THE IMPACT OF LEADERSHIP SOFT SKILLS IN INCREASING THE ORGANISATIONAL AGILITY OF EDUCATIONAL INSTITUTIONS IN LIGHT OF COVID-19

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Information of Article	ABSTRACT
	The current research aims to reveal the extent to which the research community members are interested in promoting inclusive soft leadership skills and knowing the level of availability of organisational agility factors at the headquarters of private schools (the field examined) in the city of Diwaniyah. Knowledge of the impact of soft leadership skills is represented by its dimensions (communication, initiative, training, and team-building skills), which are characterised by soft administrative leadership in private schools, on organisational agility, and to achieve the goal of the research, private schools were selected in the center of Diwaniyah Governorate in the Republic of Iraq, which numbered 65 schools, (273) questionnaires were distributed to the individuals of the research sample. The study reached several conclusions, perhaps the most prominent of which is the enjoyment of the administrative leaders in the researched schools with soft leadership skills such as communication skills, initiative, and training, as well as anticipating the future and hard and persistent work, and thus possessing a sound and fundamental base for starting towards organisational agility, In addition to this, the study recommended giving more emphasis on motivating workers and giving them inspiration and motivation towards finding and generating creative and innovative ideas and methods of work in light of the Corona pandemic, which is reflected in the performance achieved at the school level.

1. Introduction

The environments in which companies operate are becoming more unpredictable, chaotic, and complicated (Joiner, 2019: 2). Organisations must respond dynamically from a systemic, long-term view in light of this reality. As a result, today's environment necessitates a new management paradigm centred on agility (Labaf& Bigdelli, 2015: 154). According to this paradigm, the organisational activity must react to changes in the environment quickly and flexibly and handle circumstances of ambiguity (Saha et al., 2017: 324; Sherehiy et al., 2007). More research is needed to understand the variables that influence organisational agility in the present time (Suresh and Patri, 2017). according to (Bernardes& Hanna, 2009; Roberts& Grover, 2012), agility is associated with concepts related to the organisation's stability in the presence of changes, such as speed, flexibility, or capacity to respond (Alzola et al., 2020: 1946). Marinaki (2020) indicates that the Corona pandemic imposed on organisations to focus on agility in the face of employee needs, customer expectations, and the prevailing state of uncertainty and to discover quick and practical solutions to confront this crisis significant changes in human life around the world. It changed the lifestyle and work, imposed social distancing, stopped movement and travel between countries, and hit global economies violently, recalling the "Great Depression" spectre in the thirties of the twentieth century. Increased unemployment rates as millions of people lost their jobs around the world. Poverty rates increased and exposed Structural imbalances in the ability to quickly adapt to the consequences of this pandemic in many health and economic systems around the world. The educational systems in general, and universities and higher education institutions, were not immune to the stormy effects of the Corona pandemic, but rather a state of great confusion occurred to find formulas through which to complete the academic year and university activities. The Corona pandemic imposed the need for rapid and deliberate change in educational systems' work patterns. It demonstrated the need for organisational flexibility in dealing with emergency and unexpected circumstances by building agile systems capable of adapting that face challenges efficiently and investing opportunities or seizing them professionally away from organisational ageing procedures, making institutions Education is always on the right track.

For this reason, the research sample was represented by members of the teaching staff in private schools in Al-Diwaniyah Governorate in the Republic of Iraq, the study community, which numbered (727). The study sample represented the teachers in these schools located in the centre of the governorate, which numbered (300) teachers. Distribution of (300) forms, and the returned (273) forms, and the valid ones were (266) forms. Accordingly, the current research aims to reveal the role that adopting organisational agility as an administrative mechanism can contribute to increasing the ability of Iraqi Private schools to adapt to the repercussions of the Coronavirus and seize potential opportunities in a manner that enhances their response to the changing demands of beneficiaries, and in a manner that preserves the sustainability of competitiveness.

