaders with contextual intelligence are skilled at providing meaning or a road map by defining the problem that a group confronts. They understand the tension between the different values involved in an issue, and how to balance the desirable with what is feasible (Booyens, 2007).

Organizationally, contextual intelligence may increase team cohesion and ultimately reduce the risk of team failure; as well as decrease resistance to change. Change managers with contextual intelligence think and act quickly when the circumstances and events surrounding their context change. The inability to accurately diagnose the context hinders a smooth transition during times of change and robs you of needed flexibility. However, being able to accurately assess what is influencing your context is an advantage. Many practicing managers would concur, the problem is related to managers' growing inability to appropriately develop and reinforce their role within complex, dynamic and challenging situations. This problem can be compounded by failing to address and adapt working environments in the face of impending change (Hayes, 2010).

Chapter 3

3.1 Local & Arab Studies

3.2 International Studies

- ## 3.1 Local & Arab Studies:

1. Abbas &Asghar, 2010. "The role of leadership in organizational change"

The Study Purpose

The purpose of this thesis was to explore the relationship between successful organizational change and leadership on basis of two characteristics which are "Vision" and "Innovative approach".

Research Methodology

Our research was primarily qualitative and case-based. The reason for choosing the case study strategy was the exploratory and the qualitative nature of study. The research was a based on secondary data. We used document analysis/content analysis as main method of data collection. Significant data was collected through telephonic and online interviews as well.

Findings and Recommendations:

We believe that organizational change which are based on leader's vision and then followed by h/her innovative approach to get this vision, has a relatively strong and closer relation with improved organizational performance and leads to possible innovation. The results of case studies are sufficiently helpful to increase the credibility of our stance, and we can see that how leaders come to the scenes and convert the local manufacturing units into multinational companies by their vision and innovative steps.

The results of our research showed that the organizational changes which were perceived, initiated and implemented by a visionary and innovative leadership, seemed to have a relatively strong relation with success

2. Al-Anzi, 2013. "The Impact of Change Management in Enhancement of

Shareholding Companies Effectiveness at the State of Kuwait".

Study Purpose:-

This study aimed to identify the impact of change management dimensions (change in culture, a change in the organizational structure, change in technology, and the change in the tasks) to enhance the effectiveness of public shareholding companies in the State of Kuwait.

Research Methodology:

The study population consisted of all Kuwaiti public shareholding companies of (180), while sample consists of (280) Director from (360) of managers working in

senior management (general manager, deputy general manager and director of human resources, director of research and development).

Research Findings and Recommendations:

The study found a number of results, most notably: the presence of a statistically significant effect of the change management dimensions (change in culture, a change in the organizational structure, change in technology, the change in the tasks) to enhance the effectiveness of public shareholding companies in the State of Kuwait.

The study provided a number of recommendations, including: the provision of legal requirements, social, policy and economic development that will enhance the success of the process of change, and by diagnosing strengths and weaknesses of the company and the corresponding opportunities and threats after the change process. And the need to study and analyze the strategies adopted in the joint-stock companies, in the light of internal and external changes.

3. Al-Habeel, 2014. "The Status of Change Management for Secondary School Head Teachers in Gaza Governorate from the Teacher's Point Of View".

Study Purpose:

The research aimed to recognize the status of change management for secondary school head teachers in Gaza governorate from the teachers' point of view and finding out the effect of sex, years of service, and the educational district on the teachers' estimation of the head teacher's practice of their role as leaders of change management.

Research Methodology:

The researcher used the descriptive - analytic method because it was suitable for this type of studies to describe the phenomenon of study and analyze it and clarify the relationship among its domains. The total study society was (3234) male and female secondary teachers, and the sample of study has been (336) male and female secondary teachers. To achieve the aims of study, the researcher had prepared a questionnaire to measure the status of change management of secondary school head teachers of Gaza governorate. The questionnaire included (60) items distributed in the following fields: (the future vision of school, encouraging creation and invention of teachers, modeling, and organizational culture that supports the change.

Research Findings and Recommendations:

The results pointed to the following:

(1) The secondary schools head teachers have got a good concept and imagination of change management, with the score of (74.6%).

(2) There were no significant statistical differences in the teacher's estimation in practicing of secondary school head teachers' role as leaders of change management due to sex.

(3) There were no significant statistical differences in the teacher's estimation of the head teachers practicing of their role as leaders of change management due to years of service, in the first and second fields; the future vision of school and encouraging creation and invention of the employees.

(4) There were significant statistical differences in the teacher's estimation of the secondary school head teacher's practicing of their role as leaders of change management due to years of service in the third and fourth fields ; modeling and organizational culture of change in favor of long experience teacher's.

4. Al-Ghanem, 2013. "The Impact of Leadership Styles in Change Resistance

in Business Organizations".

(An Applied Study in the Jordan Phosphate Mines Company)

The Study Purpose:-

The aim of this study was to identify the impact of managerial leadership styles on the change resistance.

Research Methodology:

To achieve the objectives of the study, the researcher used the proper statistical tools, such as: Arithmetic, R1, R2, Standard deviations, T-Test, ANOVA and other tools. The data of the questionnaire was also analyzed to measure the hypothesis by using the Statistical Package for Social Sciences (SPSS).

Research Findings and Recommendations:

The results showed that the democratic style was more influential than the loose style, and the autocratic is less. The study also showed that there was change resistance, for the subordinates did not participate in change decisions making. The main concluded recommendations of the study was to reconstruct the leadership in the company to authorize the democratic style, and pay attention to involve the subordinates in the change decisions.

5. Al-Mesh'ali, **2005."Change management reality of governmental secondary principals for girls in Riyadh (from the perspective of principals and administration supervisors)".**

The Study Purpose:

The study objectives are:

This study aimed to identify the rate of change management application of governmental high schools principals for girls, and identify the impact of the change phenomenon on their performance, as well as the statement of the main obstacles that stand in front of practicing change management.

Methodology of the study:

The researcher used the descriptive analytical approach. The study population consisted of governmental high school principals for Girls in Riyadh, with a sample of (165) of principals and administration supervisors. The researcher used the questionnaire as a tool to collect information.

Findings and Recommendations:

The findings were:

 • From the view of administration supervisors, the change management application of governmental high schools principals is high.

 • From the view of governmental high schools principals, the change management application of governmental high schools principals is very high.

• From the view of administration supervisors, the existence of obstacles standing in front of the practice of change management is at a high degree.

The recommendations are:

 1. Developing competencies required in change management.

2. Using new technology to facilitate change management processes.

3. Providing principals with training courses in the field of change management.

4. Activating the role of the Education Department to give priority to change management processes.

5. The call for setting a scientific model of change management for academic students.

6. Al-Thobaiti, 2012. "Practices of School Principals to Manage Change and Its Relationship to the Organizational Commitment of Secondary School Teachers in Taiffrom Their Point of View".

The study Purpose:

The study aimed at identifying the actual reality of the degree of secondary school principals in Taif change management from the perspective of teachers, as well as determining the degree of appreciation secondary school teachers to the level of organizational commitment and detection of correlation between them and detect

statistical differences between the averages which attributed to the qualified scientific and type of qualification and experience.

The Study Methodology:

The researcher used descriptive analytical approach for the present study; the questionnaire was built consisting of 25 points measuring the change management. Also, he used Porter's measuring after adding some points for measuring organizational commitment. As for the community and the sample study, all secondary school teachers in Taif with a total number of 1317 teachers. 450 teachers were selected randomly and 420 relapsing questionnaires. 20 questionnaires were excluded. The final sample consisted of 400 questionnaire introduced statistical analysis.

Research Findings and Recommendations:

Results of the study:

It was clear that the degree of secondary school principals to manage change from the perspective of teachers was high. The most prominent phrases related to the "keenness on developing school climate supportive of change, the belief of the importance of educational change to improve school performance, taking into account the objectives of the school when making any decision related to the change, and taking into account duration suitable with the requirements of regulations change, and encourage teachers to solve problems they face at work. Practices of principals to encourage teachers to take advantage of the experiences of neighboring schools and involve parents in the process of change that appeared moderately.

The main recommendations:

It is important to train managers to change management processes to show the benefits of the organizational commitment where it is found that there is a correlation between the degree of change management and organizational commitment.

7. Al-Zahrani, 2011. "Professional competences to lead the change in the principals of governmental public schools in the city of Makkah".

The study Purpose:

The study aimed at:

1) The identification of the availability of professional competences to lead the change in the principals of governmental public schools in the city of Makkah.

2) The identification of the elements required for the use of the available professional competences to lead the change in the principals of governmental public schools.

3) The identification of whether there were differences with statistical significance among the responses of the study sample to determine how much professional competences which are necessary to lead the change in the school principals and which are attributed to each of the (job title - qualification - grade - a length of experience).

The Study Methodology:

The researcher used the descriptive approach. The study sample: The supervisors in the office of Educational Supervision in Makkah. They were eighteen supervisors along with a random sample of various teachers in the governmental public schools. The study sample represents 5% of the society. In another way, they reach the total of 325 teachers from all the levels. The study tool is based on a questionnaire prepared by the researcher to measure the professional competences to lead the change in the principals of governmental public schools in the city of Makkah in the light of scientific research and the rules of research.

Findings and Recommendations:

The results were:

 1) The proportion of medium-caliber professional to lead the change to the directors of government general education schools in Makkah.

 2) The importance of having some of the ingredients required for the activation of professional competence for the efficiencies of the change to the directors of government general education schools.

 3) The existence of statistically significant differences between the sample in all dimensions of the first axis on the extent and existence of professional competence to lead the change is variable depending on the grade.

The most important recommendations:

1) The necessity of preparing a comprehensive plan to train all school principals who are on the job to prepare them on the basis of professional competence.

2) Identify the training needs of school principals in the field of change and leadership.

8. Ashqar, 2012."Change management and its relation with management creativity for principals of secondary schools in Gaza governorates from the teacher's points of view".

The Study Purpose:

This study aimed at identifying change management and its relation with management creativity for principals of secondary schools in Gaza governorates from the teachers' points of view.

Research Methodology:

The researcher used analysis descriptive method and the study community consists of the (5303) teacher in the secondary schools in governorates for the academic school year 2011- 2012, (2633) 0f them are male teachers and (2670) are female teachers. The study sample mounted (522) men and women teachers, and they were selected randomly.

Research Findings and Recommendations:

The study found to the following results:

- The results proved that the secondary schools' principals' practice, to change management styles was good and rated (76.1%). The ideal model behavior style was at the top grade of change management style with a (78.7%) ratio, followed by building a shared culture supported change style rated (74.8) and finally defining school aims and its priorities style was with a (74.4%) rate.

The researcher offered several recommendations:

 1. The necessity for concentrating on the type change management in the secondary schools and the importance of developing creative management skills for school principals to be able to apply change policy and to take out the best results of the teaching process.

2. Strengthening the relationship among the school, the local community and the parents through sending frequent invitations to the parents to visit the school and to give hand and support to facilitate the principals' task to define school aims and its priorities.

3. The necessity of the effective participation of all the educational staff in the different administrative situations particularly in forming the common vision for school and to define its goals. This helps in bearing the responsibility towards what is happening in school and create an atmosphere of love and a high level of spirit in work.

9. Asqoul, 2009. "The relation between the social intelligence and the critical thinking, and its relation with some changes to the university students".

The study Purpose:

The aim of this study was to find the relation between the social intelligence and the critical thinking, and its relation with some changes to the university students.

Research Methodology

The researcher used the descriptive analytical method. The sample of this study included (381) students and they were selected in random systematic way. To collect the needed data the researcher used two measures , first the social intelligence measure , second the critical thinking measure , The data was analyzed by Pearson Correlation Coefficient (T) test , Alfa kronbach test , mathematical medial's comparative weightings and others .

Findings and Recommendations

The results were as the following

1. The level of the social intelligence was too low, and the level of the critical thinking was above the medial to the university students.

2. There is significant relation between the social intelligence and the critical thinking

3. No significant differences in the social intelligence to the university students because of the differences in sex (male-female).

4. There are differences in the critical thinking to the university students because of differences in sex (male-female) the level was 5.05 to females.

5. No significant differences in the social intelligence and critical thinking to the university students because of specialization (science – literary) the level was 5.05. 6. No significant differences in both the social intelligence and critical thinking to the universities students (Islamic –Aqsa – Azhar) the level was 5.05.

In the light of these results the study proposed the following recommendations: Preparing some activities and trainings which help to the growth of the social intelligence to the university students. Finding curriculums to develop and spur the skill of intelligence and thinking specially the social intelligence and critical thinking. The university teacher should concentrate on introducing his material on explanation and analysis, deduction, recognizing relation, and making comparison to enable the students to have the critical thinking skills.

10. El-shafi, 2002. "Occupational Adjustment for Nurses working In the Governmental Hospitals and Its Relation with Personality Traits"

Research purpose:

The purpose of this study was to identify the relation between occupational adjustment and personality traits among nurses working in governmental hospitals in Gaza.

Research Methodology:

The sample of the study (289) nurses was drawn among (174 males, 115 females) with ages (35.4) years old. The researcher used two measurements: the first one personality trait prepared by doctor nadmi Abu Mustafa, and the second occupational adjustment prepared by the researcher.

Findings and Recommendations

The result of the study showed:

1-The percentage of occupational adjustment was (48.9).

2-There was significant relationship between occupational adjustment and personality traits among nurses.

3-There was no relationship in all occupational adjustment factors related to demographic variables.

11. Ereksoussi, 2008. "The Management of Change in Islamic Management Thought".

The Study Purpose:

The objectives of the study:

1. Find out the principles of change management in modern scholarship.

2. Deduce the principles of change management from the practices of the early Muslims, in general, and from Ibn Taimiyah's works, in particular, pointing out its distinguishing features.

3. Specify the roles and the skills of change leaders as indicated in Islamic management thought.

4. Suggest a model of change management as derived from Islamic management thought.

The Study Methodology:

The deductive historical approach was used in this study.

Findings and Recommendations:

The major findings:

1. The principles of change management in both modern as well as Islamic management thought are similar except for their goals that differ fundamentally.

2. In the light of the principles of change management, the main roles of change leaders are: planning, execution, and follow up.

3. The skills of change leaders are complementary. Lack in one skill affects all others negatively; and therefore, they should all be present in the leader, or else we should choose two leaders to compensate for any loss or lack in the needed skills.

4. The distinguishing feature of the skills of Muslim change leaders is the presence of the religious skill of encouraging good deeds and discouraging bad ones.

5. The religious skills spring from four Islamic principles that leaders should have. These are: having faith in Allah, fear of Him, enough religious knowledge, and the belief in the necessity of encouraging good deeds and discouraging bad ones.

Recommendations of the Study:

 1. We should go back to our Islamic heritage, and draw on it. This is because Islamic management thought constitutes a better viable alternative to the modern one since the former is more mature, comprehensive, and fulfilling to our needs. But this should not entail the total rejection of modern management thought.

2. We should do our best to implement the needed changes in our institutions, in a way that complies with modern advances in the field of management without contradicting any of the Islamic instructions.

3. We should have in-practice programs to rehabilitate our leaders in the light of the skills of Muslim change leaders.

12. Hammad, 2008. "The reality of change management in the ministries of the Palestinian Authority in the Gaza Strip".

Study Purpose:-

This study aimed at analyzing and diagnosing the reality of change management in the ministries of the Palestinian Authority in the Gaza Strip, and identifying the level of effective management of change as well as to measure the impact of organizational structures to manage change and the impact of financial and technical capacity to influence the process of change. It also aimed to identify the level of the available human resources and their impact to achieve the required change and the needed development for the ministries. The study also aimed to measure the level of interaction of the ministries with their external environment and the impact on the

effectiveness of change management. It also aimed at measuring the level of technological development and its relevance to strengthen the administrative process within the change management plan.

Research Methodology:

The study focused on the administrative levels of the ministries in the Gaza Strip. This was done through the design of a special questionnaire to serve this goal. A random stratified sample of 300 employees was used where the questionnaires were distributed among the study sample through field visits. 257 questionnaires were recovered and the number of valid questionnaires for analysis was 253 which formed 84.3% of the study sample. The researcher benefited from the previous researches and studies as well as the official and press reports. In addition to papers and electronic books, magazines, leaflets and other online resources.

Research Findings and Recommendations:

The study had some important results including the inadequate role of the top management of the Ministries in the process of change. It needed to be developed in various aspects like the clarity of vision, priorities determination and the existence of a leadership that believes in making an orderly process of change and formation. The study showed that the employees' conviction of the change process was great. Regarding the organizational structure, it was not in accordance with the change of the Ministries strategies due to the weakness of the strategies, tactics and techniques that they implement to achieve change. Moreover, there is no harmonization of the financial and technical capabilities with the need of change.

The study recommended the need to identify the vision of the ministries towards the change process, determination of priorities necessary to begin the process of change and re-drafting of an annual development plan. It also recommended the importance of involving different administrative levels in the preparation of the plan as well as the coordination for setting plans and activities that help in achieving the goals of the change process, and to create essential changes in the organizational structure and to promote and encourage the innovations and initiatives that contribute to the achievement of the change process, to bring about fundamental changes that keep pace with the ministries' regulatory developments.

13. Ibtesam, 2006. "The Effectiveness of Organizational Development and Change Management Requirements in the Palestinian Non-Governmental Organizations (NGO's)".

Study Purpose:

This research tackled an analytical study of the efficiency of the Organizational Development and Change Management Requirements at The Palestinian Non-Governmental Organizations (NGO's) in the Gaza Strip. The problem of the study

lied in the realization of the influence of Organizational Development and Change Management Requirements at the Palestinian (NGO's) in the Gaza Strip.

Research Methodology:

The nature and the requested factors of this research required the use of the analytical descriptive method, since it dispense on the study of the reality exactly the way it is and describe it preciously and expresses it punitively and qualifiedly, the descriptive method was used to study the theoretical aspects, while the analytical methods was used to study the practical aspects because it depends on collecting data and information about any phenomenon and then it explain and analyses it.

With regards the necessary secondary data they were obtained them through looking up in different specialist books, briefest studies and other searches in this field. The research depended while collecting the primary data on designing especial questionnaire to be field out by members of board directors and the administrative personnel in the organization.

Research Findings and Recommendations:

The most important outcomes of the study:-

1. The clearer the concept of change management was the more able were the organizational achieved the required skills of change management.

2. There was appositive relationship between the strategic planning and the ability of the change management and organizational development

3. There was a positive relationship between the upgrading of the skills of the employees and ability of the organization to achieve the requested change management and organizational development.

4. There was appositive relationship between the policy and the regulation and ability of the organization to achieve the requested change management and organizational development.

Finally, the researcher made the following recommendations:

 a. Adopting the strategic management and planned change methods, locating the internal and external environmental changes, and take advantage of opportunities and capabilities in achieving more success, growth and expand to the organization.

b. Considering the ongoing changes in labor market, both in quality and quantity terms, due to the constant change in the education, training and development structures and systems.

