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### The Extent to Which University Leadership Cares about Leadership Soft Skills (An Exploratory Study of the Opinions of Faculty Members at the University of Fallujah)

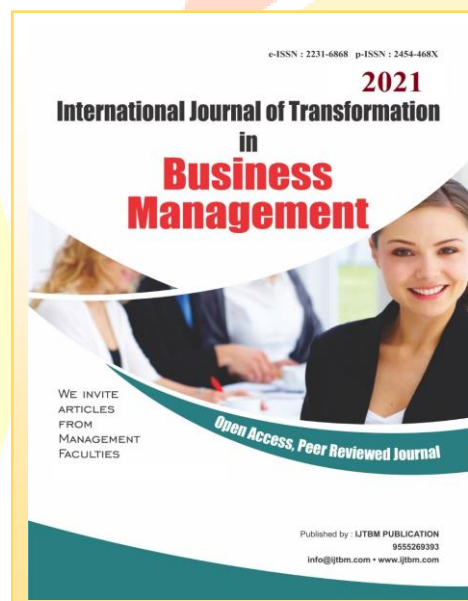
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### ABSTRACT

The research aims to shed light on an unconventional leadership style characterized by softness, understanding and flexibility, as it helps to successfully manage the emotions and feelings of employees by knowing the extent of awareness, interest and adoption by university leaders of “soft leadership skills in its dimensions (communication skill, initiative, cooperation and teamwork, leadership ability skills). Training skill) and the most prominent dimensions of interest, in surveying the opinions of the sample represented (deputies of deans, heads of scientific and administrative departments, directors of divisions, administrative units and members of the teaching staff). Teaching, the questionnaire was distributed to the sample and 161 views were obtained. The questionnaire’s paragraphs represented (38) were answered, in addition to the structured and open interviews that were conducted with university leaders (university president, deans of colleges) in addition to the researcher’s field observations, were adopted The researcher used a program (SPSSV.26, Amos v26) to analyze the research data, and the results showed the university leadership's interest and adoption of soft skills.

**Keywords:** skills, soft skills, hard skills, leadership soft skills

### INTRODUCTION

The work of public organizations is characterized in light of a rapidly changing dynamic environment, challenged by intense competition from organizations with joint jurisdiction in their field of work, whether local or global, and to meet these challenges, they need leaders who can keep pace with change, as a result of their possession of skills that qualify them to deal with their members, customers and their environment to be the basis for its success. And when they are able to manage their tasks efficiently, they put them on the right path, as workers need guidance and continuous empowerment to achieve organizational goals successfully, and without leadership capable of understanding the set of confusing considerations and trends, not their

individual members, it becomes difficult to achieve this. Hence the researchers’ interest in the importance of the organization’s leadership possessing skills Soft leadership, which in its concept exceeded the traditional concept, as well as the means of influencing in dealing with them, the researcher believes that it is necessary to identify and identify the level of awareness, interest and awareness of the university leadership on the subject of soft leadership skills. The University of Fallujah was chosen as a research sample, as it is like other scientific institutions witnessing strong competition as it prepares One of the organizations that support the labor market, and seek to search for long-term advantages in the quality of education.

## LITERATURE REVIEW

### Skills

The skill has been defined by many researchers and we review some of the concepts they developed as the ability to communicate, whether in writing or verbally, and the individual's desire to learn and complete work effectively (Bishop, 2017:236), and skill is the ability to learn and the ability to implement the predetermined steps necessary to achieve professional goals. With the least time and effort. Soft skills are required in every sphere of human activity and such skills are self-motivation, time management, team building and leadership qualities (Remedios, 2012: 1285). While (Cottrell's,2019:35) point of view was that skill is an activity that can be learned and leads to good performance, it is an acquired activity that can be refined and developed through practice and thinking, and each skill consists of a set of sub-skills, which are the general skills. And he (Matteson et al, 2016: 73) suggested three distinct components of skill that collectively generate skill:

- A knowledge hall specific to the field in which the individual works
- The means of access to that knowledge.
- The ability to take actions or ideas related to knowledge.