2. Literature Review

2.1 Conceptualisation of Leadership Soft Skills

Soft skills play a critical role in increasing organisational performance and efficiency. Previous researchers have backed up this claim, such as (Wijan 2012; Wallapha, 2012). According to Wijan (2012), leaders in the twenty-first century must blend their hard and soft skills to improve the efficiency and effectiveness of work processes. Wijan went on to say that soft skill leadership was a crucial leadership style for creating and learning. To define what is meant by "leadership soft skills," see table (1)that shows some definitions of researchers and those interested in studying soft leadership skills in chronological order.

Table: 1 shows a summary of leadership soft skills definitions

Author	Year	Definition of LSS
Lorenz	(2009)	Personal characteristics, habits, attitudes, and social graces that distinguish an excellent employee and a compatible coworker
Roa	(2012)	A new and specialised set of skills that are based on the right mindset through caring and communicating with others to achieve the desired goals
Ariratana et al.	(2015)	Exercising influence through a set of soft leadership skills to accomplish tasks efficiently and effectively
Williams-Buenzli	(2015)	A set of knowledge and experiences that the leader provides during crises and resulting from intangible behavioral traits
Roa	(2017)	The process of setting goals and influencing employees through persuasion and building strong work teams to match their energies and efforts in achieving organisational goals and objectives with a focus on soft skills
Aldulaimi	(2018)	It is the personal qualities, habits, attitudes, and sociability that make an individual a good leader and a compatible fellow
Tsirkas,*et.al*.	(2020)	A set of leadership characteristics, traits, and abilities that focus on an individual's personality and behavior

Source: table prepared by the researcher.

Through the initial presentation of the concepts of soft leadership skills, it was noted that there are common points that most researchers agreed on, as follows:

1- This type of leadership is one leadership style that focuses on motivating and influencing the leader, subordinates, and all employees.
2- This type of leadership provides cooperation, participation, and respect in completing organisational work.

Based on the preceding, soft leadership skills can be defined as a positive leadership pattern that influences others through its strength and the behavioural qualities it carries. It creates a positive interaction between employees and the organisation's management.

2.1.1 Dimensions of Soft Leadership Skills

Because of the diversity and multiplicity of soft leadership skills, the perspectives of researchers and specialists in the fields of management and organisational behavior in studying the dimensions of soft leadership varied.Therefore, the study adopted the most common dimensions in most of the previous studies and research because it is the most compatible and consistent with the field of study, which are (communication skills, initiative skills, training skills, and team-building skills):

I. Communication Skills

Effective communication is an essential skill that the organisation and leaders cannot abandon because it is one of the essential means to clarify all administrative and productive work in the organisation (Sriruecha& Buajan, 2017). In addition, soft communication skill is a systematic guide in motivation towards success and prosperity (Molina,2018:117).

II. Initiative Skills

According to modern technological methods, the initiative expresses the organisation's tendency to anticipate future needs and environmental developments (Alderman, 2011). The soft initiative also contributes to achieving the effective participation of the work teams and holding them responsible because each member of the team should contribute to the team's work, such as discussing problems and proposing creative and cognitive solutions (Osunmuyiwa & Ahlborg,2019:150).

III. Training Skills

Leadership is an interactive process in nature, and the basis for this interaction is relationships that grow through training. Employees who engage in training activities and acquire more social skills can develop their leadership skills early in their careers. When an individual receives leadership training, his behaviour is expected to change dramatically, including

training in leadership, direction, communication, achievement and development of role-playing abilities, analytical thinking, leadership continuous learning competence, social communication, social intelligence and teamwork training where the leader must be able to collaborate and become part of the team in the work unit(Baron& Agustina,2017:9).

IV.   Team Building Skills

Individual satisfaction with the team's level of success, which encompasses absolute performance and goal achievement as well as the implementation of performance enhancements (Wendt, 2009: 359). The team's performance must involve fulfilling the needed job as a cohesive one. Sadq (2019) has confirmed this. According to Mckenna (2000), team-building abilities include the capacity to persuade people to commit voluntarily. & Awan et al. (2015, 31) underline that a good leader grows the team and fosters a positive relationship with team members. Leaders are accountable for establishing a proper team environment to coordinate among employees.