14. Mohammed, 2013. "Impact of resistance to change on performance of employees: comparative study between opinions of teachers in public and private secondary schools in the Kingdom of Bahrain".

The Study Purpose:-

This study aimed to statement forms teachers' resistance to change, also aimed to clarify the impact of resistance to change on the organization competitive performance.

The Research Methodology:

In order to achieve the objectives of the study, questionnaire was designed and distributed to (279) people working in the education sector in the Kingdom of Bahrain from teachers and school administrators, distributors on (20) public and private schools, by (10) public schools, and (10) private schools.

Research Findings and Recommendations:

The study revealed a set of results:

It showed that the impact of resistance to change on the competitive performance of the government and private schools alike in the field of education in the Kingdom of Bahrain was high. The results also showed that the competitive performance of the public schools in the field of education in the Kingdom of Bahrain was average, while it was up to private schools. The results also showed no statistically significant effect between the resistance to change and competitive performance of secondary teachers in public and private schools in the Kingdom of Bahrain.

The study made a number of recommendations including:

- The need to give the competent educational authorities concerned in the area of the slow implementation of the curriculum, where the results showed a moderate level in this area.
- The importance to ensure that the competent authorities to reduce conflicts within the work, where the results of the study showed the average level in this area.
- The need to focus on the competitive performance of the public schools showed a moderate level compared with the high level shown by the private schools in this area.

15. Saqer, 2012."The role of changing management of focusing on commitment of arrangement for Gaza municipality employees".

Study Purpose:

This study aimed at identifying the role of changing management of focusing on

commitment of arrangement for Gaza municipality employees. This aims at analyzing the relationship of the level of changing management activity and the level of arranging commitment of employees as well as the participation of developing the administrative and financial behavior of the institution throughout focusing on arranging commitment of employees and the decision makers of this institution.

Research Methodology:

The researcher used the analytic and descriptive theory and used a questionnaire for collecting primary data. The area of study had 253 employees of managerial and supervisory jobs. The area of study was divided up into four sections that were head of branch, head of department, deputy manager and manager. The research used a general method way for this study.

Research Findings and Recommendations:

The study had the following outcomes:

1. The weakness of change of the arranging system and that was due to lack of having experts in that area and also the way of change happened in a fast waythat was not organized.

2. The procedures and systems that were used in administration do not ease the way

of making change as required and that was due to traditional commitment of procedures and lack of authorization in addition of having bureaucracy.

3. The focus of management of developing technology via having developed computer system on a large scale in the municipality. The municipality needed more development in that system especially to develop and give training to employees that would benefit from this kind of development.

4. Low morale among workers because of the absence of moral and physical stimulation for workers and lack of appreciation of the administration of that effort by workers.

 The study had the following recommendations:

1. Depending on experts to prepare organized systems and change must happen on

the basis of solution requirements.

2. Supporting the need of democracy of management and authorization and using

the way of goals in management.

3 Focusing on active training of employees and having a unit of training and development in the municipality in order to develop skills of employees and increasing their level of knowledge and experience.

3.2 International Studies:

1. **Brown, Gould & Foster, 2005. "A Framework for Developing Contextual Intelligence (CI)".**

Research purpose:

This paper explored the nature of contextual intelligence and its relevance in sport psychology consultation.

Research Methodology:

Quantitative data was gathered through a survey. Data collected from expert performance consultants in the field of study through interviews.

Findings and Recommendations:

The concept of contextual intelligence added an important dimension in identifying skills of successful consultation. Terenzini's model of institutional research offered a structure for understanding the roles of various skills and abilities in becoming a successful consultant. Sport psychology excelled in the development of specific techniques for improving performance and in identifying issues routinely confronted by high level performers. Contextual intelligence offered a framework for effectively applying this knowledge. Rather than assuming that contextual intelligence was an unalterable tacit skill, the authors offered a framework for developing one's contextual intelligence just as a person might attempt to improve mental skills for athletic performance. The emphasis was on developing skills that helped the consultant provide contextually intelligent, and therefore culturally appropriate, interventions. The existing knowledge base of systems theory offered both guidelines and techniques for successful contextual interventions. Systems theory proposed a basic principle for successful intervention: The intervention had tobe (a) presented in the language of the recipient and (b) consistent with the recipient's view of reality. Specific methods for learning the language of a performance domain had been suggested.

2. Bruck, 2002. "The Impact of Organizational Change Management on the Success of a Product Lifecycle Management Implementation - an Investigation into the Electronics Manufacturing Industry"

The Study Purpose:

The study aimed at exploring the impact of Organizational Change Management on the implementation success of PLM.

The Research methodology

It used to investigate the topic includes literature research, quantitative research (survey) as well as qualitative research (interviews).

The Study Methodology:

Both, desk research (secondary) and field research (primary) has been carried out to achieve the aims of the dissertation.

Findings and Recommendations:

The major findings:

The dissertation pointed out that many researchers emphasized that the reason for failure of new concepts was very often due to a poor implementation rather than to the concept itself. The literature review explained that not addressing people related issues like resistance was named in most cases for implementation failure. Accordingly some researchers and practitioners in the field of PLM also emphasized the importance of these issues and reminded us on the implications that the redefinition of processes and the need for collaboration might have. Organizational Change Management that had its roots in the science of psychology aims to gain acceptance for changes by the affected people. The Change Management concepts methods and tools vary. Basic elements however were: - A vision to align the organization - Communicating why the changes are necessary - Involving affected people actively in the change process (participation) - Providing people with the skills to actively support the change process - Marketing of new approaches - Institutionalize new approaches to avoid erosion effects

Recommendations for future research:

The study had shown that there were no measurement criteria existing that have common acceptance to evaluate the success of a PLM implementation. An interesting issue for future research should therefore be the development of a framework to evaluate a PLM implementation in order to benchmark different implementation strategies.

Although the research had shown that organizational culture was viewed as an important factor for implementation success many aspects had not or only partially been addressed and might be interesting for future research.

3. Carr, 2006. "Conscientiousness and contextual performance".

Research purpose:

The purpose of this article was to understand when and why employees engaged in contextual performance directed toward one's organization and immediate supervisor.

Research Methodology:

A survey was conducted to measure study variables. Data collected from 158 professional employees were subjected to confirmatory factor analysis and moderated hierarchical analysis was used to test hitherto untested hypotheses. Findings – Results

indicate strong support for the hypothesized moderating effects, such that high levels of support compensated for low levels of conscientiousness in influencing contextual performance.

Findings and Recommendations

Results indicated strong support for the hypothesized moderating effects, such that high levels of support compensated for low levels of conscientiousness in influencing contextual performance.

This study made several contributions. For instance, it extended Motowidlo et al.'s theory to include subjective measures of situational conditions as factors that interacted with personality to influence contextual performance. The study responded to LePine et al.'s call for theory-based attempts to identify variables that had differential relationships across dimensions of contextual performance. Drawing on individual difference and social exchange perspectives, this study theorized and found that perceived organizational support moderates the relationship between conscientiousness and organization-directed contextual performance, and that the quality of the leader-member exchange experience moderates the relationship between conscientiousness and supervisor-directed contextual performance.

4. Cetinkaya, 2012. "Adaptive Parts for an Adaptive Whole

What is it about change-agents that makes them adaptive?"

The study Purpose:

This study attempted to explicate the relationship between the adaptive capacity of management systems and that of change- agents.

Research Methodology

This thesis project was a qualitative exploratory study based on in-depth, semi-structured interviews, peer-reviewed articles, both academic and non-academic literature and books.

Findings and Recommendations

Results from this study illustrated that change- agent's meta-cognitive capacity of Personal Epistemological Beliefs (PEBs) influence the quality of their observation skills in the system, as well as their flexible learning processes. Moreover, the capacities for suspension and redirection are identified as two underlying capacities that enhance the quality of change-agents' observational skills. These observation skills and related capacities led to recognize change- agents' capability for presenting that was presented as a capacity of learning from the future as it emerged. All together, these capacities were considered as the significant components of change-agents' adaptive capacity

5. Cheungsuvadee, 2006"BusinessAdaptation Strategies Used By Small and Medium Retailers in an Increasingly Competitive Environment: A Study of UbonRatchathani, Thailand".

Research purpose

This thesis aimed at presenting a study of business adaptation strategies employed by small and medium retailers in order to be sustainable in a climate of rapid and significant environmental change in regional Thailand.

Research Methodology

This study used a multi-method approach, which consisted of a questionnaire and interviews. A questionnaire was developed and sent to a sample of small and medium retailers in UbonRatchathani. A number of SMRs were selected from this sample for case studies and more detailed information has been gained through the use of in-depth interviews.

This study used both primary and secondary data sources. Secondary data such as official statistics, reports and announcements were used to investigate the impact of the economy on the SMRs. The demographic data and primary data in the business sample selected were collected with a questionnaire.

Findings and Recommendations

Data obtained through survey and in-depth interview revealed that difficulties encountered by small and medium retailers were independent of the type of business. The study observed an increase in overall business performance which appeared to be linked to the general population growth and improvement in the local economy. Young businesses were found to be growing faster than older businesses but were at risk because of their lack of sustainable practice resulting in many young businesses collapsing. The impact of larger chain stores had forced the small and medium retailers to focus on service, rather than price, in order to remain competitive.

The findings of this study also showed that the main lack of capability was in the accounting and management area in the smaller businesses and the author advocates provision of an extensive training program through regional educational institutions with associated government support for such programs.

6. Creed &Fallon, 2009"The relationship between career adaptability, person and situation variables, and career concerns in young adults".

The study Purpose:

The study aimed at demonstrating that the career adaptability variables are inter-related and could be represented by a higher-order factor. Decision-making and self-

exploration were associated with career concerns, and decision-making mediated the relationship between goal-orientation and career concerns.

Research Methodology

The study was cross-sectional and survey-based. Students were recruited through

announcements in lectures, notice boards and internal websites, and were offered the chance to enter a draw for a $50 gift voucher for participating. The study was conducted under the auspices of the authors' research ethics committee.

Findings and Recommendations

Data Management for Model Testing Bentler and Chou (1987) recommended a ratio of between 5:1 and 10:1 for participants to parameters estimated in a latent variable analysis. Including all items from all scales in the one analysis would have violated this assumption. Thus, we followed the recommendations of Landis, Beal, and Tesluck (2000) and created multi-item composites or item parcels to represent all scales. All scales were clearly undimensional except for the 21-item self-regulation scale, which was best represented by three factors. Thus, we created two multi-item parcels to sociated with poorer decision-making and more career concerns.

7. Diefenbach, 2006. "The managerialistic ideology of organisational change management".

The Study Purpose:

The purpose of this paper was to shed some light on the reasons and circumstances why strategic change initiatives based on new public management and managerialism go wrong. In particular, how such change initiatives are being justified, communicated, perceived, and implemented within organizational discourses and politics. It reveals personal and group interests behind ideologies, and what change management of this type is really about.

Research Methodology:

A strategic change initiative at a large Western-European university ("International University" – IU) had been investigated between 2004 and 2005 based on qualitative empirical research. Data were gained primarily through semi-structured in-depths interviews with IU's senior managers. The findings were triangulated by referring to internal documents and academic literature.

Findings and Recommendations:

The case study revealed a whole set of typical characteristics of managerialistic change management approach and how it was communicated. The paper provided insights into the narratives, organizational politics and ideology of change management processes. It drew the attention to the downsides of top-down change

management approaches, to ideologies and interests behind such initiatives as well as intended and unintended consequences.

Organizational change management is usually described on the basis of traditional strategy approaches and concentrates on "technical issues". By drawing the attention to senior managers' perceptions and interests, and how they pursuit change management objectives on the basis of ideologies, it becomes clearer that allegedly "rational" and "objective" strategic solutions are contested terrain and objects of organizational politics.

8. Dupain, 2009. "Managing Change in the 21st Century": The Journey towards a New World of Work - A Rebalancing Act of Managerial and Knowledge Worker Power, Roles and Mental Models at Microsoft.

The Study Purpose:

The aim was to create a better understanding of new organizational contexts or work environments and ways of working, enabled by information technology.

Research Methodology:

This study was reported on the basis of a longitudinal, processual, qualitative case study and data gathering and methods of analysis based upon the socially constructed,

Interpretative sense making perspective.

Findings and Recommendations

This study provided insights in the tensions that exist when moving from old mental models, routines and habits to new ones. It was seen that to achieve highest productivity and job satisfaction this as well means knowledge workers and management would need to find a proper way to balance the exploration of new ways of working and exploitation of the efficiency by using old ones.

The insights in how roles and actions of management and knowledge workers affected the creation of a new organizational context and how ways of working were adapted to an increasingly digital and globalized world gave the findings of this study broader relevance.

A suggestion for future studies therefore was to further examine the roles and actions of change actors and their influence on mental models during change at different environmental and competitive settings. This study indicated the importance of role modeling, especially at the top management level, throughout the change process.

9. Essers, 2009. "Corporate Robespierres, ideologies of management and change"

The Study Purpose:

The purpose of this paper was to provide an introductory overview of this special issue highlighting some of the distinctive features of Z ̆iz ̆ek's Lacan-inspired thought relevant to the role of ideologies in organizational change management.

Research Methodology:

The approach used aimed to show how ideological and ethical ramifications of Z ̆iz ̆ek's recent analysis of a "Jacobin" change paradigm can affect thought on everyday change practices in business and management.

Findings and Recommendations

Some parallels were drawn between current change practices and narrative tactics employed by Robespierre during the Jacobin reign of terror to "extort" the commitment of participants in the change process. Practical implications – This paper/special issue invited reconsideration of our late capitalist intellectual/practical "reflexes" in change management, i.e. to reassess their ideological mechanism.

10. Hedlund, Antonakis & Sternberg, 2002."Tacit Knowledge and Practical Intelligence: Understanding the Lessons of Experience".

Research purpose:

This report addressed the role of practical intelligence and tacit knowledge in

understanding how individuals learn from experience and develop expertise.

Research Methodology:

The research had a qualitative approach. Secondary and primary data were used. The primary data collection was conducted through structured interviews.

Findings and Recommendations

The identification, assessment, and development of practical problem-solving skills

represent promising new directions in the study of practical intelligence and tacit knowledge.

There were, however, many areas that require further research attention. First, additional research is needed to build on the findings that tacit knowledge is related to experience and performance, yet is distinct from general cognitive ability and personality.

The potential to learn and adapt would become increasingly important in light of rapidly changing technologies, increasing globalization, and changing workforce demographics.

11. Heuvel, 2013. "Adaptation to Organizational Change: The Role of Meaning-making and other Psychological Resources".

The Study Purpose:

The purpose of the study was to contribute to knowledge on the process of how employees respond to change and how psychological (personal and job) resources may help change adaptation

Research Methodology:

The majority of the studies used self-report measures to capture employee perceptions. This self-reporting might lead to measurement errors due to distortions (e.g., social desirability, acquiescence etc.) as well as common method bias, which might threaten validity of the results (Podsakoff, Mackenzie, Lee &Podsakoff, 2003). Also, in some cases we had to use shortened scales to avoid survey fatigue, and using short scales has also been mentioned as a source of common method bias (Podsakoff et al., 2003).

We managed to capture longitudinal data in three studies, which might reduce the negative impact of memory effects. In addition, we used supervisor-ratings in the weekly study and found significant relationships. Finally, we used different occupational settings; a heterogeneous sample which consisted of a combination of workers from various, both public and private sector occupational settings.

Findings and Recommendations:

This thesis found evidence for the positive influence of psychological resources on employee adjustment outcomes. Results introduced the notion of meaning- making, which functions as a personal resource. Also, self-efficacy and organization based self-esteem were shown to predict adaptation outcomes; i.e. supervisor-rated adaptive performance and adaptivity respectively. The job resources that were found to have a positive influence on adaptation outcomes were co-worker support, LMX and change information. The motivational process of resources leading to work engagement, apparently translates into adaptation to change, which is visible on the work floor to managers. Meaning-making stimulated the use of natural reward strategies, which helped employees to craft their work environment, and this, in turn, was positively related to work engagement. Over time, change information was shown to indirectly predict adaptivity via employee meaning-making. Taken together, these findings expanded existing knowledge on the relationship between work engagement and various behavior outcomes.

12. Goll, Johnson & Rasheed, 2006   "Knowledge capability, strategic change, and firm performance. The moderating role of the environment".

The Study Purpose:

This paper aimed to examine the relationships between knowledge capability, strategic change, and firm performance in the US airline industry from regulation to deregulation.

Research Methodology:

This was a longitudinal study with a cross-sectional time series research design. A theoretical model was tested in which knowledge capability exerts a direct effect on strategic change; strategic change then influences firm performance. The environment moderates the relationship between strategic change and firm performance. The sample of the study included the major US air carriers from 1972 to 1995. Knowledge capability is operationalized as the education level and functional diversity of top management. Strategic change was measured as change in hub concentration, a key variable for the airlines. The data for the present study came from archival sources.

Findings and Recommendations:

Time series statistics with fixed effects were used to examine the relationships between the variables. The results supported the theoretical model: knowledge capability influences change in strategy, which, in turn, influences firm performance. The results also indicated that the environment serves as a moderator in the relationship between strategic change and firm performance.

This study examined strategic change in the major US airlines during a period of profound environmental change. It integrates several streams of management research and should be useful to academics and managers who wanted to understand the performance implications of strategic change.

13. Jong, 2007. "How leaders influence employees' innovative behavior".

Research purpose:

To provide an inventory of leader behaviors likely to enhance employees' innovative behavior, including idea generation and application behavior.

Research Methodology:

Based on a combination of literature research and in-depth interviews, the paper explored leadership behaviors that stimulate employees' idea generation and application behavior. The study was carried out in knowledge-intensive service firms (e.g. consultants, researchers, engineers).

Findings and Recommendations

It was found that there were 13 relevant leadership behaviors. Although innovative behavior is crucial in such firms, it has received very little attention from researchers. Leaders' influence employees' innovative behavior both through their deliberate actions aiming to stimulate idea generation and application as well as by their more general, daily behavior.

Future quantitative research could condense our overview of leader practices, explore which practices are most relevant to employees' idea generation and/or application behavior, which contingency factors influence the leadership-innovative behavior connection and provide information as to whether different practices are relevant in other types of firms.

14. Kulvisaechana, 2001."The Role of Communication Strategies in Change Management Process: A Case Study of Consignia Brand and Business Status Introduction".

Research purpose:

This research had two aims. First, a conceptualized framework of the integrated role of communication strategies formulation in conjunction with change management process was mapped out. Also, it intended to investigate some depth of understanding of how the executives at different management levels perceive the internal communication process surrounding the change in Consignia. Second, such a framework had been theoretically explored and empirically demonstrated to examine the process of strategic formulation of corporate communications in accordance with diverse phases of changes to Consignia.

