Strategic leadership skills as a moderate of the impact of environmental challenges on effective management of the environment according to the model (VUCA Prime)

Hasan A. K. Al Najm (1)  Salah Aldeen A. Al Kubaisi (2)
Iraq ministry of education University of Baghdad / College of Administration and Economics
hnkl1990@gmail.com Salahalkubaisy@yahoo.com

Received : 10/5/2020  Accepted : 26/7/2020  Published : November / 2020

Abstract:
Purpose – The main purpose of this research is to highlight the main role of strategic leadership skills for top managements in accessing to effective management in accordance with the (VUCA Prime) methodology in (VUCA) environment as Miniature virtual environment, which refers to (Volatility), (Uncertainty), (Complexity), and (Ambiguity).

methodology – To achieve the research objective, this study selected the quantitative approach in research design, Questionnaire was used as a main instrument for data collection, the sample comprised the opinion poll (106) individual who functions as head department. (Structural equation modelling by (Smart Pls3) was used for data analysis.

Findings: Leaders at top managements possess high skills and expertise, but the Leaders have not used their skills rightly, with the extreme dealing caution against risk. This was reflected in the diversity of services provided by Iraqi private banks.

Research limitations : The researcher suffered many difficulties, including the lack of transparency and the country’s turbulent circumstances, and the shortage of the number of Collaborating banks, which affected the adequacy of the statistical sample because most of the top managements of those banks fear the result of the assessment, which led to inaccurate answers avoided with using appropriate statistical methods.
Practical implications: The research discusses the skills of strategic leadership and how it contributes to changing the impact of environmental challenges, which face the top managements of banks, which contributes to the development of a clear method, leading the top managements to effective management diagnosis of failure points and trying to avoid them.

Social implications: The top managements access to the Effectiveness will lead to Prosperity of the Iraqi private banks and increase the banks’ s ability to adapt to the environment, which will lead to the results of economic prosperity in the country. through the skills that the management possess and achieving the goals of communicating with all stakeholders to follow the best ways to achieve the social goals of the skills.

Originality: The scientific value of the research is research in three important variables for modern organizations which are environmental skills and challenges, skills and Effective management. Especially for their association with an important phenomenon which is leadership, assuming positive responses in motivating top managements to use their skills in managing those challenges, to contribute to the development of an integrated system of adaptation, considering the Iraqi environment that embodies (VUCA) environment.

Keywords: VUCA Prime, strategic leadership skills, structural equation modelling.

1 - Introduction

Strategic leadership skills are an important factor in the success of leaders in managing their organizations, which requires high levels of skills. It is considered one of the most prominent approaches to the study of leadership in the context of chaos, ambiguity, rapid global volatility and complexity in conditions of uncertainty as components of the environment (VUCA). An apparent interest in the leadership skills approach has been active since the 1990s in an extension of Katz's essays on skills in the 1950s. In a world of competition, digitization and flexible organizational structures. In view of the successive crises and the current (19-COVID) crisis, which showed a great lack of strategic leaders and the link of the topic and its synchronization with ethical and social challenges in the lives of the principals and their relations with their Followers, this is what it is trying to address and the formation of an integrated intellectual system. In the (VUCA) environment a profound intellectual debate has emerged about successful adaptive models in changing environments. The researcher tried to enrich the intellectual accumulation of the topic and diagnose the extent of the influence of environmental factors and their importance. This is what applies to the Iraqi and banking environment, in particular, and to the economic importance of this promising sector, if it invested properly. The top managements of banks needs to employ these skills to reach effective management. In the same context, it is not possible to reach effective management except with the presence of strategic leadership skills, in an attempt to develop solutions to current and future problems to meet environmental challenges.
1.1: Research problem: The intellectual dilemma stems from the environment (VUCA) and the difficulty of managing its components and preparing the organization for long periods of time towards success and prosperity. Hence the field problem arises if most Iraqi business organizations and private banks suffer weak effective management and a lack of leadership skills in them or not employing them properly, which constitutes a major weakness that prevents them from moderating the impact of environmental challenges so the research problem can be expressed by asking about the extent of the role that strategic leadership skills play in moderating the impact of environmental challenges in effective management according to the (VUCA Prime) methodology.

1.2 Research Importance: The importance of research comes theoretically through researching three variables of leadership, which is the skill and what it represents for the leader, from which the strength of the leader’s influence in his subordinates and the success of his organization is demonstrated, the second is environmental management, and the third is the effective management of it. As for the importance of field research, they manifest it in assisting private banks researched in diagnosing the abilities of leadership skills possessed by top managements to moderate the effect environmental challenges. by reviewing previous scientific efforts and diagnosing shortcomings and weaknesses and highlighting the strengths of the organization. To be one criterion in selecting and promoting new leaders based on ability and familiarity to contribute to its success in the VUCA environment towards effective management.

1.3- Research objectives: The research seeks to achieve the following:
- Definition of what are the skills of the strategic leader and how to develop them and measure their level in the organization
- Measuring the moderated role of skills to adjust the paths of environmental challenges and reaching effective management towards success in formulating vision, understanding, and lightness, and creating a state of clarity and access to agility.

2. Literature review:

2.1: previous studies: - The researcher relied on some previous studies to support both theoretical and practical aspects.
A- Study (Bernstein, Laura E, 2014): entitled (The Perceived importance of VUCA-driven skills for 21st century leader success and the extent of integration of those skills into leadership development programs) The purpose of this study was: To measure the extent to which business leaders perceive the ten new leadership skills as important -it measured the extent to which the ten new leadership skills were integrated into development programs. Leadership skills. The most prominent results were that clarity, the dilemma of flipping, the innate maker, and structural polarization respectively are the skills that are seen as the most important to address both strategic priorities and immediate urgent problems. The results do not reveal a big difference between the size of the institution and the perceived importance of each skill. The researcher benefited from supporting the selection of the ten skills model.

B- Study (Adeleke et al, 2018): entitled: (strategic leadership skills and organizational citizenship behavior: the role of perceived organizational support among employees in the public). The study aimed to diagnose the difference in organizational citizenship behavior of employees with different strategic
leadership skills and their role in supporting them. The most prominent results were that organizational citizenship behavior is not different for each category of strategic leadership skills (expectation, decision, learning, alignment, interpretation, and challenge) as presented by Shoemaker et al., (2013). Also, even after controlling for perceived organizational support, lessons learned to support the practical side of research and Support selection ten skills model.

a. Philosophical discussion of the concept of Strategic leadership skills: Considered Robert Katz is one of the first researchers on skills in 1955 to overcome the problem of leadership Traits by treating leadership as a set of skills that can be developed, these skills are completely different from the characteristics, skills are what can be accomplished Leaders while attributes are an innate characteristic of leaders (Northouse, 2017: 43-44). Therefore, Gambrell (2015: 33) emphasizes that research in leadership skills is clearer and more comprehensive than research in the Traits of leadership. The concept of skills, can be categorized into perspectives of cognitive interaction with these concepts. My agencies: (skill in the concept of capability): (Collins, 2005:51) indicate that skill can be defined as the distinctive capabilities and talents of employees. And (skill in the concept of ability): defines Schermerhorn Jr et al. (2010: 16 ) it as the ability to translate knowledge into actions that lead to the required performance. And (skill in the concept of competence): He sees Alshaher (2013: 1952) that the distinctive competencies are the best that the organization does and the workers in the organization possess it (Osoo & Machuki, 2019: 156). And (Shaffer & Zalewskim2011b: 76) on the perspectives of competence and competencies. The term human capital stands to understand the economic value of many forms of learning and performance also depends on it to motivate members and build a network of social relationships (sometimes called social capital). Yukl (2013: 274) indicates effective teamwork is implemented by those who have strong skills, confidence, and commitment to the organization's goals for efficiency and innovative adaptation. (Skill in the concept of acquisition): Ivancevich et al. (2014: 69) mentioned that skill is an acquired talent to perform the task as it is generally stable and with The changes when training or experience occurs .. and finally (skill) The concept of the mixture): This corresponds to the concept Colquitt (2015: 585) it is the knowledge and degree to which workers have the ability and competence necessary for success.