2.2 Conceptualisation of Organizational Agility

Agility is a key facilitator for companies because it enables them to react quickly in a changing environment. A dynamic and competitive market, technical advances, changes in consumer demands, and societal variables, such as legal, ecological, or workforce/workplace problems, are all significant drivers of agility (Abdelilah et al., 2018; Tseng & Lin, 2011). To define what is meant by "organisational agility," see table (2) that shows some definitions of researchers and those interested in studying organisational agility in chronological order.

Table: 2 shows a summary of organisational agility definitions

Author	Year	Definition of OA
Vervest et al.	(2004)	The ability to react rapidly in order to satisfy customer request
Hovorka & Larsen	(2006)	The capacity to recognise and grasp chances for innovation by collecting the necessary assets, expertise, and connections.
Sarker and Sarker	(2009)	The capacity of dispersed IS development teams to predict, identify, and respond to changes in the environment, such as organisational and partner organisation changes.
Nazir and Pinsonneault	(2012)	The capacity to detect and react to opportunities and dangers quickly and dexterously.
Richardson et al.	(2014)	The capacity to see possibilities to use IT to quickly detect and react to market opportunities by transforming digital choices into competitive actions that enhance company results.
Tiwana& Kim	(2015)	The extent to which an organisation's IT department aids in the pursuit of strategic business prospects.
Teece et al	(2016)	The phrase "organisational agility" is virtually interchangeable with "flexibility
Ghaemmaghami et al	(2017)	Restructuring the organisation's work according to the development in information technology to facilitate the work of the organisation
Zhou et al.	(2018)	The capacity to recognise and react to consumer needs contained in internet evaluations.
Navarro& Landroguez	(2020)	Firms' capacity to adjust/adapt their strategic direction or redeploy/redirect their resources to generate value, both in response to changes and in anticipation of and exploiting opportunities.

Source: table prepared by the researcher.

Through the definitions in (Table 1), we note that there are those who relied on conceptual studies such as the Study (Vervest et al, 2004; Nazir& Pinsonneaul, 2012), and there are researchers whose studies were field studies, such as the case study (Hovorka & Larsen, 2006; Sarker and Sarker, 2009; Richardson et al, 2014), The Study of each of the (Tiwana& Kim,2015; Ghaemmaghami et al, 2017; Zhou et al, 2018) which was experimental using the surveyed data. Based on the foregoing, organisational agility is defined as: entrepreneurial management skills in various areas, such as manufacturing, project management, the software industry, and supply chain.

2.2.1 The Difference Between Organizational Agility and Related Terms

I.   *Organisational agility VS lean manufacturing*

Three basic perspectives on the link between Organisational agility and lean manufacturing were presented by Inman et al. (2011). To begin with, Organisational agility and lean manufacturing are thought to be mutually incompatible ideas (Hallgren and Olhager 2009). According to Ganguly et al. (2009), leanness should be used in situations with almost constant demand and Organisational agility should be used in volatile environments. In comparison to leanness, Organisational agility has a competitive advantage (Narasimhan et al. 2006). It outperforms leanness in the following areas: conformance quality, design quality, delivery dependability, delivery speed, and new product development.

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II. Organizational Agility VS Flexible Organization

Flexibility is characterised by the qualities of being pre-determined and restricted in scope and achievability as a change adaption option. In unpredictable situations, flexibility acts as a buffer to keep industrial processes stable. As a result, ambiguity is decreased, and potential negative consequences are minimised. One significant distinction is that organisational agility exploits environmental changes and uses them as market opportunities, whereas flexibility aims to absorb and buffer environmental instability. The capacity of an agile organisation to swiftly restructure itself facilitates exploitation (Bernardes &Hanna 2009).

III. Organizational Agility VS Absorptive Capacity

According to Zahra and George (2003), absorptive capacity is "a set of organisational routines and processes by which firms acquire, assimilate, transform, and exploit knowledge to produce a dynamic organisational capability." Overby et al. (2006) defined absorptive capacity as "a set of organisational routines and processes by which firms acquire, assimilate, transform, and exploit knowledge to produce a dynamic organisational capability" (p.121). Absorptive capacity, like organisational agility, highlights the importance of knowledge. The authors likened the acquisition and assimilation of external knowledge to the sensing component of organisational agility and the latter aspects of a firm's absorptive capability to the reacting component. Nonetheless, the focus of organisational agility remains on managing change rather than managing k.