### Soft Skills and Hard Skills

Soft skills are seen as the possibility of initiative, the ability to persuade, empathize and

adapt (Goleman, 2013: 16), and soft skills relate to the abilities possessed by the individual to improve his job performance and expand his job horizons (Al-Mamun, 2012: 326 and Balachander & Jayam, 2015: 228)). Soft skills can be referred to as a set of attributes related to the way one lives and interacts with others in the workplace, and soft skills are the individual's personal characteristics, social relationships, language and communication skill, personal habits and friendliness that characterize his relationship with others (Thomas & Helena 2016: 3). (Dixon et al, 2010: 35) Soft skills are a combination of personal skills and social skills, as the leader works to gain the trust and loyalty of the followers and reach, not the levels of satisfaction, in his dealings with them. Al-Masry and Amer, 2015: 52). Soft skills are not just the skill of dealing with others, they represent an organized and polite reflection of the human being, and soft skills are not only required in the workplace but are required in various aspects of life, and they can be practiced at various times (Pandey & Shukla, 2020: 28). As for hard skills (hard) they include technical or administrative procedures that can be measured, and despite the clear contrast between soft skills and hard skills in many respects, they are complementary to one another (Marques, 2012: 164), in the work environment, hard skills are usually referred to "They are practical procedures or tasks that are easy to observe, measure and learn through training", unlike soft skills which are usually

referred to as (individual) and this type of skill cannot be learned easily and is required in practical life (Shakir, 2009:309) and (Balachander & Jayam, 2015: 229).

### **Concept Leadership Soft Skills**

Says (Marques, 2013: 164) that the personal skills of leaders are an essential part of having a successful leadership, and that soft leadership skills such as (self-awareness, motivation, self-regulation, social skills and empathy) are indicators of emotional intelligence, while hard skills relate to long-term vision, analytical and technical abilities. Intelligence and thinking are indicators of cognitive intelligence. The concept of soft leadership skills relates to when the leaders of the organization employ non-coercive means of influence to direct the activities of its members rather than bring about change in the organization (Arendt, 2004,: 395 & Gregoire). As a modern concept related to soft leadership, it was presented by (Rao, 2012), which is a leadership style that is applied through the soft skills and personal skills of leaders that focus on the human resource and how to manage feelings and attitudes towards the behavior of individuals. And (Christopher, 2020: 12) defined soft leadership skills as a set of personal skills that leaders use in their interaction with others and in the performance of their jobs. While (Mohammed and Al-Hadrawi, 2020: 211) a set of emotional skills for the leader,

which aims to create a state of positive interaction at work between the employee and his surrounding environment.

### **Dimensions of Soft Leadership Skills**

The current research adopted a scale (Tang, et al, 2013) in measuring soft leadership skills by the researched sample. The following is an explanation of the skills adopted by the research:

- **Communication skills** / This skill relates to how the individual communicates with customers, colleagues and employers, and that the individual who has good communication will be good in the skills of listening, communication, speaking, written communication, non-verbal communication and presentation skills, and any simple error in communication can lead to an unexpected loss for the organization and for the working individual himself. So during communication we need to get the inner touch of every word we speak or write (Pandey & Shukla, 2020: 29). Communication, in general, means that it is a two-way process that occurs between two or more parties and it is not a one-way road, in which thoughts or feelings are transferred between two people or an idea is transferred from one person to another (Dixon et al., 2010:37). Communication has an impact on the

satisfaction and efficiency of employees through good communication and communication to the leadership of the organization as an important factor in the transmission and delivery of messages. The direction of work is conveyed in detail. Information is exchanged at the specified time using the language of its understanding. Understanding complaints, exchanging opinions with employees, and being willing to accept the advice of partners (Pasande & Tari, 2020:60), and that there is a positive correlation between the leader's ability to communicate and the success of the organization (BENTIL, 2016:37).

- **People development/coaching/** Training relates to “a set of administrative and organizational efforts that are related to the state of continuity and aim to make a change in skills, knowledge and behavior in the current and future characteristics of the individual so that the individual can meet the requirements of the current work and develop his scientific and behavioral performance for the better” (Murad, 2018: 57). As the organization’s leadership should realize that the effectiveness of skills transfer through employee training is necessary and crucial to motivating employees and achieving job satisfaction (Naong, 2014:369), that through learning leadership skills, working

individuals will learn the process of influence, the process of changing attitudes, and behaviors, mindsets, thinking patterns, opinions, etc. to be ready and able to move towards realizing the vision and mission of the social system, and the individual learns about leadership that he should be able to achieve the vision he made (Baron & Agustina, 2017:9). As a result of the highly competitive work environment, it is necessary for organizations to prepare soft skills training programs to deal with skills shortages, and failure to do so leads to negative effects that affect business results (Dean, 2017: 81).

