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**THE ROLE OF INTELLECTUAL CAPITAL IN
THE CREATIVE LEADERSHIP: EXPERIMENTAL
STUDY IN SALAHADDIN UNIVERSITY– ERBIL, IRAQ**

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Master Thesis

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BİNGÖL -2017



T.C
BİNGÖL ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İŞLETME ANABİLİM DALI

**YENİLİKÇİ LİDERLİKTE ENTELLEKTÜEL SERMAYENİN RÖLÜ:
SELAHADDİN ÜNİVERSİTESİ'NDE(ERBİL-İRAK)DENEYİMSEL BİR
ÇALIŞMA**

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BİNGÖL -2017

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BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım[YENİLİKÇİ LİDERLİKTE ENTELLEKTÜEL SERMAYENİN RÖLÜ:SELAHADDİN ÜNİVERSİTESİ'NDE (ERBİL - IRAK)DENEYİMSEL BİR ÇALIŞMA]adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

DECLARATION OF ORIGINAL AUTHORSHIP

I declare that the Master Thesis entitled: **The role of intellectual capital in a creative leadership: Experimental study in SalahaddinUniversity– Erbil, Iraq**, is my own original work, and hereby certify that unless stated, all work contained within this thesis is my own independent research and has not been submitted for the award of any other degree at any institution, except where due acknowledgment is made in the text.

Ropak Adil SHAREEF

12/ 6 / 2017

BİNGÖL ÜNİVERSİTY
ACCEPTANCE AND APPROVAL

This thesis titled “**THE ROLE OF INTELLECTUAL CAPITAL IN THE CREATIVE LEADERSHIP: EXPERIMENTAL STUDY IN SALAHADDIN UNIVERSITY– ERBIL, IRAQ**” presented by Ropak Adil SHAREEF under the supervision of Assoc. Prof. Dr. Abdulvahap BAYDAŞ in the business administration department has been accepted as a Master Thesis according to the rules of Higher Education Institution of Republic of Turkey on 8 /6 /2017 with unanimity of the member of jury.

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ACKNOWLEDGMENT

Before everything I thank God for His grace, Then most honestly wish to express my thankfulness to my dear father, and to my beloved mother. All people who in one way or another presented me the help of any kind when conducting this study.

I would like to express my profound gratitude to my supervisor Assoc. Prof. Dr. Abdulvahap BAYDAŞ, for his guidance, assistance, and patience during this work, without his help, this thesis would not have been done successfully. I would also like to express my thoughtful appreciation to the Bingöl University lecturers.

My sincere appreciation is extended to Assoc. Prof. Dr. Khalid Hama-Amin Mirkanwho worked with me as the encouraging advisor.

Also to my brothers and sisters, you are the pillars that I will always lean on, this project would not have been successfully completedwithout your enormous support, love and patience, Thank you for your beautiful and lovely presence, thank you for giving a sense for life., Last but not least, I would like to thank my beloved family for their generous encouragement.

ÖZET

Bu çalışmanın amacı entelektüel sermaye bileşenleri olan İnsan sermayesi, yapısal sermaye ve ilişkisel sermayenin deneysel rolünü Eril'deki Salahaddin Üniversitesi'nin yenilikçi liderlik durumunu araştırmaktır.

Araştırma ile belirlenen metodoloji, araştırma problemi, birkaç soru ile bağımsız değişken olan entelektüel sermaye ile yenilikçi liderliği temsil eden bağımlı bir değişkene odaklanılarak sınıflandırılmıştır. Buna göre, çalışma için kavramsal bir şematasarlanmış ve daha sonra, birkaç istatistiksel teste tabi tutulan hipotezlerin kabul edilip edilmediği test edilmiştir.

Tanımlayıcı istatistikler, Salahaddin Üniversitesi-Erbil şehri örneklemi ile ortalama, standart sapma ve t-testleri kullanarak değişkenlerin önemli özelliklerini nicel olarak kullanılmıştır. Eril'de bulunan 14 üniversitenin kolejlerini temsil eden anket formları 104 kişiye dağıtarak (100) geçerli anket form analiz için elde edilmiştir. Araştırmada sosyal bilimlerde tercih edilen SPSS 22.0 paket programı kullanılmıştır. Buna göre, yenilikçi bir liderliğin ilişki ve öngörüsünün derecesini belirlemek için sırasıyla Faktör analizi, Spearman korelasyonu, çoklu regresyon analizi ve ANOVA uygulanmıştır.

Bulgular, yenilikçi liderlikte en önemli faktörün, entelektüel sermaye bileşenleri içinde insan sermayesi olduğunu, daha sonra ilişkisel ve yapısal sermayenin geldiği sonucuna ulaşılmıştır. Dahası, sonuçlar, beşeri, yapısal ve ilişkisel sermaye bileşenlerinin entelektüel sermaye oluşmasında önemli bir yere sahip olduğunu göstermiştir. Buna ek olarak, çalışma entelektüel sermaye ve bağımlı değişken arasında yenilikçi liderliğin kolektif değişkenler ve kısmi bileşenler üzerinde bir korelasyon etkisine sahip olduğu tespit edilmiştir.

Anahtar Kelimeler:Entelektüel Sermaye, İnsan Sermayesi, Yapısal Sermaye, İlişkisel Sermaye, Yenilikçi Liderlik, Kabiliyetler, Güç, Etki ve Deneyim.

ABSTRACT

The purposes of the present study are to investigate the role of intellectual capital through its components namely; human capital, structural capital, and relational capital in the creative leadership which is experimentally conducted in Salahaddin University-Erbil.

Hence, the methodology adopted by the study is to classify the study's problem, by probing several questions, focused on the nature of the relationship and effect between independent variable intellectual capital and a dependent variable that represents the creative leadership. Accordingly, a conceptual scheme designed for the study, then produced three main hypotheses, so to make sure that the hypotheses are accepted or may not, they also subjected to several statistical tests. Therefore, the descriptive statistics were used to quantitatively describe the important features of the variables and scopes as well as the study population which is Salahaddin University-Erbil city, via using mean, standard deviations, and t-tests. Which are represented in all 14 university's colleges locating in Erbil, subsequently distributing (104) questionnaire form on the respondents, (100) valid form were obtained for analysis. Statistical package for social scientists (SPSS V-22) was used. Accordingly, Factor analysis, Spearman correlation, multiple regression analysis and ANOVA respectively were applied in order to determine the degree of the relationship and prediction of a creative leadership.

Findings, the study reaches to some conclusions, furthermore notably presence the high rank of importance for human capital between intellectual capital components, and the relational capital and structural capital came at the second and third place of their rank of importance. Moreover, the results showed that the human capital, structural capital and relational capital components contain an exclusive entity and these components have an important relation in forming the intellectual capital. In addition, the study found a correlation and effect between intellectual capital and dependent variable the creative leadership on the collective variables and partial levels (components).

Keywords: Intellectual Capital, Human Capital, Structural Capital, Relational Capital, Creative Leadership, Leader, Skills, Power, influence, and Experience.

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CHAPTER ONE

LITERATURE REVIEW

INTRODUCTION

The complexities and developments in the higher educational environment of universities have shifted from a focus on funds as the most important assets to intellectual assets, which are among the most essential and valuable inputs because of the real value of the institution. The importance of this rare resource, which represents the knowledge and creativity of the university's staff, to give it a high value and competitive advantage, as intellectual capital is one of the most vital pillars of the superiority of institutions in a world of intense competition through the growing interest in human resources. Therefore, intellectual capital is the guiding force behind the competition in a knowledge-based economy, and it is the main driver of innovation and creativity. It is a priority for achieving excellence and continuity. Hence, intellectual capital plays a significant role in making intangible assets a creative leadership in enhancing capabilities. And helps to discover and flow their potential through the release of their creative potential, and even intellectual capital management can contribute to building and strengthening entrepreneurship for the university.

While, the prominence of successful leadership in organizations (production or service) has increased significantly in modern times, because of the complex and interrelated challenges and variables experienced by organizations, as well as the fierce competition in the markets, bringing success to organizations has become depending largely on personal and intelligent charge of its leaders, and has led to the universal belief that leadership is skill and art. Therefore, the creative leader became a human resource of greater importance than material wealth, from here the organizations start to adopt the creative leadership of continuity, competition, and survival to maintain their position.

In order to achieve the study purpose, the study is organized into five chapters. In chapter one, introduction to the study is presented which includes a background of the study, a problem statement, the significance of the study, the purpose of the study, research questions, conceptual scheme of the study, and the hypothesis of the

study. Chapter two of the study reviews the literature relevant to the study topic as it addresses the intellectual capital and creative leadership.

Chapter three the methodology of the study is described, as it describes the study design, the description of the study population, the sampling procedures, and data collection procedures, data collection instrument, data analysis and the limitation of the study. Then the findings of the data analysis are presented in Chapter Four. Finally, the discussion and conclusion of the findings, implications, recommendations for future research are presented in Chapter five.

The aims of this chapter are to show the methodology functioned in this study. In order to examine the role of intellectual capital in the creative leadership of the Salahaddin University-Erbil. Thus, the chapter discusses the study design, the description of the study population, the sampling techniques, and data collection procedures, data collection instrument, data analysis and the limitation of the study.

1.1. INTELLECTUAL CAPITAL

1.1.1 The advancement of intellectual capital

The concept of intellectual capital was popularized in the nineties of the last century, the term owner (intellectual capital) is (Ralph stair) company Director (John sotvili) for foods when first released in 1990 and became seen as a real representative of the organization's capability to compete and achieve success after it was material sources represent real wealth for companies before this date using this concept evolved to like mental ability possessed by the partners and which cannot be easily imitated by competitive organizations (Salah_Al_Din, 2010). This does not mean that the concept of intellectual capital was not present before the 1990s. But what we meant that it was not under discussion, and was known as the (goodwill) and it includes all the intangible assets of the Organization and appears in its features (Sullivan, 2001. 23). It has been delayed dealing with intellectual capital until the 1990s for two main reasons.

First: It's ethereal, intangible and difficult to measure or evaluate, and was not seen as real capital for decades except few exceptions couldn't be ignored. It is lucrative and clear wealth as in patents, copyrights and intellectual property also the brand (goodwill).

Secondly: accounting systems in organizations looked at it as short term costs, although it must be viewed as an important investment. (Al-Anzi and Salih, 2009.157-160) identify the three stages of the emergence of intellectual capital, develop and build its uses are as follows:

Stage one: beginning of the guidance and lighting on human capability

This stage starts from 17th century is the period that stretched to the end of the 1970s, which emphasized the human capabilities (physically, intellectually and performance) which is been dealt with combined in one person, the purpose of that was to classify persons into categories (skilled, semiskilled, unskilled, etc). This means that this stage was interested in how much is the capability in the human element, whether intellectual or physical capability or ability to perform certain tasks, and then it was classified into categories according to the portability of each of those capabilities, then determine the level of remuneration it deserves in the light of this classification. Thus, retired this era drew attention to the importance of human resource and the need to study it as a complement to physical capital. And so this era brought attention to the importance of human resource and the need to study it as a complement to physical capital. Finally, it can be said that the subject; human capital; represents the fulcrum and the logical cursor to study the subject of intellectual capital, which supported that outcome studies (Ulrich, 1998: 15; Quinn, 1995, 7) which indicated that intellectual capital is a new dimension in the analysis of human capital.

Stage two: concept hints and directed attention to mental capability:

It is the stage that stretched from the early 1980s and lasted until the beginnings of the nineties of the twentieth century; this stage was marked by a range of views and proposals that focused on the importance and the role of intangible assets in corporate survival, growth and in the increase of their returns. Much research has led to the birth of a new concept came out in 1991 which is; the intellectual capital; which drew attention to mental capabilities that may be available in some people hired in a company. The previous opinion rhymes with what "Stewart" mentioned when he said "intellectual capital _ in other words _ is serving people who have a lot to do to achieve profitability or success of the company (Al-Anzi, and Salih, 2009.160).

Stage three: intensifying efforts in research and the birth of the theory:

In the mid-nineties of the twenties century, research efforts began to condense around the subject of intellectual capital in an attempt to find a common understanding among researchers and companies, And to agree on the principles and practices of this subject. Accordingly, the above efforts have focused primarily on the creation of the theory of intellectual capital, In 2010 Conference was held to develop intellectual capital under the banner of; towards strategic vision in government institutions in the State of Kuwait in the period (from 18_20 January 2010). It offered researches including the paper submitted by Colonel (Hilal Abd al darmaki) entitled (creation and innovation leaders Center as input to build the intellectual capital of the Interior Ministry) applied study- The paper includes determining leadership competencies and recommendations on the need to measure levels of efficiency in the human resource and the need to encourage creativity and innovation as a way to excellence. The foregoing efforts have focused on finding a theory of intellectual capital as follows (the previous reference):

1. The value of intellectual capital as intangible asset exceeds the value of the tangible assets several times.
2. The intellectual capital is the parent material that financial results are generated from.
3. The financial scale of the intellectual capital represents the difference between the book value of the company and its market value.
4. Intellectual capital is a strategic analysis tool.
5. If the intellectual capital accumulated that leads to increasing the productivity of organizations.

And theoretical principles were identified as follows:

- Dynamic concept: the concept of intellectual capital is not fixed but renewed activist because it represents the effective adaptation with environment variables.
- Realistic performance: reveal productivity of intellectual capital through field performance in reality.
- True commitment: the central role of intellectual capital, is high-performance commitment, creativity and innovation.
- Multiple benefits: intellectual capital can be benefited in different stages and processes at the same time.