IV. Organisational Agility VS Responsiveness

Bernardes& Hanna (2009) defined responsiveness as a more developed notion superior to flexibility and agility, implying that responsiveness encompasses both. Responsiveness is one of the four agility qualities, contrary to popular belief. Considering the research problem and its objectives, a hypothetical model was built according to Figure (1), showing the impact of soft leadership skills in building organisational agility for private schools, which was determined by reviewing the administrative literature related to the topic research.
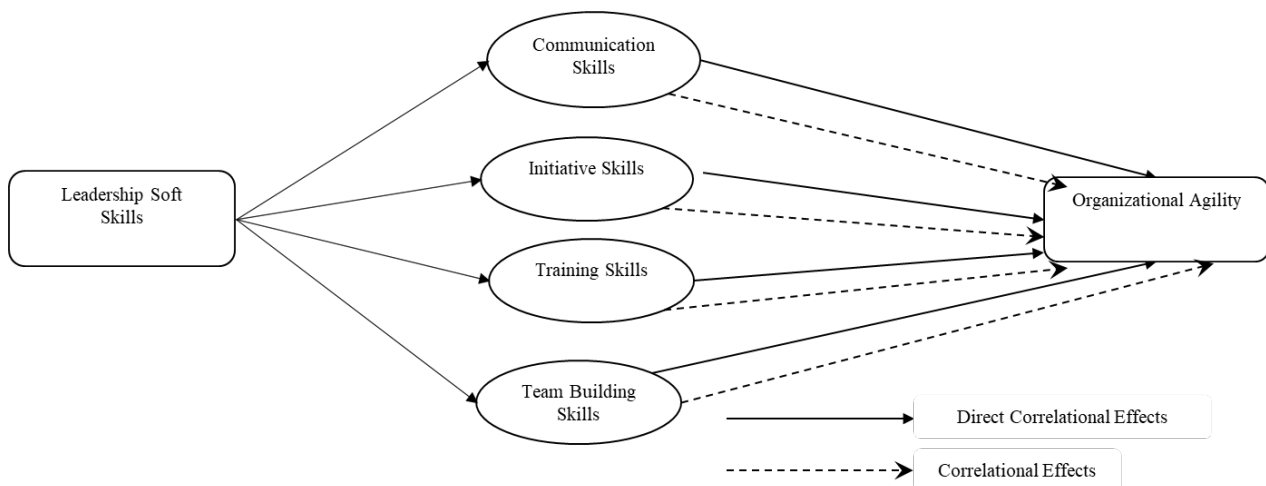

Figure: 1 default search form
Source: Figure prepared by the researcher

3. Methodology and Analysis

As seen in appendix 1, soft leadership skills were tested using 20 items adopted from Sadq (2019), focusing on four components of it (communication skills, initiative skills, training skills, and team-building skills). Organisational agility was assessed using scale Lee and (Darvishmotevali et al, 2020) was tested using 15 items. The participants were asked to answer the items on a 5-point Likert scale ranging from 1 (completely disagree) to 5 (completely agree). Following McGorry's (2000) suggestion about conducting cross-cultural research, All items were translated back into English to check that the Arabic version was valid and comparable to the English one. SPSS evaluated the model's fit and tested the causal hypothesised relationships of the study's variables.

3.1 Descriptive Analysis

This topic focuses on the analysis of the sample responses in terms of soft leadership skills and organisational agility, as well as the preparation and approval of tables of frequency distributions for the study variables to obtain weighted arithmetic means, standard deviations, and percentage weights for the statistical analysis process to determine the severity of the answer obtained by the respondents. The sample members' point of view was used. A hypothetical arithmetic mean of (0.5) was used as an average instrument for measuring and assessing the degree attained concerning the sample

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members' replies. The following table shows a basic overview of the sample members' perspectives and reactions to soft leadership qualities.