b- Types of Skills: Leadership traditionally depends on three basic personal skills, namely technical, human and conceptual skills (Nahavandi, 2015: 138) emphasizes the fact that leaders, with their advancement in their organizations, are less dependent on technical skills and increasingly need personal and conceptual skills. There are from the skills section to classifying it into soft skills: it is also referred to as "people skills" so it is known as a group of personal traits that improve and empower positivity and enhance the interactions of individuals and their relationships with each other at different levels (Aquila et al, 2017: 1). As for the hard skills, Shooter et al (2009: 6) referred to them as technical skills required for a specific task or group of tasks.

Some of them focused on the high conceptual skills that strategic leaders need in senior management such as vision and problem-solving skills. Moldoveanu & Narayandas (2016: 21) from Harvard Business School ranked the strategic skill set into (functional cognitive skills): skills associated with standard
models Leaders need to process a great deal of information to make complex decisions often (Pijpers, 2010: 137), (cognitive skills: metadata): this is what he referred to Mumford et al. (2009: 89-90) as performance depends pragmatic leaders have the skills needed to analyze and solve organizational problems about this experience as they come And this led to the intelligence, creativity, critical thinking, judgment, wisdom, and knowledge. And (non-cognitive, emotional, and cognitive skills): (Goleman, 2017: 66) indicates that emotional intelligence represents the ability to effectively manage self and relationships consisting of four capabilities: self-awareness, self-management, social awareness and social skill, which leads to several skills. (Non-cognitive skills: self-control leadership skills, self-organization and X skills): These skills are centered around the relative age value of different skills and formulation of “executive functions of the brain” and are related to the implementation of the CEO’s mind, which are most relevant to it and the division of big problems into different sub-tasks Goals and functions. (Individual skills vs. relational skills): Matthews (2015: 64) refers to social assessment skills and interpersonal skills as a critical leadership characteristic also known as social intelligence by understanding feelings and ideas and responding to them effectively and linking the behavior of group members to the leader's appearance and effectiveness.

c- The Ten Leadership Skills Model: Not all managers are leaders and not all leaders have managerial skills that managers are not expected to be a vision while leaders generally predict future impacts based on evidence and have a vision and some are leaders by nature and some need motivation and motivation and develop new skills to guide their organizations and societies in the future (Kumaran, 2012: 45). Given the different levels, divisions of skills, and future needs of leaders, Johansson came up with a model of the 10 leadership skills for future leaders. As mentioned, Johansson (2017-13-13):

- Maker Instinct: using the leader’s internal motivation to build and grow things, communicate, and reshape organizations.
- Clarity: Seeing the future chaos, clarity about what they make, and flexibility in terms of How.
- Dilemma Flipping: The ability to transform dilemmas into advantages and opportunities as they cannot be solved.
- Immersive Learning Ability: comprehensive learning and the ability to integrate oneself into unfamiliar environments to learn from them proactively.
- Bio-Empathy: seeing things from nature, understanding, respect and learn the patterns of nature.
- Constructive Depolarizing: Attracting people from different cultures is the source of unwanted polarization, towards positive participation and calming tense situations dominated by disputes and interrupting communication.
- Quiet Transparency: openness and authenticity without exaggerating self-enhancement without media, which makes it a great goal.
- Rapid Prototyping: Creating early versions of innovations with an expectation of success, failure to account, and learning from these early setbacks in interesting ways.
- Smart Mob Organizing: Create interactive social business networks using electronic media.
• Commons Creating: nurturing and developing what all stakeholders can benefit to the competition.

2.2.2-Effective Management according to the (Vuca Prime) model:

a. A (VUCA) environment: is a microcosm of the broader environment to facilitate the task of leaders. The acronym (VUCA) first appeared in 1997, as the topic was discussed for the in War College of United States in (1987) As an attempt to prepare for effective leadership in this environment, today indicates a change in organizations, success requires smart leadership that adopts new perspectives on adaptation and changing strategic imperatives that require high internal resilience from a key perspective of change (Dunbar, 2013: 13).

Blackburn et al (2015: 408) refers to the reflection of the main characteristics of these challenges in the current economic environment as the term VUCA refers to (Volatility) to the speed and magnitude of the change, both in the information and in the circumstances. And (Uncertainty) is the lack of knowledge, not in terms of cause and effect, but rather whether an event is important enough to constitute a meaningful cause and there is a lack of predictability (Thebe, 2017: 30). (Complexity) Confusion of issues and chaos surrounding any organization (Venkatesh, 2016: 19). Whereas, (ambiguity) is the inability to accurately visualize threats and opportunities before they become destructive and results from the confusion of circumstances or lack of clarity of the meaning of the event (Ko&rea, 2016: 378).

Sahu & Panda (2016: 1) state that the VUCA model of environmental challenges in the private sector did not gain much importance until the terrorist attacks that took place on September 11, 2001, and the beginning of the financial crisis in the period 2008-2009 when organizations around the world suddenly found themselves Faced with similar disturbances in their environments and business models. This is confirmed by OECD (2016: 64) who points out that successive complex crises have become a regular feature and are usually surrounded by complex social and technical factors that are likely outside the competence of leaders and are associated with a great deal of uncertainty that can be determined through expert assessments of subjects often will be ambiguous.

b - Effective Management: The term effective management is a broad terminology, but it can be discussed through

- The concept of effective management: The effective management of environmental challenges can be highlighted from two perspectives of effective leadership: (the perspective of the effective leader): And when Lorange (2010: 41) emphasizes that effective management during troubled times means understanding and meeting customer expectations, learning and gaining positive visions of failure It is very important and unless the leader understanding it, will be that it is difficult to determine the most important learning points through his experiences, it deserves to do a great deal of analysis retroactively, because it is these ideas lead to a better understanding of the customers and the environment which leads to very valuable results. Gordon (2017: 30-31) adds that effective management is a practice of skillful interaction within an organization's social network to help the group act creatively. Kornelsen (2019: 27) emphasizes that leadership is usually affected by three main factors: the leader, followers, and context, as effective management emerges when these three dimensions are appropriately aligned. And that there are basic requirements for effective leaders
in the VUCA environment as discussed by Casey (2013: 3), which is the vision: to take advantage of opportunities that only the challenge and courage is seen: making judgments about the future always involves personal risk: leaders with strong values, trustworthy organizations. (Effectiveness from an organizational perspective): organizations with effective organizational leadership capabilities are better able to respond to the changing environmental factors that influence competitive advantage and innovation, Rainey (2010: 334) cited Senge's model development work as an introduction to the organization's extended architecture and strategies for managing complexity and driving change better. Gary (2013: 147) believes that successful organizations adapt through conducting a deep analysis of customers and the market to insight into all environmental elements to seize opportunities and mitigate risks by making changes before the problem occurs and Kerr (2013: 31) counts the (kaizan) philosophy as the best an attack form and is a continuous feedback loop and a means of prosperity in a VUCA environment. Klaus & Siegfrie (2015: Xiv) emphasizes that the world involves a faster and more rapid pace of innovation needed to respond to a changing environment. Resource mobilization and conversion is an ongoing renewal and reorientation of the organization for upcoming opportunities (Steiber, 2018: 11-12).