- Calendar and metering: generating value to the Organization and to venerate it depends on measurement and continuous assessment.
- Integration of ingredients: intellectual capital is treated as one integrated unit with constant interaction, and it shouldn't be divided on basic components, because it gives a clear picture of the overall performance.

1.1.2 The Concept of Intellectual Capital

The transformation in time, space and interest areas of intellectual capital is a major cause of not giving one concept or lack of agreement between researchers, writers and experts on a uniform definition of intellectual capital, intellectual capital is the administrative issues raised by contemporary management literature, the attention to it emerged by researchers in the early 1990s, literatures showed multiple topics changed the traditional view of the concept of capital and profitability, it no longer that traditional concept of capital only individuals Workers today are the real capital of organizations (Yusuf, 2005.30).

Many organizations have realized that an important fact is that their true value is based on something that may be more important than their financial capital, which today is characterized by intellectual capital, which is represented by how they know employee creativity, knowledge and skill of staff, organizational culture, organizational processes, and patents. As well as its relationship with customers, and expanded the concept of intellectual capital at the level of developed countries. Japan at the head, to expand and include all the technical, moral, cultural and mental capabilities available to organizations that operate at the community level as a whole (Al-Anzi, 2001.112). At present, intellectual capital is clearly visible in financial, educational and advisory organizations.

Intellectual capital has become the property of organizations and is seen as a measure of its success and its ability to continue in the labor market for competition, and it is a variable that has a great impact on the success or failure of the organization, as it represents the possibilities available to the management of the educated organization. Possibility in addition to the structure of management which can be used in a way that enables creation of creativity and then excellence and excellence.

As it represents the possibilities available to the management of the educated organization to people who manage and employees ,relationships with customers has contributed in this possibilities in addition to the structure of management, which can be used in a way that enables the creation of creativity and then excellence and privilege.

The intellectual capital includes all Immaterial or intangible capital, as some companies realized that the real value that they possess is the intellectual capital and consider it more important than the physical capital, because physical capital can be similar between organizations or companies on the other hand regarding the intellectual capital there is no idea similar to another one. And because the process of wealth creation is no longer dependent on the intellectual effort, but on the intellectual energies in the era of informatics, and creativity has become a feature of the present era, that, the real capital owned by the company is intellectual capital (Andrew, 2007). The concept of intellectual capital was dealt by many studies and researches, but they did not agree on a single definition of this term for several reasons, including (Qashqash, 2014):

1. Modernity of the concept of intellectual capital.
2. The diversity of the fields of intellectual capital study for researchers. Some studies were conducted as knowledge management and added value to the organization by focusing on intangible intellectual assets. Some of them were interested in assessing its impact on the performance of the business of organizations and their competitiveness. Others concerned with intellectual capital in terms of how to use it, maximize its value and methods also methods of measurement and components.
3. The difference of the views of researchers on the number of components of intellectual capital. There are those who think it consists of two basic elements: human capital and structural capital, and there are those who think it consists of three elements: human capital, structural capital and capital relations, and others consider it divided into four elements: human capital, structural capital, capital clients and capital suppliers.
4. Most of the research and studies related to intellectual capital was carried out by a number of researchers belonging to different branches of science such as: business administration and organization, sociology, psychology and each

person has a special approach in terms of research methods, concepts and scientific outlook in his study.

Consequently, there have been many trends in the definition of intellectual capital, including:

- The first trend: the definition was adapted on the elements and components of intellectual capital.
- The second trend: how to measure it in organizations.
- Third trend: results achieved in organizations of intellectual capital.
- Fourth trend: the relationship between intellectual capital and knowledge management and highlighting it.

1.1.3 Definitions of Intellectual Capital

The difference in the fields of use and reliance on intellectual capital has led to different opinions of scholars and writers about the definition of intellectual capital.

Below we present a set of these definitions:

According to (Hamel and Heene, 1994.19) who defined intellectual capital as "talent, skills, technical knowledge and relationships, as well as the mechanisms that embody it, and which can be used to create wealth." (Najim, 2007) intellectual capital refers to capital in institutions that are based on human factors and their characteristics.

As (Al-Anzi, 2001.115) noted that not all workers in organizations are intellectual capital, There is the term human capital, which is called the experience of the individual and his skills related to the generation and composition of the wealth of the organization as not all the skills of workers and their expertise and skills are intellectual capital, but can be counted Also, if these skills and knowledge are distinct from other organizations as the competition as well as being strategic to the level that makes the customer pay a price to benefit from them in the form of products and services distinct. As well as Webster in 1995 identified it as a characteristic of transformational leaders. Their ability to transform technology in research into manufacturing with high success contributes to the organization's long-term viability in the world of competition (Adel and Saleh, 2003.15).

Conferring to (Bni_Hamdan,2003,10) Intellectual capital is defined as a mental ability capable of generating ideas of creative and strategic development that ensure the survival of the organization in a rapidly changing work environment.

According to (Abbas, 2004,126) it is the superior skills and abilities that the employees of the organization can possess so that they can be invested in various forms of intellectual production and production of patents and trademarks and any image of creativity that leads to the development of the organization and achieve satisfaction of both internal and external customers.(BounfourandEdvinsson, 2005,40) it is the integration of human capital with strategic structural capital to obtain a multiplier effect on the potential of future contributions of the working individual as well as the organization.

While (Al-Mahyawi and Za'louk, 2006,13) defined as it is intangible assets that can be used as a competitive weapon such as the organization in the process of creative and strategic development that adopts innovation and creativity, which is the means of survival and the continuation of the organization in the rapidly changing work environment.

The researcher (Gruian,2011,260) points out that if we want to accurately define the concept of intellectual capital, it should be distinguished from physical capital and human capital. Physical capital is the resources that appear in the budget of the Organization, such as real estate, while human capital represents the accumulated skills, creativity and experience of the human element in the Organization. The fundamental advantage of intellectual capital lies in its ability to enhance the efficiency of other resources, as well as its ability to add value to the organization by providing high-quality products and services.

This view was widely shared by researchers (Javornik,2012,536) that intellectual capital includes intellectual property, intellectual property information, and experiences that can be put into practice to create wealth. While (Karabay, 2011,243) believes that intellectual capital can be seen as:

- Organizational knowledge as well as knowledge industry.
- Ability to apply skills in the most difficult situations.
- Knowledge gained through training and experience.
- The system used to understand situations and effects.
- Knowledge of how to manage business.

- Knowledge used to avoid pitfalls.
- Knowledge is how to find information and how to obtain it.

We can draw a comprehensive definition of these definitions: intellectual capital is an intangible capital, a mental ability found in a certain number of people that is characterized by skill and talent and can creativity and innovation by relying on the capital of intellectual and this gives the organization the advantage of continuity and competition, and intellectual capital is constantly replenished according to the conditions of the environment and the owner of the idea and appropriate, as the saying that the necessity or creativity that the new ideas come in the situations need to be creative.

1.1.4 The importance of Intellectual Capital

The importance of intellectual capital stands out through the extrapolation of research and studies, both theoretical or applied, (Hansen,1999,162) has confirmed that intellectual capital represents competitive assets capable of maintaining a superior level of knowledge within the Organization, the most valuable assets in the twenty-first century is the intellectual capital accounting for strength to keep organizations in light of global challenges.

An organization with intellectual capital has the capacity to maintain an excellent level of knowledge, leading to enhanced organizational performance and full capacity to adapt to the competitive environment. The importance of intellectual capital is highlighted as a competitive advantage of the organization, because today's organizations compete for the basis of their knowledge, information and skills, thus representing the sources of wealth for the organizations (AbdelNasser and Al-Qashi,2010,52).A group of researchers mentioned the importance of intellectual capital in the following points:

1. A poll by CICA shows that heads of the largest 100 Canadian company and 500 American companies think that intangible assets represented in intellectual capital such as knowledge and expertise possessed by the company is the key factor for success in the current era, and the book value of fixed assets to market value of many organizations dropped from 58% in 1991 to 32% in 2000. (Dzinkowskib,2000,7).

2. The beholder to large business organizations recognize the importance of intellectual capital, where he and statistics after studying the financial situation of the IBM company, showing that the market value of the company in 2000 amounted to \$70.7 billion, while the book value of \$16.7 billion, many researchers believed that the difference between the values is due to the intellectual capital of your company, as the statistics show, through the study and analysis of financial statements of Microsoft to the market value of the company in 2000 reached 85.5 Billion dollars, while the book value for only \$9.3 billion, reflecting the increased value of the increasing importance of intellectual capital in this institution (Shaban,2011,42).
3. Intellectual capital represents a buried treasure needs to be looked for and extract it into existence and practice, creativity process is one of the methods of extracting it to enhance operational capabilities that build and maintain the work.
4. Intellectual capital is a source of wealth for the organization and its employees, and its development through its ability to register patents (Al-Mahyawi and Al-Zallouk,2006,14).
5. Intellectual capital is the most valuable asset in the twenty-first century in an economy called "knowledge economy" because it represents a scientific force capable of introducing fundamental amendments to everything in the work of their organizations as well as their successive innovations (Saleh, 2001,62).
6. Intellectual capital is the main weapon of the Organization in today's world because intellectual assets represent the strong force that guarantees the survival of the Organization.
7. Being in the organization is a competitive advantage, as a result of the limited knowledge in the heads and the organization's ability to invest that knowledge to achieve competitive advantage.
8. The knowledge provided in intellectual capital is unique and is not available and provides intellectual contributions that enable the organization to increase its production compared to its counterparts.
9. Enhancing time competition by offering more new or advanced products, and reducing the period between each innovation and the next.
10. Enhancing Competitiveness (Al-Hamdani and Ali,2010,126).

1.1.5 Intellectual Capital Components

There are many opinions on the number of components of intellectual capital, although they agree on its essence and importance, but there is almost a majority agree that intellectual capital is essentially a component of human assets, intellectual structure, and to clarify more researchers in this field several classifications of its components, These classifications and the basic division of intellectual capital are as follows:

Table 1: The intellectual capital components according to verity of researchers

Researcher	Components	Examples
Stewart, 1997	-Human capital -Structural capital -Financial capital	Individuals, teams, leadership Structures, systems, patents, databases. Contracts, loyalty, marks.
Edfinson and Maylon, 1997	-Human capital -Financial capital -Capital selection and development -Operating capital.	Skills, experiences, staff knowledge. Customer Relations, Suppliers, Contracts. Project R and D, New Products. Technologies, Technical flag.
Carl Sveti, 1997	-The internal flight. -External structure. -Human structure.	Systems and processes, business models, databases. Alliances, customer relations, suppliers, investor partners, strategists, reputation and excellence. Capacity, knowledge, individual and collective experiences, problem-solving capabilities.
Mayo, 2000	-Human capital -Regulatory capital -Relation Capital	Individual abilities, experience, wisdom, leadership and motivation. Systems of programming, Corporate culture. Customer Relationship, Customer Satisfaction, Customer Loyalty, Image Organization.
Goran Ross, 2003	-Human resources -Organizational resources. -Associated Resources.	Cognitive abilities, behavioral functionalities, value creation capabilities. Organizational routines, processes and information, software, structures. Relations with customers, suppliers and government.
Moore and others, 2004	-Human resources Relationships. -Infrastructure. -Intellectual property.	Experience, ability to solve problems, creativity, leadership skills and management. Brands, customers, distribution channels. Technical methods, processes, technologies. Trade secrets, design rights.
Hamartin and van dermere, 2005	Level I-Human Capital, Structural Capital, -Relation Capital Level II: Intangible resources, intangible activities.	Non-tangible resources: assets (tag, patents, licenses) + skills (organization, variance). Non-tangible activities: research and development, training, marketing planning.
Rawia Hassan,	-Human assets	Preserved knowledge such as: skills, creativity

2005	(human capital. -Intellectual assets. -Structural capital idea property (Capital Selection). -Relation Capital.	and experience. Independent knowledge such as: engineering plans and designs, computer programs. Culture, organizational models, processes, procedures. Inventions, trademarks, investment rights, publishing talent, conferences. Relationship with customers, repeaters, competitors.
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Source:Najm A.N: Management of the intangibles Department of non-measured, Dar Bazouri, Amman, Jordan, 2010,131.

As indicated in the above table of the overall ratings. Despite the divergence of views on the components of intellectual capital, many see that intellectual capital consists of three sub-components: human capital, structural capital and capital relations, and Figure (1) shows Stewart’s Model of the Intellectual Capital.