Research Methodology:

Given that there was a scant literature on the formulation of communication strategies in conjunction with change management processes, this study hence tended to be exploratory. Not sufficient was known about the conceptual framework of communication strategy formulation and change processes to be able to decide, prior to investigation, which theory, if any, best suited to the situation. This thesis aimed to utilize the inductive approach (Cooper and Schindler, 1998; Hamel et al., 1993) to generate a theoretical framework in reflection of the contemporary phenomenon.

Findings and Recommendations

Upon the study analyzed, the communication strategies emerged to be an appropriate mechanism "to bridge the gap between the present and the future change statuses" so as to strive for sustainable competitiveness in the market. Communication strategies and evaluation of communication (or so-called "integrative communication strategies") served as the glue that effectively connects the two statuses while change progresses.

This research study was attributable to a double-edged management contribution. It can reflect a new construct of academic theories and suggest a gap which the firm may leave unaddressed.

The Consignia case proved to invigorate the extant theory of the change models, such as the AC Change Model (Figure 1) and Kotter's change implementation stages (Figure 12). The Consignia change phrases share a common rationale of a systematic framework of those models – understanding the status quo of the organization, identifying the destination of change, and bridging the gap with communication strategies.

It was suggested that face-to-face communications be utilized to optimize the negative change reactions, which normally stem from an insufficient amount of information received or the ineffective use of communication channels. Also, top management was expected to bear out a strong sense of "proactive" change commitment through an extensive two-way communication with senior managers.

15. Kutz, 2008. "Toward a Conceptual Model of Contextual Intelligence: A Transferable Leadership Construct".

Research purpose

The purpose of this study was to discuss the broad concepts of context, intelligence, and experience, assimilate these concepts, and present a new concept of "contextual intelligence."

Research purpose

This paper offered a working model of contextual intelligence for practitioners which extends the Newtonian-based leadership paradigms by integrating the principles of tacit knowledge, synchronicity and time orientation: essential competencies for today's leaders.

Research Methodology

A two-phase research design investigating leadership behaviors of allied health care professionals was conducted. Phase One consisted of a mixed-methods Delphi Technique where 18 allied healthcare experts were asked to confirm or disconfirm as well as add to a list of leadership competencies identified in an extensive literature review. After two rounds of the first phase, the experts validated a list of 39 leadership competencies and added 10 additional leadership competencies resulting in 49 important leadership competencies for practice. This list of 49 leadership competencies was estimated to have acceptable internal consistency-reliability (Cronbach α = .96) and inter- rater reliability (88%). Use of experts and a literature review established content validity.

The second phase was a national survey consisting of a blinded random sample of 161 allied healthcare workers (~10% response rate). 95% of respondents confirmed all of the 49 leadership competencies as important for practice.

Findings and Recommendations

Good leaders can identify a situation correctly and inherently know that all situations involve leaders, the followers, and varied contexts (Service, 2006). In spite of similar language the concept of Contextual Intelligence does not challenge the emerging idea that leadership theory and research should focus on context-specific skills and behaviors. However, the concept of Contextual Intelligence does warrant discussions on how the practice of leadership can and should transcend context. Furthermore, it provides a framework for discussing how leaders can successfully transfer into new roles. Most importantly, Contextual Intelligence is the ability to assimilate, cognitively and intuitively, past and current events in light of the preferred future. Contextually intelligent individuals rapidly identify the contextual ethos and think and act quickly when the context changes. They tend to intentionally lead by always seeking to be empathetic and scanning the horizon for value that can be used instantly and in the future.

Contextually Intelligent people are multi-tasking thinkers who routinely go outside of their existing context to acquire useful information about the world they live in and integrate that information into their decision-making.

Contextual Intelligence has merit as an intriguing and thought provoking conceptual framework. However, future scholarly investigations need to be conducted to add validity to the framework. Future inquiry should include 1) validating contextual intelligence as a transferable leadership construct that transcends organizational and contextual borders, and 2) answering the research questions of which factors or variables make up a contextual ethos and which of those factors are its most important determinates. Furthermore, validating the existing 12 meta-competencies as well as identifying additional meta-competencies that are associated with contextual intelligence is needed.

16. Kutz & Wade, 2013. "Understanding Contextual Intelligence: a critical competency for today's leaders".

Research purpose:

The purpose of this paper was to provide a model of contextual intelligence that integrates non-Newtonian perspectives with traditional leadership competencies that addresses the leader-follower-context nexus.

Findings and Recommendations

In a complex environment, knowledge is becoming the core commodity; and the rapid production of that tacit knowledge will be fundamental to survival.

Contextual intelligence is a leadership model that can be learned and used by any person, in any place, at any time. However, contextual intelligence has specific applications for executives, management-level employees, and organizational leadership and can enhance one's ability to successfully navigate their surroundings including social and organizational contexts. Contextual intelligence is framed around the integration of several factors including a grasp of non-Newtonian paradigms and their application to organizational in social structures, synchronicity and double-loop learning, acquisition and application of tacit-based knowledge, the concept of three- dimensional (3D) thinking, and the intentional integration of 12contextually intelligent behaviors.

17. Logman, 2007. "Contextual intelligence and flexibility: understanding today's marketing environment."

Research purpose:

Many planning approaches on strategic flexibility often focused on a product and/or market perspective. The purpose of this paper was to argue that today's changes demand a "contextual" marketing intelligence and planning approach. There may be a bigger difference between one person's actions in two different situations than between the actions of two people in the same situation.

The study Methodology:

The paper's insights were based on a literature review and on insights from successful companies/brands (Google and Apple) dealing with today's changing business context.

Findings and Recommendations:

Strategic flexibility was decomposing a customer context and then making adjacency moves from some sub-contexts to a new broader context. It was about "zooming in" and "zooming out" to new directions.

18. Ragsdell, 2000. "Engineering a paradigm shift? An holistic approach to organizational change management".

The purpose of this paper was to**:**

(1) Stimulate creative thinking processes amongst engineers (working in cohorts of about ten engineers);

(2) Support a culture change amongst engineers as part of a wider programme of change that was embracing them

Research Methodology:

The approach taken to the first objective was discussed elsewhere by emphasizing some of the design considerations of the creative workshops that were run with one particular organization (Ragsdell, 1998). Hence, the focus of this paper was on the second objective. Specifically, this paper shared some insights into the practical value of using two selected systems concepts for initiating a paradigm shift from a scientific stance to one that more openly recognized ``people issues''.

Findings and Recommendations

The major contributions of rich pictures and metaphors were to:

1. Provoke discussion of organizational topics not generally addressed in everyday work life.
2. Offer a third party through which a process of mediation can take place.
3. Trigger a greater awareness of engineers as people and suppress any over-emphasis on technical skills.
4. Promote team building and meaningful relationships amongst engineers.
5. Encourage engineers to participate in and take responsibility for their organizational design.

19. Ricketts, 2005. "The relationship between leadership development and critical thinking skills of selected youth leaders in the national FFA organization".

The Study Purpose:

The primary purpose of this correlational study was to explain the relationship between discipline specific critical thinking skills and leadership training and experiences of selected youth leaders in the National FFA Organization.

Research Methodology:

Since the purpose of this study was to explain the relationship between critical thinking skills and leadership training and experiences, the research design was correlational. The target population for the study consisted of the 2002 National FFA Convention delegates specifically selected because of their leadership record in the FFA organization. A pilot test of the researcher- developed critical thinking skills test was administered to 33 subjects at the Florida State FFA Convention. The pilot samples were purposively selected because of their similarity to the target population.

Research Findings and Recommendations

Critical thinking skill scores ranged from a low score of 67.86 to a maximum score of 300. The mean total critical thinking skill score was M = 227.86, SD = 37.91. The scores for Analysis ranged from a low of 25 to the highest possible score of 100.

Inference scores ranged from 0 to 100, and Evaluation scores ranged from 14.29 to 100. The highest scores were recorded for the Analysis (M =82.17, SD =15.12) construct. All of the skill scores were above 70 for the possible range of 0 to 100. Students also scored in the upper range of scores for the Inference (M =73.40, SD =20.74) and Evaluation (M =71.50, SD =17.70) skills.

The finding that critical thinking is related to leadership training may be important for teacher educators and leaders responsible for curriculum development. Youth need to be exposed to formal teaching and training in leadership development that directly and indirectly affect their ability to make fair, informed, judicious, and critically thought out decisions.

20. Rippin, 2006. "Marks and Spencer–waiting for the warrior: A case examination of the gendered nature of change management"

The Study Purpose:

This paper aimed to explore the gendered narratives of change management at Marks and Spencer (M&S) and uses them as a lens to consider the gendered nature of the change process itself.

Research Methodology:

Two extant stories: Sleeping Beauty and the Trojan War are taken, along with the cultural archetype of the American West gunslinger to explore the gender aspects of change. The Marks and Spencer case is analyzed using the corollary patriarchal narrative of Sleeping Beauty, a story whose organizing logic is revealed as one of concern for patriarchal lineage, and legitimate succession. The paper, draws on the Marks and Spencer principals' memoirs and biographies.

Findings and Recommendations

Sleeping Beauty was shown as a narrative saturated in misogyny, aggression and violence. This violence, which was shown to characterize the Marks and Spencer case, was amplified in the second narrative, the Trojan War, in the highly personalized battles of the u ̈ber-warriors of The Iliad. The paper concluded that violent, hyper-masculine behavior creates and maintains a destructive cycle of leadership lionization and failure at the company which precluded a more feminine and possibly more effective construction of change management.

21. Pe´rez & Sa´nchez, 2007. "Telework adoption, change management, and firm performance".

The Study Purpose:

The purpose of this paper was to analyze the contribution of human resource (HR) commitment practices to firm performance through the adoption of workplace

practices that required the organizational climate created by HR commitment practices.

Research Methodology:

The approach was a survey of 156 Spanish firms and statistical test of research hypotheses through structural equation modeling.

Findings and Recommendations

The results indicated that the extent that employees had access to HR commitment practices and HR social benefits was positively related to the intensity of telework adoption. Firm performance was positively associated to the intensity of telework adoption, functional flexibility and internal numerical flexibility, and negatively related to external numerical flexibility. HR commitment practices impact directly and indirectly on different measures of firm performance.

The findings provided evidence that HR commitment practices were indirectly related to firm performance through their effects on the use of flexibility practices like telework that require organizational climates containing high levels of trust.

22. Sandberg, 2014. "A Study of How Companies Enhance Their Strategies through Foresight Procedures to Anticipate and More Appropriately Prepare for Change"

The Study Purpose:

To uncover and discuss how companies can enhance their strategies through procedures for anticipating and more appropriately preparing for change. This will consist of understanding how companies gain foresight and relevant types of information about potential future changes, how companies understand what these changes mean in terms of their context and their future, and, finally, how they respond once they have gained an understanding.

Methodology:

The research had a qualitative approach and was based four case studies. Both secondary and primary data were used. The primary data collection was conducted with through structured interviews.

Research Findings and Recommendations:

 Managers need not resort to costly or time consuming tools for enhancing their foresight insight and their strategies. Instead, they should constantly be aware of inherent biases, use counterfactual thinking and challenge their own mental models as well as the resulting views and understandings. Without doubting the mental models first and foremost, companies can innovate only incrementally. Furthermore, managers need to understand the potential of open foresight and the power within the

company's networks. In this way, they can distance themselves from the trend-impact-reaction cycle. Finally, companies should adopt a more anticipatory approach, rather than one which sustains the industry on order to better shield their strategies from disruptive change.

23. Scheerer, 2005."Entrepreneursas Change Agents to Move Communities towards Sustainability"

The Study Purpose:

The study aimed at explaining how community development professionals and academics could realize the vision of entrepreneurs as community- based change leaders.

Research Methodology

Entrepreneurs were analyzed from their own perspective as well as the perspectives of academics and professionals, and from an international viewpoint including Canada, Japan, Sweden, and the United States. Data sources included literature review and primary case study interviews. Results were drawn from many perspectives on what was presented as an emerging entrepreneurial phenomenon.

Research Findings and Recommendations

The results pointed to four interactive skills for entrepreneurs, specifically that entrepreneurs a) hold and realize a vision of sustainable enterprise within sustainable community, b) support community needs through an ability to capitalize on community assets, c) develop competency in sustainable development and d) participate effectively in networks. Conclusions detail specific steps that can be taken by entrepreneurs, community development professionals and academics to realize the vision of entrepreneurs as community- based change leaders.

Recommendations were offered for the further development of community sustainability entrepreneurship, addressing entrepreneurs, community economic development professionals and academics:

For Entrepreneurs:

• Develop recommended interactive skills;

• Network with other entrepreneurs and stakeholders with an interest in moving communities towards sustainability;

• Develop as a role model for other entrepreneurs and industry by shaping future business models and new technologies;

For Community Development Professionals

• Recognize and support the role of community sustainability entrepreneurs;

• Adopt policies to address leverage points in the system that encourage sustainable community development, such as tax incentives and other market mechanisms; and,

• Provide incentives for new businesses to create solutions for local issues; and,

• Use available resources to provide sustainability education for entrepreneurs.

For Academics:

• Describe systematic methods of approaching community-based sustainability innovation; and,

• Identify sector-specific strategic leverage points for entrepreneurs, especially in transportation, energy and agriculture.

24. Simpson, 2012. "Complexity and change management: analyzing church leaders' narratives".

The Study Purpose:–

The purpose of this paper was to introduce a novel approach to the analysis of individual and co-constructed change management narratives, utilizing a framework derived from the theory of complex responsive processes.

Research methodology: –

The research project explored change management through the analysis of narratives arising from participation in group conversation. This comprised a six-month intervention with a group of six leaders from the Church of England. An action research method was employed that required the leaders to bring a case study from their work that required a change management intervention. The focus of the research study was not to "solve the problem" but to practice a particular method of conversation. Transcripts of the conversations were analyzed for change or continuity in the organizing narratives. The analytical framework employed comprises three paired categories of organizing narrative themes, namely Legitimate/Shadow; Formal/Informal; and Conscious/Unconscious.

Findings and Recommendations

The analysis focused on both the interactions between these organizing themes and upon the iterations, over time, in the narratives. Following the theory of complex responsive processes, the practice of change management and its consequences were understood not as cause-effect but rather as participation in emergent narratives. It was suggested that such narratives do not merely contribute to change management within an organization but that from the perspective of complex responsive processes theory such conversational life is change management.

The action inquiry method employed and the approach to data analysis from the perspective of complex responsive processes theory, together constitute a novel approach to researching and understanding change management.

25. Thies, 2013."Student Leaders as Change Agents: Benefits Emerging from a Curricular Change".

The study Purpose:

The study aimed at exploring the use of student leaders as change agents in a successful high school band program during one academic year.

Research Methodology

Using qualitative case study techniques, I explored the process of an instructor-initiated curricular change in a larger Midwest high school band program from impetus through the second year of implementation.

Findings and Recommendations

Student leaders were a staple of the Allen High School band program; however,

expectations and responsibilities of these student leaders changed to not only maintain, but guide the quality and membership within the band program. Because the restructuring of the band program drastically decreased the amount of rehearsal time for marching band, student leaders accepted more responsibility to become effective instructors and mentors. The following section addresses the emergent themes of the research: (a) student leaders as role models, (b) student leaders as instructors, (c) student leaders as social mentors, and (d) student leaders as effective change agents.

Educators should continue to foster, reward, and expect students to be highly motivated individuals. This motivation may translate into a competent critical thinker who can make sound decisions for the benefit of leading in any setting.

Lastly, additional research should be conducted to gain a better understanding of the relationship between leadership and critical thinking. This future research should include more quantitative, empirical, and reliable measures of leadership than the methods used in this study, and should investigate the impact of training leaders in critical thinking.

26. Williams, 2007. "Characteristics that distinguish outstanding urban principals: Emotional intelligence, social intelligence and environmental adaptation".

Research purpose:

The purpose of this paper was to focus on two research questions. First, what were the emotional and social intelligence competencies that distinguish outstanding from typical urban principals? Second, how did outstanding and typical urban principals conceptualize and adapt differently to their external organizational environment?

Research Methodology:

A criterion sample of 12 outstanding and eight typical principals was identified from a large Midwestern urban school district. Data from critical incident interviews and written questionnaires were collected. The quantitative and qualitative data were analyzed to identify the key characteristics that describe differences between the two performance groups.

Findings and Recommendations

Significant differences were found in both areas of inquiry. Outstanding principals demonstrate a broad and deep repertoire of competencies related to emotional and social intelligence. Twelve of the 20 competencies studied significantly differentiate outstanding and typical principals. In addition, the study found differences in how outstanding and typical principals conceptualize and adapt to their external organizational environment. Outstanding principals interact with a broader range of external groups and utilize a wider spectrum of boundary-spanning strategies.

Usefulness of the findings for school districts and universities was explored including the implications of a competency assessment and development approach for the recruitment, selection and preparation of principal candidates as well as leadership training for incumbent principals.

27. Willner, 1998. "Practical Intelligence at Work: Relationship between Aging and Cognitive Efficiency among Managers in a Bank Environment"

Research purpose:

A study was conducted to determine which better predicts performance among bank managers: tacit practical knowledge as assessed by the Tacit Knowledge Inventory for Managers (TKIM) or 2 psychometric measures of reasoning, the Raven's Advanced Progressive Matrices (Raven's) and the Verbal Reasoning subtest of the Differential Aptitude Test (DAT).

Research Methodology:

Two hundred bank managers (ages 24-59 years) participated in the study: 43 experts (ages 27-58 years; M = 40.28; SD = 6.81) appointed by a large national bank in S~o Paulo, Brazil, as their best employees, taking into consideration actual managerial performance, and 157 nonexperts (ages 24 to 56 years; M = 38.92; SD = 6.89)

selected from the same bank population via stratified random sampling by age and area of work. Stratified random sampling is a method of guaranteeing that the representation in a sample is similar to the one in another population. In this case, the nonexpert participants were chosen at random from a list of names in alphabetical order to match the proportion found in the expert's sample, according to age and the departments where the individuals work. The results obtained by the nonexpert participants were com- pared to the model developed with the expert's group data.

Findings and Recommendations

Indeed, one of the most interesting results showed that best performing older managers on average had high levels of tacit knowledge even though on average they had low scores on psychometric reasoning measures.

As was the case in the general population, increased age in the nonexperts sample was associated with lower scores in the DAT. In contrast, increased age in the experts sample was not associated with lower scores in the DAT. In other words, older experts, who were spared by attrition and remained employed at the bank, are individuals who show on average steady psychometric performance in spite of age.

We expected the practical intelligence performance of older managers who are efficient in such a cognitive, demanding environment to be high and age-related differences to be lower than at average or bottom levels of performance. The present results support the Charness and Bosman (1990) claim that stabilization or even progression of certain aspects of intelligence is possible in young-old individuals.