The (Vuca Prime) Model for Effective Management: For Effective Management of Environmental Challenges of the Vuca Model JOHANSEN proposed his model (Vuca Prime), which consists of four pillars as a counterpart model for the solution in facing challenges, namely:(Vision): The letter "V" refers to the vision for organizing the process of thinking and designing models and enhances the capabilities of the leaders and the prediction of unexpected events and the willingness to deal with them (Hussein & Abdul Hassan, 2020: 203) and (Understanding): the letter "U" indicates the ability of leaders to stop and looking, listening and learning is beyond their functional areas of expertise effectively in the VUCA (Lawrence, 2013: 6) and (clarity) environment: The letter "C" indicates knowledge of where to go, which requires many decisions. Reflecting a degree of pragmatic in strategic direction placement (Guirand & Vandenbempt, 2017: 59) And (agility): The letter "A" indicates rapid response, adaptation and more alertness towards unexpected events and flexibility (Alkubaisi & Almado, 2019: 29)

2.2.3 - Connecting all study variables:

To work effectively in the world of VUCA, leaders will need new skills to make their future and with dilemmas and paradoxes that do not have clear solutions to satisfy many stakeholders (Awal & Stumpf, 2010: 2229) and build self-awareness, understanding, skill sets and understanding and inclusion of knowledge about the organizational context they face (Ely & Zaccaro, 2011: 336).

Stein (2014a: 61) emphasizes that there is a balance between challenges and skills. If the challenge is very difficult, leaders feel frustrated and vice versa, as the flow occurs at the optimum balance between capabilities and mission, which makes them alert, focused and effective. Ellis (2015: 217) emphasizes that when optimizing to reduce resistance to change using leadership skills is a vision of what the team can achieve and although some leaders may never adapt to the atmosphere of change, most of them will be more flexible over time assuming
they see the expected results. Furthermore, Parker et al. (2015: 236) indicate that
the traditional focus of work and performance outcome training has been
expanded to include a wide range of personal and professional results that enable
leaders to adapt to increasing changing circumstances and build lightness during
change and crises known as (VUCA). Here it is worth noting the intertwined skill
we mentioned earlier from the strategic skills mentioned (Kouzes & Posner, 2016:
155-156), which is sympathy as the most important skill that leaders need to
succeed in this troubled world, so it is not surprising that sympathy and learning
are positive if the leader is able to understand others and embrace their views.
Suriyaprakash (2016: 125) confirms that the world is going through a rapid
transition; especially in the field of business, as organizations face economic
conditions, and effective leadership is a key factor in exceeding expectations.

Cirpan (2017: 155) stresses that organizations will not live long unless they
have the skills to describe the challenges leaders face. Thomson & Emmens (2018:
90) notes that workplaces include multiple tensions and conflicts often, with
important things including reconciling vision, growth and change with resilience
and successful leaders who managed to manage cultural complexity with the
ability to grow in the digital world fluently, and this requires high cultural
intelligence as a result of the leaders ’intelligence (Summative and emotional).
Hurst et al. (2018: 276) states that, as a result, personal skills are developed in
particular with regard to dealing with change, uncertainty, and ambiguity, all of
which contribute to the ability to adapt to new situations and expand thinking for
more lightness as well as coming up with new and innovative approaches to
problem solving.

Abidi (2018: 5) emphasizes the soft decision-making skills that are positive
for the way in which you find the most important resources. Strong
communication skills and high-level thinking will be a valuable asset in the
VUCA environment, which leads to agility to take advantage of environmental
opportunities and avoid threats.

2.2.4- Research model:

Environmental challenges represent the explanatory variable, strategic
leadership skills moderated variable, and effective management of environmental
challenges. The variable is responsive, and this is illustrated in Figure 1. The
vertical arrow represents the moderated effect of strategic leadership skills and
the horizontal arrow is the effect of the explanatory variable in the responsive
variable.
2.3: The research hypotheses: The research aims to test the main hypothesis "strategic leadership skills may significantly contribute to moderating pathways for influencing environmental challenges in effective management" and the following sub-hypotheses are subdivided from them:

H1. Maker Instinct skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H2. The clarity may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H3. The Dilemma Flipping skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H4. The Immersive Learning Ability skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H5. The Bio-Empathy skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H6. The Constructive Depolarizing skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H7. The Quiet Transparency skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H8. The Rapid Prototyping skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H9. The Smart Mob Organizing skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
H10. The skill of Commons Creating may significantly contribute to moderating pathways for influencing environmental challenges in effective management.
3-Research methodology:
3.1- Research methodology and data collection tool: The researchers used the quantitative method, and the researchers relied on the questionnaire tool according to the Likert pentatonic scale and were presented to a group of arbitrators. Because the questionnaire questions are mostly derived from the theoretical side, or were brought from untested forms
3.2- Research population and sample: 11 Iraqi private banks were chosen as a Research population. The reason behind that these banks work within a (VUCA) environment These banks are: Al-Ahly Iraq, United Investment, Mansour, The Islamic National, Babel, Sumer, Assyria, Al-Istithmar, the Gulf, and the Middle East. 127 survey questionnaires were distributed, but only 106 questionnaires were Receipt completed and used for final analysis.

4. Results and discussion;
4.1- Validity and reliability of the questionnaire: The validity of the questionnaire indicates the appropriateness of the measures used in the research and the accuracy of the results, and the possibility of generalizing them There are two types of honesty are apparent honesty (Content Validity): It measures the appropriateness of the items of the questionnaire by presenting them to a group of experts with competence, and expressing their opinion about it The questionnaire was presented to a group of expert professors in the field of business administration, and the percentage of experts agreeing on the items of the questionnaire was more than (80%), and constructive validity (content) (Construct Validity), as it tests the suitability of the scale with the theories in which the questionnaire was designed in the light of which there is Three types of constructive honesty are sincerity Convergent Validity to evaluate the correlation of the questionnaires of the dimension or variable, and the discriminate validity, as it measures the independence of a dimension or variable from the other, as the relations between them should be low intensity, and the validity of the conceptual fabric (Nomological Validity) and indicates the theoretical correlation of research concepts with Theory. Construct validity is divided into:

- 0.4- 0.7 >Outer loadings
- 0.7 >Cronbach’s Alpha
- Composite Reliability > 0.7
- Average Variance Extracted (AVE) > 0.5

Sorce: Hair., Joseph F.& Hult, Tomas M.& Ringle, Christian M.& Sarstedt, Marko (2017). A primer on partial least squares structural equations modeling PLS-SEM,2nd .ed, SAGE, Los Angeles.