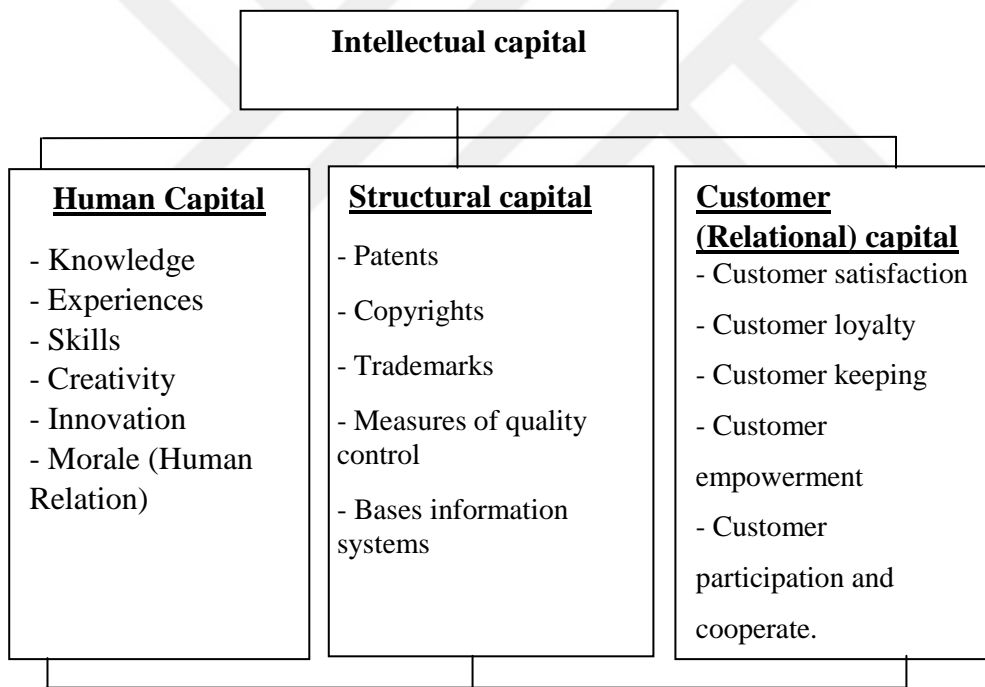


Figure 1: Stewart’s Model of the Intellectual Capital

Source:Al-Saeed,H, M,: Intellectual Capital: A Modern Management Leap, Dar Al-Sahab Publishing and Distribution, 1, 2008, Egypt, 37.

1.1.5.1 Human Capital

Human Capital is defined as the combined knowledge, skill, innovativeness, and ability of the company’s individual employees to meet the task at hand. It also includes the company’s values, culture, and philosophy (Bontis,2000,33).

Human capital represents the knowledge, skills, and capability of the individual employee to provide solutions to the customers (Mouritsen,2011.625).

The human resources offer to the entity its know-how and its capacities included the collective experiences, abilities and general knowledge of the employees. The company with a lot of easiness can lose that capital. It fits, therefore, to the administration to adopt effective politics in the sense of preserving that valuable patrimony (Marcin,2014.201).

Human capital is the tangible tacit knowledge embedded in the minds of individuals which include employee competence, know-how, education, innovativeness, capabilities, work-related knowledge and changeability (Ismail, 2005; Adkins,2006.200) points out that human capital is of great importance because it is a source of creativity, innovation and strategy. It contributes to the improvement of staff skills, new re-engineering processes, and the essence of human capital is the absolute intelligence of workers.The human capital consists of two parts, an innate part and an acquired part. The innate part expresses the innate physical and mental preparations that born with the individual. The acquired part is the most important part of human capital, as it expresses the total skills, competencies, physical qualifications and experiences(Adel and Saleh, 2007.9).

Human capital is of great importance in the enterprise, so it is considered the most important component of intellectual capital. This is important in: (Zuber and Shawky, 2011.16).

- Develop a learning strategy for the institution, which is the cornerstone for increasing expertise, skills and abilities.
- Achieve internal processes efficiently and effectively, and achieve the value proposed to customers.
- Achieving the financial objectives of value added and return on investment.

1.1.5.2 Structural Capital

Structural capital comprises knowledge assets such as patents, copyrights, and trademarks; processes, methodologies, models; documents and other knowledge artifacts; computer networks and software; administrative systems. A data warehouse is a structural capital; so is the decision support software that helps people to use the data (Stewart, 1998).

Structural capital could be described as infrastructure that incorporates, shapes and sustains human capital. It is also the organizational capacity that includes the physical systems used to transmit and store the intellectual material.

In which relationship structural capital is defined, however, focuses on relationships with “customers, suppliers, alliance partner, shareholders and other stakeholders, in their view relationship capital corresponds to inter-organizational relationships (Agndaland Nilsson, 2006). structural capital is the hardware, software, databases, organizational structure, patents, trademarks, and everything else of organizational capability that support those employees productivity, in other words , everything that gets left behind at the office when employees go home. Structural capital also provides customer capital, the relationships developed with a key customer. Unlike human capital, structural capital can be owned and thereby traded (Bontis, 2000.34).

Structural Capital is the hardware, software, databases, organizational structure, patents, trademarks, and everything else of organizational capability that supports those employees’ productivity - in other words, everything that gets left behind at the office when employees go home. Structural capital also provides customer capital, the relationships developed with key customers. Unlike human capital, structural capital can be owned and thereby traded (Bontis, 2000.33).

Structural capital is further divided into customer capital and organizational capital (Albers and Dimitrijevic, 2013). This consists of a wide range of patents, concepts, models, and computer and administrative systems. These are created by the employees and are thus generally ‘owned’ by the organization, and adhere to it. Sometimes they can be acquired from elsewhere. Decisions to develop or invest in such assets can be made with some degree of confidence, because the work is done in-house, or bought from outside. Also, the informal organization, the internal networks, the ‘culture’ or the ‘spirit’, belongs to the internal structure. The internal structure and the people together constitute what we generally call the organization (Akpinar and Akdemir, 2000).

1.1.5.3 Relation Capital

It is the third major component of intellectual capital, this component is called other labels also such as (Customer Capital) and (External Capital). The relational

capital is the initiative, retention, and development of the organization's external relations, as it relates to its customers, suppliers, and business partners. (Al-Anzi 2001.30) describes the value of the organization's relations with the customers it deals with, which is customer satisfaction, loyalty and retention through attention to its proposals, handling of complaints submitted by it, meeting its needs in the possible company, participation in its business and its relations.

Some of the writings in the category of capital relations were expanded, where it wasn't restricted on the relationships between the entity and the customers but on all parties associated with the external relations of the entity. Meritum project provided in its guidance the expression of capital relations as an alternative to capital clients. Capital relationships defined as all resources on external relations of the facility such as an established relationship with customers, suppliers and partners in research and development, also include that part of the human capital structure that contains the relations of the establishment with some of the beneficiaries (such as shareholders, creditors ... etc.). This is in addition to the value borne by those parties to the institution expressed in terms of establishment, customer loyalty and satisfaction, the relationship of the entity with its suppliers and the negotiating ability with other entities (Al-Jundi, 2005.120).

These relationships between the company and its external environment are of great importance and value based on the following (Yusuf, 2005.9):

- Customers are the ones who pay the company's bill, because the first task of any company is to establish, create or build their customers in the market and find the basis of the relationship with them.
- The loyalty that the company earns in the good relationship with its customers achieves an increase in revenues. Studies indicate that the return of the customer to buy the company's products by 5% increases the company's profits by not less than 25%.

1.1.6 Intellectual Property Characteristics

In light of the above definition of intellectual capital and the presentation of its components and indicators of its existence in organizations, the characteristics of intellectual capital can be summarized as follows:

Formal Characteristics: The characteristics of the virtual general form of intellectual capital, including (AbduSalam and Murad, 2011.6):

- Non-tangible and invisible: where intellectual capital cannot be captured or seen or evaluated at specific prices.
- The difficulty of establishing standards for measuring intellectual capital: Many of the intellectual assets owned by the company and the skills and experience of its employees and the information they have about customers and suppliers is in the form of intellectual knowledge not physical, unregistered and unavailable to decision makers, so they lack clear criteria enable them to follow and measure movement of Intellectual capital.

Organizational Characteristics: These are characteristics related to the institutional environment, including (Al_Hilali, 2011.23):

- The presence of intellectual capital at all administrative levels.
- Flexibility that helps continuous identification through individuals.
- Existence in formal and informal relations in the organization.
- Lack of concentration in administrative centralization.

Professional characteristics: These characteristics are related to the exercise of human elements within the organization, which include (Al_Hilali, 2011.23):

- Possessing many rare professional skills and accumulated experience so that it is difficult to replace them.
- Enjoy a high degree of organizational learning.
- Ethical training.

1.1.7 Intellectual Capital in Institutions of Higher Education

Although the reality of the contemporary world indicates that the institutions of higher education are the main incubators of thought and locomotives of development in advanced human societies, The current reality indicates that most of these institutions suffer from the modest intellectual capital, and hence the decline in scientific productivity, in a way that does not meet the requirements of development plans in an era characterized by globalization and the knowledge economy, In order for higher education institutions to truly develop their intellectual capital, on a scientific basis, they must adopt advanced knowledge and training strategies that

focus on the cognitive processes required by intellectual development plans and employ modern techniques in an effective way to achieve the desired results. The field of intellectual capital management, measurement and development (Al_Hilali, 2011.4).

It is clear from the above research that the literature does not accurately determine the components of intellectual capital, which must be taken into account in particular institutions of higher education, but there is almost unanimous about the three components (human capital, structural capital, capital of relations) In general, these institutions can be placed in the context of their intellectual capital and their pursuit of development according to what was described by (Al_Hilali, 2011.54) as follows:

- **Human Capital:** In general, the universities are proud of their efforts to prepare young men and women to meet the requirements of the labor market. The university also addresses the needs of workers in various walks of life. It also strives to emphasize that its training focuses on competition and help employees acquire the necessary knowledge. And the skills required performing their work at the required level and standards with less effort, less cost and shorter effort. In order to achieve its full objectives in this regard, the university places great importance on research and encourages faculty members to participate in qualitative research in their fields.
- **Structural Capital:** The University consists of a group of faculties and auxiliary deanships. The basic statute for supporting the teaching infrastructure and research activities includes facilities such as library, information technology and labs.
- **Relation Capital:** It includes the external relations of the university, mutual trust between the university and other universities, community institutions and standards of conduct.

1.2 CREATIVE LEADERSHIP

1.2.1 The concept of leadership

Leadership is the concept of an intangible comes with tangible results, and It is seen as an art, while seen by others as a science, The subject of leadership has received considerable attention from intellectuals and researchers due to the role played by the human element in the organization, which highlights through the responsibility of the leader in the integration of the organizational aspects and humanity to achieve efficiency and to reach the goals, as the ultimate goal of the leader is to achieve his vision realistically through a particular pattern of behavior within the framework of conditions faced, and What is meant by effective leadership; The degree to which the leader accomplishes the task and objectives of the work through the group that he leads, so that they achieve these goals for their desire to accomplish them (Ahmad, 1989.160).

The concept (leaders) of motor concepts (leaders), which contains many interrelated variables that influence each other and are affected by them, And despite the interest of many researchers and writers on this subject, but it is still a strange mystery and a vague topic, As there is no uniform definition of this concept therefore we will draw based on the above several definitions of leadership. (Stogdill, 1974.2) pointed to the vagueness of the concept of leadership, the complexity of its definitions, and that there is no clear definition of leadership. According to studies of the phenomenon of leadership, the definitions are so numerous that they are almost identical to the number of researchers who tried to define this concept. Some of them went to it (Al-Khafaf, 2007.9) from a contemporary perspective that it is the process of influencing a group in a particular position, time and circumstances to guide individuals and motivate them to pursue a desire to achieve the goals of the organization, giving them experience to help achieve common goals. Leadership is a set of personal traits, from which these qualities were available, which were specific to them and those who lacked them, the leadership is far from them, also of these writers (Bingham), which He defined Leader As; The person who has the attributes of attractive features; either (Tead) He defined it in the same sense as a set of qualities Which enable the individual from persuade others to achieve objectives of their own. A team of writers and researchers went on to define leadership as the ability to influence others, including Koontz, who defined leadership as: the ability to

influence the behavior of individuals in groups or organizations, to clarify their goals, to define their goals and to fight against Balinese society traditions; (Hussein, 1979). Pfiffner defines leadership as "the art of directing individuals and groups, coordinating their efforts and motivating them to reach the desired results" (Mahmoud, 1963.293).

It is possible to say that leadership is a rational process, one of which is a person (the leader) who guides and directs, and the other (subordinate) who receives this guidance. This process is based on the influence of the first party in the second party. The leadership in this concept is a relationship that means adaptation and dealing with others through development of a clear vision and connected to the recipients and motivate them to overcome the difficulties they face and to achieve common goals for both parties (Harem 2009, 216, Canaan, 2009. 95).

1.2.2 Definition of Creative Leadership

Leadership in its general sense is to influence others and to motivate them to achieve the goals of the organization. In order for this effect to become effective and real, leadership must be based on creativity in its preparation and testing, to translate the knowledge acquired into new choices of quality and benefit through its interest in solving problems in creative ways that differ from Other ways in which the creator notices that something is wrong has not been noticed by others and that there is a better way to solve, or by re-fitting familiar patterns of knowledge into unique forms and lines characterized by originality and creative solutions. Creative leadership is flexible, Oriented, creative leader, an individual who is confident, persevering, taking the initiative, understanding the consequences of things, and having a comprehensive view and vision for the future. (Auzeer 2004.8) defines it as an influential and main element in the activities of subordinates and their work, because the successful leader is the one who earns the confidence of his leadership and obtained through the right judgment and the correct assessment of what he deals with others and the preconceived vision of the near and far goals that he works to reach them.

We can take some definitions from the writer's perspective such as:

He is the person who directs, instructs or guides others, in the sense that there is a relationship between someone who directs and other people who accept this guidance (Maher, 2004.18).The main task of the leader is to make an effort and to

work; to influence his subordinates and to direct their activity in an atmosphere of cooperation towards the goal originally set out in the plan. Therefore, leadership is the behavior of an individual (the leader) who influences others so that they accept his leadership and obey his orders (2012). As mentioned by (Yunus, 2002.216) that (Jauche and glueck, 1998) pointed out that the creative leader is basically a thinker more than a practitioner of specific leadership functions, and believes that the leading role arises from the fact that the creative leader is the one who sees the problem and read it without the other and in a different way. Khairallah, (2009.215) defined the creative leader by saying: "He is the one who can discover weaknesses in the organization and invent methods to overcome them and realize the power and excellence of the Organization and the development of means to activate and invest.