The present findings may add credibility to the generalizability of the practical intelligence construct and to the claim that practical intelligence, seen as a more stable mental ability, may contribute in old age to compensate for abilities that have conceivably declined.

This study suggested that emotional and social intelligence is a critical factor in effective principal performance and is an important framework to examine in future research. The study provides a methodology that can be easily replicated in other urban districts.

28. Zamora, 2013."The role of contextual intelligence as the key factor of an effective political leadership".

Research purpose:

The study aimed at applying the role of "contextual intelligence as the key factor of an effective political leadership.

Research Methodology:

This work was sustained by three surveys conducted in 2003, 2007 and 2011 that analyzes the importance of the contextual intelligence of leadership perception, from the association of priority issues and with attributes that tune with civil expectations.

Findings and Recommendations

The evolution of the public image of Valcárcel and its consolidation as political leader they cannot be understood without lending attention to the specific circumstances that have defined each one of the five legislatures in which has been at the front of the regional government of Murcia.

Comments on the previous studies:

As for the topic of contextual intelligence (CI) was scarcely studied by Arab or international researchers. Therefore, the researcher found great difficulty in searching about contextual intelligence. Unluckily, according to the long work on the topic, no Arab studies were found but the international ones were hardly found. The researcher then had to look for the concept of contextual intelligence "the ability to adapt to change", and the12 unique behaviors of contextually intelligent leaders identified by Kutz helped the researcher too much in order to follow up his work. The researcher used the term "practical intelligence" seeing that Sternberg (1986) used the term "contextual intelligence" as synonym for his concept of practical intelligence, as part of his Triarchic Model of Intelligence.

In line with the previous studies, this research was examining the effect of contextual intelligence of UNRWA- Gaza educational principals and supervisors- on their effectiveness of change management. It also aimed at shedding the lights on the CI concept and its application in the work place and increasing awareness and hence the possible effects on more observance on educational principals and supervisors on their own ability to adapt to change and the ability of their staff to adapt to change.

The main distinction of his research from other researches was that it was conducted in a middle-eastern culture. The Arab people were known to be more influenced by change and their management strategy was characterized of being dependent on the context awareness.

This research provided conclusions and recommendations based on the findings and results for UNRWA management for the possible practice and development programs which might contribute to the development of the programs through the employment of CI in these programs effectively.

Table3.1: Summary of Some Important Previous Studies

No.	The Study	Main Findings
1.	Abbas &Asghar, 2010	The results of this research showed that the organizational changes which are perceived, initiated and implemented by a visionary and innovative leadership, seems to have a relatively strong relation with success.
2.	Al-Habeel, 2014	The results showed that the secondary schools head teachers have got a good concept and imagination of change management, with the score of (74.6%)
3.	Al-Ghanem, 2013	The results showed that the democratic style is more influential than the loose style, and the autocratic is less. The study is also showed that there is change resistance, for the subordinates did not participate in change decisions Making.
4.	Ashqar, 2012.	The results proved that the secondary schools' principals' practice to change management styles was good and rated (76.1%).
5.	Asqoul, 2009.	The results showed that the level of the social intelligence was too low, and the level of the critical thinking was above the medial to the university students. There is significant relation between the social intelligence and the critical thinking
6.	Hammad, 2008.	The results showed that the role of the top management of the Ministries in the process of change was inadequate .It needs to be developed in various aspects. The study shows that the employees' conviction of the change process was great.
7.	Mohammed, 2013.	The results showed that the impact of resistance to change on the competitive performance of the government and private schools alike in the field of education in the Kingdom of Bahrain was high.
8.	Saqer, 2012	The results showed that the weakness of change of the arranging system is due to lack of having experts and also change happened in a fast way. The procedures and systems do not ease the way of making change as required and that is due to traditional commitment of procedures and lack of authorization in addition of having bureaucracy.
9.	Brown, Gould & Foster, 2005	The results showed that the concept of contextual intelligence adds an important dimension in identifying skills of successful consultation.
10.	Hedlund, Antonakis & Sternberg, 2002.	The results showed that development of practical problem-solving skills represent promising new directions in the study of practical intelligence and tacit knowledge. The potential to learn and adapt becomes increasingly important in light of rapidly changing technologies, increasing globalization, and changing workforce demographics.
11.	Jong, 2007.	The results showed that leaders influence employees'

No.	The Study	Main Findings
		innovative behavior both through their deliberate actions aiming to stimulate idea generation and application as well as by their more general, daily behavior.
12.	Kulvisaechana, 2001.	The results showed that the communication strategies emerge to be an appropriate mechanism to bridge the gap between the present and the future change statuses, so as to strive for sustainable competitiveness in the market.
13.	Kutz, 2008.	The results showed that good leaders can identify a situation correctly and inherently know that all situations involve leaders, the followers, and varied contexts. It also showed Contextually intelligent individuals rapidly identify the contextual ethos and think and act quickly when the context changes.
14.	Kutz&Wade, 2013.	Contextual intelligence was framed around the integration of several factors including a grasp of non-Newtonian paradigms and their application to organizational in social structures, synchronicity and double-loop learning, acquisition and application of tacit-based knowledge, the concept of three- dimensional (3D) thinking, and the intentional integration of 12 contextually intelligent behaviors.
15.	Logman, 2007	Strategic flexibility was decomposing a customer context and then making adjacency moves from some sub-contexts to a new broader context. It was about "zooming in" and "zooming out" to new directions.
16.	Ricketts, 2005.	The finding showed that critical thinking is related to leadership training may be important for teacher educators and leaders responsible for curriculum development.
17.	Scheerer, 2005.	The results pointed to four interactive skills for entrepreneurs, a) hold and realize a vision of sustainable enterprise within sustainable community, b) support community needs through an ability to capitalize on community assets, c) develop competency in sustainable development and d) participate effectively in networks.
18.	Willner, 1998.	The results showed that best performing older managers on average had high levels of tacit knowledge even though on average they had low scores on psychometric reasoning measures.
19.	Zamora, 2013	The evolution of the public image of Valcárcel and its consolidation as political leader they cannot be understood without lending attention to the specific circumstances that have defined each one of the five legislatures in which has been at the front of the regional government of Murcia.

Chapter (4)

Research Methodology

4.1 Introduction

4.2 Research Methodology

4.3 Population and sample size

4.4 Tool Development and Design

4.5 Pilot Study

4.6 Data Measurement

4.7 Statistical analysis Tools

4.8 Validity of Questionnaire

4.9 Reliability of the Research

4.10 Cronbach's Coefficient Alpha

4.1 Introduction

This chapter described the methodology that was used in this study. The following techniques were applied: study method, types of data, study population and sample study tools, content validity of the questionnaire design**.**

4.2 Research Methodology

The study followed the analytical/descriptive approach in addition to the statistical analysis. The data was collected from the primary and secondary sources.

The secondary resources include the use of published material such as research papers, journals, articles, documents, books and previous studies .The UNRWA website and other related websites were also a secondary source for data.

The primary data were collected by using questionnaires that were distributed among school principals, deputy school principals and supervisors.

4.3 Population and sample size

The population of the study includes 547 administrative employees working in the UNRWA education field. In order to furnish the research query, three samples were determined. A sample of the UNRWA school principals, deputy school principals and supervisors since they are accessible pillars of school management in the educational process .The sample size includes 229 administrative employees.

Sample size determination:

Here are the formulas used to determine the Sample Size:

Sample Size

$$n = \frac{Z^2 \times p \times (1-p)}{c^2} \quad \textbf{(1)}$$

Where:

Z = Z value (e.g. 1.96 for 95% confidence level)
p = percentage picking a choice, expressed as decimal (.5 used for sample size needed)
c = confidence interval (margin of error), expressed as decimal (e.g., .05 = ±5)

Correction for Finite Population

$$n^* = \frac{n}{1 + \frac{n-1}{N}} = \frac{nN}{N+n-1} \quad \textbf{(2)}$$

Where: N = Population size

Using Equation (1), the sample size is:

$$n = \left(\frac{1.96}{2 \times 0.05}\right)^2 \cong 384$$

Suppose that the population size is 547, the corrected sample size using equation (2) is:

$$n_{corrected} = \frac{384 \times 547}{547 + 384 - 1} \cong 226$$

Therefore, the minimum sample size required is at least 226.

4.4 Tool Development and Design

A questionnaire was designed to measure the contextual intelligence and change management strategies as reported by the UNRWA school principals, deputy school principals and supervisors. The questionnaire was composed of three parts:

Personal and Professional Traits: This part was designed to collect personal and professional information including, gender, marital status, age, academic qualifications, place of living, current profession and years of experience in the current job.

Contextual Intelligence Traits: To measure contextual intelligence, Kutz (2008) had identified 12 unique behaviors of contextually intelligent leaders and the researcher chose five behaviors which could be the most dominant ones(future-minded, an influencer, socially responsible, a change agent, and a critical thinker)   .

Change management strategies:

 To measure the change management strategies, Chin and Benne (1969) presented a model of three strategies for changing (empirical-rational, normative-re-educative and power-coercive).

4.5 Pilot Study

A pilot study was conducted to assess reliability and validity of the questionnaire by distributing questionnaire on a random sample that consists of 30 respondents from the study population. It provides a trial run for the questionnaire, which involves testing the wordings of questions, identifying ambiguous questions, and testing the techniques used to collect data.

4.6 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method /s that can be applied and not others. In this research, numerical scale 1-10 is used, where "1" indicates a weak answer while "10" indicates a strong answer.

4.7   Test of Normality:

Table (4.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (), the p-value for each field is greater than 0.05 level of significance, then the distribution for each field is normally distributed. Consequently, parametric tests will be used to perform the statistical data analysis.

Table (4.1): Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	**P-value**
Influencer	0.533	0.939
Change agent	0.800	0.545
Future-minded	0.669	0.762
Social responsibility	0.414	0.995
Critical thinking	0.969	0.305
Contextual Intelligence	0.789	0.562
Empirical-rational strategy	0.664	0.769
Normative-reductive strategy	0.986	0.285
Power-coercive strategy	0.985	0.287
Change Management Strategies	0.721	0.675
All paragraphs of the questionnaire	0.685	0.736

4.8 Statistical analysis Tools

The researcher would use data analysis both qualitative and quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 22). The researcher would utilize the following statistical tools:

1) Kolmogorov-Smirnov test of normality.

2) Pearson correlation coefficient for Validity.

3) Cronbach's Alpha for Reliability Statistics.

4) Frequency and Descriptive analysis.

5) Parametric Tests (One-sample T test, Independent Samples T-test, Analysis of Variance).

6) Stepwise Regression

- *T-test* is used to determine if the mean of a statement is significantly different from a hypothesized value 6 (Approximately the middle value of numerical scale (1-10). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a statement is significantly different from a hypothesized value 6. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 6. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a statement is insignificantly different from a hypothesized value 6.

- *The Independent Samples T-test* is used to examine if there is a statistical significant difference between two means among the respondents toward the relationship between the Contextual Intelligence and Change Management strategies in the UNRWA due to (Gender and Qualification).

- *The One- Way Analysis of Variance (ANOVA)* is used to examine if there is a statistical significant difference between several means among the respondents toward the relationship between the Contextual Intelligence and Effective Change Management in the UNRWA due to (Location, Age, Job title and Years of experience).

4.9 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches.

Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

4.9.1 Internal Validity

Internal validity of the questionnaire was the first statistical test that was used to test the validity of the questionnaire. It is measured by a scouting sample, which consisted of 30 questionnaires through measuring the correlation coefficients between each paragraph in one field and the whole field.

4.9.1.a Internal Validity for Contextual Intelligence

Table (4.2) clarifies the correlation coefficient for each item of the "Influencer "dimension and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to measure what it was set for.

Table (4.2): Correlation coefficient of each paragraph of "Influencer" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I put forward lots of ideas and plans.	.545	0.001*
2.	I encourage people to come up with their own solutions to problems.	.864	0.000*
3.	I am receptive to the ideas and suggestions of others.	.831	0.000*
4.	I provide detailed plans to show how a task should be done.	.669	0.000*
5.	I am quick to admit my own mistakes.	.495	0.003*
6.	I show sympathy towards others when they have difficulties.	.703	0.000*
7.	I put as much effort into developing the ideas of others as I do my own.	.837	0.000*
8.	I anticipate objections to my point of view so as to be ready with an answer.	.600	0.000*
9.	I listen sympathetically to people who do not share my own views.	.738	0.000*
10.	I show tolerance and acceptance of other people's feelings.	.810	0.000*
11.	I help others to express their views.	.768	0.000*
12.	I draw attention to inconsistencies in the ideas of others.	.753	0.000*

* Correlation is significant at the 0.05 level

Table (4.3) clarifies the correlation coefficient for each item of the " Change agent " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.3) Correlation coefficient of each paragraph of "Change agent" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I can quickly respond to changing circumstances and crisis situations	.776	0.000*
2.	I can successfully gain the trust of people in authority with whom I interact	.892	0.000*
3.	I devote significant time/attention to personal capacity development	.834	0.000*
4.	I have good experience in applying innovation theory to practical problems	.768	0.000*
5.	I can refrain from impulsive action when the risks seem too great	.744	0.000*
6.	I can confidently make action decisions in the absence of visible/conscious cues	.775	0.000*
7.	I understand how people are likely to respond to different situations	.786	0.000*
8.	I am confident about what topics, approaches, strategies are likely to be successful in a given organizational context	.822	0.000*
9.	I interact effectively with wide a range of groups with different types of power dynamics	.785	0.000*

* Correlation is significant at the 0.05 level

Table (4.4) clarifies the correlation coefficient for each paragraph of the "Future-minded" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.4): Correlation coefficient of each paragraph of "Future-minded" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I have a mental picture of what would make the staff better.	.835	0.000*
2.	I can imagine several changes that would improve the staff.	.780	0.000*
3.	I have a vision for what would make the organization stronger.	.759	0.000*
4.	I know how we could change the status quo to make things better.	.934	0.000*
5.	I can identify challenging goals that should be emphasized in my staff.	.706	0.000*
6.	I have a clear picture of what needs to be done in our organization to achieve a higher standard of excellence.	.870	0.000*
7.	I have a clear picture in my mind of what this organization should look like in the future.	.867	0.000*
8.	It is clear to me what core values, if emphasized, would improve our organization.	.876	0.000*

* Correlation is significant at the 0.05 level

Table (4.5) clarifies the correlation coefficient for each paragraph of the "Social responsibility" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.5): Correlation coefficient of each paragraph of "Social responsibility" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I and the staff perform tasks in a manner consistent with expectations of societal mores and ethical norms.	.842	0.000*
2.	I encourage employees to participate in voluntary and charitable activities within their local communities.	.819	0.000*
3.	I encourage employees to participate in local community's activities.	.768	0.000*
4.	I hold regular meetings with the parents' council to improve education.	.848	0.000*

No.		Pearson Correlation Coefficient	P-Value (Sig.)
5.	I prefer teamwork to individual work.	.631	0.000*
6.	I am interested in the local community's complaints and try hard to treat them carefully.	.852	0.000*
7.	I build good relations with the concerned parties to keep the environment safe and clean.	.827	0.000*
8.	I have an emergency plan in case of environmental disasters.	.763	0.000*

* Correlation is significant at the 0.05 level

Table (4.6) clarifies the correlation coefficient for each paragraph of the "Critical thinking" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.6): Correlation coefficient of each paragraph of "Critical thinking" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I can provide in-depth analysis of the data or ideas that I use to solve difficult problems.	.868	0.000*
2.	I can apply theories or concepts to practical problems or in new situations.	.855	0.000*
3.	I can see most issues from multiple points of view.	.832	0.000*
4.	I can link ideas together in complicated patterns and explain complex relationships.	.871	0.000*
5.	If someone opposes me, 1 can find means and ways to get what 1 want.	.770	0.000*
6.	1 can manage to handle unforeseen situations.	.709	0.000*
7.	When 1 am confronted with a problem, 1 can find several solutions.	.904	0.000*
8.	I listens carefully to others and give them appropriate feedback.	.844	0.000*

* Correlation is significant at the 0.05 level

4.9.1. b *Internal Validity for Change Management Strategies*
Table (4.7) clarifies the correlation coefficient for each paragraph of the "*Empirical-rational strategy*" and the total of the field. The p-values (Sig.) are less than 0.05, so the

correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.7): Correlation coefficient of each paragraph of "Empirical-rational strategy" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I gather information about the problem or crisis that encounters the organization.	.888	0.000*
2.	I encourage employees to join workshops for modern developments and practices.	.731	0.000*
3.	When change happens, I divide the change programs into stages to be applied.	.831	0.000*
4.	All the available alternatives to deal with the crisis or problem are taken into consideration.	.801	0.000*
5.	The organization is continuously interested in providing training courses for employees	.829	0.000*
6.	Any change that happens is based on careful research and scientific knowledge.	.752	0.000*
7.	Employees are sent abroad to develop their skills and knowledge.	.770	0.000*
8.	I listen carefully to the staff's suggestions about the applied change programs.	.367	0.023*
9.	Work teams are formulated when a crisis occurs.	.860	0.000*
10.	Employees have appropriate experience and knowledge to achieve the required tasks.	.664	0.000*

* Correlation is significant at the 0.05 level

Table (4.8) clarifies the correlation coefficient for each paragraph of the "Normative-reductive strategy" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.8): Correlation coefficient of each paragraph of "Normative-reeducative strategy" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	I convince employees with the change programs.	.885	0.000*
2.	I employ the strategy of motivation to persuade employees with the importance of change.	.880	0.000*

3.	I discuss and agree with employees about the change programs before implementation.	.869	0.000*
4.	I involve employees in the change programs.	.852	0.000*
5.	I explain the effect of new decisions on employees.	.849	0.000*
6.	I use the persuasion strategy to deal with employees.	.921	0.000*
7.	I discuss my conclusions and ideas with employees to get their agreement.	.887	0.000*

* Correlation is significant at the 0.05 level

Table (4.9) clarifies the correlation coefficient for each paragraph of the "Power-coercive strategy" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at α = 0.05, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table (4.9): Correlation coefficient of each paragraph of "Power-coercive strategy" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Change happens unexpectedly when facing a crisis or a problem.	.752	0.000*
2.	Employees accept change under the effect of fear and punishment.	.850	0.000*
3.	The formal power is used when implementing change.	.906	0.000*
4.	Employees are forced unwillingly to accept change.	.911	0.000*
5.	I use the strategy of punishment when employees implement tasks incorrectly.	.916	0.000*
6.	To repress employees' resistance to change, I use the strategy of punishment.	.916	0.000*
7.	Employees' opinions are taken into consideration after implementing the change programs.	.866	0.000*

* Correlation is significant at the 0.05 level

4.9.2 Structure Validity of the Questionnaire

Structure validity is the second statistical test that was used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one field and all the fields of the questionnaire that have the same level of liker scale.