- **Initiative /** This skill relates to the leader having to do more than the routine and ordinary work duties and add an unexpected surprise to others at work. and to be proactive rather than reactive, to think ahead and take action (Muguku, 2017:184). It refers to the proactive effort made by the leadership of the organization to identify what needs to be done, prevent problems, and open up new opportunities and horizons (Wongkalasin et al, 2013:714). It is directed or coerced (Tang et al, 2013:123).

- **Collaboration/Teamwork /** For the purpose of achieving constructive cooperation, each individual must know the impact of his personal contribution on the performance of the group, because his knowledge of the amount of his contribution



will be a condition for participation and permanent motivation (Murad, 2018: 44), as the work group affects the individual's satisfaction to the extent that this group represents as a source of benefit or a source. Because the individual's interaction with his colleagues at work achieves an exchange of benefits between them and the individual. But if the work group creates tension for him or prevents him from satisfying his needs in preparation for reaching his goals, I express this that the work group is a cause of his dissatisfaction with his work (Flayeh and Abdul Majeed, 2017: 263) . Shared leadership is a critical factor that can improve team performance from the point of view of customers or end users of the team's work. That a team works well when it relies on the leadership provided by the team as a whole rather than looking for a single individual to lead it (Carson, 2007:1231). Leaders with soft skills help knowledge workers perform more effectively in an atmosphere of trust and transparency. Indeed, building trust and creating optimism in the workplace helps actively engage employees. So that they can progress wholeheartedly at work by working as a team. When the leadership of the organization provides a living environment, they can be effectively engaged (Rao, 2016:12).

- **Leadership ability** / Leadership is one of the main factors in the organization and required to bring about

positive change in the organization, if there is no leadership in the organization, then there will be no possibility of making a change in the direction they desire and they can face negative change instead (Haoa, & Yazdanifardσ, 2015 :1) . The strength of a leader lies in making an impact, by employing effective strategies, tactics, and behaviors designed to change the attitudes, beliefs, values, or actions of another person. On the desired results, a wrong tactic may have been used (NIKOLOSKI, 2015:31). He describes (Al-Feki, 2008: 12) that the leader is responsible for creativity, his achievement can be compared to work before and after, skilled in setting and implementing plans and vision, distinguished in raising the spirit of enthusiasm and motivating followers, communicating with others in an impressive manner, being flexible towards problems, looking with interest For work teams, he cares about the human side of his followers, so everyone loves him and loves to work with him, no matter how exhausting this work is.

## RESEARCH METHODOLOGY

A review of the literature on soft leadership skills led to the crystallization of a main question that the research attempts to answer this question: What is the level of awareness, interest and adoption by university leaders of "soft leadership skills in its dimensions (communication skill, initiative, cooperation and teamwork, leadership ability skills, skill

development and training of employees) What are its most important dimensions?.

**The research sample :** The research community is represented by the faculty members at the university (assistant dean, department head, division official, unit official, faculty members) as the whole community was enumerated (318), and after the researcher relied on a drunken table for small samples, and adding the sampling error ( 0.05), the sample size required to survey its views became (183) views, from which (161) questionnaires were retrieved, all of which were valid for statistical analysis. The sample was stratified and quota represented (10) the assistant dean, the head of the department (19) views, the division official (20) views , unit official (25) views, and finally a faculty member (87) views, and the proportions of each class were equal to its proportion in society.

## RESULTS DISCUSSION

### View, Diagnose and Analyze Soft Driving Skills Data

The independent variable measured soft leadership skills at the University of Fallujah through dimensions (communication skills, initiative skills, people development skills/training, leadership ability skills, cooperation/teamwork skills) and across (38) items, depending on the scale (Tang et al., 2013). Through the means and methods of

descriptive analysis adopted in the analysis of the primary data after it was confirmed through the confirmatory factor analysis and the reliability coefficient and the deletion of paragraphs (2, 6), which led to the following: Overall, **leadership soft skills** at the University of Fallujah obtained an arithmetic mean (3.79) with high availability, with a relative coefficient of variation (13.33%), and a standard deviation (0.505) indicating agreement and harmony about the relative interest of the University of Fallujah (75.8%) in improving the capabilities and capabilities of its leaders The university and its teaching staff through the soft skills they possess, as well as the The emotional impact they make, to reach a state of positive interaction with the work environment, as the soft leadership skills in general obtained the calculated T value (18.799), which is more than its tabular value at the level of morality (0.05), as Table (1) shows the order of dimensions The five by which the independent variable measured soft leadership in the university and according to the relative difference coefficient that ranks it according to the priority of the sample's agreement on that availability, attention and adoption: (**Communication skills**) ranked first with a relative coefficient of variation (13.32%), a standard deviation (0.506), and an arithmetic mean (3.80) high at the general level, indicating agreement and homogeneity about the relative interest of the University of