1.2.3 Leadership Theories

The subject of leadership has been subjected to intensive studies and was one of the most influential subjects of political trust and political theories. Even the talk of these theories and other topics of leadership is almost identical in its analyzes in all political, social or administrative fields. These theories are divided into two parts, (Assaf, 2004.157).

First: traditional theories: it attempts to re-lead to a set of characteristics, attributes or personality traits that are supposed to be available in the person concerned to be a leader. Some of these most important theories:

1. The theory of traits or qualities: This theory emerged at the beginning of the twentieth century, especially in the early 1930's, and its purpose was to try to reach the characteristics of the leaders who distinguished themselves from their followers, (Tawil, 1999.172) saw that certain qualities and advantages appropriate to their leadership roles, and such a concept includes proposals to make an effort to identify this group of individuals, and bring them to the seats of leadership and responsibility. Jaldah, (2009.153-154) has pointed to the development of the idea of leadership from an innate characteristic of the under-influence of behavioral school psychology to the idea that leadership is not entirely innate, where science and expertise play an important role in its formation, several attempts have been made to identify the characteristics that affect organizational leadership But there is no general agreement on those qualities. According to this theory, leadership is related

to the natural characteristics of man, whether physical, psychological or mental characteristics. Most of the results focused on four basic characteristics that are closely related to the obstacles of successful leadership. And they are:

- The intelligence that enables a leader to understand all that surrounds him and give him.
- Ability to connect what it wants to connect to the followers.
- Social maturity that enables leaders to withstand and face all circumstances and do not frustrate with defeats or failure, their participation towards others is characterized by positive and neutral.
- Self-confidence and motivation to achieve and follow-up high goals to be achieved.
- This theory has been criticized for the difficulty of providing the features mentioned in one person, and the difference of researchers in identifying leadership traits and ignoring the role of subordinates in the leadership process. This theory does not show the relative importance of different characteristics in influencing the leader and his success (Jaldah, 2009.154).

2.Theory of heroism and leadership:Mentioned that the owners of this theory argue that leaders have the characteristics and personality traits differ from other individuals, that leadership is the hereditary process, and that leaders are born, not made, this theory focuses on the characteristics of the physical and intellectual leader, personal characteristics such as intelligence and independence, self-reliance and social participation, and that the success of that command is based on personal characteristics and abilities and characteristics of genius, (Jaldah, 2009.152) referred that this theory is based on the following assumptions:

- The great men have absolute freedom of will.
- They have the ability to draw current and future history paths through their struggles.
- Have the ability to control crises in line with their vision.

Second: Modern theories in leadership: These theories differ from the traditional theories that they do not focus on the people to determine who is the

leader and focus on other variables, depending on the nature of each theory and the most important of these theories are:

1. Theoretical or situational theory: It is trying to look at the impact of the attitudes surrounding the leadership on the practice of leadership and its activities and it began to think about this matter taking its scientific tracks since 1945, especially in the state of Ohio in the US has been studied this subject within the general assumption that the main variables. The position is equal to the variables related to the individual or individuals who carry out leadership management. The study focused on several variables:

- Cultural environment.
- Differences between individuals.
- Differences between jobs.
- Differences between the organizations.

2. The theory of path and goal: (Northouse, 2001.90) Path-Goal Theory is one of the theories of posture, presented by Evans in 1970, then Robert House in 1971 and modified by House with (Dessier), and this theory is based on the theory (Victor Froom) of motivation, The concept of this theory is generally about how to push the workers to achieve the goals set. Accordingly, this theory is considered a theory of position because it believes that the effectiveness of leadership depends on reconciling the behavior of the leader, the characteristics of subordinates and the task to be achieved. The theory of (path - goal) that the work of the leader consists of three things (Almaghreebi, 1995.209):

- Clarify the task leader to be accomplished by the subordinates.
- Remove obstacles that block the way to reach the target.
- Increase opportunities for subordinates to get personal satisfaction.

3. Theory of integrative or interactive: It believes that the leadership depends on the interaction and integration of all variables that seem to be related to it and does not depend on one variable this theory is centered on three main axes:

- The first axis: the variables of the commander himself.
- The second axis: variables for subordinates.

- The third axis: variables for the circumstances and attitudes surrounding the leader.

1.2.4 Elements of creative leadership

Leadership has its concepts and divergent dimensions that were seen before as qualities, such as enthusiasm, firmness, ability to make decisions, intelligence and intuitive speed in the execution of work, and personal strength, then evolved to become seen as driving behavior, and finally becoming attitudes. So (Saleh and Basima, 2013. 116) split the dimensions of creative leadership into three basic types:

1.2.4.1 Leadership skills

Is the ability of the leader to coordinate events between the team and the external and internal environment surrounding this team to make this environment a driving force to achieve the goals of the team? Every leader must have qualities or skills that help him influence the behavior of his subordinates and achieve the objectives of the administration in which they work. In order for the leader to understand the three parties of the leadership process, he must possess or acquire four skills in order to reach the goals of the work. And raise productivity on the one hand, and achieve the goals of individuals and raise the degree of satisfaction on the other hand, and these skills are, (Jarwan, 2000.20).

First: Technical Skill:

It is that the leader is glorious for his work, perfecting him, aware of the work of his principals in terms of the nature of the work they perform, knowing the stages and their relations and requirements, as well as be able to use the information and analysis and aware of and familiar with the methods and means available and the best banga work, and the most important characteristics of technical skill:

1. It is more specific than the other skills, that is, it can verify the availability of the commander easily because it seems clear during the performance of his work.

2. It is characterized by high technical knowledge and the ability to analyze and simplify the procedures used in the use of tools and technical tools needed to complete the work.
3. They are more familiar than others because they became familiar in modern management and in the era of specialization.
4. Is easier to acquire and develop than other skills and the most important features associated with them.

Second: Human Skill:

Human skill relates to the manner in which a man manages to deal successfully with others and makes them deal with him, are saved at work, increase their ability to produce and give. Human skills include the efficiency of the management man in identifying the requirements of working with people as individuals and groups.

Third: Organizational Skill:

That the leader should consider the organization as an integrated system, understand its objectives, regulations and plans, and exercise authority and authority, organize work, distribute duties, coordinate efforts and recognize all regulations and regulations.

It also implies the ability of the leader to see the organization he leads, his understanding of the interrelationships between his parts and his activities, the impact of changes that may occur in any part of him on the rest of his parts and his ability to conceive and understand the employee's relations with the organization and the relation of the organization as a whole to the society in which he works. The essence of administrative work, which characterizes the manager who takes from his career a profession that he believes in, belongs to and complies with their ethical rules.

Fourth: Intellectual skill:

It is the ability of the leader to study, fly and draw in comparison, as well as the flexibility and mental readiness to accept the ideas of others, as well as the ideas of changing the organization and develop them according to the requirements of the times and circumstances (Mohammad, 2006, 121).

Successful Leadership Steps:

Many of us work hard and develop themselves and make an extra effort and bear the burden of additional responsibilities and raise the positive energy to reach a certain level of leadership responsibility so far and despite all this effort, but you did not reach the overwhelming success did not reach what you want and feel puzzled what can you do? All you need is to look for the missing link that episode will refer you to a great executive director. The leadership skills means the ability to get effective responses from others through the use of conscious actions in order to accomplish useful work. That it is not just the charm and warmth of welcome and by that sense of confidence and a sense of personal comfort without being a threat to others, leadership and skill in six steps and the six steps will help you make sure that you live your life enjoying all honesty, trust and cultural complete, namely:

1. Be the initiator of the initiative.
2. Accept others and accept them I felt.
3. Ask questions and ask for services.
4. Stand upright, smiling.
5. The exercise of fun and humanity and warmth.
6. Slow down and then speak Hist.

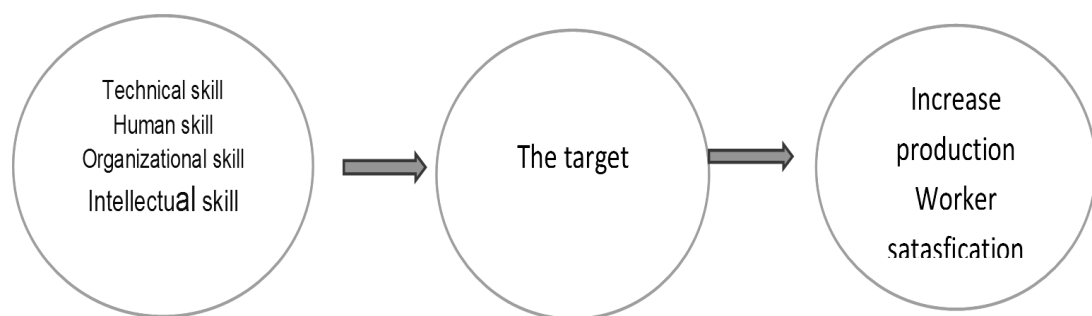


Figure 2: leadership skills

Source (BasheerAlaak, 2010, 16 'Administrative Leadership, Dar Al_Bazouri, Amman Jordan)

1.2.4.2 Leader Power and Influence

Leadership involves the ability to influence others to achieve certain goals. This means that leadership always requires a person to be in a leadership position in which to influence a group of individuals in any given situation. To be able to

influence others, one must have a certain power or authority that distinguishes him from other individuals. French and Raven defined five different sources of such power or authority as:

The power of coercion:

This force stems from fear and is related to the expectations of the individual that his shortcomings in the performance of his duties or lack of obedience to the President will entail some kind of material or moral punishment by the President.

The power of reward:

This force is derived from the individual's expectations that the performance of his work with the required pace and obedience to the president will be rewarded with material or moral reward by the President.

Legitimate or legal power:

The source of this force is the official position occupied by the individual in administrative organization. Power flows from top to bottom. The general manager has the legitimate authority over the production manager, as well as the production manager who exercises the same kind of authority over the head of the maintenance department in production management and so on.

Technical power:

The source of this power is the experience, skill or knowledge possessed by the individual and distinguished from other individuals. The doctor, for example, exercises some kind of technical force on his patients to accept his leadership as a result of their acceptance and conviction of this expertise.

The power of admiration:

The individual is usually rewarded by the admiration of his followers for some of his personal qualities so that he binds and attracts them as a result of the availability of some kind of magic or gravity in the personality of the leader. The sources of the first three types of power belong to the official position occupied by the individual in any administrative organization, while the sources of power four and five to the personal qualities in the commander. The theory of influence in the process of leadership is concentrated in that there is a direct relationship between the characteristics of the organization and the qualities of personal managers and this

means that the process of influence or leadership of others depends on the system itself and the views of the people in their leaders.

The influence theory can be used to determine the functions that a leader must perform in leading his subordinates. In this case, it is possible to distinguish between the viewpoint of psychology and the social point of view in determining what the leader must do in the institution. From a psychological point of view, the work of the leader involves the development of an effective incentive system in which the leader can motivate his subordinates to contribute positively to the achievement of the organization's goals. From a social point of view, the chief commander's job is to facilitate the work of his subordinates. For example, it sets goals, plans, provides advice and expertise, and solves conflicts that arise between subordinates, all of which help to draw the right direction of subordinates and guide them to do their work without difficulties and effectively sound. (Ibrahim, G. International City University).

1.2.4.3 Leader Experience

The experience gained after the time of the task of leadership, according to the person who intends to develop himself and interest in work and the pursuit of its goals, when the academic experience meets leadership skills, it is an industry of globalization. In fact, the work experience is always required.

The person who passed the previous work experience and knows how to do things and how to do the work required of him is a person with strong experiences, and the employers always require people with experience in running and doing business, especially the large administrative work in order to keep them business, A person with little experience, expert and knowledge does not do his job as a trainee, who has passed through many previous experiences. There is a saying that says: "does a lot of work, you do mistakes, and you are accountable. Don't do work, don't earn, don't be held accountable." This is the saying of the lazy and the lazy who do not seek to develop in any way. Nor they have an ambition that drives them to do anything, while the poet says (and who hates the rise of the mountains lives forever among the pits) (Muhammad, 2014. What is the experience).

1.2.5 The Three circles in the theory of the needs of the leader

This theory emerged recently as a result of research conducted by (Dr. John Alderin) between the years 1960-1970 sees this book that the work of the leader includes three circles each of which require specific needs (Mohammed. 1982.27-28). These requirements are reviewed below:

Business Needs:

Since the organization is a group of individuals, they must have a clear and clear common goal. Achieving this goal or set of goals is the clear criterion for the leader's success. Failure to achieve the goals of the organization is a matter of anxiety and psychological frustration.

Group needs:

Individuals in order to reach their goals must work in a coordinated and one-way way. Working as individuals as a group will play a role in achieving better results than if they work alone. As people differ in their abilities and abilities, what matters to us here is how to intelligently use this difference and work. To motivate individuals and create their creativity, and to use these differences to certain limits and not allow them to overcome, so that it is an obstacle to achieve the goals and create a spirit of hostility among individuals.