Upon analyzing the items, the results were shown according to the study variables According to:
- Strategic leadership skills: The item of (41 Q) of the (Composite Reliability) dimension achieved the highest degree of saturation (Outer loadings), amounting to (0.845) and Paragraph (Q43) of the same dimension achieved the lowest saturation value of (0.262), which is below the threshold, which requires deletion From the scale, after measuring (Cronbach's Alpha) and the Composite Reliability of the scale reliability and consistency, it achieved after (Constructive Depolarizing) (0.850) and (0.889), respectively, as the highest result at the sub-
dimensional level knowing that the Composite Reliability is a newer measure than the Cronbach alpha scale and the average contrast. Extract (AVE) amount (0.572), which depends on the saturation of the vertebrae and increases the height of its saturation while h After the Maker Instinct (0.710) and (0.82), the minimum dimension result for the Cronbach alpha and the Composite Reliability, respectively, and (0.5) for the dimension (Immersive Learning Ability) and (Smart Mob Organizing) to the measure of the variance extracted are lower than the two achieved the threshold and the items were deleted (Q1, Q4, Q44 and Q50) because their saturation affects the reaching of the contrast threshold to achieve the honesty of the variance and its theoretical weakness and based on the theoretical basis as a basis for deletion as in the following table

Table 1: The validity and reliability results for strategic leadership skills construct

| Dimension               | items | Loading | Cronbach's Alpha | Composite Reliability | AVE  |
|-------------------------|-------|---------|------------------|-----------------------|------|
| Maker Instinct          | Q1    | 0.570   | 0.710            | 0.821                 | 0.534|
|                         | Q2    | 0.753   |                  |                       |      |
|                         | Q3    | 0.738   |                  |                       |      |
|                         | Q4    | 0.450   |                  |                       |      |
|                         | Q5    | 0.718   |                  |                       |      |
|                         | Q6    | 0.643   |                  |                       |      |
| Clarity                 | Q7    | 0.602   | 0.777            | 0.849                 | 0.532|
|                         | Q8    | 0.638   |                  |                       |      |
|                         | Q9    | 0.683   |                  |                       |      |
|                         | Q10   | 0.770   |                  |                       |      |
|                         | Q11   | 0.744   |                  |                       |      |
|                         | Q12   | 0.747   |                  |                       |      |
| Dilemma Flipping        | Q13   | 0.805   | 0.787            | 0.855                 | 0.545|
|                         | Q14   | 0.759   |                  |                       |      |
|                         | Q15   | 0.819   |                  |                       |      |
|                         | Q16   | 0.659   |                  |                       |      |
|                         | Q17   | 0.628   |                  |                       |      |
| Immersive Learning      | Q18   | 0.678   | 0.750            | 0.833                 | 0.50 |
|                         | Q19   | 0.760   |                  |                       |      |
|                         | Q20   | 0.649   |                  |                       |      |
|                         | Q21   | 0.763   |                  |                       |      |
|                         | Q22   | 0.679   |                  |                       |      |
| Bio-Empathy             | Q23   | 0.718   | 0.791            | 0.857                 | 0.548|
|                         | Q24   | 0.827   |                  |                       |      |
|                         | Q25   | 0.785   |                  |                       |      |
|                         | Q26   | 0.657   |                  |                       |      |
|                         | Q27   | 0.700   |                  |                       |      |
Environmental Challenges (VUCA): The item of (Q70) achieved the highest saturation (.788) of the complexity dimension and achieved the dimension (0.818) and (0.869) to the Cronbach alpha and Composite Reliability respectively, and after ambiguity to the achieved variance rate (0.575) as the highest values While the lowest saturation in the dimension of the Volatility in paragraph (Q61) by (.586) and achieved after the non-verification (0.749) and (0.834) and (0.502), respectively, for the Cronbach alpha and Composite Reliability and the achieved rate of variance that was reached after deleting the two items (Q66) and (Q78).

| Constructive Depolarizing | Q28 0.761 | 0.850 | 0.889 | 0.572 |
|----------------------------|----------|-------|-------|-------|
| Q29 0.836                  |          |       |       |       |
| Q30 0.706                  |          |       |       |       |
| Q31 0.687                  |          |       |       |       |
| Q32 0.778                  |          |       |       |       |
| Q33 0.760                  |          |       |       |       |
| Q34 0.669                  | 0.782    | 0.852 | 0.536 |
| Quiet Transparency         |          |       |       |       |
| Q35 0.739                  |          |       |       |       |
| Q36 0.781                  |          |       |       |       |
| Q37 0.755                  |          |       |       |       |
| Q38 0.711                  |          |       |       |       |
| Rapid Prototyping          | Q39 0.755 | 0.737 | 0.835 | 0.563 |
| Q40 0.565                  |          |       |       |       |
| Q41 0.845                  |          |       |       |       |
| Q42 0.806                  |          |       |       |       |
| Q43 0.262                  |          |       |       |       |
| Smart Mob Organizing       | Q44 0.501 | 0.746 | 0.831 | 0.500 |
| Q45 0.516                  |          |       |       |       |
| Q46 0.639                  |          |       |       |       |
| Q47 0.774                  |          |       |       |       |
| Q48 0.808                  |          |       |       |       |
| Q49 0.729                  |          |       |       |       |
| Commons Creating           | Q50 0.632 | 0.729 | 0.830 | 0.550 |
| Q51 0.741                  |          |       |       |       |
| Q52 0.683                  |          |       |       |       |
| Q53 0.696                  |          |       |       |       |
| Q54 0.575                  |          |       |       |       |
| Q55 0.716                  |          |       |       |       |
| Total                      | 0.955    |       |       |       |
Table 2: The validity and reliability results for the environmental challenges (VUCA) construct

| Dimension  | Items | Loading | Cronbach's Alpha | Composite Reliability | AVE    |
|------------|-------|---------|------------------|-----------------------|--------|
| Volatility | Q56   | .645    | 0.802            | 0.859                 | 0.506  |
|            | Q57   | .765    |                   |                       |        |
|            | Q58   | .731    |                   |                       |        |
|            | Q59   | .775    |                   |                       |        |
|            | Q60   | .746    |                   |                       |        |
|            | Q61   | .586    |                   |                       |        |
| Uncertainty| Q62   | .700    | 0.749            | 0.834                 | 0.502  |
|            | Q63   | .589    |                   |                       |        |
|            | Q64   | .758    |                   |                       |        |
|            | Q65   | .728    |                   |                       |        |
|            | Q66   | .591    |                   |                       |        |
|            | Q67   | .702    |                   |                       |        |
| Complexity | Q68   | .729    | 0.818            | 0.869                 | 0.526  |
|            | Q69   | .728    |                   |                       |        |
|            | Q70   | .788    |                   |                       |        |
|            | Q71   | .723    |                   |                       |        |
|            | Q72   | .771    |                   |                       |        |
|            | Q73   | .600    |                   |                       |        |
| Ambiguity  | Q74   | .750    | 0.753            | 0.843                 | 0.575  |
|            | Q75   | .743    |                   |                       |        |
|            | Q76   | .680    |                   |                       |        |
|            | Q77   | .715    |                   |                       |        |
|            | Q78   | .597    |                   |                       |        |
| Total      |       |         | 0.903            |                       |        |