Table: 3 Statistical Result of the Study

Variables	Items	weighted arithmetic mean	The severity of the answer	standard deviation
Communication Skills				
	C1	0.914	91.4 %	0.067
	C2	0.890	89.0 %	0.081
	C3	0.874	87.4 %	0.080
	C4	0.930	93.0 %	0.102
	C5	0.916	91.6 %	0.079
	Total	0.902	90.2 %	0.085
Initiative Skills				
	C6	0.884	88.4 %	0.113
	C7	0.888	88.8 %	0.104
	C8	0.884	88.4 %	0.098
	C9	0.874	87.4 %	0.090
	C10	0.856	85.6 %	0.095
	Total	0.876	87.6 %	0.98
Training Skills				
	C11	0.872	87.2 %	0.073
	C12	0.864	86.4 %	0.101
	C13	0.868	86.8 %	0.091
	C14	0.878	87.8 %	0.104
	C15	0.856	85.6 %	0.086
	Total	0.874	87.4 %	0.092
Team Building Skills				
	C16	0.936	93.6 %	0.078
	C17	0.918	91.8 %	0.085
	C18	0.928	92.8 %	0.083
	C19	0.898	89.8 %	0.087
	C20	0.92	92.0 %	0.076
	Total	0.916	91.6 %	0.086
	Total	0.892	89.2 %	0.092

The arithmetic mean of the independent variable was (0.892), greater than the hypothetical arithmetic means of (0.5). The total standard deviation was (0.092), which indicates the data's homogeneity. The percentage of the intensity of the answer of the study sample on the dimensions of the mentioned variable amounted to (89.2%), and this indicates that the leaders of private schools possess soft leadership skills, and this is evident through the answers of the researched sample, as the weighted arithmetic means for all paragraphs (C5-C4) were higher than the hypothetical arithmetic mean of 0.5) as it reached the lowest arithmetic mean for the answers of the study sample It is (0.856) for paragraphs (C10) and (C12). The following is a detailed explanation of the opinions of the researched sample about the dimensions of the independent variable according to the results contained in the table (3). The arithmetic mean of the dimension (communication skills) was (0.902), with a standard deviation of ((0.085), and the severity of the response of the study sample members reached (90.2%), as it appeared that the weighted arithmetic means greater than the hypothetical mean (0.5), which means that the majority of the sample members believe in the importance of this indicator, which is due to the high level of awareness of the study sample to the importance of the role played by the communication skill in the field of work of the researched organisation and adding the economic value to it.

The initiative skills' weighted arithmetic mean was (0.876), with a standard deviation of (0.98), and the study sample's answer intensity was (87.6 per cent). The weighted arithmetic mean is higher than the hypothetical mean (0.5), indicating that private schools develop initiative skills via innovation and creativity as the market share in the workplace increases. As for the weighted arithmetic mean of the indicator of training skill, it was (0.874), with a standard deviation of 0.092), while the intensity of the answer for the study sample about the variable was (87.4%), as it turns out that the weighted arithmetic mean is greater than the hypothetical mean of (0.5), which indicates To the clarity of this indicator for the sample members and that the principals of private schools in Diwaniyah are working to adopt training on e-learning to acquire electronic knowledge in the conditions of the Corona pandemic. While the weighted arithmetic means for this variable was (0.916), with a standard deviation of (0.086), and the research sample members' severity of the answer was (91.60 per cent), since the weighted arithmetic mean is larger than the hypothetical mean of (0.5), indicating clarity. This component pertains to the research sample members and the fact that the surveyed schools use team building to convey information.

As for describing and diagnosing the responses of the study sample about the items of the main dependent variable (Y) one-dimensional, table (4) refers to the general description of the opinions and responses of the sample members to the dimensions of organisational agility, as follows:

Table: 4 Description and diagnosis of data

Variable	Items	weighted arithmetic mean	Severity of the answer	standard deviation
organisational agility scale				
	C21	0.876	87.6 %	0.097
	C22	0.860	86.0 %	0.073
	C23	0.814	81.4 %	0.123
	C24	0.822	82.2 %	0.100
	C25	0.860	86.0 %	0.088
	C26	0.910	91.0 %	0.084
	C27	0.878	87.8 %	0.071
	C28	0.848	84.8 %	0.089
	C29	0.840	84.0 %	0.114
	C30	0.880	88.0 %	0.093
	C31	0.814	81.4 %	0.137
	C32	0.82	82.0 %	0.116
	C33	0. 89	89.0 %	0.093
	C34	0.836	83.6 %	0.106
	C35	0.868	86.8 %	0.091
	Total	0.818	81.8 %	0.115