Individual needs:

The needs of the individual is to know what work is required of him and what the value of this work, which contributes to it and give sufficient opportunity to demonstrate its capabilities and capabilities and also need to get the recognition of others and the organization what it offers. The task of the leader is to focus on the need to satisfy and meet all these needs in a balanced manner. Focusing on meeting the needs of the work alone may lead to better results in the near term but the individual will decrease their enthusiasm and decrease productivity.

2.2.6 Leadership patterns

Referred to the presence of many of the patterns of leadership and tactics determined by situational factors that relate to philosophy leaders and their personalities and experiences, and the nature of the personnel and their level of

scientific models of their personalities, and the nature of the environment at work, and can distinguish between three patterns of leadership which are, (Jaldah,2009.49).

The democratic method:

Al-Gazw,(2010.135-136) saw that the democratic leadership works to delegate its powers to subordinates and invites them to participate in decision-making, because this type of leadership is concerned with the human relations between the leader and their subordinates through the good treatment of subordinates, And to satisfy their needs and desires and attention to individuals in the organization, and the development of efforts and the spirit of the team and the alignment between the goals of individuals and the goals of the organization, the leadership here is interested in persuasion, citing facts, and attention to the feelings of the individual and feelings, and make him feel dignity.

According to Jaldah(2009.150) the leader of the democratic-style president does not issue orders only after discussing things with subordinates, and are driving in this pattern through enticement not intimidation, and participation is not the monopoly of power of decision, but the control and direction of Wiseman in the discussions and the organization are affected under the leadership of his absence or the presence of the leader Where Lacking the spirit of hostility or Drops that Found between staff at Regulation.

Autocratic (authoritarian) or control or individual leadership:

As mentioned Al-Gazw, (2010.141) this leadership means the subordination of the individual to the interest of the state, and the director's attempt to subject all things in the establishment under his authority as what distinguishes leaders autocrats is to exploit their official power of the meat and pressure on subordinates and force them to complete the work.Jaldah, (2009.149) that this type of leadership does not reflect much interest to the views of subordinates and that this pattern takes several forms:

- A. Individual radical: In this technique uses a commander negative and punitive effects largely depends not any kind of participation.
- B. Individual charity: where the leader uses the means of encouragement, such aspraise, complement and resort to punitive methods only offer, and sometimes involve the staff of the Organization in making decisions.

- C. Individuality, which relies on maneuvering and containment: the subordinate leader delights in taking their views into account and involving them in decision-making, although the decision has been made in advance.

Free leadership (chaotic) or permissive (extension):

Al-Gazw,(2010.146) defined leadership as -"Leadership is free from the authority of the leader and called anarchism because it is based on letting the individual do what he wants and the administration seems to be absent to direct the work administration, which leads to chaos and disorder within the organization,"

According to Jaldah(2009. 150) that this model of leadership, a rare presence in the field of applied management, a form of lawlessness which encourages the evasion of responsibility, it may be a great indulgence to the extent that the leader leaves his power to subordinates to make decisions, and he becomes the rule of Chancellor and You can control his subordinates directly, which means in the end he does not see himself as a manager, how to be a leader administratively.

The style of effective leadership is not one. The successful leader is not to impose upon himself a single leadership style, such as democratic or autocratic. Rather, he must be able to use different patterns from one extreme to the other. Times of prosperity, and taking into consideration the situation or place where leadership takes place.

The differences and similarities between the manager and leader and President:

The signs of knowledge of things from the understanding of their names. The label is a proof of the knowledge of specifications, methods of work and mechanisms to obtain this designation and the powers given to each one, and because the research orbit is about creative leadership and what can be provided by the development and transfer of quality in the development of the university track.

These terms may share a set of characteristics that make them somewhat similar to each other in terms of the difficulty of distinguishing them, even though there are those simple lines that are the points of difference between these three functions, but the confusion did not come from a vacuum because the participants are many, The leadership of the group and to have the final decision and possess the authority of legal, authoritative, supremacy, materialism higher than others and has

the right to act and decide what is below it and so on. The following is a table showing the difference between the duties, duties and powers of the Manager, the Leader and the President.

Table 2: The differences and similarities between the manager and leader and President

Manager	Leader	President
<ul style="list-style-type: none"> - Issue orders and decide. - Depends on the powers granted. - Interested in solving problems. - Specialized in the performance of his work. - Committed to implementing the instructions. - seeks to achieve the official goals. - Ensure that there is a gap between him and subordinates. - Not inclined to renewal and innovation. - It is imposed on the group. - Interested in achieving goals. - Management skills first. - One-way communications from top to bottom 	<ul style="list-style-type: none"> - Train and advice. - Depends on self-confidence and subordinates. - Brings enthusiasm in subordinates. - Speaks in collective form (we). - Seek solutions to problems. - Consult and seek advice. - Blowing up teamwork. - focuses on innovation and innovation. - His powers are derived from the community. - Interested in building relationships with subordinates. - Power to influence others. - Communication from top to bottom or vice versa (Abdel Wahab, 2007: 11). 	<ul style="list-style-type: none"> - Decides and issues orders. - Depends on its powers. - Feel the fear of subordinates. - Speaks in the form (ego). - Defines errors and issues commands. - Directs individual effort. - Sets all goals and equations. - imposed on the group. - Do not care about social relations and is interested in the implementation of orders and objectives. - Issue penalties and duties and grant bonuses.

Source:Al-Husseini, Salah Hadi. (2009, 61). Administrative Leadership and its Impact on Strategically Human Resources Management: A Field Study in Governmental Organizations in Nasiriyah Governorate- Iraq, Master Thesis, Faculty of Management and Economics of the Arab Academy in Denmark.

1.2.7 Functions of the creative leader

Mustafa,(2001.420-421) mentioned that Creative leadership should not be limited to mere planning, organization, direction and control; it must be expanded and integrated within a broad framework that includes the following:

1. comprehensive future vision for the organization and its environment and envisages the following dimensions:

- a) How will the status of the Organization in the next five years be, administratively, technically and financially in terms of human resources either quantity and quality.
 - b) What are the outputs needed by the organization.
 - c) Improve and increase quality.
 - d) Identify programs, plans and areas of excellence.
 - e) What are the targeted achievements?
2. Design the message of the Organization based on the reading and outlook of the environment.
 3. Building a common understanding of the organization's message across organizational levels and horizontal sectors.
 4. Cultivation of innovation trends, behaviors and values, within the culture of the Organization and its commitment to empowerment, motivation and positive reinforcement,
 5. Reduce the dependence of staff on the leaders of the official and motivate them to start.
 6. The work should be exciting, stimulating and enjoyable and help to achieve the highest levels of innovation and production.
 7. Develop the leadership abilities of the followers and raise their motivation for positive competition and creative thinking.
 8. To be critical vision for continuous improvement and implementation of programs of change through creativity.
 9. Efficient dealing with information technology, describes, analyzes, integrates, connects, deduces and seeks to employ his imagination in re-engineering operations, developing performance and transferring information, knowledge and skills.
 10. Enhances the organization's competition with other organizations by building contemporary administrative approaches such as: Total Quality Management, Creative Goal, and Process Reengineering.
 11. Proposing a global perception of the most important needs and training programs to transform managers into creative leaders and encourage collective creativity.

1.2.8 The characteristics of a successful leader

The manager cannot be successful unless he makes the personality of the leader who recognizes his men by his leadership, because the leadership involves the belief of the subordinates in the person of the leader and the belief cannot be known to others unless the administrator is confident of himself and his ability to accomplish what he is determined to complete. In a person but should not be allowed to sleep or tyranny, that any attribute makes the individual is unique to others ability to lead others and guide them to achieve certain purposes and their tasks to make effort and sacrifice and raise their enthusiasm for work. As we speak of leadership, we must know the characteristics of the leader more accurately and comprehensively in order to understand the meaning of leadership. Therefore, we must provide the following characteristics in leadership (Shafiq, 2005. 23-25):

1. Social interaction: through positive social participation in the work of the group and to achieve cooperation and adaptation.
2. Vigilance: It means careful attention and constant readiness, speed and activity.
3. Achieve the group's goal: Through the ability to guidance, achievement and good furrow and follow-up.
4. Personal Strength: means the ability to influence the individuals and the group and the imposition of the administration and motivation to achieve its goals.
5. Regulation: The various determinants of the activity aspects of the group shall be defined in accordance with the rules and timetable
6. Work power: It is necessary for the commander of the mental and physical continuation or ending any recipe task required.
7. The external representation of the group: that, for example, be a supervisor for members of his group with the other foreign group to achieving its goals in all areas.
8. Intelligence: It means a high mental ability to allow him to face problems and good behavior.
9. Planning: It means the ability to coordinate and guide the effort to achieve future goals in a realistic plan.

10. Wisdom: any ability to estimate the weight and balance wise things and get to the sound and objective decisions without discrimination, and the ability to make decisions in the light of the wise and clear data for him and others (Karim and Mohammed, 2009.50).
11. Public Relations: to be able to form healthy relationships with all members of the group and contact with all the parties.
12. Humility and self-denial: It means the liberation of self-buildup vanity and arrogance artificial.
13. Loyalty: whether or national unity or his superiors or subordinates with the implementation of instructions and laws voluntarily.
14. Culture: Broadcast Value Ideas and standards Which In line with the goals of the group.
15. Democracy: It is not based on the idea of public affairs and that members of the group participate in making decisions.
16. Openness towards change (Manhal educational culture).
17. Desire to identify internal problems and issues.
18. Ability to control the environment in which they live.
19. Trust in the ability of others to achieve and take responsibility.
20. Respecting the choices of others.
21. Rush towards learning and the use of culture.
22. Appreciating the achievements of others.
23. Going towards the future.

How to Choose Leader

It is chosen leader to lead the organization or any other institution according to the following conditions (Saad et al, 1984.176):

1. Absolute freedom.
2. Social Center commander.
3. Election.
4. Learning and preparation.
5. Professional tests.
6. Expertise and experience.

1.2.9 Difficulties in front of a creative leader

There are limitations or difficulties stand a stumbling block in front of a creative leader and the most important of these determinants (Mahfouz, 2009.49):

1. Abilities and skills as Commander might be limited and insufficient to station of command.
2. The effect of subordinate trends and tendencies with the trends and tendencies in how to handle other duties.
3. Lack of specificity and lack of clarity of the work tasks and duties and competence.
4. Vibration of mutual trust between the Commander and subordinates for any reason.
5. Know the Commander and his manners towards individuals.

CHAPTER TWO

INTRODUCTION TO THE STUDY

2.1 BACKGROUND OF THE STUDY

In this section background of the study, we demonstrated the previous studies on the topics of choice intellectual capital and creative leadership. The main theories are reviewed first, followed by some considerations that may provide different contexts and explanations for them:

1. Assaf, (2005) study "reality creativity Management and its obstacles: study Applied:

The study aimed to answer the main question of the following: What is the reality of creativity among school principals in Riyadh and the obstacles that limit their ability to administrative creativity? The study was conducted on a sample of (113) administrative supervisors distributed two forms, the first addressed to the principals and consists of four parts (information about the school members and the level of creativity, obstacles to creativity and proposals in the development of administrative creativity), the second directed to supervisors and consists of two parts (And the reality of administrative innovation of the school principals). The study reached several results, the most important of which is that the level of creativity was higher than the level of non-creativity, and there are no statistically significant differences between the levels of creativity among school principals.

2. Al-Azmi,(2006) "Leadership Administration Transformation and their relationship Creativity Management: Study Applied" The study aimed at identifying the level of the relationship between the attributes of the transformational leader and the availability of administrative creativity among the employees.

The study was applied in the Ministry of Interior in Saudi Arabia. The study included civil servants only. The question raised is the extent of the relationship between transformational leadership and developing creative abilities. The study reached a set of results, including the characteristics and characteristics of transformational leadership and their availability to a large extent among the civil

leadership in the ministry. The study also found a positive relationship between the administrative leadership's characteristics and characteristics of successful and owning subordinates of the capabilities of creative management. The study also recommended the development of ways to increase the possession of the civilian leadership of the attributes and characteristics of the leader transformational creative as well as the promotion and training of civil leaders on the overall objectives of the Organization.

Consequently, this study aims to examine the role of intellectual capital in creative leadership. In the following sections of this chapter, the statement of the problem, purpose, and study, as well as the significance of the study, study conceptual scheme and hypothesis are presented.

Blunas and Qatifa, (2009), study entitled "The Role of Intellectual Capital in Achieving the Competitive Advantage of Business Organizations- A Theory Study" This study aimed to answer the following main question: What is the role of intellectual capital and how to manage it to achieve the competitive advantage of the organization? In order to answer this question, the researcher reviewed the concept of intellectual capital and its basic components, how it is managed and its role in the competitive advantage of the organization. On the other hand, this study was subjected to the concept of competitive advantage for the organization, its types, and factors affecting it, on how to manage intellectual capital to achieve the competitive advantage of business organizations in a changing environment. The study concluded with a number of results, the most important of which are:

- Intellectual capital is the cornerstone for building economic progress in general and the success of organizations in particular.
- The real capital owned by organizations is intellectual capital and is represented in knowledge that can be converted into value.
- Competitive advantage is a complex concept that requires understanding of its essence and conviction of its competitive potential.
- The efficient use of resources and competencies, and the effective combination of them, have led to the creation of critical and high-level competitive advantages.
- The study made several recommendations, the most important of which are:

- The organization should consider its intellectual capital as the core of its activity and its core focus.
- Organizations need to be aware that not all individuals are alike. Rather, their values differ in their ability to create and define the future of the organization, so their management, rewards and transactions are likely to be treated differently to help them create, innovate and innovate, to achieve a competitive advantage for the organization or to gain more value. From behind their innovations.
- Contemporary organizations should try to draw strategies, plans and programs to develop and invest intellectual capital in the creation of innovative solutions, new products and services that achieve higher competitive advantages and faster access to consumers of all kinds.