- Effective Management of Environmental Challenges (VUCA Prime): the item of (Q91) achieved the highest saturation (.884) and the lowest saturation achieved by the item of (Q83) which is (0.630) in the clarity dimension and the highest results with regard to Alpha Cronbach, compound reliability, and the rate of variance with (0.864), (0.903) and (0.651) respectively, and achieved the vision, the lowest values for the same criterion (0.778), (0.850) and (0.532), respectively, according to the table.
Table 3: The validity and reliability results of the effective environmental management construct

| Dimension | Items | Loading | Cronbach's Alpha | Composite Reliability | AVE |
|-----------|-------|---------|------------------|-----------------------|-----|
| Vision    | Q79   | 0.677   | 0.778            | 0.850                 | 0.532 |
|           | Q80   | 0.804   |                   |                       |      |
|           | Q81   | 0.755   |                   |                       |      |
|           | Q82   | 0.769   |                   |                       |      |
|           | Q83   | 0.630   |                   |                       |      |
| Understanding | Q84 | 0.739   | 0.850            | 0.893                 | 0.626 |
|           | Q85   | 0.809   |                   |                       |      |
|           | Q86   | 0.842   |                   |                       |      |
|           | Q87   | 0.774   |                   |                       |      |
|           | Q88   | 0.789   |                   |                       |      |
| Clarity   | Q89   | 0.798   | 0.864            | 0.903                 | 0.651 |
|           | Q90   | 0.839   |                   |                       |      |
|           | Q91   | 0.884   |                   |                       |      |
|           | Q92   | 0.796   |                   |                       |      |
|           | Q93   | 0.708   |                   |                       |      |
| Agility   | Q94   | 0.652   | 0.783            | 0.851                 | 0.535 |
|           | Q95   | 0.757   |                   |                       |      |
|           | Q96   | 0.765   |                   |                       |      |
|           | Q97   | 0.705   |                   |                       |      |
|           | Q98   | 0.771   |                   |                       |      |
| Total     |       |         | 0.923            |                       |      |

4.2-Discriminate Validity: Its structure is similar to conformational factor analysis (CFA), as the confirmatory aspect supported by theories predominates and consists of two tests:

a- The difference between the scale 's items (Cross Loading): to measure whether the items measure the dimension and are not similar and overlap with others or between them within the dimension and with other dimensions as they must achieve the highest results to the dimension that belongs to him and according to the results of the table for the contrast of the indicators shows the success of all items of the scale In saturation over its dimensions and the highest values, which confirms its association with its dimensions and is not similar to each other.

b- Variable Correlation- Root square of AVE: if a specific dimension shows more correlation with other dimensions through its paragraphs and a large correlation between two dimensions, then this means that there is a possibility that the two share the explanation of the variable and that they are not distinguished Theoretically, the dimension cannot explain the phenomenon and after applying the (Fornell-Larche) test and observing the correlation matrix showing that there is interference and correlation between the two variations of vital sympathy and constructive removal of polarization, so the item of (26Q) was removed from the first dimension and the item of (28Q) from the second dimension to remove this link. Which brought us to the sincerity of a complete differentiation of all dimensions.
4.3 - Impact hypothesis test among the research variables: the effect hypothesis, the coefficient of determination, the coefficient of influence size, the model's ability to predict, and the validity of the model will be tested.

To complete the analysis steps, we will use the value (β) and the value (t) when it is greater than (1.96) with a significant level (0.05) and below, as a measure of acceptance and rejection of research hypotheses, and there are factors related to the underlying variables

Figure (4) explanatory evaluation factors related to underlying variables

| N | The factors | the description | Standard value |
|---|-------------|-----------------|----------------|
| 1 | R² | The ability of independent variables to interpret the dependent variable | Chin (1998) suggested that R² values above 0.67 are (high), 0.67-0.33 (moderate), 0.32-0.19 (weak) and any values less than 0.19 (unacceptable) |
| 2 | F² | The size and amount of influence of the independent variable on the dependent variable | Explain (Cohen, 1988: 413-414) effect size (F²) according to the following: the effect size is above 0.35 (large), 0.35-0.15 (medium), 0.14-0.02 (small) and less than 0.02 (weak) |
| 3 | Q² | It is used for the purpose of assessing accuracy and predictive power and judging its ability outside the sample and its importance | Q² values greater than zero indicate the latent variables capability the predictive and significance of the path model (Sarr & Ba, 2017: 100). |
| 4 | GoF | One of the criteria for the validity and reliability of the research model, according to the formula | indicated (Wetzels, 2009: 187) the following ratios as approval ratios for the structural model ratio less than 0.1 (invalid), 0.1 - 0.25 (small), 0.26-0.36 (medium) and a value above 0.36 which is the degree (large) |

The test of The moderated impact for strategic leadership skills to influence challenges in effective management (VUCA Prime): The main hypothesis states that (strategic leadership skills may significantly contribute to moderating pathways for influencing environmental challenges in effective management)
The sub-assumptions of the main assumptions were tested and it was the structural model.

Figure 2: Sub-hypothesis testing for the main hypothesis
The main hypothesis was tested at the aggregate level and was the structural model.

Figure 3: Testing the main hypotheses
The main and sub-assumptions were tested and the results were as follows:

Table 5: Results of research hypotheses

| H     | Path                        | β     | S.D | t    | P    | sig | R2   | F2   | Q2   | Gof |
|-------|-----------------------------|-------|-----|------|------|-----|------|------|------|-----|
| H1    | M.E1 Maker Instinct         | -.070 | 0.138 | 0.508 | 0.617 | no  | 0.005 |      |      |     |
| H2    | M.E2 Clarity                | -.327 | 0.186 | 1.760 | 0.076 | no  | 0.059 |      |      |     |
| H3    | M.E3 Dilemma Flipping       | .315  | 0.158 | 1.991 | 0.045 | yes | 0.069 |      |      |     |
| H4    | M.E4 Immersive Learning     | -.018 | 0.187 | 0.096 | 0.920 | no  | 0.000 |      |      |     |
| H5    | M.E5 Bio-Empathy            | .035  | 0.151 | 0.234 | 0.817 | no  | 0.001 |      |      |     |
| H6    | M.E6 Constructive Depolarizing | .040  | 0.171 | 0.234 | 0.809 | no  | 0.001 |      |      |     |
| H7    | M.E7 Quiet Transparency     | -.161 | 0.143 | 1.129 | 0.253 | no  | 0.031 |      |      |     |
| H8    | M.E8 Rapid Prototyping      | .023  | 0.142 | 0.159 | 0.876 | no  | 0.001 |      |      |     |
| H9    | M.E9 Smart Mob Organizing   | -.171 | 0.125 | 1.365 | 0.171 | no  | 0.033 |      |      |     |
| H10   | M.E10 Commons Creating      | .092  | 0.127 | 0.725 | 0.469 | no  | 0.011 |      |      |     |
| H0    | M.E0 strategic leadership skills | .661  | 0.080 | 8.309 | 0.848 | no  | 0.000 |      |      |     |

As can be seen from Table (7), the moderated effect of strategic leadership skills is shown to influence the environmental challenges that contribute to the interpretation of (68%) and (60%) at the individual and total levels respectively of the change in effective management, and the two values are highly interpreted at the individual level and moderate to the total level. And (32%) and (40%) are due to the intervention of other factors that are not included in the model. The model demonstrated high capacity and reliability for measurement through the values of (Q2) and (GOF). The results of the hypothesis test were statistically as follows:

- The moderated effect of the Maker Instinct skill in effective management: The first sub-hypothesis of the main hypothesis stipulated that (the maker instinct skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.) the results of the hypothesis came negative through the influence of the maker's skill in effective management.
by ($\beta = 0.070$), the value of ($t = 0.508$), and significantly ($P >0.05$), and that this result indicates a rejection of the hypothesis, and weak impact size confirms on effective management versus the environmental challenges (VUCA) Which negatively affects its ability to reach to the vision to understand better for the environment, Agility as a result, especially in the conditions of banks Current At the launch of the new mechanism projects that the environment of have high volatility.