Fallujah (76%) good in owning a group Means aimed at transferring ideas and information from them to their subordinates, and in a manner that increases their ability to interact with them and improve the level of dealing with others. In total, the dimension obtained the calculated T value (16.511). The dimension was measured through paragraphs (8-1) after deleting the two paragraphs. (2, 6), arranged by descriptive statistical analysis in order of priority through the relative coefficient of variation (26.55-18.92), to get all of them to have a high arithmetic mean (3.91-3.71), and they are practiced with relative interest (78.2%-74.20%), especially when they resort to Clarify the problems encountered in the communication process, so they repeat concepts and ideas to the listener to ensure understanding, as they are good at using phrases, movements and body language to convey ideas and knowledge, especially when they direct their abilities to resolve conflict through openness and the tendency to participate in their members productively and in a manner that improves the quality of decision and communication With the ideas and visions of others And listening attentively to their messages, as it is concerned with dialogue and discussion, and exchange of views on various issues, in a way that ensures access to comfortable and convincing solutions for all parties. All paragraphs obtained the calculated T value (14.736-9.049).

(Initiative skills) ranked second in terms of priority of agreement and with a relative coefficient of variation (13.91%), with a relative interest (75.2%) that is good at the general level of the dimension, and an arithmetic mean (3.76) is highly available, and with a standard deviation (0.523) to indicate the consistency, convergence and agreement of the answers The leadership of the University of Fallujah should have the possibility to make more efforts to carry out the work that is outside the scope of its regular work in a proactive manner. This practice is considered real and moral and weighted on the hypothetical mean with the calculated (T) summit (18.174), and the dimension was measured in total through paragraphs (15-9) ), all had an arithmetic mean (3.86-3.64) with high availability, interest and practice, and all of them exceeded the hypothetical mean of the research (3) and a probability of (T) value (14.390-9.275) and all of them were greater than their tabular value, while the relative difference coefficient (24.34%) was arranged -19.23%) its priorities, as the University of Fallujah relied on creating the basic environment for decision-making, so it took the initiative to take measures to achieve goals that go beyond its specific job responsibilities, as well as its interaction with difficult issues, so it takes different positions regarding it when looking at previous events, especially as it deals with Feel the problems



and interact with them with new methods of work, and assume responsibilities towards initiatives related to the application of new ideas, and focus on proactive ones instead of waiting and responding to them, and events may push them to make decisions based on objective considerations and judgment away from personal whims.

The third rank was for the dimension (**cooperation/teamwork skills**), with a relative coefficient of variation (16.24%), and with a relative interest (76%) about the ability of the leadership of the University of Fallujah to create the appropriate environment to create a state of coordination with its teaching staff when they go to achieve the university's goals efficiently and effectively. And productivity, cooperation skills were obtained as a result of this activity and behavior on an arithmetic mean (3.80) with a high availability, and with a standard deviation (0.617) indicating harmony and agreement, and this was supported by the calculated (T) value (16.207), and the dimension was measured at the University of Fallujah through paragraphs (40). -35), all of them had an arithmetic mean (3.95-3.54) with high availability, and were practiced with relative interest (79%-70.8%), and with a standard deviation (0.941-0.659) to indicate consistency and convergence in the answers, which made the relative difference coefficient (26.59). %-16.82%) about its keenness on the university leadership's work

to find common ground for cooperation and work to solve problems, especially since it is keen to participate in various meetings and work groups, and resorts to adopting ideas and intellectual and cultural diversity of its members and clients, taking from their opinions and suggestions a positive orientation towards the future and objectivity, in its quest to find a consensus of opinion through discussion and dialogue, taking into account their technical and physical needs, so it sought to achieve them. The significance of the answers and their likely availability on the hypothetical mean (3).