Table (4.10) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at α = 0.05, so it can be said that the fields are valid to measure what it was set for to achieve the main aim of the study.

Table (4.10): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Influencer	.916	0.000*
2.	Change agent	.916	0.000*
3.	Future-minded	.932	0.000*
4.	Social responsibility	.934	0.000*
5.	Critical thinking	.890	0.000*
	Contextual Intelligence	.960	0.000*
1.	Empirical-rational strategy	.589	0.000*
2.	Normative-reductive strategy	.680	0.000*
3.	Power-coercive strategy	.487	0.003*
	Change Management Strategies	.773	0.000*

* Correlation is significant at the 0.05 level

4.10 Reliability of the Research

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring. The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (George and Mallery, 2003).

4.11 Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. The Cronbach's coefficient alpha was calculated for each field of the questionnaire.

Table (4.11) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.823 and 0.980. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.966 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table (4.11): Cronbach's Alpha for each field of the questionnaire

No.	Field	Cronbach's Alpha
1.	Influencer	0.917
2.	Change agent	0.926
3.	Future-minded	0.932
4.	Social responsibility	0.912
5.	Critical thinking	0.935
	Contextual Intelligence	0.980
1.	Empirical-rational strategy	0.887
2.	Normative-reductive strategy	0.947
3.	Power-coercive strategy	0.948
	Change Management Strategies	0.823
	All paragraphs of the questionnaire	**0.966**

The Thereby, it can be said that the researcher proved that the questionnaire was valid, reliable and ready for distribution for the population sample.

Chapter (5)

Data Analysis and Discussion

5.1 Introduction

5.2 Personal Data

5.3 Descriptive Statistical Analysis

5.4 Hypothesis Testing

5.1 Introduction:

This chapter represents the discussion of the results of the field work and provides qualitative description of the research sample. It provides an analysis of the contextual intelligence and change management strategies of the UNRWA education school principals, deputy school principals and supervisors as perceived by themselves. This chapter also presents analysis of the study variables in relation to the personal and professional traits of the sample. Finally, provides analysis of the hypothesis.

5.2   Personal data

This section will highlight the personal data of gender, marital status, location, academic qualification and age.

5.2.1 Gender

Table No.(5.1) shows that 58.1% of the sample are Males and 41.9% of the sample are Females . That is in line with the actual representation of female administrative staff in the Education Department which is 57.5% (UNRWA HR Department, 2015, unpublished data).

Figure (5.1) Distribution of Respondents by Gender
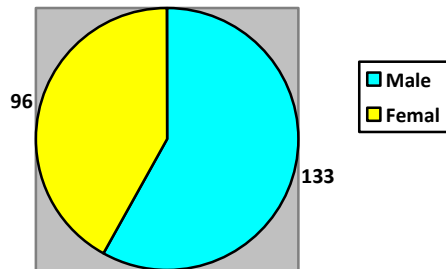
Table (5.1): Distribution of Respondents by Gender

Gender	Frequency	Percent
Male	133	58.1
Female	96	41.9
Total	229	100.0

5.2.2 Marital status

Table No.(5.2) shows that 1.3 % of the sample are single, 97.4% of the sample are married and 1.3% of the sample are divorced .The incumbent on a managerial position requires at least of six years satisfactory teaching experience as a professional competence. This indicates a strong stability of UNRWA administrative staff community and their ability to establish and raise families.

Figure (5.2) Distribution of Respondents according to their marital status
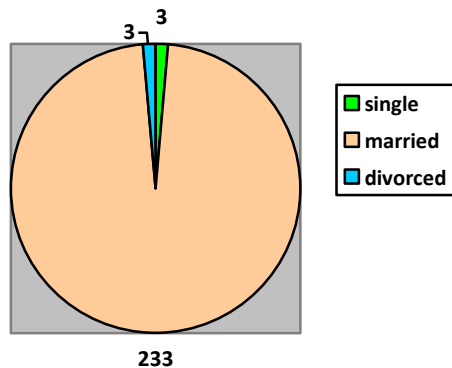
Table (5.2): Distribution of Respondents according to their marital status

Marital status	Frequency	Percent
single	3	1.3
married	223	97.4
divorced	3	1.3
Total	229	100.0

5.2.3 Location

Table No.(5.3) shows that 19.7% of the sample are located at the north of Gaza,27.9% of the sample are located at Gaza, 17.5% the sample are located at the middle area, 17.0% of the sample are located at Khan Younis and 17.9% the sample are located at Rafah. These figures match the distribution of the total number of the UNRWA administrative staff community among the governorates. Figure (5.1) shows that the actual community figures adequately represent the sample.

Figure (5.3) Distribution of Study Society among the Governorates
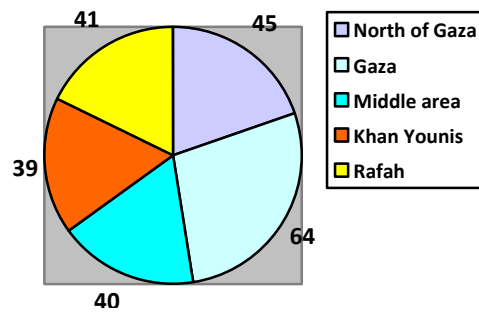
Table (5.3): Distribution of Respondents according to their location

location	Frequency	Percent
North of Gaza	45	19.7
Gaza	64	27.9
Middle area	40	17.5
Khan Younis	39	17.0
Rafah	41	17.9
Total	229	100.0

5.2.4 Academic Qualification

Table No.(5.4) shows that 0.4% of the sample are " PhD " holders, 51.1% of the sample are " Master " holders and 48.5% of the sample are " Bachelor " holders . The researcher considers it great and pleasant that the higher percentage of administrative staff community had master degree. This is attributed to the fact that one of the distinctive professional competencies states that it is desirable for incumbents on this position to hold an advanced degree in any related subject.

The distribution of academic qualification does not agree with (Saqer,2009), where diploma holders represented 18.8%, and BA 47.2%, and post graduate 32.6%.This imbalanced academic qualification is attributed to the fact that Saqer's sample was from different fields in the UNRWA while the researcher's sample was only from the educational field, particularly the administrative staff.

Figure (5.4) Distribution of Respondents according to their Academic Qualification
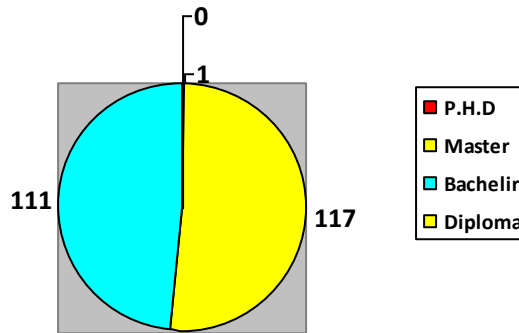
Table (5.4): Distribution of Respondents according to their Academic Qualification

Qualification	Frequency	Percent
PhD	1	0.4
Master	117	51.1
Bachelor	111	48.5
Diploma	-	-
Total	229	100.0

5.2.5 Age

Table No.(5.5) shows that 8.3% of the sample are " Less than 35 years ", 17.9% of the sample are of "35- Less than 40 years ", 31.0% of the sample are of "40- Less than 45 years " and 42.8% of the sample are of "45 years and more ". The lowest percentage of the sample was (8.3%) while the majority of the sample are above the age of 40. This is attributed to the fact that the incumbent on managerial position requires at least six years of experience. At this age probably they are emotionally more stable and can provide better rational ratings. The results could agree much with the results of Abu Afash, where the majority are between 30-50 (Abu Afash, 2011).

Figure (5.5) Distribution of Respondents by Age
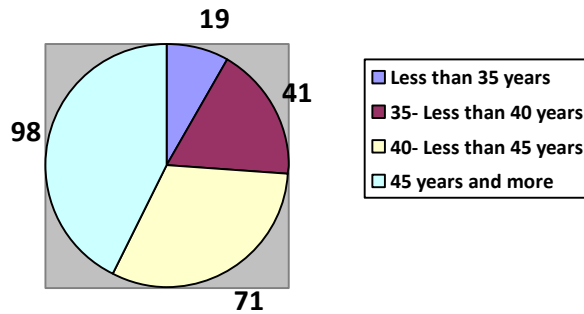
Table (5.5): Distribution of Respondents by Age

Age	Frequency	Percent
Less than 35 years	19	8.3
35- Less than 40 years	41	17.9
40- Less than 45 years	71	31.0
45 years and more	98	42.8
Total	229	100.0

- **Job title**

Table No. (5.6) shows that 36.7% of the sample are" Principals ", 46.3% of the sample are "Deputy School Principals" and 17.0% of the sample are" Supervisors ".The majority of respondents are among principals and deputy principals, where the actual percentage of both positions is 88.3% while the low percentage is among supervisors, where the actual percentage of them is 11.7%.These results follow the normal distribution.

Figure (5.6) Distribution of Respondents according to Job title

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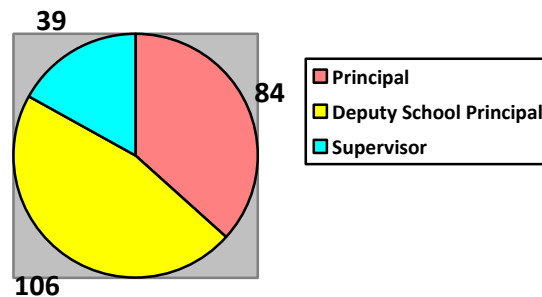
Table (5.6): Distribution of Respondents according to Job title

Job title	Frequency	Percent
Principal	84	36.7
Deputy School Principal	106	46.3
Supervisor	39	17.0
Total	229	100.0

- **Years of Experience**

Table No. **(5.7)** shows that 23.1% of the sample have experience " Less than 5 years", 32.8% of the sample have experience "5 – Less than 10 year ", 28.8% of the sample have experience "10- less than 15 years " and 15.3% of the sample have experience " 15 years and more " . The high percentage of the sample (61.5%) from those who worked for more than five years shows that the respondents have appropriate experience in the administrative field.

Figure (5.7) Distribution of Respondents according to Years of Experience
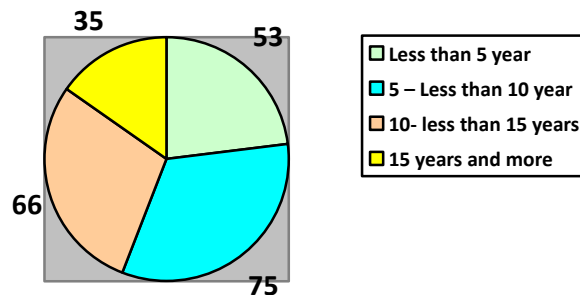
Table (5.7): Distribution of Respondents according to Years of Experience

Years of Experience	Frequency	Percent
Less than 5 year	53	23.1
5 – Less than 10 year	75	32.8
10- less than 15 years	66	28.8
15 years and more	35	15.3
Total	229	100.0

5.3 Analysis for Each Field

- ### 5.3.1 Contextual Intelligence:

5.3.1.1 Influencer

Table (5.8) shows the following results:

The mean of paragraph #10 "I show tolerance and acceptance of other people's feelings" equals 8.25 (82.53%), Test-value = 37.22, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of paragraph #12 "I draw attention to inconsistencies in the ideas of others" equals 7.66 (76.55%), Test-value = 23.83, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of the field "Influencer" equals 7.90 (78.97%), Test-value = 35.23, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Influencer ".

- The entire field of "Influencer" indicated that the respondents agree to that the incumbent on managerial position as "Influencer" is an important component of CI. They have agreed that he/she, with the highest degree 82.53%, shows tolerance and acceptance of other people's feelings, then with high degree between 79-82% shows that he helps others to express their views, is receptive to their ideas and suggestions, encourages people to come up with their own solutions to problems , and puts forward lots of ideas and plans. They have also

agreed that he/she, with the least degree 76.55% but the percentage is clearly positive, does not draw much attention to inconsistencies in the ideas of others. This may show he wants to encourage them to participate and give information and keeps a good line of communication with them. These results support the fact that "Influencer" is positively related with contextual intelligence construct and in line with the foundations on which Kut's theory considers as signs for contextual intelligence.

Table (5.8): Means and Test values for "Influencer"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I put forward lots of ideas and plans.	7.97	79.69	30.43	0.000*	4
2.	I encourage people to come up with their own solutions to problems.	7.93	79.34	28.07	0.000*	5
3.	I am receptive to the ideas and suggestions of others.	7.98	79.78	28.99	0.000*	3
4.	I provide detailed plans to show how a task should be done.	7.88	78.78	28.01	0.000*	6
5.	I am quick to admit my own mistakes.	7.69	76.86	21.29	0.000*	11
6.	I show sympathy towards others when they have difficulties.	7.80	77.99	25.86	0.000*	9
7.	I put as much effort into developing the ideas of others as I do my own.	7.83	78.30	25.24	0.000*	7
8.	I anticipate objections to my point of view so as to be ready with an answer.	7.83	78.30	26.97	0.000*	7
9.	I listen sympathetically to people who do not share my own views.	7.77	77.69	26.38	0.000*	10
10.	I show tolerance and acceptance of other people's feelings**.**	8.25	82.53	37.22	0.000*	1
11.	I help others to express their views.	8.18	81.79	34.55	0.000*	2
12.	I draw attention to inconsistencies in the ideas of others.	7.66	76.55	23.83	0.000*	12
	All paragraphs of the field	7.90	78.97	35.23	0.000*	

* The mean is significantly different from 6

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5.3.1.2. Change agent

Table (5.9) shows the following results:

- The mean of paragraph #7 "I understand how people are likely to respond to different situations" equals 7.90 (79.00%), Test-value = 30.19 and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 3. We conclude that the respondents agree to this paragraph.

- The mean of paragraph #9 "I interact effectively with wide a range of groups with different types of power dynamics" equals 7.27 (72.71%), Test-value = 17.97, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of the field "Change agent" equals 7.62 (76.20%), Test-value = 28.28, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Change agent ".

"Change agent" was found to be strongly emerged as a crucial competency for administrative staff's success. The findings of this research concluded that "Change agent" as a behavior contributes to 76.20% of the importance for the administrative staff. They have agreed that he/she, with the highest degree 79.00%, he understands how people are likely to respond to different situations, with high degree above 78.00%, he devotes significant time/attention to personal capacity development, can successfully gain the trust of people in authority with whom he interacts , and can quickly respond to changing circumstances and crisis situations. The results of this field go in line with the results of the field items of "flexibility" found in (Shaqoura, 2013) with a percentage of (76.6), where he considered it as a necessary competency for successful management and leadership.

Table (5.9): Means and Test values for "Change agent"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I can quickly respond to changing circumstances and crisis situations	7.86	78.60	27.94	0.000*	4
2.	I can successfully gain the trust of people in authority with whom I interact	7.89	78.86	29.39	0.000*	2
3.	I devote significant time/attention to personal capacity development	7.88	78.82	28.49	0.000*	3
4.	I have good experience in applying innovation theory to practical problems	7.54	75.41	21.40	0.000*	5
5.	I can refrain from impulsive action when the risks seem too great	7.44	74.37	18.64	0.000*	7
6.	I can confidently make action decisions in the absence of visible/conscious cues	7.33	73.28	19.17	0.000*	8
7.	I understand how people are likely to respond to different situations	7.90	79.00	30.19	0.000*	1
8.	I am confident about what topics, approaches, strategies are likely to be successful in a given organizational context	7.47	74.72	18.54	0.000*	6
9.	I interact effectively with wide a range of groups with different types of power dynamics	7.27	72.71	17.97	0.000*	9
	All paragraphs of the field	7.62	76.20	28.28	0.000*	

* The mean is significantly different from 6

5.3.1.3. Future-minded

Table (5.10) shows the following results:

● The mean of paragraph #4 "I know how we could change the status quo to make things better" equals 7.62 (76.24%), Test-value = 28.16, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

● The mean of paragraph #8 "It is clear to me what core values, if emphasized, would improve our organization" equals 7.18 (71.79%), Test-value = 17.70, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is

positive, so the mean of this paragraph is significantly greater than the hypothesized value 6 . We conclude that the respondents agree to this paragraph.

- The mean of the field "Future-minded" equals 7.54 (75.36%), Test-value = 28.73, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Future-minded ".

The results support the importance of the behavior of "Future-minded" as a skill for leader's success. The respondents appreciate the manager's ability at 76.2 to change the status quo to make things better, imagine several changes that would improve the staff and to have a clear picture of what needs to be done in the organization to achieve a higher standard of excellence. Looking deeply in the means in the field, the lower items are really close to the higher ones. This indicates that the administrative staff prepare accurate plans and have clear visions for the future. This also shows that the UNRWA provide the required facilities for achieving the goals and visions.

Table (5.10): Means and Test values for "Future-minded"

	Item	Mean	Proportional mean	Test value	P-value (Sig.)	Rank
1.	I have a mental picture of what would make the staff better.	7.61	76.05	27.49	0.000*	4
2.	I can imagine several changes that would improve the staff.	7.62	76.16	25.35	0.000*	2
3.	I have a vision for what would make the organization stronger.	7.50	75.02	23.40	0.000*	7
4.	I know how we could change the status quo to make things better.	7.62	76.24	28.16	0.000*	1
5.	I can identify challenging goals that should be emphasized in my staff.	7.57	75.72	23.18	0.000*	6
6.	I have a clear picture of what needs to be done in our organization to achieve a higher standard of excellence.	7.62	76.16	23.07	0.000*	2
7.	I have a clear picture in my mind of what this organization should look like in the future.	7.58	75.76	26.42	0.000*	5
8.	It is clear to me what core values, if emphasized, would improve our organization.	7.18	71.79	17.70	0.000*	8
	All paragraphs of the field	7.54	75.36	28.73	0.000*	

* The mean is significantly different from 6

5.3.1.4. Social responsibility

Table (5.11) shows the following results:

- The mean of paragraph #1 "I and the staff perform tasks in a manner consistent with expectations of societal mores and ethical norms" equals 7.79 (77.94%), Test-value = 31.18, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of paragraph #8 "I have an emergency plan in case of environmental disasters" equals 7.52 (75.22%), Test-value = 21.27, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of the field "Social responsibility" equals 7.65 (76.51%), Test-value = 30.40, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Social responsibility ".

The entire field of "social responsibility" indicated that the respondents in the administrative staff of education agree to that this behavior is an important component of CI. They have agreed that they, with high degree 77.94, perform tasks in a manner consistent with expectations of societal mores and ethical norms, and they are also interested in the local community's complaints and try hard to treat them carefully. These results supports the fact that the UNRWA gives the local community domain great importance. It is the domain that the administrative staff cannot ignore as it is one of the main ones in their plans. The lowest mean (75.22) for social responsibility shows that they have an emergency plan in case of environmental disasters. This could indicates that the environmental disasters rarely happen. However, they plan properly for them. The results go in line with the findings found in (Nazzal, et al 2011) with a percentage of (79.8), where he considered it as a necessary competency for successful management.