The total weighted arithmetic mean of the organisational agility variable Y was (0.818), which is greater than the hypothetical arithmetic means of (0.5), while the total standard deviation was (0.115), and this indicates the homogeneity of the data, and that the percentage of the intensity of the answer of the study sample about the dimensions of organisational agility reached (81.8). This indicates that the officials of private schools in the centre of Al-Diwaniyah governorate are concerned with organisational agility, and this is evident through the answers of the sample surveyed, as the weighted arithmetic means for all paragraphs (C33-C26) were higher than the hypothetical arithmetic mean of 0.5)), as it reached the lowest arithmetic mean for the answers The study sample (0.774) for paragraph C31.

3.2 Test the Hypotheses of the Correlation Between the Study Variables

This paragraph is devoted to analysing the results of the correlation between the study variables of the first main hypothesis and the sub-hypotheses that emanate from it, through the use of the simple correlation coefficient and (t) test, as shown in Table (5):

To prove the validity of the above hypothesis or not, the following two statistical hypotheses will first be tested:

I.   The null hypothesis (Ho): There is no significant correlation between soft leadership skills and organisational agility.

II.   Existence hypothesis (H1): There is a significant correlation between soft leadership skills and organisational agility.

To accept the above statistical hypothesis or not, the simple correlation coefficients presented in table (5) were tested using the (t) test to determine the significance of the relationship between the primary independent variable, which is soft leadership skills (X) and the reliable primary variable, which is organisational agility (Y). indicated in the table above.

Table: 5 Correlation relationships between the independent and dependent variable

Dependent	Tabular T values	calculated T values	*Independent*	degree of confidence
organisational agility			communication skills	
		0.918		
	2.423	16.029		0.99
		0.913	initiative skills	
	2.423	15.487		0.99
		0.904	training skills	
	2.423	14.667		0.99
		0.886	team building skills	
	2.423	13.267		0.99

There are positive, strong, and significant correlations at level (0.01) and for all dimensions of soft leadership skills

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It is clear from the results in table (5) that there is a positive, significant and robust correlation relationship at the level (0.01) between the dimensions of soft leadership as a main independent variable, and organisational agility as a main dependent variable, as the highest value of the simple correlation coefficient reached (0.918) between the skill Communication and organisational agility, and this value indicates the strength of the relationship between the study variables, which supports this positive correlation relationship (H1), and the calculated (t) value amounted to 16.029) which is greater than the tabular (t) value of (2.423), so it is inferred that rejection of the null hypothesis (Ho), and acceptance of the hypothesis of existence (H1), which means that there is a positive and significant correlation between soft leadership skills and organisational agility, and this indicates that the surveyed organisations depend on soft leadership skills through the mentioned indicators to achieve organisational agility, and this It indicates the validity of the existence hypothesis (H1).

3.3 Test the Hypotheses of the Effect Relationships Between the Study Variables

This paragraph reviews the impact test results between the study's variables, according to the second main hypothesis and the sub-hypotheses emanating from it to determine the amount of impact that the independent variables explain in the dependent variable. (X1, X2, X3, and X4) in organisational agility (Y), and (F) was used to test the moral as well as the interpretation coefficient (R2) to measure the percentage of interpretation of soft leadership with its skills for changes in organisational agility, and to prove the validity of the above hypothesis or not, it will be First, the following two statistical hypotheses are tested:

    I.   The null hypothesis (Ho): There is no significant effect of soft leadership skills on organisational agility.
    II.   Existence Hypothesis (H1): There is a significant effect of soft leadership skills on organisational agility.

Table (6) shows the parameters of the simple linear regression model used in measuring the effect of research variables.