While (**Leadership Ability Skills**) got the fourth rank with a relative coefficient of variation (16.81%), a standard deviation (0.632) and an arithmetic mean (3.76) of high availability, to indicate agreement, homogeneity and convergence in the level of the sample answers on the relative interest of the University of Fallujah (75.2%) In a long-term vision, and the possibility of connecting it to its teaching staff and making them part of its implementation on the ground, the dimension obtained in total on the calculated (T) value (14.957) so that the calculated mean outweighs the hypothetical mean in availability, as for the paragraphs in which the dimension was measured (34-24). Paragraph (33) (the university leadership maintains high standards of integrity and moral behavior in good and difficult times) topped the ranking with a relative coefficient

of difference (17.79%), and provided an arithmetic mean (4.06) high, while the last order of paragraph (26) (based on The university leadership its tasks for its staff on the basis of ability, efficiency and experience) with a relative coefficient of variation (27.87%) and an arithmetic mean of (3.60) high. contribute to It mobilizes their energy towards achievement, as the university leadership contributes to improving their skills and assigning them new tasks that differ from its predecessors, especially when it encourages broad participation in setting goals, making decisions and solving problems, and in a way that increases its ability to take risks with smart ways to achieve and find innovative and effective solutions, as well as For its tendency to delegate powers to its employees and works to support their decisions appropriately, and to make it make a personal example, add to that its reliance on evaluating the work of its staff and giving them the reward and incentives they deserve as a result of the evaluation cases, and all the paragraphs have the value of (T) calculated (16,301) -9.700), all of which exceed the tabulated value at the level of significance (0.05).

Finally, **(individual development skill/coaching)** ranked fifth on the level of dimensions of soft leadership skills with a relative coefficient of variation (16.82%), an

arithmetic mean (3.83), high availability, and a standard deviation (0.644), to indicate the convergence of the answers and their agreement on the relative interest of the University of Fallujah (76.6%) who are good at developing and improving the capabilities of their staff, which qualifies them to acquire new knowledge, skills and professional experiences, which leads to upgrading their current level of performance, and preparing them for more accurate and specialized future works. The dimension obtained in total on the calculated T value (16.023), and the table shows (30), the items by which the dimension was measured (23-16), as the eight items obtained a relative coefficient of variation (25.33%-20.31%) about their availability with an arithmetic mean (4.22-3.66) from high to very high and more likely than the hypothetical mean of the research With the calculated value of (T) (17,303-8.917), it is practiced with relative interest (84.4%-73.2%) from good to high, through its keenness to continuously develop the capabilities of its staff, in light of receiving feedback from their opinions, so it encourages them to participate in Scientific and research conferences, especially as they focus on training them and obtaining new knowledge, so she directs her attention towards their behavior at work, away from their personalities.

Table (1) Presentation and analysis of soft leadership skills data (n = 161)

T test	coefficient of %variation	Relative importance %ce	standard deviation	Arithmetic mean	paragraphs
14.440	20.06	78.2	0.784	3.91	The university leadership is fluent in the use of phrases, movements and body language to convey ideas and knowledge
9.049	26.55	74.20	0.985	3.71	The university leadership is concerned with dialogue, discussion and exchange of views on various issues to ensure that mutually profitable and convincing solutions are reached
14.057	19.48	76.8	0.748	3.84	University leadership repeats concepts and ideas to listeners to ensure their understanding.
10.690	22.61	74.4	0.841	3.72	The university leadership has the ability to connect with the ideas and visions of others by listening attentively to their messages
14.736	18.92	77.2	0.730	3.86	The university leadership is working to clarify the problems it faces during communication
12.016	21.28	75.4	0.802	3.77	The university leadership has the ability to resolve conflict through openness and the participation of its cadres in a productive manner, in a manner that improves the quality of its decisions
<u>16.511</u>	<u>13.32</u>	<u>76</u>	<u>0.506</u>	<u>3.80</u>	communication skills
12.149	22.15	76.4	0.846	3.82	The university leadership feels the problems and reacts to them with new ways of working
11.703	19.76	73.6	0.727	3.68	The university leadership takes action to achieve goals that go beyond specific job responsibilities
10.556	24.34	75.6	0.920	3.78	The university makes its decisions on impersonal considerations
12.435	21.06	76	0.800	3.80	The university leadership interacts with