- **Moderated effect of clarity skill in effective management**: The second sub-hypothesis of the main hypothesis states (the clarity skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management.) as the results showed that clarity skill affects effective management by ($\beta = -0.327$), and a value ($t = 1.760$), and with significance ($P <0.05$), and that this result indicates a rejection of the hypothesis, small impact size confirms Environmental challenges have overcome the skill of clarity. Most top managements of banks do not have a clear strategic direction, which makes them unable to face the environmental complexity and interaction of interfering factors in the environment.

- **The moderated effect of the skill of Dilemma Flipping in effective management**: The third sub-hypothesis of the main hypothesis states (The Dilemma Flipping skill contributes to Dilemma Flipping by moderating the paths of environmental challenges in effective management), as the results showed that the skill of Dilemma Flipping affects effective management by the amount of ($\beta = 0.315$), The value of ($t = 1.991$), and with a significance ($p <0.05$), with a small significant effect and that this result indicates the acceptance of the hypothesis in the first place because the modified effect is not achieved by the Two conditions (the significant of the relationship and the hypothesis is achieved, the modification of the effective management path towards its higher level According to the research goal) To test this we use the following test by Smart pls3

![Figure 4: Sub-hypothesis testing (H3) sub-graphically](image)

It is clear to us from the previous figure that the modified effect was enhanced to the Level up, so accept the hypothesis completely, as this Effect size confirms positive influence to the ability of top managements to adapt, especially in circumstances of uncertainty, ambiguity to accommodate and recognize crises and circumvent challenges through understanding and access to lightness The movement which calls for the acceptance of the hypothesis to achieve the condition of the moderated factor.
• The moderated effect of the skill of the immersive learning ability in effective management: The fourth sub-hypothesis of the main hypothesis stipulates: (the Immersive Learning Ability skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), as the results showed that the skill of the midwife to learn influences effective management by the amount (β = -0.018), value (t = 0.096), and significantly (P <0.05), which leads to rejecting the hypothesis. and this confirms the size of the effect. Top managements in banks suffers from problems and that led to poor environmental understanding and weak ability to simulate different conditions, which It led to a Weakness in agility.

• The moderate effect of the bio-empathy skill for learning in effective management: The fifth sub-hypothesis of the main hypothesis states that (the bio-empathy skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), as the results showed that the skill of bio-empathy influences effective management by (β = 0.035), the value of (t = 0.234), and with significance (P <0.05), and that this result calls us to reject the hypothesis, and this confirms the size of the weak influence of vital sympathy as a moderating factor in the arrival of top managements to agility as this skill leads to perception and Wide vision and understanding through the different view of challenges and it gives automaticity and this does not happen except through natural concepts towards successful ecosystems.

• The moderated effect of the constructive depolarizing skill of polarization in effective management: The sixth sub-hypothesis of the main hypothesis states that (the Constructive Depolarizing skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), the results showed that clarity skill affects effective management by (β = 0.040 ), And the value of (t = 0.234), and with a significance (P <0.05), and that this result indicates a rejection of the hypothesis, and weak size of the effect confirms . The top managements have a problem in Constructive Depolarizing , which affects access to the vision.

• The moderated effect of the skill of quiet transparency in effective management: The seventh sub-hypothesis of the third main hypothesis states (the quiet transparency skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), the results showed that the skill of transparent calm affects the effective management by (β = -0.161), value (t = 1.129), and significantly (P <0.05). that this result indicates a rejection of the hypothesis, and this small impact size confirms the existence of problems affecting the leaders 'vision. It is one of aspect , The future leadership is the leader's ownership of transparency Calm and balance between them.

• The moderated effect of the skill of rapid prototyping in effective management: The eighth sub-hypothesis of the main hypothesis states (The Rapid Prototyping skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), as the results showed that the skill of rapid prototypes affects effective management by an amount ( β = 0.023), the value of (t = 1.59), and significantly (P <0.05). This result indicates a rejection of the hypothesis, and this confirms the size of the weak effect of this skill indicating leaders have a personal weakness. as it indicates that level of the creative and educational of leader. that leads to understanding and agility.
The moderated effect of the skill of smart mob organizing in effective management: The ninth sub-hypothesis of the main hypothesis states (The smart mob organizing in skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), as the results showed that, the skill affects the effective management by a quantity ($\beta = -0.171$), value ($t = 1.365$), and significantly ($P < 0.05$), and that this result indicates a rejection of the hypothesis, and this small impact size confirms the non-existence of an effect of this skill, which is an indication of the failure of top managements to influence society, including Subordinates. The goal of mastering this skill is to create networks of social change, dealing with it, and nurturing it through smart use of electronic and other media.

The moderated effect of the skill of commons creating in effective management: The tenth sub-hypothesis of the main hypothesis states (the Commons Creating skill may significantly contribute to moderating pathways for influencing environmental challenges in effective management), as the results showed that the skill affects the effective management ($\beta = 0.092$), and the value of ($t = 0.725$), and with significance ($P < 0.05$), and that this result indicates the rejection of the hypothesis and this confirms the size of weak effect. The lack of effective effect of this skill is a personal indication of poor leadership, if this skill integrates with the skill of quiet transparency with strength. The leader and according to his personality style in reaching the deep vision, will lead him to a lightness inevitably for movement. The lack effect in this skill is explained by weak communication and weak documentation in most banks and the lack of incentives provided by departments and the absence of the image inherent in the work of banks, which is the message and common goals in the work with a note that many heads of departments who evaluated top managements do not consider the bank an organization of business and consider the bank an entity completely different.

The Total effect of the moderated role of strategic leadership skills (VUCA) on effective management: The results of the hypothesis showed the effect moderating of strategic leadership skills combined in raising levels in effective management by ($\beta = 0.661$) and the value of ($t = 8.309$), And with a significance ($P < 0.05$). this result indicates a rejection of the hypothesis, if there is an unimportant effect size that does not rise the total skills as a moderated factor for the impact of environmental challenges, this confirms What the researcher reached through a Previous hypothesis, field observation, and direct meetings with the top managements and the respondent sample who valued them that managements does not use the high leadership skills it possesses or does not have experience in some aspects or surrounding circumstances. From the results we conclude that the skills contribute to moderating the tracks of the effective management by 10% at the sub level and don’t contribute to that at the aggregate level, so we refuse to accept the major hypothesis.
5- Research implications and limitations

The researcher suffered many difficulties, including the refusal of many banks to cooperate amid the fear of the top managements from evaluation, which affected the statistical adequacy of the sample and the lack of transparency and governance procedures, including documentation in most of the researched banks. The research targeted the heads of the executive departments to evaluate their top managements. In order to avoid top managements fear, the researcher's conducting interviews with most of the The management and the regulatory authorities of the banking sector to explain the goals of the research and remove fear and use the appropriate statistical methods to obtain accurate results.

6. The conclusions and Recommendations

6.1- This study reaches a number of conclusions as the following:

- Top managements possess high skills and expertise, but they are not employed in the right place, with extreme caution against risk.
- The top managements in banks Not succeeded to employ the skill of maker instinct and rapid prototyping to simulate conditions because they lack a vision towards effective management, and employ the skill of clarity in managing environmental challenges and access to clarity and environmental awareness because they lack the appropriate strategic direction towards effective management and the immersive ability to learn and empathize vital to simulate the (VUCA) environment and the constructive depolarizing skill to take into account diversity and top managements lacked the skill of transparent calm and weak smart organization to mobilize in the formation of business networks for the purpose of social change and commons creating among stakeholders for the process of social change and commons creating and constructive depolarizing by taking into account environmental diversity and bio-empathy to increase customer simulation and adapt to the VUCA environment.
- The top managements succeeded in hiring Dilemma Flipping skill to circumventing situations involving uncertainty and ambiguity, which led to relatively effective management.