Table: 6 results of Simple linear regression model

R^2	(F) Values		Coefficient	Constant	Dependent Variable	Independent
	tabular (0.01)	calculated	B	a	Y	soft leadership
0.843	7.31	256.927	1.054	0.141		

The results in Table 6 shows the impact of soft leadership on organisational agility and is explained as follows:

A - The value of (b) is 1.054, which represents the slope of the regression equation, and this indicates that any change in the value of (X) by one unit leads to a change in the value of (Y) by (1.054).

B- As for the calculated (F) value of the simple regression model, it reached (256.927), which is greater than the tabular (F) value of (7.31) at the level of significance (0.01), and this indicates the rejection of the null hypothesis (Ho) and the acceptance of the existence hypothesis (H1), which means This proves the significance of the simple regression model at the mentioned level, and this indicates that soft leadership skills ((X) have a high impact on organisational agility (Y).

C- While the value of the interpretation coefficient (R2) reached (0.843), and this indicates that weak leadership (X) explains (84.3%) of the changes that occur in organisational agility (Y). In comparison, the remaining percentage (15.7%) is due to other variables' contributions.
Therefore, it accepts the existence hypothesis (H 1) and rejects the null hypothesis (H 0).

4. Discussion and Implications

This paragraph discusses the most critical conclusions that have been reached according to the following two axes:
• The first axis: the reviewed theoretical concepts and the administrative literature on the research variables.
• The second axis: the research findings in the practical aspect.
 First: the conclusions of the theoretical side of the Study:
    1-   The concepts of soft leadership and organisational agility are among the modern and important topics in the administrative literature with its active role in the business environment, and that the Arab Administrative Library, in particular, lacks research and studies commensurate with the role occupied by the two concepts in the competitiveness and leadership of organisations.
    2-   The current time is the era of human aspects of leadership and organisational flexibility, and this requires educational organisations that seek to achieve adaptation and continue to work despite all circumstances to use the study variables in all areas of their work. Second: Conclusions related to the practical aspect of the research: The results of describing and diagnosing the opinions of the research sample showed great interest in soft leadership skills and my agency:
        a.   The skill of team building came first, as it indicates the interest of the private school leaders informing and forming work teams to control any emergency to obtain innovations and advanced innovations for teamwork. Thus, it seeks to reduce costs, shorten the time, and communicate with everyone to involve them in solving any problem.

    b. It also showed its interest in the second degree in communication skills to maintain teachers' communication with each other on the one hand and with the administration on the other hand because it believed in their active role in achieving organisational agility.

    c. The skill of initiative and training ranked third in the concerns of private school administration, in a way that enhances its competitive position and survival during the exceptional circumstances of Covid 19.

3- The results of describing and diagnosing the opinions of the research sample showed great interest in the paragraphs of organisational agility, as the private schools are making distinguished efforts to create new opportunities by various means and are working on finding exceptional solutions to the problems that occur and working to maintain a high level of creativity.

4- The statistical results showed the existence of a strong and significant correlation between soft leadership skills and organisational agility, which indicates the dependence of the leaders of the surveyed schools on the element of human capital with the skills and abilities it carries that contribute to achieving agility and flexibility at work.

5- The statistical results showed a direct and significant effect of soft leadership skills in organisational agility, which adds to private schools economic value, competitive advantage, and capacity development of working individuals.

5. The Limits of the Study

To obtain impartiality, honesty, and consistency in the questionnaire that will pertain to the investigated sample in the field of application, determining where the research is being performed is crucial. On this basis, a preliminary survey was conducted for the organisation that could be a suitable place to conduct the study in it. It was found that conducting the study in private schools in the city of Al-Diwaniyah is appropriate due to the high welcome of conducting the research inside the schools and expressing cooperation to achieve successful research, as well as the possibility of benefiting from its application, in addition to the fact that it is appropriate to conduct the study in private schools in the city of Al-Diwaniyah It corresponds to the schools' focus on the researcher's area of expertise.

There are limitations to the current study, which are:

I. Temporal limits: represented in the period from 1/10/2020 to 1/2/2022 for preparing and conducting the applied study in the studied bank, starting with initial visits to diagnose the problem, distribute and return the questionnaire, meet the managers, and study their opinions and suggestions about the research, its objectives, and variables.

II. Spatial limits: The Study was implemented by adopting its hypothetical scheme in (65) private schools in Al-Diwaniyah, with (273) teachers in the research sample.