					difficult issues and takes a stand on them .in view of previous events	
14.390	19.23	77.2	0.742	3.86	The university is working to create the .basic environment for decision-making	13
9.275	23.77	72.8	0.865	3.64	University leadership focuses on proactive initiatives rather than waiting and .reacting to events	14
11.085	22.59	75	0.847	3.75	The university leadership bears responsibilities towards initiatives related .to the application of new ideas	15
<u>18.174</u>	<u>13.91</u>	<u>75.2</u>	<u>0.523</u>	<u>3.76</u>	Initiative skills	
14.516	21.13	79.6	0.841	3.98	The university leadership focuses on constantly training its staff of new knowledge	16
17.303	20.79	84.4	0.877	4.22	The university leadership encourages its teaching staff to participate in scientific and research conferences	17
14.869	20.31	79.2	0.804	3.96	The university leadership is constantly .developing the capabilities of its staff	18
10.784	20.74	73.2	0.759	3.66	The university leadership believes in the feedback of its staff	19
10.038	24.45	74.6	0.912	3.73	The university leadership directs its attention to the behavior of its staff, not to .their own person	20
10.807	22.50	74.6	0.839	3.73	The university leadership chooses the appropriate timing for conducting the training	21
9.385	24.80	73.8	0.915	3.69	The university leadership evaluates its staff objectively, fairly and accurately after the training process	22
8.917	25.33	73.2	0.927	3.66	The university leadership is concerned with honoring the contributions of its exceptional staff	23
<u>16.023</u>	<u>16.82</u>	<u>76.6</u>	<u>0.644</u>	<u>3.83</u>	individual development skill/ coaching	
14.304	20.34	78.4	0.797	3.92	The university leadership has a clear vision	24
12.375	21.73	76.4	0.830	3.82	The university leadership is working to convey its vision to its cadres in order to	25

					mobilize energies towards work	
7.526	27.87	72	1.003	3.60	The university leadership assigns its tasks to its cadres on the basis of (ability, competence, experience)	26
12.311	21.29	76	0.809	3.80	The university leadership is working to improve the skills of its cadres by assigning new tasks that differ from the previous ones	27
9.700	23.46	73.4	0.861	3.67	The university leadership takes risks in an intelligent way to achieve innovative and effective solutions	28
10.614	22.93	66	0.855	3.73	The university leadership encourages broad participation in goal setting, decision making, and problem solving	29
7.941	23.77	70.6	0.839	3.53	The university delegates authority to its employees, and works to adequately support their decisions	30
8.163	26.36	72.4	0.954	3.62	The university evaluates the work of its employees and gives them the reward and incentives they deserve	31
7.848	26.01	71.8	0.931	3.58	The university leadership sets a personal example	32
18.222	17.79	81.2	0.722	4.06	The university's leadership maintains high standards of integrity and ethical behavior in good and difficult times	33
16.301	19.20	80	0.768	4.00	The university provides methods of continuing education and overcomes failures	34
<u>14.957</u>	<u>16.81</u>	<u>75.2</u>	<u>0.632</u>	<u>3.76</u>	ability of leadership skills	
17.405	16.82	78.4	0.659	3.92	The university leadership is working to find common ground for cooperation and work to solve problems	35
17.304	17.40	79	0.687	3.95	The university leadership actively participates in meetings and working groups	36
14.223	19.46	77.2	0.751	3.86	The university leadership values intellectual and cultural diversity rather than its individuals and clients	37



9.606	25.17	74.4	0.936	3.72	The university leadership is working to .find consensus through discussions	38
12.375	21.73	76.4	0.830	3.82	The university leadership adopts the opinions and suggestions of its members .with a positive orientation	39
7.167	26.59	70.8	0.941	3.54	The university takes into account the technical and physical needs of its .members and seeks to achieve them	40
<u>16.207</u>	<u>16.24</u>	<u>76</u>	<u>0.617</u>	<u>3.80</u>	Collaboration skills (teamwork)	
<u>18.799</u>	<u>13.33</u>	<u>75.8</u>	<u>0.505</u>	<u>3.79</u>	leadership Soft skills	

### CONCLUSIONS

The most prominent results of the research is the presence of good university leaders' interest in improving the capabilities and capabilities of their university leaders and teaching staff through the soft skills they possess, as well as the emotional impact they have, to reach a state of positive interaction with the work environment, as it showed its orientation towards improving Its soft skills, by directing training skills through its dependence on developing the capabilities of its subordinates and evaluating them objectively, fairly, accurately and on an ongoing basis.

### RECOMMENDATIONS

The leaders of the University of Fallujah should pay extra attention to developing the skills of its members, in order to improve the level of soft leadership skills by resorting to the following mechanisms:

- 1.A fair and accurate objective evaluation of its staff after each training process.
- 2 .Accepting the opinions of others and being open to different opinions from the perspective of corrected feedback.
- 3 .Choosing the appropriate times to conduct training in a manner that ensures increasing their efficiency and functional capabilities.
4. Paying attention to improving organizational behavior without regard to personal considerations.

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