4. Ibrahim and Shaabani (2011) entitled "The impact of development intellectual capital on the technological proficiency and its implications on reducing the cost by applying to the National Company for Home Furniture Industries.

This field study aims to highlight the nature of intellectual capital, its development and its impact on raising the degree of technological proficiency and its positive effects on reducing the cost of products or the prevailing activities in the company, and then try to apply this to the National Company for Household Furniture Industries in Nineveh. The study concluded the following:

- The real value of companies depends on the intellectual capital they possess, which is the stock of knowledge of workers that can be converted into value.
- Intellectual capital is the main product for the development of technological excellence and upgrading through the development of human capabilities and capabilities and improving skills through training and the creation of new ideas.
- The development of intellectual capital plays a leading role in the process of continuous improvement by raising the degree of perfection, which is the cornerstone in achieving sustainable competitive advantage.
- The improvement in productivity and the improvement in performance due to technological proficiency reduces costs. The higher the level of knowledge and technological proficiency, the more positive the effect will be on lowering the level of costs. This can be applied to all value chains of production, marketing and distribution.

- The company is subject to research and suffer losses during the years after the occupation can reduce the cost of its products through technological proficiency, as mastery worked to reduce the time required for one of the activities of the production of a bedroom Nfreen in the plant surfaces by 92% and the time required for one of the activities of the production table Food in the solid wood plant increased by 79.8%, And thus reduced the cost of one activity of the bedroom product Nefreen in the plant surfaces during the month of (71630.9042) dinars, and reduced the cost of one activity to produce a table in the solid wood plant within a month, as well as the amount of (129009.1776) dinars, Calculation of the reduction in all the activities of the production of the bedroom and the rest of the other products in the plant flats and solid wood lab over the course of one year, the amount of reduction in costs will be significant and have a positive impact on the profitability of the company, and limited the search pages were satisfied with the calculation.

5. Qashqash, Khaled (2014) study entitled: "Intellectual Capital Management and its Relationship in Enhancing Competitive Advantage: An Empirical Study on Palestinian Universities in the Gaza Strip". The study aimed at identifying the relationship between the administrative procedures followed by universities in the management of intellectual capital in enhancing their competitive advantage from several axes (quality of service, flexibility, development, quality, creativity)), And the answer to the extent of the impact of each component of intellectual capital in enhancing the competitive advantage between Palestinian universities, has been used descriptive analytical approach in the study, and designed a survey questionnaire (questionnaire) by the researcher, and the study community from (Islamic University, Al-Azhar university, Al-Aqsa University and Al-Quds Open University)), The sample of the study included the following senior positions: (Head of Department, Assistant Director of Department, Director of Department, Assistant Dean, Dean, Assistant President of the University, Advisor to the President of the University and Vice President of the University). The total number of employees was 365 Of the total (1514) employees in the target universities as a whole, and may provide a random sample of a class of (200) of the vocabulary of the study community, has been retrieved (176) questionnaire recovery rate (80%).

The main findings of the study:

- There is a relationship of statistical significance between the management of intellectual capital and the achievement of competitive advantage in the Palestinian universities in the Gaza Strip.
- There is a disparity in the relationship between each component of intellectual capital (human capital, structural capital, and relative capital) in enhancing the competitive advantage of Palestinian universities.
- There is a relationship between the place of work and job title on the administrative procedures used to achieve competitive advantage, with no differences for each (gender, age, academic qualification, years of experience) in administrative procedures that enhance competitive advantage.

6. Forbidden, Helped (2016) Entitled (the role of Leadership Creative at improvement level the culture Regulatory "in Ministry the health Palestinian"). The aim of the study was to identify the availability of creative leadership traits among officials in the Palestinian Ministry of Health, to identify the level of organizational culture prevailing in the Palestinian Ministry of Health, and to choose the nature of the relationship between creative leadership and organizational culture. The analytical descriptive approach was followed, the questionnaire was distributed to (178) managers who were serving as general manager, unit manager and director of a department in the Palestinian Ministry of Health in the southern governorates, of which 126 responded with (70.7%). The main results of the research are as follows:

- The results showed that the percentage of creative leadership among officials in the Palestinian Ministry of Health in the southern governorates is 80.6%.
- The results showed that the level of organizational culture prevailing in the Palestinian Ministry of Health in the southern governorates was 75.4%.
- The results showed that there is a positive correlation between the creative leadership with its different dimensions and the degree of the organizational culture prevailing in the Palestinian Ministry of Health in the southern governorates.
- The most important recommendations made by the researcher include the following:

- Work to strengthen and raise the performance of ministerial - level managers through training courses in get them into the field of leadership, especially the creative leadership, that these courses take the recipe and follow - up Continuities Avenue.
- The ministry managers work on the development of a positive organizational culture within the ministry by providing a relaxed atmosphere to work and establish good relations with all workers, and create a regulatory environment that promotes achievement and excellence.
- To give decision - makers in the Ministry of Health Innovation leadership is worth of importance when choosing who serves as director, and the adoption of standards and mechanisms to ensure the arrival of the creators and owners of competencies to this function.

2.2PROBLEM STATEMENT

Taking intellectual capital and creative leadership together is an exciting challenge to leaders demanding to create an information age of higher education institution. When a university becomes a learning institute with collective vision and shared institutional awareness, with participation by all, an active interactive environment emerges where the lines between teaching and learning, and education and training, are blurred and lifelong education is the norm (Childs, 2001).

Intellectual capital and creative leadership are the factors for developing positive output to overall higher institutional growth in the universities in Kurdistan Region of Iraq. The reason for this study in this region due of huge changes in the environment of organizations that is why in this study is arguing and testing Salahaddin University to comprehend the role of Intellectual capital in creative leadership inside the University and with the other higher institutional too. Hence, the role intellectual capital, drawn identify the problem the present study in Salahaddin University to overlook the significance of intellectual capital in the creative leadership and the effect of it, and development as an important resource in achieving the efficiency of the institution.

2.3 SIGNIFICANCE OF THE STUDY

This study is needed because the existing of creative leadership in Salahaddin University contribute a lot to the result and last section of society, also this issue of both intellectual capital and the efficiency of the institution have become an integral part of today's higher educational environment. This study covers the analysis of the role of intellectual capital and creative leadership that is established for the product sector through examining the university colleges. This study will contribute to the understanding of institutional creative leadership and suggest relevant policies and recommendations to develop the overall level of creative leadership in intellectual capital aspect. Accordingly, the study addresses the significant role of intellectual capital and creative leadership because many universities are wanted to get a good level of intellectual and human capitals with the creative leadership. Therefore, this study makes a contribution to the literature regarding the intellectual capital and universities creative leadership and in the context of Iraq and Kurdistan Region in particular. Consequently, serve those results that may be revealed by the study all relevant interest groups, namely:

- 1- Testimonial of the concept of intellectual capital and how to manage the increase of creative leadership in universities, which increases the efficiency of the Universities.
- 2- Strengthen the competitive ability of universities by creative leadership.
- 3- Helps university management to understand the relationship between intellectual capital components and creative leadership.
- 4- Providing the largest universities a chance on the pictures really intellectual capital and identify the positives and negatives and strengthened and try correcting.

2.4 PURPOSES OF THE STUDY

In accordance with the problem statement of this study, the main purpose of this study is to examine the role of intellectual capital in creative leadership, which involves the following specific purposes:

- 1- Simplify the concepts of intellectual capital and creative leadership in the universities.
- 2- Recognize methods and different ways that can be used to make university creative leadership more present.
- 3- Defined of the nature of the relationship between intellectual capital and creative leadership.

2.5 RESEARCH QUESTIONS

With regard to the above discussion, it can be said that the study concentrations on the important aspects by asking the following questions:

- 1- What are the levels of intellectual capital in Salahaddin University?
- 2- Are there creative leadership in the surveyed university and what are the levels?
- 3- What is the nature of intellectual capital relationships with universities creative leadership?
- 4- How does intellectual capital components affecting to increase the creative leadership in the institutions?

2.6 STUDY CONCEPTUAL SCHEME

The conceptual scheme established on the review of the literature connected to the study variables, a conceptual scheme is developed. Bearing in mind that the aims of the study are to examine the role of intellectual capital on investment and financing decisions making that provides a conceptualization of the main concepts related to the subject of the study and the relationships among them.

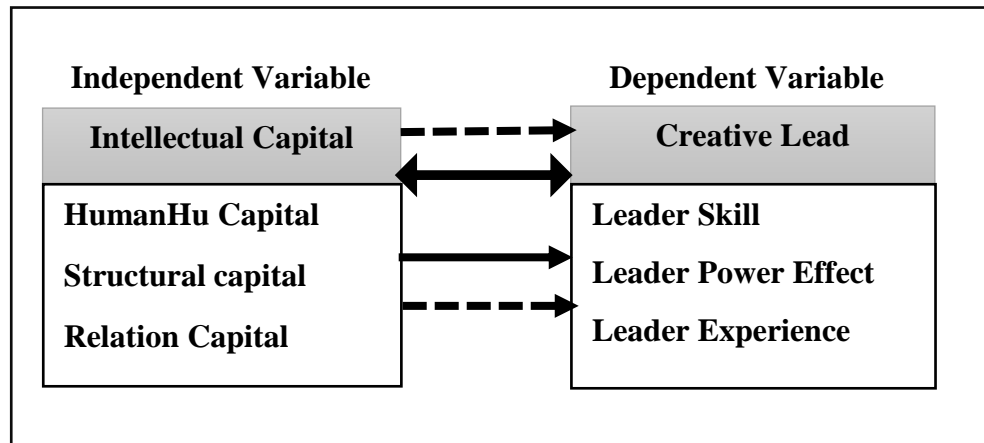


Figure 3: The conceptual Scheme of the study – Developed by researcher based on literature

2.7 HYPOTHESIS OF THE STUDY

This study attempt to test the following hypothesis based on the above objectives

H₁: There is a rank significance of the study variables and components, depending on the nature of reliance in Salahaddin University -Erbil.

H₂: There is a positive relationship between Intellectual Capital and Creative Leadership in Salahaddin University -Erbil at the level of ($0 \leq 0.05$)

H_{2.1}: There is a positive relationship between Human Capital and Creative Leadership.

H_{2.2}: There is a positive relationship between Structural Capital and Creative Leadership.

H_{2.3}: There is a positive relationship between Relational Capital and Creative Leadership.

H₃: There is a statistically significant effect of Intellectual Capital on Creative Leadership in Salahaddin University- Erbil city at the level of ($0 \leq 0.05$)

H_{3.1}: There is a statistically significant effect of Human Capital on Creative Leadership.

H_{3.2}: There is a statistically significant effect of Structural Capital on Creative Leadership.

H_{3.3}: There is a statistically significant effect of Relational Capital on Creative Leadership.

2.8 STUDY APPROACH AND DESIGN

This study adopts a quantitative approach. A quantitative approach is revealed suitable as the purpose of the study. From a statistical viewpoint regarding the leaders view of salahaddinUniversity-Erbil. In addition, a quantitative approach is commonly applied in the study when working with statistical data. Therefore, the study established correlational and effects study design as it pursued to describe and establish the relations among the key study variables, namely, intellectual capital and creative leadership.

2.8.1 Study population and sample

The population for this study involved Salahaddin University - Erbil. Hence, the university was selected as the population of the study as Salahaddin University leaders are possible to better recall on intellectual capital and creative leadership, as they have well-informed this practice more presently. Salahaddin University is the exactly targeted population size, this study pursues to explore their leader's attitudes and opinions on their intellectual capital practice, so they can provide the data and information needed to support the study purpose and answer its questions, these two reasons substantiates the selection of the population of the study.

Consequently, (104)(2016-2017) leaders participated through responding to the questionnaire statements which were self-administered and distributed in the university colleges and departments in particular, to the leaders who willingly accepted the invitation to participate in the study, accordingly the response rate was (96.1) percent. However, responses (4) out the paper questionnaire were invalid and were excluded from the sample. Hence, the total valid responses were (100) which establish the sample of the study.

2.9 DATA COLLECTION PROCEDURES

2.9.1 Primary data

To address the practical or analytical aspects of the study topics, the researcher used the primary data through the survey questionnaire- scale, as a main data collection instrument to study, since this was specifically designed for this

purpose and distributed to leaders in the Salahaddin University colleges and departments.

2.9.2 Data Collection Method

A survey questionnaire- scale was used to measure the main variables in the study and to collect data from the sample population. The study chose the survey questionnaire as a method for collecting data because of its relevance for the study approach and design and for the potential benefits it provides. Accordingly, the questionnaire was divided into three sections. Each section of the questionnaire contained questions that could measure the variables definite in the questions and hypotheses of the study. The description of each one of the sections is presented in table (3) that also illustrate the questionnaire structure, also see the appendix (1).

Table 3: The questionnaire structure.