6.2- On the other side, according to the research conclusions, this study provides several recommendations:

- Leaders should be selected for experienced senior management who can use the internal motivation and nurture maker instinct skill in remodelling. The need for this skill rises especially in instances of new product launches and pilot projects and the use of immersive learning ability to develop rapid prototyping.
- Setting a clear the mission, vision, shared values and goals transformed around the customer to face the decline in customer confidence through clarity, transparency and governance that must be applied by the top managements, and this reflects the influence of the leader and the skill of quiet transparency in the formation of social business networks, which achieves the social goal of skills. commons creating and constructive depolarizing by taking into account environmental diversity and bio-empathy to increase customer simulation and adapt to the VUCA environment.
• The top managements of banks should be exploiting a Dilemma Flipping skill of seizing opportunities and circumvent the cases of ambiguity and uncertainty, especially since the economic situation in the Iraqi market is very difficult through new products with pioneering ideas and not relying on traditional products through a broader understanding of the market and conducting market surveys and focusing on flexibility and the exploitation of skills Maker Instinct in modernizing the structures and procedures of operations to reach agility, especially since most banks possess high-liquid capitals.

• To put in place clear mechanisms to implement the recommendations, the following form has been put in place, which represents a summary of the mechanisms for reaching effective management, as each group of skills has self and acquired skills that lead to a part of effective management in certain proportions as follows:

Figure 5 :Mechanisms for accessing effective management


Reference:
1- Abidi, Dora (2018), FOSTERING ORGANIZATIONAL CAPABILITIES THROUGH SOFT SKILLS: A STRATEGIC IMPERATIVE FOR A VUCA WORLD, Discussion Papers In Economics And Business, Osaka University, No (18-08), pp.1-9.
2- Aquila, Elena D.& Marocco, Davide & Ponticorvo, Michela & Ferdinando, Andrea Di & Schembri, Massimilliano & Miglino, Orazio (2017), Educational Games for Soft-Skills Training in Digital Environments New Perspectives, 1st edition, Springer, Cham
3- Awal, Deepa & Stumpf, Stephen A. (2010), New leadership skills for success in a global business environment: Lessons from Executive Coaching, on Erfolgreiches Management (16), 1st ed., Springer, Berlin.
4- Bernstein, Laura E. (2014), 'The perceived importance of vuca-driven skills for 21stcentury leader success and the extent of integration of those skills into leadership development programs', Doctoral Thesis of EDUCATION, Drake University, Iowa.
5- Blackburn, Robert & Lurz, Kristina & Priese, Benjamin & Gob, Rainer Darkow, & Inga-Lena (2015), 'A predictive analytics approach for demand forecasting in the process industry, International Transactions in Operational Research', Vol (22), No (3), pp 407–42.
6- Casey, George W. (2017), Leading in a VUCA World, Cornell Executive Education - VUCA Leadership, Johnson Graduate School of Management, New York
7- Cohen, Jacob (1988), Statistical power analysis for the behavioral sciences, 2nd ed., LAWRENCE ERLBAUM ASSOCIATES, New Jersey.
8- Collins, David (2005), Organizational Change: Sociological Perspectives, 2nd ed., Routledge, New York.
9- Colquitt, Jason A. & LePine, Jeffery A. & Wesson, Michael J.(2015), Organizational behavior improving performance and commitment in the workplace, 4th ed McGraw-Hill Education, New York.
10- Dunbar, J. Keith (2013), 'The role of organizational leadership capability in mergers & acquisitions', Doctoral thesis of education, The University of Pennsylvania, Pennsylvania.
11- Gambrell, Kem (2015), The case for an indigenous collectivist mindset, on global and culturally diverse Leaders and Leadership New dimensions and challenges for business education and Society, 1st edition, Emerald Group Publishing, London.
12- Gary, Cokins(2013), Strategic business management from planning to performance, 11th ed., AICPA, New York.
13- Goleman, Daniel (2017), Leadership that gets results, 1st ed, Harvard Business Review Press, Boston.
14- Gordon, Gus (2017), Leadership through trust leveraging performance and spanning cultural boundaries, 1st ed., Springer, Cham.
15- Guiette, Alain & Vandenbempt, Koen (2017), Making sense of organizational change in times of dynamic complexity: change managerialism and reflexivity, in Managing VUCA through integrative self-management, 1st ed, Springer, Cham.
16- Hair, Joseph F. & Hult, Tomas M. & Ringle, Christian M. & Sarstedt, Marko (2017). A primer on partial least squares structural equations modeling PLS-SEM, 2nd ed, SAGE, Los Angeles.
17 - Hurst, Deborah & Azevedo, Ana & Hawranik, Pamela (2018), Building Adaptive Capacity Online Graduate Management Education, in On the line business education in the digital age, 1st ed, Springer, Cham.
18- Hussein, Hussein W. & Abdul Hassan, Batool K. (2020), The role of the strategic mind of human resources managers in strategic drift, Journal of Economics and Administrative Sciences, Vol (26), No (117), pp. 200-211.
19- Ivancevich, John M. & Konopaske, Robert & Matteson, Michael T. (2014), Organizational behavior and management, 10th ed McGraw-Hill Education, New York.
20– Johansen, Bob (2017), The new leadership literacies: thriving in a future of extreme disruption and distributed everything, 1st ed., Berrett-Koehler Publishers, California.
21– Johansen, Bob (2009), Leaders make the future: ten new leadership skills for an uncertain world, 1st ed., Berrett-Koehler Publishers, California.
22- Klaus, Leopold & Siegfried, Kaltenecker (2017), Kanban change leadership creating a culture of continuous improvement, 1st ed., John Wiley & Sons, New Jersey.
23- Ko, Ia & Rea, Peter (2016), Leading with Virtue in the VUCA World on Advances in Global Leadership, Advances in Global Leadership, Vol (9), pp 375 – 397.
24- Kornelsen, Johann (2019), The Quest to Lead (with) Millennials in a VUCA- World: Bridging the Gap Between Generations in a VUCA World: Integrating Leadership, Discernment and Spirituality, 1st ed., Springer, Cham.
25- Kouzes, James M. & Posner, Barry Z. (2016), Learning Leadership The Five Fundamentals of Becoming an Exemplary Leader, 1st ed. , John Wiley & Sons, New Jersey
26- AlKubaisi, Salah Aldin A. & Almado, Alaa A. (2019), The Moderating Role of Dynamic Knowledge capabilities in Addressing Organizational Failures to Achieve Business Competitiveness: Applied Research in Dairy Industries, Journal of Economics and Administrative Sciences, Vol (25), No (110), pp. 21-49.
27- Kumaran, Maha (2012), Leadership Skills, 1st ed. , Chandos Publishing, Oxford.
28- Lawrence, Kirk (2013), Developing leaders in a VUCA environment, UNC's ideas@work journal, Vol (5), pp 4-12.
29 - Lorange, Peter (2010), Leading in turbulent times: lessons learnt and implications for the future, 1st ed. , Emerald Group, London.
30- Matthews, Jeffrey B. (2015), Leadership Traits: Are People Born to Lead? On Leadership in Surgery, 1st edition, Springer, Cham.
31- Mariama-Arthur, Karima (2018), Poised for excellence fundamental principles of effective leadership in the boardroom and beyond, 1st ed., Palgrave Macmillan, Cham.
32- Moldoveanu, Mihnea & Narayandas, Das (2016b), The Skills Gap and the Near-Far Problem in Executive Education and Leadership Development, Working Paper, Harvard Business School.
33- Mumford, Michael D. & Hunter, Samuel T.& Friedrich, Tamara L.& Caughron, Jay J. (2009), Multi-Level Issues in organizational behavior and leadership, 1st ed., Emerald Group, London.
34- Murphy, Susan E. (2018), Leadership development starts earlier than we think: capturing the Capacity of New Leaders to Address the Leader Talent Shortage, in What's Wrong with leadership improving leadership research and practice, 1st ed., Routledge, New York.
35–Nahavandi, Afsaneh (2015), The Art and Science of Leadership, 7th ed., Person, Harlow.
36-Northouse, Peter G. (2017), Salesforce Management _ Leadership, Innovation, Technology, 7th edition, SAGE Publications, California.
37- OECD (2016), The changing face of strategic crisis management, 1st ed., OEC, Paris.
38- Osoo, Catherine A & Machuki, Vincent N.(2019), Challenges of implementing consortium strategy in development projects at via groforestry, European Scientific Journal January, Vol (15), No (1), pp 151-18.
39- Pijpers, Guus (2010), Information overload _ a system for better managing everyday data, 1st ed., John Wiley & Sons, New Jersey.
40- Rainey, David L. (2010), Enterprise-Wide Strategic Management _ Achieving Sustainable Success through Leadership Strategies and Valu Creation, 1st ed., Cambridge University Press, Cambridge.
41- Sahu, Manash K. & Panda, Arun K., (2016), AVUCA metrics analysis of organized retail sector in India, European Journal of Business and Management, Vol (8), No (31), pp 1-6.
42- Sarr, Felwine & Ba, Muhammad (2017), The Capability approach and evaluation of the well-being in senegal: an operationalization with the structural equations models, Modern Economy, Vol (8), No (1), pp. 90-110.
43- Schermerhorn Jr, John R. & Hunt, James G.& Osborn, Richard N.& Uhl-Bien, Mary (2010), Organizational Behavior, 11th ed. , John Wiley & Sons, New Jersey.
44- Shaffer, Leigh S. & Zalewski, Jacqueline M., (2011b), A Human Capital Approach to Career Advising, NACADA Journal, Vol (31), No (1), pp 64-74.
45- Alshaher, Ali A.(2013), The Mckinsey 7S model framework for E-learning system readiness assessment, International Journal of Advances in Engineering & Technology, Vol (6), No (5), pp 1948-1966.
46- Shooter, Wynn & Sibthorp, Jim & Paisley, Karen (2009), Outdoor leadership skills: A program perspective, Journal of Experiential Education, Vol (32), No (1), pp 1–13.