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Table (5.11): Means and Test values for "Social responsibility"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I and the staff perform tasks in a manner consistent with expectations of societal mores and ethical norms.	7.79	77.94	31.18	0.000*	1
2.	I encourage employees to participate in voluntary and charitable activities within their local communities.	7.66	76.62	24.67	0.000*	4
3.	I encourage employees to participate in local community's activities.	7.69	76.95	28.03	0.000*	3
4.	I hold regular meetings with the parents' council to improve education.	7.57	75.66	23.42	0.000*	7
5.	I prefer teamwork to individual work.	7.61	76.09	24.05	0.000*	5
6.	I am interested in the local community's complaints and try hard to treat them carefully.	7.75	77.52	24.98	0.000*	2
7.	I build good relations with the concerned parties to keep the environment safe and clean.	7.58	75.80	23.85	0.000*	6
8.	I have an emergency plan in case of environmental disasters.	7.52	75.22	21.27	0.000*	8
	All paragraphs of the field	7.65	76.51	30.40	0.000*	

* The mean is significantly different from 6

5.3.1. 5. Critical thinking

Table (5.12) shows the following results:

● The mean of paragraph #3 "I can see most issues from multiple points of view" equals 8.69 (86.87%), Test-value = 42.53, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

● The mean of paragraph #8 "I listens carefully to others and give them appropriate feedback" equals 7.45 (74.52%), Test-value = 17.69, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the

mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of the field "Critical thinking" equals 8.20 (81.97%), Test-value = 37.52, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Critical thinking ".

"Critical thinking" was found to be strongly emerged as a crucial competency for managerial success. The findings of this research concluded that "critical thinking" contributes to 81.97of the importance for managerial success. The results go in line with the findings found in (Shaqoura, 2013) with a percentage of (77.4), where he considered it as a necessary competency for successful management.

Table (5.12): Means and Test values for "Critical thinking"

	Item	Mean	Proportional mean	Test value	P-value (Sig.)	Rank
1.	I can provide in-depth analysis of the data or ideas that I use to solve difficult problems.	8.28	82.76	37.61	0.000*	4
2.	I can apply theories or concepts to practical problems or in new situations.	8.62	86.23	41.22	0.000*	2
3.	I can see most issues from multiple points of view.	8.69	86.87	42.53	0.000*	1
4.	I can link ideas together in complicated patterns and explain complex relationships.	8.46	84.65	33.83	0.000*	3
5.	If someone opposes me, 1 can find means and ways to get what 1 want.	7.85	78.51	22.04	0.000*	7
6.	1 can manage to handle unforeseen situations.	8.09	80.88	29.90	0.000*	6
7.	When 1 am confronted with a problem, 1 can find several solutions.	8.14	81.36	29.75	0.000*	5
8.	I listens carefully to others and give them appropriate feedback.	7.45	74.52	17.69	0.000*	8
	All paragraphs of the field	8.20	81.97	37.52	0.000*	

* The mean is significantly different from 6

- **In General for Contextual Intelligence:**

Table (5.13) shows the mean for Contextual Intelligence equals 7.79 (77.87%), Test-value =34.83, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean is significantly greater than the hypothesized value 6. We conclude that the respondents agree to Contextual Intelligence.

The results show that the UNRWA managerial staff of education enjoy a moderate level of contextual intelligence. This is proven in all fields of the contextual intelligence behaviors: influencer, change agent, future-minded, social responsibility, and critical thinking. The critical thinking was the highest at 81.97% and the change agent scoring the least at 74.72% as perceived by the administrative staff.

Table (5.13): Means and Test values for Contextual Intelligence

	Mean	Proportional mean (%)	Test value	P-value (Sig.)
Contextual Intelligence	7.79	77.87	34.83	0.000*

*The mean is significantly different from 6

5.3.2 Change Management Strategies:

5.3.2.1. Empirical-rational strategy
Table (5.14) shows the following results:

- The mean of paragraph #1 "I gather information about the problem or crisis that encounters the organization" equals 7.81 (78.07%), Test-value = 28.96, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is

positive, so the mean of this paragraph is significantly greater than the hypothesized value 6 . We conclude that the respondents agree to this paragraph.

- The mean of paragraph #8 "I listen carefully to the staff's suggestions about the applied change programs" equals 7.34 (73.36%), Test-value = 14.74, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

- The mean of the field "Empirical-rational strategy" equals 7.59 (75.90%), Test-value = 30.24, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Empirical-rational strategy ".

The results indicate that respondents agree to a relatively high degree %75.90 to that the UNRWA managerial staff of school education follow "empirical-rational strategy" when managing change. The results indicate that the managerial staff gather information about the problem or crisis, take all the available alternatives into consideration and formulate work teams to deal with the crisis or problem. They also encourage employees to join workshops for modern developments and practices. This is an indicator that the UNRWA supports the principle of sound communication between the managerial staff and the working force. The results go in line with (Suifan & Al-Tit, 2009), where they ranked the "empirical-rational strategy" in the second position.

Table (5.14): Means and Test values for "Empirical-rational strategy"

	Item	Mean	Proportional mean	Test value	P-value (Sig.)	Rank
1.	I gather information about the problem or crisis that encounters the organization.	7.81	78.07	28.96	0.000*	1
2.	I encourage employees to join workshops for modern developments and practices.	7.75	77.53	25.73	0.000*	2

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3.	When change happens, I divide the change programs into stages to be applied.	7.56	75.57	21.71	0.000*	6
4.	All the available alternatives to deal with the crisis or problem are taken into consideration.	7.74	77.37	26.75	0.000*	3
5.	The organization is continuously interested in providing training courses for employees	7.39	73.95	18.30	0.000*	9
6.	Any change that happens is based on careful research and scientific knowledge.	7.68	76.84	28.30	0.000*	5
7.	Employees are sent abroad to develop their skills and knowledge.	7.44	74.41	21.06	0.000*	8
8.	I listen carefully to the staff's suggestions about the applied change programs.	7.34	73.36	14.74	0.000*	10
9.	Work teams are formulated when a crisis occurs.	7.70	76.97	27.72	0.000*	4
10.	Employees have appropriate experience and knowledge to achieve the required tasks.	7.48	74.80	21.78	0.000*	7
	All paragraphs of the field	7.59	75.90	30.24	0.000*	

* The mean is significantly different from 6

5.3.2.2. Normative-re-educative strategy

Table 5.15 shows the following results:

● The mean of paragraph #2 "I employ the strategy of motivation to persuade employees with the importance of change" equals 8.19 (81.92%), Test-value = 36.38, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

● The mean of paragraph #7 "I discuss my conclusions and ideas with employees to get their agreement" equals 7.51 (75.11%), Test-value = 20.89, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this paragraph is significantly greater than the hypothesized value 6. We conclude that the respondents agree to this paragraph.

● The mean of the field "Normative-reductive strategy" equals 7.91 (79.05%), Test-value = 34.80, and P-value=0.000 which is smaller than the level of

significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 6. We conclude that the respondents agree to field of "Normative-re-educative strategy ".

The results show that the "normative-reductive strategy" plays an important role for the managerial staff in their management of change. The strategy results show at reasonable degree that they employ the strategy of motivation to persuade employees with the importance of change, convince employees with the change programs, and they discuss and agree with employees about the change programs before implementation. The results go in line with (Suifan & Al-Tit, 2009), where they ranked the "normative-re-educative strategy" in the first position.

Table (5.15): Means and Test values for "Normative-re-educative strategy"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	I convince employees with the change programs.	8.07	80.74	35.75	0.000*	2
2.	I employ the strategy of motivation to persuade employees with the importance of change.	8.19	81.92	36.38	0.000*	1
3.	I discuss and agree with employees about the change programs before implementation.	7.97	79.69	33.47	0.000*	3
4.	I involve employees in the change programs.	7.79	77.95	24.71	0.000*	6
5.	I explain the effect of new decisions on employees.	7.83	78.30	27.91	0.000*	5
6.	I use the persuasion strategy to deal with employees.	7.97	79.65	29.89	0.000*	4
7.	I discuss my conclusions and ideas with employees to get their agreement.	7.51	75.11	20.89	0.000*	7
	All paragraphs of the field	7.91	79.05	34.80	0.000*	

* The mean is significantly different from 6

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5.3.2.3 Power-coercive strategy

Table (5.16) shows the following results:

● The mean of paragraph #1 "Change happens unexpectedly when facing a crisis or a problem" equals 4.11 (41.09%), Test-value = -15.43, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree to this paragraph.

● The mean of paragraph #5 "I use the strategy of punishment when employees implement tasks incorrectly" equals 2.59 (25.85%), Test-value = -39.43, and P-value = 0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this paragraph is significantly smaller than the hypothesized value 6. We conclude that the respondents disagree to this paragraph.

● The mean of the field "Power-coercive strategy" equals 2.97 (79.05%), Test-value = -39.15, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is negative, so the mean of this field is significantly smaller than the hypothesized value 6. We conclude that the respondents agree to field of "Power-coercive strategy ".

The results found negative relationship as respondents do not perceive change management as managing by power and coercion. They do not agree that change happens unexpectedly when facing a crisis or a problem, and they also do not agree that employees' opinions are taken into consideration after implementing the change programs. They strongly disagree that the strategy of punishment can be used when employees implement tasks incorrectly or when they resist change. This is a real indicator that the UNRWA avoids strongly using coercion and force to manage change or resistance to change. The results go in line with (Suifan & Al-Tit, 2009), where they ranked the "Power-coercive strategy "in the third position.

Table (5.16): Means and Test values for "Power-coercive strategy"

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Change happens unexpectedly when facing a crisis or a problem.	4.11	41.09	-15.43	0.000*	1
2.	Employees accept change under the effect of fear and punishment.	2.84	28.38	-31.77	0.000*	3
3.	The formal power is used when implementing change.	2.74	27.42	-37.70	0.000*	4
4.	Employees are forced unwillingly to accept change.	2.72	27.16	-36.42	0.000*	5
5.	I use the strategy of punishment when employees implement tasks incorrectly.	2.59	25.85	-39.43	0.000*	7
6.	To repress employees' resistance to change, I use the strategy of punishment.	2.60	26.03	-37.40	0.000*	6
7.	Employees' opinions are taken into consideration after implementing the change programs.	3.21	32.05	-24.57	0.000*	2
	All paragraphs of the field	2.97	29.71	-39.15	0.000*	

* The mean is significantly different from 6

- **In General for Change Management Strategies:**

Table (5.17) shows the mean for Change Management Strategies equals 6.33 (63.32%), Test-value =8.13, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean is significantly greater than the hypothesized value 6. We conclude that the respondents agree to Change Management Strategies.

The results showed that the UNRWA school principals, deputy principals, and supervisors follow the "normative-reductive strategy" at the first rank. They focus on convincing employees, motivating and involving them, and discussing and agreeing with them. The "empirical-rational strategy" has also its importance. They focus on gathering information, encouraging employees to join workshops, and formulating teams to manage change. The third strategy has a negative mean indicating that the UNRWA managerial staff do not enjoy using coercion and punishment to manage change.

Table (5.17): Means and Test values for Change Management Strategies

	Mean	Proportional mean (%)	Test value	P-value (Sig.)
Change Management Strategies	6.33	63.32	8.13	0.000*

*The mean is significantly different from 6

5.4 Hypothesis Testing

Introduction:

Throughout this research, all hypothesis and sub-hypothesis were tested and validated using the data collected from the field study. The relationships were examined and presented in details in the following discussion.

- **Main Hypothesis:**

H1: Relationship between Contextual Intelligence and Change Management strategies at α ≤ 0.05.

Table (**5.18**) shows that the correlation coefficient between Contextual Intelligence and Change Management strategies equals .767 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at α = 0.05. We conclude there exists a significant relationship between Contextual Intelligence and Effective Change Management.

The results agree that the UNRWA administrative staff are contextually intelligent and they employ this intelligence to manage change effectively.

Table (5.18) Correlation coefficient between Contextual Intelligence and Change Management strategies

	Pearson Correlation Coefficient	P-Value (Sig.)
Relationship between Contextual Intelligence and Change Management strategies	.767	0.000*

* Correlation is statistically significant at 0.05 level

This hypothesis can be divided into the following sub-hypotheses:

- **Sub-hypothesis(a):**

H1a: Relationship between Influencer and Change Management strategies at α ≤ 0.05.

Table (5.19) shows that the correlation coefficient between Influencer and Change Management strategies equals .672 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at $α = 0.05$. We conclude there exists a significant relationship between Influencer and Effective Change Management.

The results show that the UNRWA school principals, deputy principals, and supervisors show tolerance and acceptance of other people's feelings, encourage others to express their opinions, show reception to new ideas and suggestions and develop them when managing change.

Table (5.19) Correlation coefficient between Influencer and Change Management strategies

	Pearson Correlation Coefficient	P-Value (Sig.)
Relationship between Influencer and Change Management strategies.	.672	0.000*

* Correlation is statistically significant at 0.05 level

- **Sub-hypothesis(b):**

H1b: Relationship between Change agent and Effective Change Management at α ≤ 0.05.

Table (5.20) shows that the correlation coefficient between Change agent and change management strategies equals .704 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at α = 0.05. We conclude there exists a significant relationship between Change agent and Change Management strategies.

As the results show, for change management strategies, the UNRWA school principals, deputy principals, and supervisors show understanding of people's responses in different changing situations and circumstances and how they themselves can quickly respond to these situations. They have also good experience in applying innovation theory to deal with practical problems when managing change.

Table (**5.20**) **Correlation coefficient between Change agent and Change Management strategies**

	Pearson Correlation Coefficient	**P-Value (Sig.)**
Relationship between Change Agent and Change Management strategies	.704	0.000*

* Correlation is statistically significant at 0.05 level

- **Sub-hypothesis(c):**

H1c: Relationship between Future-minded and Change Management strategies at α ≤ 0.05.

Table (**5.21**) shows that the correlation coefficient between Future-minded and Change Management strategies equals .750 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at α = 0.05. We

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conclude there exists a significant relationship between Future-minded and change management strategies.

The results show that the UNRWA school principals, deputy principals, and supervisors have the ability to change the status quo to make things better, they have a mental picture of what would make the staff and the organization better. This is a good indicator of change management strategies.

Table (**5.21**) **Correlation coefficient between Future-minded and Change Management strategies**

	Pearson Correlation Coefficient	**P-Value (Sig.)**
Relationship between Future-minded and Change Management strategies	.750	0.000*

* Correlation is statistically significant at 0.05 level

- **Sub-hypothesis(d):**

H1d: Relationship between Social responsibility and Change Management strategies at α ≤ 0.05.

Table (**5.22**) shows that the correlation coefficient between Social responsibility and Change Management strategies equals .**757** and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at α = 0.05. We conclude there exists a significant relationship between Social responsibility and Change Management strategies.

The findings show that the UNRWA school principals, deputy principals, and supervisors manage change in a manner consistent with the societal mores and ethical norms and they show interest in the local community's complaints and treat them carefully. The least mean (75.22) indicates that they have an emergency plan in case of environmental disasters.

Table (**5.22**) **Correlation coefficient between Social responsibility and Change Management strategies**

	Pearson Correlation Coefficient	**P-Value (Sig.)**
Relationship between Social responsibility and Change Management strategies	.757	0.000*

* Correlation is statistically significant at 0.05 level

- **Sub-hypothesis(e):**

H1e: Relationship between Critical thinking and Change Management strategies at α ≤ 0.05.

Table (**5.23**) shows that the correlation coefficient between Critical thinking and Effective Change Management equals .698 and the p-value (Sig.) equals 0.000. The p-value (Sig.) is less than 0.05, so the correlation coefficient is statistically significant at α = 0.05. We conclude there exists a significant relationship between Critical thinking and Change Management strategies.

The findings show that there is a positive relationship between critical thinking and change management strategies. For effective change management, the UNRWA school principals, deputy principals, and supervisors can see issues from multiple points of view, analyze and link data or ideas and explain complex relationships, and apply theories and concepts to new or unseen situations.

Table (**5.23**) **Correlation coefficient between Critical thinking and Change Management strategies**

	Pearson Correlation Coefficient	**P-Value (Sig.)**
Relationship between Critical thinking and Change Management strategies	.698	0.000*

* Correlation is statistically significant at 0.05 level

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- **Stepwise Regression**

We use Stepwise regression, and obtain the following results:

Table (5.24) shows the Multiple correlation coefficient R =0.785 and R-Square = 0.616. This means 61.6% of the variation in Change Management Strategies is explained by Social responsibility, Future-minded and Critical thinking.

Table (5.14) shows the Analysis of Variance for the regression model. F=119.169, Sig. = 0.000, so there is a significant relationship between the dependent variable Change Management Strategies and the independent variables " Social responsibility, Future-minded and Critical thinking ".
Based on Stepwise regression method, the variables "Influencer and Change agent" have insignificant effect on Change Management Strategies.

The estimated regression equation is:

*Change Management Strategies = **1.551**+ **0.274*** (Social responsibility) + **0.237*** (Future-minded) + **0.110*** (Critical thinking)*

The estimated regression equation is used to predict the value of Change Management Strategies for any give values (responses) to the independent variables "Social responsibility, Future-minded and Future-minded ".

Table (5.24): Result of Stepwise regression analysis

Variable	B	T	Sig.	R	R-Square	F	Sig.
(Constant)	1.551	6.059	0.000*				
Social responsibility	0.274	3.976	0.000*	.785	0.616	119.169	0.000**
Future-minded	0.237	3.429	0.001*				
Critical thinking	0.110	2.061	0.040*				

* The variable is statistically significant at 0.05 level
* * The relationship is statistically significant at 0.05 level

Hypothesis #2:

H2: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to " Gender, Location, Qualification, Age, Job title and Years of experience ".

This hypothesis can be divided into the following sub-hypotheses:

- **Sub-hypothesis(a):**

- **H2a: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Gender**.

Table (5.25) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the fields "Influencer, Social responsibility, Normative-reductive strategy and Power-coercive strategy", then there is insignificant difference among the respondents toward these fields due to Gender. We conclude that the personal characteristics' Gender has no effect on this field.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to Gender. We conclude that the personal characteristics' Gender has an effect on the other fields.