6. Recommendations

In the light of the preceding study of the impact of soft leadership in building agility for organisations in its theoretical aspect and the results of field analyses, the current research reached a set of recommendations that contribute to achieving agility and flexibility of work through access to competitive advantage and uniqueness and achieving innovations and creativity for the schools surveyed The study community In particular, and to other educational organisations in general, and among the most important recommendations of the research are the following:

1- Exerting more scientific efforts in research and study in the literature of the concepts of research variables by academics and researchers, whether they are at the level of the ministry, private schools or relevant authorities, to form the intellectual and cognitive basis for business organisations to understand and apply these behavioural topics to achieve competitive advantage and leadership market. By involving employees in training courses to gain them or increase their skills in understanding many concepts of organisational behaviour and decision-making, while subjecting the training program to diversification and continuous updating and the use of experts in management and organisational behaviour.

2- To benefit from the electronic communication network (Internet, Intranet, Extranet) in developing and supporting the leadership communication skill between teachers and students during the e-learning processes, and the generation, storage, distribution and application of knowledge to reach a company that enjoys the specifications of educated organisations. By activating cooperation with international universities in this field.

3- Enhancing soft leadership skills in the operations and strategies of Iraqi private and governmental educational institutions in a rapidly changing and highly competitive business environment, where everything is managed electronically, requiring flexibility and agility of workers represented by organisational agility.

4- Expanding the base of communication and participation and enhancing the principle of workers' initiative in implementing business through work teams and the principle of independence to support and support the base of innovation, creativity, and entrepreneurship.

5- Establishing research centres affiliated to the Ministry of Education is concerned with studying and developing the capabilities of organisational behavior among individuals, political, administrative and strategic leaders, to enable them to use their available capabilities in an optimal manner towards achieving the planned goals.

6- The need to pay attention to organisational characteristics as one of the pillars of strategic thinking in order to increase the effectiveness of human thinking within private schools. This is done through: -
- Reducing procedures and avoiding monotony at work.
- Interacting with employees and adopting teamwork.
- Pay attention to training opinions.
- Encouraging thinking outside the jurisdiction to seize the most significant number of opportunities.

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Appendix

Leadership Soft Skills (Sadq,2019)

	LSS	Scale				
	Statements	1	2	3	4	5
communication skills	To convey concepts, I use phrases and gestures.					
	Staff at the college should be contacted in writing.					
	I can hold a conversation, debate, and trade ideas					
	I am capable of communicating my ideas to others					
	I give attention to messages that are appropriately directed by others					
initiative skills	I took the effort to use new academic work practices					
	In order to apply innovative ideas, I accept responsibility for the dangers					
	Rather than waiting and reacting to events, I prefer to take aggressive action.					
	I come up with fresh ways to tackle challenges					
	I'm looking to take advantage of and create new opportunities					
training skills	I train college faculty to teach new skills					
	Others are encouraged to attend conferences					
	I improve my staff's ability to acquire various types of knowledge					
	Others are encouraged to complete research and study					
	The college's employees was evaluated honestly for their performance					
team building skills	I encourage others to work together as a group					
	I want to establish a conducive climate for teamwork					
	I encourage people to make voluntary commitments to attaining their objectives					
	To secure access to collective decisions, I focus on committee recommendations and task forces					
	As a technique of enhancing performance, I use a collaborative approach					

organisational agility scale (Darvishmotevali et al, 2020).

OA	Scale				
Statements	1	2	3	4	5
Detecting beneficiary changes as soon as possible					
Being nimble in spotting changes among competitors					
Being able to spot technological shifts quickly					
Immediate analysis of key events					
Identifying the hazard and opportunity based on variances					
Developing unique strategies to meet the needs of customers					
Putting strategies in place in reaction to competitor moves					
Immediately implementing new technology					
Rearranging resources at the most opportune moment					
Re-adjustment activities are completed on time					
Taking advantage of breakthrough technology at the right time					
Introducing new services at the most advantageous moment					
Changing rates frequently and at the most advantageous times					
Changing and putting in place strategic activities in a timely manner					
Immediate resolution of consumer complaints					