47- Sennikova, Irina & Ludviga, Iveta & Dubinska, Elina (2018), Management and Leadership Development Needs: The Case of Latvia, in Business and Society Making Management Education Relevant for the 21st Century, 1st ed., Springer, Cham.

48- Steiber, Annika (2018), Management in the digital age will china surpass silicon valley? 1st ed., Springer, Cham.

49- Thebe, Subas,(2017), Managing change in a VUCA world a retrospective, Master Thesis, Aalborg University, Aalborg.

50- Venkatesh, A. Narasima (2016), Global talent management strategies for organizational success in a VUCA World-A conceptual framework, The International Journal of Management Research Vol (4), No (2), pp 17-30.

51- Wetzels, Martin & Odekerken-Schröder, Gaby & van Oppen, Claudia (2009), Using PLS path modeling for Assessing hierarchical construct models: guidelines and empirical illustration, MIS Quarterly, Vol (33), No (1), pp. 177-196.

52- Witzel, Morgen (2013), Complexity theories and organizational change, Organisations & People, Vol (20), No (3), pp 8-15.

53- Yukl, Gary A (2013), Leadership in organizations, 8th ed., Pearson Education Limited, Harlow.
مهارات القيادة الاستراتيجية كمعدل لتأثير التحديات البيئية في الإدارة الفعالة للبيئة
(VUCA Prime)

الباحث/ حسن علاوي خليفه النجم
جامعة بغداد / كلية الإدارة والاقتصاد
salahalkobasy@yahoo.com
hnkl1990@gmail.com

Received : 10/5/2020
Accepted : 26/7/2020
Published : November / 2020

المستخلص البحث:

المفهوم: الغرض الرئيسي من هذا البحث هو تحليل القدرة على تدريس المهارات الاستراتيجية (VUCA Prime) في البيئة (VUCA Prime)

المنهجية: لتحقيق هدف البحث تم استعمال النهج الكمي في تصميم البحث، وتم استخدام الاستبان كأداة رئيسية لجمع البيانات، وتضمنت العينة استطلاع ل开着 (106) فردًا يعملون منصب رئيس قسم و تم استخدام نمذجة المعالجة القيادية بواسطة (Smart Pls3).

النتائج: يمثل القدر في الأدوات العليا مهارات وخبرات عالية، لكن القدرة لم تستخدم مهاراتهم بشكل صحيح، مع توخي الحذر الشديد في التعامل مع المخاطر. وقد انعكس ذلك في تنويع الخدمات التي تقدمها المصرف الفعالة الخاصة.

قيود البحث: على الباحث من صعوبات كثيرة، من بينها اعداد الشفافية والظروف السيئة في البلاد، وعدد البنوك المتعاونة، مما أثر على كفاءة العينة الإحصائية لأن معظم الأدوات العليا للكتب تخفي نتائج التقييم، مما أدى إلى إجابة غير دقيقة تم تحليلها باستخدام الأساليب الإحصائية المناسبة.

الآثار العملية: يقاس الباحث مهارات القيادة الاستراتيجية وكيف تساهم في تحقيق أثر التحديات البيئية التي تواجه الأدوات العليا للملف مما بساهم في تطوير طريقة واضحة ت operandar دور الأمين إلى التشخيص الإداري، الفعل لنقل الطلب ومحاولا تجنبيها.

الآثار الاجتماعية: - ستوتي على إعداد الأدوات إلى الفعالية إلى إزالة المصرف الفعالة الخاصة وزيد من قدرة البنوك على التكيف مع البيئة، الأمر الذي سيؤدي إلى نتائج الإدارات الإدارية في البلد. من خلال المصرف تعتمد تجارب التواصل مع جميع أصحاب المصلحة لمتابعة أفضل الطرق لتحقيق الأهداف الاجتماعية للموارد.

الاتصالات والقيادة العلمية: تمثل القوة العلمية للبحث في حفظ ثلاثة متغيرات مهمة للمنظمات الحديثة وهي الموارد والتحديات البيئية والمهارات، خاصة لربطهما بظاهرة مهمة في القيادة، بافتراض رؤية إيجابية في تحقيق الأداء باستخدام مهاراتها في إدارة هذه التحديات، للمساعدة في تطوير نظام تكامل التكيف، مع مراجعات الكتابة العامة التي تجد بيئة (VUCA).

التصريحات الرئيسية للبحث: VUCA Prime، مهارات القيادة الاستراتيجية، نمذجة المعادلة الهيكلي.