The results show that there is no significant difference among respondents in the "influencer" field due to gender. That could indicate that the UNRWA supports its managerial staff, whether male or female, by encouraging them to be contextually intelligent through the behavior of "Influencer". There is no significant difference among respondents in the "social responsibility" field due to gender. This is a good indicator that the UNRWA focuses on the requirements and complaints of the local community and on the social aspects and considers it as an important domain of planning. Whether they are male or female, there is no different perception on both strategies "normative-reductive strategy and power-coercive strategy". That shows that the UNRWA supports the strategy of persuasion, motivation, discussion, explanation and involvement, rather than the strategy of coercion and punishment.

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However, the results show that there is significant difference among respondents in the "change agent" field due to gender. Looking deeply in the items of "change agent", the UNRWA school principals, deputy principals, and supervisors could interact with people in authority and gain their trust, to respond to different situations and practical problems. This could be ascribed to the nature of women as they could not interact in the social life and local community's societies as effectively as men. The results show that there is significant difference among respondents in the "future-minded" field due to gender. This behavior shows that respondents could change the status quo to make things and the staff better. This could indicate that men have stronger mental picture for the future and stronger decision makers.

Table (5.25): Independent Samples T-test test of the fields and their p-values for Gender

No.	Field	Means		Test	Sig.
		Male	Female	Value	
1.	Influencer	7.98	7.78	1.902	0.058
2.	Change agent	7.74	7.45	2.596	0.010*
3.	Future-minded	7.64	7.39	2.356	0.019*
4.	Social responsibility	7.74	7.53	1.939	0.054
5.	Critical thinking	8.33	8.00	2.828	0.005*
	Contextual Intelligence	7.89	7.64	2.498	0.013*
1.	Empirical-rational strategy	7.68	7.46	2.136	0.034*
2.	Normative-reductive strategy	7.97	7.82	1.371	0.172
3.	Power-coercive strategy	3.03	2.89	0.877	0.381
	Change Management Strategies	6.41	6.23	2.236	0.026*
	All paragraphs of the questionnaire	7.38	7.15	2.545	0.012*

* The mean difference is significant at 0.05 level

- **Sub-hypothesis(b):**

H2b: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Location.

Table (5.26) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the fields "Social responsibility, Normative-reductive strategy, Power-coercive

strategy and Change Management Strategies", then there is insignificant difference among the respondents toward these fields due to Location. We conclude that the personal characteristics' Location has no effect on this fields.

For the other fields, the p-value (Sig.) is smaller than the level of significance α = 0.05, then there is significant difference among the respondents toward these fields due to Location. We conclude that the personal characteristics' Location has an effect on the other fields.

The results show that north of Gaza has the most effect on the other fields. This is due to that the area officer of education for that area had PhD in school administration and good experience in that field.

Table (5.26): ANOVA test of the fields and their p-values for Location

No.	Field	Means					Test Value	Sig.
		North of Gaza	Gaza	Middle area	Khan Younis	Rafah		
1.	Influencer	8.07	7.87	7.76	8.14	7.66	2.612	0.036*
2.	Change agent	7.86	7.68	7.38	7.81	7.32	3.543	0.008*
3.	Future-minded	7.79	7.49	7.34	7.76	7.30	3.514	0.008*
4.	Social responsibility	7.81	7.68	7.50	7.83	7.41	2.254	0.064
5.	Critical thinking	8.50	8.25	8.06	8.33	7.79	4.290	0.002*
	Contextual Intelligence	8.01	7.80	7.61	7.98	7.51	3.555	0.008*
1.	Empirical-rational strategy	7.80	7.61	7.44	7.75	7.33	2.734	0.030*
2.	Normative-reductive strategy	8.14	7.96	7.79	7.89	7.70	1.879	0.115
3.	Power-coercive strategy	2.57	3.12	3.28	2.92	2.94	2.390	0.052
	Change Management Strategies	6.37	6.40	6.31	6.38	6.16	1.152	0.333
	All paragraphs of the questionnaire	7.44	7.31	7.16	7.43	7.04	2.785	0.027*

* The mean difference is significant at 0.05 level

- **Sub-hypothesis(c):**

H2c: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Qualification.

Table (5.27) shows that the p-value (Sig.) is greater than the level of significance α = 0.05 for the fields "Future-minded and Power-coercive strategy", then there is

insignificant difference among the respondents toward these fields due to Qualification. We conclude that the personal characteristics' Qualification has no effect on this fields.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to Qualification. We conclude that the personal characteristics' Qualification has an effect on the other fields.

The sample divided for three groups: bachelor, master and PhD holders to be statistically valid. We conclude that the characteristic of the respondents' qualification has no effect on each field. The results show that there is no significant difference among respondents in the "future-minded" and "Power-coercive strategy" fields due to qualification. In general, there is significant difference among respondents in the other fields.

Table (5.27): Independent Samples T-test test of the fields and their p-values for Qualification

No.	Field	Means		Test Value	Sig.
		P.H.D/ Master	Bachelor		
1.	Influencer	8.03	7.75	2.612	0.010*
2.	Change agent	7.78	7.45	2.982	0.003*
3.	Future-minded	7.60	7.47	1.224	0.222
4.	Social responsibility	7.79	7.50	2.708	0.007*
5.	Critical thinking	8.33	8.05	2.401	0.017*
	Contextual Intelligence	7.92	7.65	2.616	0.010*
1.	Empirical-rational strategy	7.74	7.43	3.016	0.003*
2.	Normative-reductive strategy	8.06	7.75	2.879	0.004*
3.	Power-coercive strategy	2.91	3.04	-0.811	0.418
	Change Management Strategies	6.42	6.24	2.323	0.021*
	All paragraphs of the questionnaire	7.39	7.16	2.640	0.009*

* The mean difference is significant at 0.05 level

Sub-hypothesis (d):

H2d: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Age

Table (5.28) shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for the field "Power-coercive strategy", then there is insignificant difference among

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the respondents toward these field due to Age. We conclude that the personal characteristics' Age has no effect on this field.

For the other fields, the p-value (Sig.) is smaller than the level of significance α = 0.05, then there is significant difference among the respondents toward these fields due to Age. We conclude that the personal characteristics' Age has an effect on the other fields.

The results indicate that UNRWA managers in the four stages of age avoid using the strategy of coercion and power when managing change. The results show that age has its effect on the other fields. Looking deeply in the table below, the more they advance in age, the more they develop in both contextual intelligence behaviors and change management.

Table (5.28): ANOVA test of the fields and their p-values for Age

No.	Field	Means				Test Value	Sig.
		Less than 35 years	35-Less than 40 years	40-Less than 45 years	45 years and more		
1.	Influencer	7.16	7.36	7.89	8.27	22.969	0.000*
2.	Change agent	7.06	7.04	7.58	8.00	18.752	0.000*
3.	Future-minded	6.92	7.12	7.51	7.85	14.224	0.000*
4.	Social responsibility	6.93	7.06	7.67	8.03	24.987	0.000*
5.	Critical thinking	7.49	7.73	8.23	8.51	14.300	0.000*
	Contextual Intelligence	7.11	7.26	7.78	8.14	22.704	0.000*
•	Empirical-rational strategy	6.77	7.09	7.65	7.91	22.347	0.000*
•	Normative-reductive strategy	7.46	7.41	7.91	8.19	12.100	0.000*
•	Power-coercive strategy	3.32	2.84	2.94	2.98	0.769	0.513
	Change Management Strategies	5.97	5.95	6.35	6.55	13.575	0.000*
	All paragraphs of the questionnaire	6.72	6.81	7.28	7.59	22.207	0.000*

* The mean difference is significant at 0.05 level

- **Sub-hypothesis(e):**

H2e: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Job title.

Table (5.29) shows that the p-value (Sig.) is greater than the level of significance α = 0.05 for the field "Power-coercive strategy", then there is insignificant difference among

the respondents toward these field due to Job title. We conclude that the personal characteristics' Job title has no effect on this field.

For the other fields, the p-value (Sig.) is smaller than the level of significance α = 0.05, then there is significant difference among the respondents toward these fields due to Job title. We conclude that the personal characteristics' Job title has an effect on the other fields.

The results indicate that UNRWA managers in the three job titles avoid using the strategy of coercion and power when managing change. The results show that job title has its effect on the other fields. Looking deeply in the table below, the more they advance in job position, the more they develop in both contextual intelligence behaviors and change management.

Table (5.29): ANOVA test of the fields and their p-values for Job title

No.	Field	Means			Test Value	Sig.
		Manager	**Manager assistant**	**Supervisor**		
1.	Influencer	8.12	7.44	8.65	53.150	0.000*
2.	Change agent	7.84	7.14	8.44	53.240	0.000*
3.	Future-minded	7.73	7.14	8.20	36.741	0.000*
4.	Social responsibility	7.86	7.20	8.44	54.834	0.000*
5.	Critical thinking	8.46	7.77	8.80	31.924	0.000*
	Contextual Intelligence	8.01	7.34	8.52	56.588	0.000*
1.	Empirical-rational strategy	7.76	7.15	8.42	60.038	0.000*
2.	Normative-reductive strategy	8.01	7.51	8.76	47.587	0.000*
3.	Power-coercive strategy	3.05	2.88	3.05	0.634	0.532
	Change Management Strategies	6.45	6.01	6.96	52.195	0.000*
	All paragraphs of the questionnaire	7.46	6.88	7.98	64.337	0.000*

* The mean difference is significant at 0.05 level

- **Sub-hypothesis(f):**

H2f: There is a significant difference among the respondents toward the Contextual Intelligence and Change Management Strategies in the UNRWA due to Years of experience.

Table (5.30) shows that the p-value (Sig.) is greater than the level of significance α = 0.05 for the field "Power-coercive strategy", then there is insignificant difference among

the respondents toward these field due to Years of experience. We conclude that the personal characteristics' Years of experience has no effect on this field.

For the other fields, the p-value (Sig.) is smaller than the level of significance $\alpha = 0.05$, then there is significant difference among the respondents toward these fields due to Years of experience. We conclude that the personal characteristics' Years of experience has an effect on the other fields.

The results indicate that UNRWA managers in the four stages of experience avoid using the strategy of coercion and power when managing change. The results show that age has its effect on the other fields. Looking deeply in the table below, the more they gain experience, the more they develop in both contextual intelligence behaviors and change management.

Table (5.30): ANOVA test of the fields and their p-values for Years of experience

No.	Field	Means				Test Value	Sig.
		Less than 5 year	5 – Less than 10 year	10-less than 15 years	15 years and more		
1.	Influencer	7.31	7.67	8.33	8.45	31.718	0.000*
2.	Change agent	7.07	7.39	8.06	8.12	23.817	0.000*
3.	Future-minded	7.01	7.41	7.88	7.96	18.872	0.000*
4.	Social responsibility	7.01	7.52	8.05	8.17	29.340	0.000*
5.	Critical thinking	7.61	8.09	8.51	8.74	18.822	0.000*
	Contextual Intelligence	7.21	7.62	8.18	8.29	29.624	0.000*
1.	Empirical-rational strategy	6.91	7.51	8.02	7.98	31.381	0.000*
2.	Normative-reductive strategy	7.37	7.79	8.31	8.20	17.664	0.000*
3.	Power-coercive strategy	3.12	2.97	2.94	2.81	0.531	0.661
	Change Management Strategies	5.94	6.27	6.61	6.54	15.787	0.000*
	All paragraphs of the questionnaire	6.77	7.15	7.63	7.68	27.995	0.000*

* The mean difference is significant at 0.05 level

Chapter (6)

Conclusions and recommendations

6.1 Introduction

6.2 Conclusions

6.3 Recommendations

6.4 Suggestions for future studies

6.1 Introduction

This chapter reviews the conclusions of the findings that were obtained from the data analysis and then study recommendations are presented. Finally, the future research ideas are stated.

6.2 Conclusion:

This research investigates the relationship between contextual intelligence and the practice of change management strategies for the UNRWA managerial staff of education. Five behaviors of contextually intelligent managers are considered to represent contextual intelligence and three strategies of change present change management strategies. Throughout this research, all hypothesis and sub-hypothesis were tested and validated. The main findings and results of the research are explained below.

❖ **Main Hypothesis:**

H1:

There is a statistically significant correlation between contextual intelligence and change management strategies.

In general, the main hypothesis was examined and found to have significant relationship between contextual intelligence and change management strategies.

H1a:

There is a statistically significant relationship between influencer and change management strategies.

The relationship was examined and was found to be significant between influencer and change management strategies in all facets.

H1b:

There is a statistically significant relationship between change agent and change management strategies.

. The correlation coefficient between change agent and change management strategies equals 0.704 and the p-value (Sig.) equals 0.000. The relationship was examined and was found to be significant between both variables.

H1c:

There is a statistically significant relationship between future-minded and change management strategies.

. The correlation coefficient between future-minded and change management strategies equals 0.750 and the p-value (Sig.) equals 0.000. The relationship was examined and was found to be significant between both variables.

H1d:

There is a statistically significant relationship between social responsibility and change management strategies.

. The correlation coefficient between social responsibility and change management strategies equals 0.757 and the p-value (Sig.) equals 0.000. The relationship was examined and was found to be significant between both variables.

H1e:

There is a statistically significant relationship between critical thinking and change management strategies.

The correlation coefficient between critical thinking and change management strategies equals 0.698 and the p-value (Sig.) equals 0.000. The relationship was examined and was found to be significant between both variables.

H2:

There is a statistically significant correlation between contextual intelligence and change management strategies due to "gender, location, qualification, job title, and years of experience".

- There is no significant difference among respondents towards: influencer, social responsibility, normative-re-educative strategy and power-coercive strategy due to gender. Gender has an effect on the other fields: change agent, future-minded, critical thinking, and empirical-rational strategy. Male and female employees in the UNRWA do not agree that change happens unexpectedly, especially when they are contextually intelligent. They also have tolerance, love and acceptance of other people's feelings and they help others to express their feelings. They also know how people respond in different situations and changing circumstances.

- There is no significant difference among respondents towards: social responsibility, normative-re-educative strategy and power-coercive strategy due to location. Location has an effect on the other fields: influencer, change agent, future-minded, critical thinking, and empirical-rational strategy. The UNRWA organization, in all areas of work, does not use power and coercion when managing change. It also considers work with the local community as one of the major domains of successful planning. It convinces employees with the change programs, motivates them, involve them in the change programs and tries best to persuade them.

There is no significant difference among respondents towards: future-minded and power-coercive strategy due to academic qualification. Academic qualification has an effect on the other fields: influencer, change agent, social responsibility, critical thinking, normative-re-educative strategy and empirical-rational strategy. The UNRWA administrative employees, regardless of their academic qualification, imagine several changes that would improve the staff and have a clear picture of what needs to be done in the organization to achieve a higher standard of excellence. This also shows that the UNRWA provide the required facilities for achieving the goals and visions.

- There is no significant difference among respondents towards power-coercive strategy due to age. Age has an effect on the other fields: influencer, change agent, future-minded, social responsibility, critical thinking, empirical-rational strategy and empirical-rational strategy. This shows that all the UNRWA administrative staff do not use power and coercion.

- There is no significant difference among respondents towards power-coercive strategy due to job title. Job title has an effect on the other fields: influencer, change agent, future-minded, social responsibility, critical thinking, empirical-rational strategy and empirical-rational strategy. The administrative staff (principals, deputy school principals and supervisors) do not use power and coercion when managing change.

- There is no significant difference among respondents towards power-coercive strategy due to experience. Experience has an effect on the other fields: influencer, change agent, future-minded, social responsibility, critical thinking, empirical-rational strategy and empirical-rational strategy. It is obviously shown that employees regardless of their

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experience do not use power and coercion when managing change. Experience is needed in the other fields. Experience is one of the core components of contextual intelligence.

6.3 Recommendations:

From the results and findings of this research, the relationship between contextual intelligence and change management has been proven to exist. Change management strategies are affected and are shaped by the level of contextual intelligence of the manager. Hence the researcher would recommend the following:

1. Increasing the awareness of the concept of contextual intelligence among UNRWA management and leadership levels.

2. Encouraging team work and effective communication as means to create a leader follower interactive exchange. That will bridge the existing gab and eventually will lead to more comfortable and hence effective management and more productive work environment during change.

3. Training UNRWA managers in managerial positions of how to use an optimal combination between the different strategies of change for effective change management.

4. Designing training materials from the various literatures on contextual intelligence and conduct training programs to improve the contextual intelligence of UNRWA managerial and supervisory levels.

5. Designing special tools such as tests, evaluation reports, and staff surveys to measure the level of contextual intelligence of the potential managerial recruits in the internal recruitment campaigns.

6. Using contextual intelligence as part of the assessment and criteria in the recruitment and selection of external candidates applying for managerial and supervisory roles.

7. Managers should give change more interest to make development occur faster in the workplace, and prepare for change very well by sharing employees in developing change plans, to decrease the risk of change.

6.4 Suggestions for future studies

For future studies, the researcher suggests the following:

- Conduct a study to measure the relationship between contextual intelligence and change management strategies in the other sectors in the UNRWA.

- Conduct more research to identify potential future managers who have higher contextual intelligence capacities from among UNRWA managers.

- Conduct a comparative study between the governmental sector of education and the UNRWA education sector.

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Appendices

Appendix A Questionnaire Judgment Committee

Appendix B Questionnaire (English Version)

Appendix C Questionnaire (Arabic Version)

Appendix (A)

Refereeing and refining after designing and revising the questionnaire several times, it was refereed and refined by university professors and doctors. Finally the final copy was ready to be distributed to the study population.