Major Variables	Sub-Variables Components	No of Statements	Scale Symbol
First: Demographical Variables	Gender, Age, Academic Degree, Scientific title, Experience	5	
Second: Intellectual Capital	Human Capital	5	X1-X5
	Structural Capital	5	X6-X10
	Relation Capital	5	X11-X15
Third: Creative Leadership	Leader Skills	5	Y1-Y5
	Leader Power Effect	5	Y6-Y10
	Leader Experience	5	Y11-Y15

2.10 RELIABILITY AND VALIDITY TESTS

It is substantially important that the method used for collecting data can provide valid and reliable data that can generate accurate and dependable findings after analyzing. Therefore, the questionnaire reliability and validity were checked to convince the quality of the generated data.

2.10.1 Reliability

Means that scores from an instrument are stable and consistent. The scores should be nearly the same when researchers administer the instrument multiple times to the same participants (Plano and Creswell, 2015: 242). One of the most used reliability techniques in the researches is Cronbach's alpha test for internal consistency. The Cronbach's alpha score for the questionnaire was (0.904), which indicated a high level of internal consistency in the whole set of items of the questionnaire. Consequently, the questionnaire used to collect could be considered highly reliable.

Table 4: Reliability Statistics.

Cronbach's Alpha	N of Items	N	%
0.904	30	100	100.0

2.10.2 Validity

It states to the scores from a scale are accurate indicators of the variable being measured and enable the researcher to draw good explanations (Plano and Creswell, 2015: 242). The validity of the questionnaire was checked through a variety of ways.

First of all it is worth revealing that nearly all of the items in the questionnaire were adapted from similar studies that were already validity checked, but since some of the items were changed or rearranged the researcher checked the validity of the questionnaire through making it checked and assessed by professionals which are called content or face validity, appendix (2) shows the arbitrators characteristic.

2.10.3 Internal validity

Internal validity is also linked to the credibility of the study but differs in that it is more focused on the researcher's observation and if the dependent variables vary because of the independent variable and not because of some other variable (Gay, 1992/122). The measures also need to be consistent in order to create a valid result throughout the study (Saunders et al., 2009/46). Regarding significance in

relationships between variables, researchers traditionally test relationships and consider those producing a P-value below 0.05 to be significant, see appendix (3) and (4) that they show correlation matrix of the study variable.

2.11 DATA ANALYSIS

Parametric statistical techniques were used to test the proposed study hypotheses. Hence, the descriptive statistics was used to quantitatively describe the important features of the variables using mean, standard deviations, and t-tests. The correlation analysis was used to identify the relationship among the independent, dependent variables using spearman correlation analysis.

The correlation analysis illustrates only the degree of relationship between variables and does not permit the researcher to make underlying inferences regarding the relationship between variables. Therefore, multiple linear regression analysis was also used to test the hypothesis and to explain the relationship between Intellectual capital variables and investment and financing decisions measures by monitoring the influence of some selected variables. SPSS V-22 software was used for analysis and the results were presented using tables.

2.12 THE LIMITATION OF THE STUDY

It is divided limits of the study to the limits as follows: First, the spatial limitations, the study statements has been applied on a sample of Salahaddin Universities-Erbil in the Iraqi Kurdistan region to find out the relationship and explore the role of head of intellectual capital in creative leadership. Second, time limitations: represented by the duration of the study applied in the Salahaddin Universities-Erbil in questions, which started via preliminary visits to university colleges and departments to identify the study questions and interviewing the leaders to discuss their opinions and suggestions regarding the study and its objectives, besides distributing the questionnaires and then return them back. Finally, the human limitations: that include human boundaries to look at the leaders of a sample of Salahaddin University-Erbil.

CHAPTER THREE

DATA ANALYSIS AND RESULTS

3.1 INTRODUCTION

This chapter presented with a descriptive statistics for the demographic data was collected from the respondents from Salahaddin University-Erbil. The demographic data contains frequency distributions and descriptive statistics. Then at the second section statistical results from the data analysis are offered via testing correlation and regression analyses.

3.2 DEMOGRAPHIC DATA

The following demographic data was collected from Salahaddin University Leaders are; Gender, Age, Academic Degree, Scientific Title, and Overall job experience. In order to search the sample and to obtain more information about it and its alignment, therefore, the study applied descriptive analysis to achieve this purpose:

As designated in table (7) the percentage of gender participated in the survey were male (77%), or 77 individuals, and female (23%), 23 individuals.

Table 5: Frequency table for gender

		Frequency	Percent
Valid	Male	77	77.0
	Female	23	23.0
Total		100	100.0

As Table (8) summarized the frequency of participant's ages, 45% were aged between 46-55 years, while 30% were aged 56 and more; besides 24% between 36-45 years; however, 1% of the total sample were aged between 25-35 years.

Table 6: Frequency table for age groups

		Frequency	Percent
Valid	25-35	1	1.0
	36-45	24	24.0
	46-55	45	45.0
	56 and More	30	30.0
Total		100	100.0

Table (9) presented the frequency of the respondents according to their academic degree, it was displayed that of the total respondents: 81% were Ph.D. whereas 19% of the respondents were Master Degree owners.

Table 7: Frequency table for Academic Degree

		Frequency	Percent
Valid	PhD	81	81.0
	Master	19	19.0
Total		100	100.0

As showed in a table (10) most of the Salahaddin university leaders who contributed in the survey Assistant Professor at the rate of 47% or 47 individuals and least of them are Assistant Lecturer, and at the rate of 2% only. While 33% were Lecturer, and 18% of the respondents were Professor.

Table 8: Frequency table for Scientific Title

		Frequency	Percent
Valid	Professor	18	18.0
	Assist. Professor	47	47.0
	Lecturer	33	33.0
	Assist. Lecturer	2	2.0
Total		100	100.0

As selected in a table (11) the respondents working experience in the higher educational institution, it was presented that of the total respondents; 37 leaders experienced between 21-30 years. Then 36 were between 11-20

years. And 15 leaders experienced 21 years and more. While the lowest 12 leaders of the total respondents were experienced in higher educational institution between 1-10 years.

Table 9: Frequency for overall job experience

	Frequency	Percent
Valid 1-10	12	12.0
11-20	36	36.0
21-30	37	37.0
31 and More	15	15.0
Total	100	100.0

3.3 DESCRIPTIVE STATISTICS OF THE STUDY VARIABLES

This section analysis the first main hypothesis “There is a rank significance of the study variables and their components, reliant on the nature of dependency in Salahaddin University-Erbil” these confirmed on contributors answers, were asked to rate the significance of the intellectual capital and creative leadership components based on five-point Likert Scale. Accordingly, descriptive statistics were used to calculate t-test, mean and standard deviation scores of each component of the variable to find is there a rank of significance.

3.3.1 Description of Intellectual Capital Components

3.3.1.1 Description of Human Capital

As it performs from a table (12) the human capital t-test=63.385, p-value (0.000), mean and standard deviation (3.43 and 0.541) respectively. Accordingly, 68.6% of the overall responses identified that human capital important, although 31.4% stated that this component was not important. The result indicates that (X₂) and (X₁) riches this component “University leadership has the ability to adapt to the pressures of work at the university colleges and departments.” And “University leadership has excellent capabilities to do creative work.” Where (M=3.87 and 3.70) respectively, and (SD= 0.597 and 0.687).

Also the smallest Mean compare to others is (X₄) “University leadership offers various attractive incentives to attract people with expertise and competencies

from outside and inside Iraq.” (M= 2.89, and SD= 0.973). It has been also presented that all the items were significant, a p-value (0.000) smaller than ($0 < 0.05$).

Table 10: Description analysis result of human capital

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
X1	3.75	.687	54.571	.000
X2	3.87	.597	64.801	.000
X3	3.51	.785	44.719	.000
X4	2.89	.973	29.692	.000
X5	3.13	.849	36.880	.000
Human Capital	3.4300	.54114	63.385	.000

N= 100, DF=99

3.3.1.2 Description of Structural Capital

As it is presented in a table (13) the structural capital t-test=60.352, p-value (0.000), mean and standard deviation score were (3.22 and 0.534) respectively. Means that 64.6% of the total responses stated that structural capital important, however 35.4% disagree. The result confirmed that (X₆) reserved this component “University leadership is keen to cultivate an organizational culture to understand the goals and commitment to implement them effectively.” (M= 3.45, SD= 0.744).

Then the lowest mean is (X₉) “The University leadership provides modern library and information services for faculty members and students.” (M= 3.00, SD=0.829). However, all the items were significant where the p-value (0.000) smaller than ($0 < 0.05$).

Table 11: Description analysis result of structural capital

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
X6	3.45	.744	46.392	.000
X7	3.25	.770	42.189	.000
X8	3.28	.780	42.076	.000
X9	3.00	.829	36.198	.000
X10	3.16	.873	36.200	.000
Structural Capital	3.2280	.53486	60.352	.000

N= 100, DF=99

3.3.1.3 Description of Relational Capital

As summarized in table (14) the relational capital overall t-test=49.937, p-value (0.000), mean and standard deviation score were (3.28 and 0.657) respectively, whereas 65.7% of the total answers stated that relational capital important, besides 34.3% of the sample did not agree. The result showed that (X₁₁) “University leadership continues to obtain the membership of many scientific and professional societies.” enriches this component. Accordingly, the lowest is (X₁₂) “The University leadership provides the expertise needed by external stakeholders.” (M= 3.10, SD=0.798). Still, all the items were significant, the p-value is (sig 0.000) presence less than (0.05).

Table 12: Description analysis result of the relational capital

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
X11	3.44	.857	40.159	.000
X12	3.10	.798	38.861	.000
X13	3.16	.929	34.015	.000
X14	3.35	.903	37.093	.000
X15	3.37	.849	39.707	.000
Relational Capital	3.2840	.65762	49.937	.000

N= 100, DF=99

3.3.2 Description of the Creative Leadership Components

3.3.2.1 Description of the leader skill

From Table (15) the leader skill t-test=58.032, p-value(0.000) where mean and standard deviation score were (3.35, and 0.577) respectively, whereas 67% of the total answers stated that leader skill important, moreover 33% of the sample did not agree. The result presented that (Y₃) and (Y₁) “The University leadership encourages faculty members to teach students to build their scientific skills continuously.” And “The university leadership has scientific qualifications that enable them to absorb others, listen to them and motivate them to perform their work.” enriches this component. Accordingly, the lowest are (Y₄, Y₅) “The university leadership is very interested in creative works and rewards the performers. And University leadership provides the appropriate climate for raising the level of creativity.” Consequently, all the items were significant, a p-value is (sig 0.000) presence less than (0.05).

Table 13: Description analysis result of the leader skill

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
Y1	3.54	.797	44.433	.000
Y2	3.40	.765	44.420	.000
Y3	3.57	.700	51.000	.000
Y4	3.12	.924	33.759	.000
Y5	3.12	.844	36.957	.000
Leader's Skill	3.3500	.57726	58.032	.000

N = 100, *DF* = 99

3.3.2.2 Description of the leader power and influence

As it is showed in the table (16) the collective t-test= 57.058, p-value (0.000) where mean and standard deviation score were (3.43, and 0.601) respectively, although 68.6% of the total responses identified that leader power and influence important, however, 31.4% of the sample did not agree. The result revealed that (Y₆) "University leadership sensitive feelings of others in different situations." riches this component. Accordingly, the lowest is (Y₇) "The University leadership takes into consideration the feelings of others in different situations." (M= 3.30, SD=0.893). However, all the items were significant, the p-value is (sig 0.000) being less than (0.05).

Table 14: Description analysis result of the Leader's power and influence

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
Y6	3.54	.673	52.600	.000
Y7	3.30	.893	36.942	.000
Y8	3.40	.829	41.024	.000
Y9	3.44	.857	40.159	.000
Y10	3.48	.810	42.961	.000
Leader's power and influence	3.4320	.60149	57.058	.000

N = 100, *DF* = 99

3.3.2.3 Description of the leader experience

As summarized in Table (17) the leader experience overall t-test=49.109, significant (0.000), mean and standard deviation (3.54 and 0.773) respectively. So,

70.8% of the overall responses identified that human capital was significant, although 28.2% stated that this component was not significant.

The result indicates that (X₂) and (X₁) riches this component “University leaders are experts in their academic jobs.” And “University has a highly competent management team and Management Committee Meeting.” Where (M=3.70 and 3.67) respectively, and (SD= 0.929 and 0.866). Besides the smallest frequent compared to others is (X₅) “The university administration provides a conducive working environment for leaders to share ideas and practice creativity.” (M= 3.37, and SD= 0.986). It has been also presented that all the items were significant (0.000).

Table 15: Description analysis result of the leader’s experience

	Mean	Std. Deviation	t-test	Sig. (2-tailed)
Y11	3.96	.777	50.935	.000
Y12	3.63	.872	41.620	.000
Y13	3.55	.770	46.083	.000
Y14	3.67	.805	45.606	.000
Y15	3.45	.702	49.164	.000
Leader’s Experience	3.6520	.51688	70.654	.000

N= 100, DF=99

Moreover, the table below (18) indicated the descriptive analysis. The answers of human capital, structural capital and relational capital. Hence, it means that all the components of Intellectual Capital will effect on Creative Leadership in the Salahaddin University- Erbil. Accordingly, the variable of human capital was the most important factor stimulating to effect on creative leadership with a rate of 68.6% agreement. On the other hand, the structural capital was the least important factor with a rate of 64.6% agreement.

Regarding the components of creative leadership, their rank of significance comes as (Leader experience, leader power and influence and leader skill) respectively. Therefore, the first hypotheses could be accepted, which states that there is a rank significance of the study variables and dimensions, depending on the nature of dependency in Salahaddin University- Erbil.