:List of Jurors

Juror Name	Working Place	Specialization
Dr. Akram Sammor	Islamic University of Gaza	PhD, Management
Dr. Faris Abu Mouamer	Islamic University of Gaza	PhD, BusinessAdministration
Dr. Sami Abu El Roos	Islamic University of Gaza	PhD, Human Resources
Dr. Samir Safi	Islamic University of Gaza	PhD, statistics
Dr. Wasim Al-Habil	Islamic University of Gaza	PhD, Public Administration
Dr. Yaser A. AL shorafa	Islamic University of Gaza	Ph.D. Islamic Banking

Appendix (B)

Part I: Personal and Professional Traits:

Gender

☐ Male   ☐ Female

Marital Status

☐ Single   ☐ Married   ☐ Divorced

Place of Living
☐ North of Gaza   ☐ Gaza   ☐ Middle Area   ☐ Khan Younis   ☐ Rafah

Academic Qualification
☐ Diploma   ☐ Bachelor   ☐ Master   ☐ PhD

Age
☐ Less than 35   ☐ Between 35 – 40   ☐ Between 40 – 45   ☐ More than 45

Current Profession
☐ School Principal   ☐ Deputy School Principal   ☐ Supervisor

Experience in the Current Profession
☐ Between 1 – less than 5   ☐ Between 5 – less than 10   ☐ Between 10 - less than 15   ☐ 15 and mo

Part II: Contextual Intelligence

Instructions: These statements describe contextual intelligence of your organization of education. Please answer each statement below by putting a circle around the number that best reflects your degree of agreement or disagreement with that statement

1 . . . . . . 2 . . . . 3 . . . . . . 4 . . . . . . 5 . . . . . . 6 . . . . . . 7 . . . . . 8 . . . . . 9. . . . 10

Completely   completely

disagree   agree

1.	I put forward lots of ideas and plans.	1	2	3	4	5	6	7	8	9	10
2.	I encourage people to come up with their own solutions to problems.	1	2	3	4	5	6	7	8	9	10
3.	I am receptive to the ideas and suggestions of others.	1	2	3	4	5	6	7	8	9	10
4.	I provide detailed plans to show how a task should be done.	1	2	3	4	5	6	7	8	9	10
5.	I am quick to admit my own mistakes.	1	2	3	4	5	6	7	8	9	10
6.	I show sympathy towards others when they have difficulties.	1	2	3	4	5	6	7	8	9	10
7.	I put as much effort into developing the ideas of others as I do my own.	1	2	3	4	5	6	7	8	9	10
8.	I anticipate objections to my point of view so as to be ready with an answer.	1	2	3	4	5	6	7	8	9	10
9.	I listen sympathetically to people who do not share my own views.	1	2	3	4	5	6	7	8	9	10
10.	I show tolerance and acceptance of other people's feelings**.**	1	2	3	4	5	6	7	8	9	10
11.	I help others to express their views.	1	2	3	4	5	6	7	8	9	10
12.	I draw attention to inconsistencies in the ideas of others.	1	2	3	4	5	6	7	8	9	10
13.	I can quickly respond to changing circumstances and crisis situations	1	2	3	4	5	6	7	8	9	10
14	I can successfully gain the trust of people in authority with whom I interact	1	2	3	4	5	6	7	8	9	10
15.	I devote significant time/attention to personal capacity development	1	2	3	4	5	6	7	8	9	10
16.	I have good experience in applying innovation theory to practical problems	1	2	3	4	5	6	7	8	9	10
17.	I can refrain from impulsive action when the risks seem too great	1	2	3	4	5	6	7	8	9	10
18.	I can confidently make action decisions in the absence of visible/conscious cues	1	2	3	4	5	6	7	8	9	10
19.	I understand how people are likely to respond to different situations	1	2	3	4	5	6	7	8	9	10
20.	I am confident about what topics, approaches, strategies are likely to be successful in a given organizational context	1	2	3	4	5	6	7	8	9	10
21.	I interact effectively with wide a range of groups with different types of power dynamics	1	2	3	4	5	6	7	8	9	10
22.	I have a mental picture of what would make the staff better.	1	2	3	4	5	6	7	8	9	10
23.	I can imagine several changes that would improve	1	2	3	4	5	6	7	8	9	10

	the staff.										
24.	I have a vision for what would make the organization stronger.	1	2	3	4	5	6	7	8	9	10
25.	I know how we could change the status quo to make things better.	1	2	3	4	5	6	7	8	9	10
26.	I can identify challenging goals that should be emphasized in my staff.	1	2	3	4	5	6	7	8	9	10
27.	I have a clear picture of what needs to be done in our organization to achieve a higher standard of excellence.	1	2	3	4	5	6	7	8	9	10
28.	I have a clear picture in my mind of what this organization should look like in the future.	1	2	3	4	5	6	7	8	9	10
29.	It is clear to me what core values, if emphasized, would improve our organization.	1	2	3	4	5	6	7	8	9	10
30.	I and the staff perform tasks in a manner consistent with expectations of societal mores and ethical norms.	1	2	3	4	5	6	7	8	9	10
31.	I encourage employees to participate in voluntary and charitable activities within their local communities.	1	2	3	4	5	6	7	8	9	10
32.	I encourage employees to participate in local community's activities.	1	2	3	4	5	6	7	8	9	10
33.	I hold regular meetings with the parents' council to improve education.	1	2	3	4	5	6	7	8	9	10
34.	I prefer teamwork to individual work.	1	2	3	4	5	6	7	8	9	10
35.	I am interested in the local community's complaints and try hard to treat them carefully.	1	2	3	4	5	6	7	8	9	10
36.	I build good relations with the concerned parties to keep the environment safe and clean.	1	2	3	4	5	6	7	8	9	10
37.	I have an emergency plan in case of environmental disasters.	1	2	3	4	5	6	7	8	9	10
38.	I can provide in-depth analysis of the data or ideas that I use to solve difficult problems.	1	2	3	4	5	6	7	8	9	10
39.	I can apply theories or concepts to practical problems or in new situations.	1	2	3	4	5	6	7	8	9	10
40.	I can see most issues from multiple points of view.	1	2	3	4	5	6	7	8	9	10
41.	I can link ideas together in complicated patterns and explain complex relationships.	1	2	3	4	5	6	7	8	9	10
42.	If someone opposes me, 1 can find means and ways to get what 1 want.	1	2	3	4	5	6	7	8	9	10
43	1 can manage to handle unforeseen situations.	1	2	3	4	5	6	7	8	9	10
44	When 1 am confronted with a problem, 1 can find several solutions.	1	2	3	4	5	6	7	8	9	10
45.	I listens carefully to others and give them appropriate feedback.	1	2	3	4	5	6	7	8	9	10

Part III: Change Strategies

No.	Statement	1	2	3	4	5	6	7	8	9	10
1.	I gather information about the problem or crisis that encounters the organization.	1	2	3	4	5	6	7	8	9	10
2.	I encourage employees to join workshops for modern developments and practices.	1	2	3	4	5	6	7	8	9	10
3.	When change happens, I divide the change programs into stages to be applied.	1	2	3	4	5	6	7	8	9	10
4.	All the available alternatives to deal with the crisis or problem are taken into consideration.	1	2	3	4	5	6	7	8	9	10
5.	The organization is continuously interested in providing training courses for employees.	1	2	3	4	5	6	7	8	9	10
6.	Any change that happens is based on careful research and scientific knowledge.	1	2	3	4	5	6	7	8	9	10
7.	Employees are sent abroad to develop their skills and knowledge.	1	2	3	4	5	6	7	8	9	10
8.	I listen carefully to the staff's suggestions about the applied change programs.	1	2	3	4	5	6	7	8	9	10
9.	Work teams are formulated when a crisis occurs.	1	2	3	4	5	6	7	8	9	10
10.	Employees have appropriate experience and knowledge to achieve the required tasks.	1	2	3	4	5	6	7	8	9	10
11.	I convince employees with the change programs.	1	2	3	4	5	6	7	8	9	10
12.	I employ the strategy of motivation to persuade employees with the importance of change.	1	2	3	4	5	6	7	8	9	10
13.	I discuss and agree with employees about the change programs before implementation.	1	2	3	4	5	6	7	8	9	10
14.	I involve employees in the change programs.	1	2	3	4	5	6	7	8	9	10
15.	I explain the effect of new decisions on employees.	1	2	3	4	5	6	7	8	9	10
16.	I use the persuasion strategy to deal with employees.	1	2	3	4	5	6	7	8	9	10
17.	I discuss my conclusions and ideas with employees to get their agreement.	1	2	3	4	5	6	7	8	9	10
18.	Change happens unexpectedly when facing a crisis or a problem.	1	2	3	4	5	6	7	8	9	10
19.	Employees accept change under the effect of fear and punishment.	1	2	3	4	5	6	7	8	9	10
20.	The formal power is used when implementing change.	1	2	3	4	5	6	7	8	9	10
21.	Employees are forced unwillingly to accept change.	1	2	3	4	5	6	7	8	9	10
22.	I use the strategy of punishment when employees implement tasks incorrectly.	1	2	3	4	5	6	7	8	9	10
23.	To repress employees' resistance to change, I use the strategy of punishment.	1	2	3	4	5	6	7	8	9	10
24.	Employees' opinions are taken into consideration after implementing the change programs.	1	2	3	4	5	6	7	8	9	10

Appendix (C)

كلية التجارة / برنامج الماجستير في إدارة الأعمال

الجامعة الإسلامية بغزة

الموضوع: تعبئة استبانة

" العلاقة بين الذكاء السياقي (Contextual Intelligence) واستراتيجيات إدارة التغيير في المدارس التابعة للأونروا في قطاع غزة "

أخي الكريم / أختي الكريمة   تحية طيبة وبعد ....

تهدف هذه الاستبانة إلى دراسة أثر العلاقة بين **الذكاء السياقي (Contextual Intelligence)** واستراتيجيات إدارة التغيير في المدارس التابعة للأونروا في قطاع غزة. كما تأتي هذه الاستبانة في إطار إتمام متطلبات التخرج ضمن برنامج الماجستير الذي يشارك فيه الباحث ضمن كلية التجارة في الجامعة الإسلامية بغزة.

يعرف الذكاء السياقي (Contextual Intelligence) على أنه القدرة السريعة والحدسية على إدراك أو تشخيص المتغيرات الديناميكية الملازمة للحدث أو الموقف مما يؤدي الى تعديل في السلوك وبالتالي الى تأثير مناسب في ذلك السياق.

وإنني أقدر جهودكم عاليا في الإجابة على أسئلة الاستبانة؛ حيث يستغرق تعبئتها 15-20 دقيقة. كما وأؤكد على أنه لا توجد إجابات صحيحة وإجابات خاطئة وأن تبقى معلوماتكم الشخصية سرية ولا تستخدم إلا لأغراض البحث العلمي. لذا أرجو التكرم بالإجابة عليها بصدق وموضوعية ولكم مني جزيل الشكر.

يقدر الباحث جهدكم ووقتكم المبذول في تعبئة الاستبانة ودوركم في إنجاح الدراسة التي ستقدم توصيات لتحسين بيئة العمل في المؤسسات التعليمية الفلسطينية.

الباحث: إياد كمال أبو وادي

2014/12/16

أولا: البيانات الشخصية

1. **الجنس**	□ ذكر		□ أنثى		
2. **الحالة الاجتماعية**	□ أعزب	□ متزوج		□ مطلق	
3. **مكان السكن**	□ الشمال	□ غزة	□ الوسطى	□ خانيونس	□ رفح
4. **المستوى التعليمي**	□ دكتوراه أو أعلى	□ ماجستير	□ بكالوريوس	□ دبلوم	
5. **العمر**	□ أقل من 35 عام		□ من 35 إلى أقل من 40 عام		
	□ من 40 إلى أقل من 45 عام		□ 45 عام فأكثر		
6. **الوظيفة الحالية**	□ مدير	□ مدير مساعد		□ مشرف	
7. **سنوات الخبرة في الوظيفة الحالية**	□ من سنة إلى أقل من خمس سنوات		□ من خمس إلى أقل من عشر سنوات		
	□ من عشر سنوات إلى أقل من خمس عشرة سنة		□ خمس عشرة سنة فأكثر		

ثانيا: مجال الذكاء السياقي: يرجى الاختيار بناء على درجة موافقتك على كل من العبارات التالية (1 – غير موافق بشدة، 10-موافق بشدة) ⬅

10	9	8	7	6	5	4	3	2	1

السلوك الأول: القيادي المؤثر(influencer)

الرقم	البند	1 -10 ⬅
1-	أضع خطط وأفكار للأمام	
2-	أشجع الآخرين على تقديم حلول للمشاكل	
3-	أرحب بأفكار واقتراحات الآخرين	
4-	أعرض خطط تفصيلية لتوضيح كيفية عمل المهام	
5-	أعترف بأخطائي الشخصية بسرعة	
6-	أظهر تعاطفي مع الآخرين عند وجود صعوبات	
7-	أبذل جهدا كبيرا لتطوير أفكار الآخرين كما أفعل لنفسي	
8-	أستمع بتعاطف للآخرين الذين لا يشاركوني رأيي	
9-	أتوقع معارضة الآخرين لرأيي وأكون جاهزا للإجابة	
10-	أبدي التسامح والتقبل لمشاعر الآخرين	
11-	أساعد الآخرين في التعبير عن آرائهم	
12-	ألفت انتباه الآخرين الى عيوب آرائهم	

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السلوك الثاني: وكيل التغيير(change agent)

الرقم	البند	1 -10 ←
1-	أستجيب بسرعة للظروف المتغيرة ومواقف الأزمات.	
2-	أستطيع أن أكسب ثقة المسؤولين الذين أتفاعل معهم.	
3-	أخصص الوقت والاهتمام لتطوير قدراتي الشخصية.	
4-	أمتلك القدرة الجيدة لتوظيف النظرية الابتكارية لحل المشاكل.	
5-	أمتنع عن القيام بفعل مندفع عندما يبدو الخطر كبير.	
6-	أثق بأنني أستطيع أن أصنع قرارات اجرائية في حال عدم وجود مدخلات واضحة.	
7-	أفهم كيف يستجيب الآخرين في المواقف المختلفة.	
8-	أتفاعل جيدا مع عدد كبير من الجماعات بديناميكيات قوة مختلفة.	
9-	أكون متأكدا أن المواضيع والطرق والاستراتيجيات التي أنتهجها من المرجح أن تكون ناجحة في سياق تنظيمي معين.	

السلوك الثالث: القيادي ذو رؤية مستقبلية (future-minded)

الرقم	البند	1 -10 ←
1-	أمتلك صورة ذهنية واضحة عما سيجعل العاملين أفضل.	
2-	أمتلك الرؤية التي ستجعل المؤسسة أفضل.	
3-	أستطيع أن أتصور تلك التغيرات المتعددة التي تحسن العاملين.	
4-	أعرف كيف أستطيع أن أغير الوضع الحالي للمؤسسة للأفضل.	
5-	أستطيع أن أحدد أهداف التحدي التي يجب التأكيد عليها للعاملين	
6-	أمتلك صورة واضحة عن حاجات المؤسسة التي يجب اشباعها من أجل تحقيق مستوى أفضل.	
7-	أمتلك صورة ذهنية واضحة عما ستكون عليه المؤسسة في المستقبل.	
8-	من الواضح لدي أن القيم الأساسية يمكن أن تحسن المنظمة فيما لو ركزنا عليها.	

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السلوك الرابع: مفكر ناقد(critical thinker)

الرقم	البند	1 -10 ⬅
1-	أستطيع أن أحلل البيانات والأفكار تحليلا عميقا لاستخدامها في حل المشكلات الصعبة	
2-	أستطيع أن أطبق نظريات ومفاهيم في حل المشاكل العملية والمواقف الجديدة	
3-	أستطيع أن أرى معظم القضايا من وجهات نظر متعددة	
4-	أربط الأفكار مع بعضها في أنماط معقدة وأستطيع أن أوضح العلاقات المعقدة	
5-	إذا عارضني أحد، أستطيع أن أجد الطرق والوسائل لأحصل على ما أريد	
6-	أستطيع أن أدير المواقف غير المتوقعة	
7-	عندما أواجه مشكلة، أستطيع أن أجد حلول متعددة	
8-	أستمع للآخرين بعناية وأزودهم بالتغذية الراجعة المناسبة	

السلوك الخامس: مسؤول اجتماعيا(socially responsible)

الرقم	البند	1 -10 ⬅
1-	أقوم أنا والعاملين بإنجاز المهام بطريقة تتوافق مع الأعراف المجتمعية والمعايير الأخلاقية	
2-	أشجع العاملين على المشاركة في الأنشطة التطوعية و**الخيرية** في المجتمع المحلي	
3-	أشجع العاملين على المشاركة في أنشطة المجتمع المحلي	
4-	أعقد اجتماعات دورية مع مجلس أولياء الأمور لتحسين التعليم	
5-	أفضل العمل الفريقي (ضمن فريق) على العمل الفردي	
6-	أهتم بشكاوى المجتمع المحلي وأتعامل معها بجدية	
7-	أبني علاقات جيدة مع الجهات المعنية للحفاظ على البيئة آمنة ونظيفة	
8-	أمتلك خطة طوارئ في حال حدوث كوارث طبيعية	

ثالثا: مجال استراتيجيات إدارة التغيير: يرجى الاختيار بناء على درجة موافقتك على كل من العبارات التالية

(1 – غير موافق بشدة، 10-موافق بشدة)

1	2	3	4	5	6	7	8	9	10

الاستراتيجية العقلانية(Empirical-rational)

الرقم	البند	1 -10
-1	يتم جمع المعلومات حول المشكلة أو الأزمة التي تواجهها المؤسسة	
-2	تهتم إدارة المؤسسة بإقامة ورش عمل حول المستجدات والتطورات في العمل	
-3	يتم تقسيم برامج التغيير في المؤسسة الى مراحل عند تطبيقها	
-4	يتم حصر كافة البدائل المتاحة للتعامل مع الأزمة التي تواجهها المؤسسة	
-5	تهتم إدارة المؤسسة بإلحاق العاملين بدورات تدريبية باستمرار	
-6	يمتلك العاملون في المؤسسة المعرفة والخبرة الملائمة لإنجاز المهام المنوطة بهم	
-7	تستند عمليات التغيير في المؤسسة على نتائج البحوث والدراسات	
-8	يتم دعم العاملين في بعثات دراسية لتنمية مهاراتهم ومعارفهم	
-9	أهتم بسماع اقتراحات المرؤوسين حول برامج التغيير المطبقة	
-10	أشكل فرق عمل في المؤسسة عند وقوع أزمة ما	

استراتيجية التوعية الموجهة(Normative-re-educative)

الرقم	البند	1 -10
-1	تهتم إدارة المؤسسة بإقناع الآخرين ببرامج التغيير	
-2	تستخدم إدارة المؤسسة أسلوب التحفيز لإقناع العاملين بأهمية التغيير	
-3	تتفق إدارة المؤسسة مع العاملين على تنفيذ برامج التغيير قبل تطبيقها	
-4	تشرك إدارة المؤسسة العاملين في برامج التغيير	
-5	توضح إدارة المؤسسة أثر القرارات الجديدة على العاملين	
-6	تستخدم إدارة المؤسسة أسلوب الاقناع عند التعامل مع المرؤوسين	
-7	أبين للمرؤوسين استنتاجاتي وأفكاري نحو التغيير للحصول على موافقتهم	

الاستراتيجية القسرية(Power-coercive)

الرقم	البند	1 -10 ←
1-	تتم التغيرات في المؤسسة بشكل مفاجئ لمواجهة أزمة ما	
2-	يقبل العاملون في المؤسسة التغيير بدافع الخوف من العقاب	
3-	يتم تنفيذ برامج التغيير في المؤسسة باستخدام القوة الرسمية	
4-	تلجأ إدارة المؤسسة لاستخدام أسلوب الحزم والشدة لإلزام العاملين بقبول التغيير	
5-	تلجأ إدارة المؤسسة لاستخدام أسلوب العقاب عند عدم تنفيذ العمل بشكل صحيح	
6-	يتم قمع مقاومة العاملين لبرامج التغيير باستخدام العقوبات والجزاءات	
7-	يتم أخذ آراء العاملين نحو برامج التغيير بعد الانتهاء من تنفيذ هذه البرامج	