Table 16: The results of rank significant of the study variables

variables	N	Mean	Rank of Significance
Independent Variable			
Human Capital	100	3.4300	1
Structural Capital	100	3.2280	3
Relational Capital	100	3.2840	2
Dependent Variable			
Leader Skill	100	3.3500	3
Leader Power and influence	100	3.4320	2
Leader Experience	100	3.6520	1

3.4 HYPOTHESIS TESTING

3.4.1 Correlation analysis of the variables

The table below (19) illuminates the result of the analysis carried out to test the second main hypotheses which showed that there is a positive relationship between intellectual capital and creative leadership. To test the relationship between the variables; Spearman's ($R=0.617^{**}$) correlation was calculated. The correlation coefficient for the data presented that variables tested were positively and significantly correlated, where the p-value is (0.000) being less than (0.05).

Table 17: Spearman Correlation analysis between intellectual capital and Creative Leadership

Variables and Correlation Coefficient			Intellectual Capital	Creative Leadership
Spearman's rho	Intellectual Capital	Correlation Coefficient	1.000	.617**
		Sig. (2-tailed)	.	.000
		N	115	115
Creative Leadership	Creative Leadership	Correlation Coefficient	.617**	1.000
		Sig. (2-tailed)	.000	.
		N	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

As presented in table (20) the correlations explain that the components of the independent variable (human capital, structural capital and relational capital) were positively correlated with creative leadership. Moreover, the table demonstrates that structural capital achieved the highest positive correlation with

creative leadership. On the other hand, relational capital has the weakest correlation with creative leadership compared to other intellectual capital components. Hence, the results clarify that human capital, structural capital and relational capital, through (R= 0.538, 0.613 and 0.348) respectively, have a positive relationship with creative leadership at the p-value of (0.000, 0.000, and 0.000) respectively. Therefore, the second main hypotheses could be accepted on the level of the entire variable and individually.

Table 18: Spearman Correlation analysis between intellectual capital components and Creative Leadership

Variables	Human Capital	Structural Capital	Relational Capital
Creative Leadership	.538**	.613**	.348**
Sig. (2-tailed)	.000	.000	.000
N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

3.4.2 Regression Analysis of the variables

This study tested a multiple linear regression in order to find the effect of the intellectual capital includes; (human capital, structural capital and relational capital) on creative leadership.

The subjects of the study were three components of intellectual capital and they represent (0.366) of the creative leadership as characterized by the **R Square**. Consequently, this means that other elements not examined in this study contribute to (0.634) of the creative leadership, as presented in table (21).

Table 19: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.605 ^a	.366	.360	.36886

a. Predictors: (Constant), Intellectual Capital

b. Dependent Variable: Creative Leadership

The significance p-value is (0.000) presence less than (0.05). Therefore, the model has it is statistical significance in forecasting how human capital, structural capital and relational capital effects on creative leadership in salahaddin university-

Erbil. At (0.05) level of significance, the **F** calculated was 56.575, and **DF** (98, 99), which describes that the complete model was significant in table (22).

Table 20: ANOVA analysis

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.698	1	7.698	56.575	.000 ^b
	Residual	13.334	98	.136		
	Total	21.032	99			

a. Dependent Variable: Creative Leadership

b. Predictors: (Constant), Intellectual Capital

The results presented in table (23) confirm that statically there is a significant effect of human capital, structural capital and relational capital on creative leadership as described by a coefficient of (0.401, 0.436 and 0.542) respectively, and as indicated by a p-value of (.000, .000 and .000) respectively. Therefore the third hypotheses can be accepted.

Table 21: Regression Analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.898	.251		7.554	.000
	Human Capital	.461	.072	.541	6.364	.000
	Structural Capital	.537	.068	.624	7.899	.000
	Relational Capital	.241	.066	.344	3.625	.000

a. Dependent Variable: Creative Leadership

Moreover in Figure (4) the result of Normality test presented that there is normality distribution in study contributions answers.

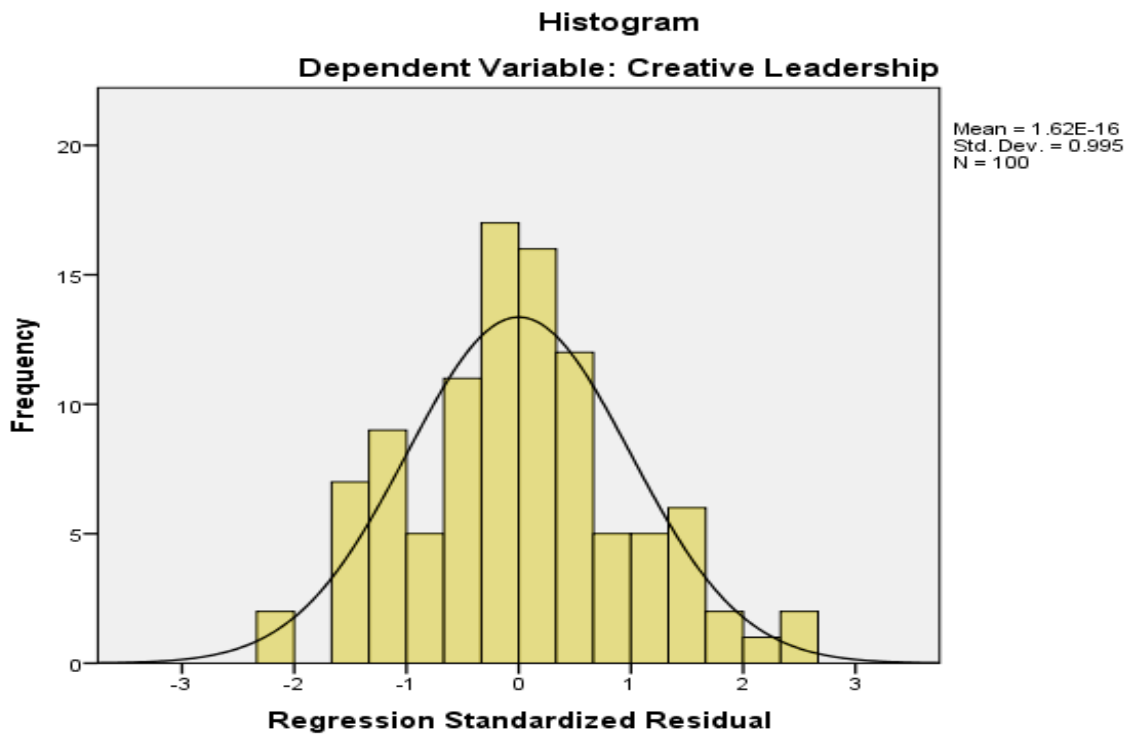


Figure 4: Normality test

In addition, Figure (5) exemplifies that the Linearity test results there is linearity relationship between the independent variable the intellectual capital and dependent variable which is creative leadership.

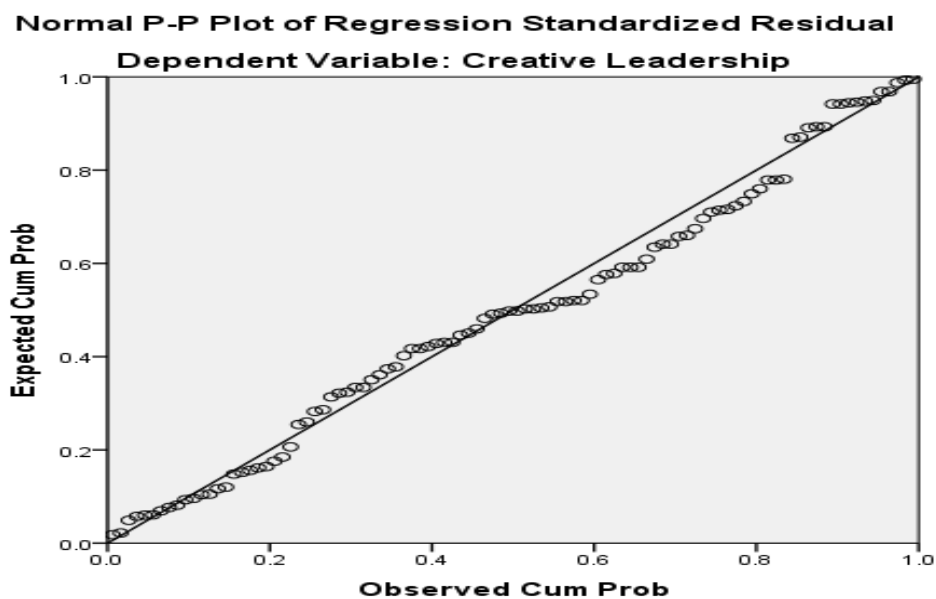


Figure 5: Linearity test

3.4.3. Result of hypotheses testing

As showed in the table (24) the results of examined model the role of Intellectual Capital on Creative Leadership in Salahaddin University- Erbil and its proposed hypotheses, that all the hypotheses were accepted.

Table 24: Result of hypotheses

hypotheses		Results
<i>H₁</i>	There is a rank significance of the study variables and components, depending on the nature of reliance in Salahaddin University -Erbil.	Accepted
<i>H₂</i>	There is a positive relationship between Intellectual Capital and Creative Leadership in Salahaddin University –Erbil.	Accepted
<i>H_{2.1}</i>	There is a positive relationship between Human Capital and Creative Leadership.	Accepted
<i>H_{2.2}</i>	There is a positive relationship between Structural Capital and Creative Leadership.	Accepted
<i>H_{2.3}</i>	There is a positive relationship between Relational Capital and Creative Leadership.	Accepted
<i>H₃</i>	There is a statistically significant effect of Intellectual Capital on Creative Leadership in Salahaddin University- Erbil.	Accepted
<i>H_{3.1}</i>	There is a statistically significant effect of Human Capital on Creative Leadership.	Accepted
<i>H_{3.2}</i>	There is a statistically significant effect of Structural Capital on Creative Leadership.	Accepted
<i>H_{3.3}</i>	There is a statistically significant effect of Relational Capital on Creative Leadership.	Accepted

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The purposes of this study were to perceive the role of intellectual capital in the creative leadership of the Salahaddin University- Erbil. Hence, the study investigated the relationship between intellectual capital and creative leadership by taking views from selected university in Erbil, as well as the study, examined the effect of intellectual capital on the creative leadership through using (leader skill, leader power and influence, and leader experience) based creative leadership making measures. Assuming that relationship and effect is a first and crucial step in university management, it has been a valuable effort to create a context in order to make a higher educational institution in Erbil aware of the significance of managing intellectual capital and creative leadership. So, the results of this study indicate that the intellectual capital and its components affect leaders' attitudes toward of creative leadership. These components and their relationship generate implications and suggestions for affect creative leadership of all levels.

Hence, the results indicated the highest rank importance of human capital between intellectual capital components the relational capital and structural capital came at the second and third place respectively. Also, the results presented that the human capital, the structural capital and the relational capital components contain a unique entity and these components have an important relation to developing the intellectual capital. Accordingly, the results of descriptive statistics of creative leadership showed that the high rank of important for leader experience, leader power and influence, and leader skill respectively.

The study also found a positive significant relationship between independent variable and the dependent variable on the aggregate and partial levels, further the structural and relational capital have the more effective roles in forming creative leadership. The results reached in this study could be extended to other universities and used for a comparative study.

Furthermore, the regression results illustrate that statistically, the intellectual capital components have all effect on creative leadership. Thus, structural capital and relational capital achieved the strongest effects on creative leadership, and human capital the weakest effects compare to other two components. Therefore, the

conclusions indicated that indeed, intellectual capital and its components plays a dynamic role in the creative leadership toward leading the institution more effectively and efficiency.

RECOMMENDATIONS

Confirmed on the findings and conclusions stated beyond, to effectively succeed and influence the intellectual capital in Salahaddin University-Erbil has for additional future higher educational performance enhancement, and leading the institution more effectively regarding university creative leadership, the study varieties the following recommendations:

For Salahaddin University in Erbil, it is necessary to retain high levels of intellectual capital and its components, also employ and increase investing them in achieving higher education performance success, with the necessity of stimulating structural capital and relational capital for their importance in the advantage of forming a creative university leadership with skills, power effect and experience.

Therefore, since intellectual capital does stimulus creative leadership of the Salahaddin University and its colleges and departments, university leaders need to focus on other restrictions that they increase their education's performance than intellectual capital. Such restrictions include the size of the university's units. Salahaddin University should pay an exceptional attention to develop their creative leadership that can afford their academic with sufficient evidence which put them on the track with any new academic materials or scientific events.

In addition, it is necessary to ensure that the university has the necessary independence of human capital. Hence, in order to invest a positive relationship between human capital and creative leadership. There should be an increased observing of intellectual capital so as to avoid dropping sufferers of ignored leaders power and influence which has dire ramifications.

The study also recommends the Salahaddin University would develop training Programmes for their leaders, aiming at advancing their intellectual capital performs in the light of the strong effect of this variable and its components on creative leadership.

Therefore, it is essential that university leadership offers various attractive incentives to attract people with expertise and competencies from outside and inside Iraq. The university leadership would provide modern library and information services for faculty members and students. More, the university leadership should interest in creative works and rewards the performers through providing the appropriate climate for raising the level of creativity. Finally, the university should think seriously about the personalization in their intellectual capital, which can offer a competitive advantage to attract new academic and to satisfy the current academic.

SUGGESTIONS FOR FUTURE STUDIES

The effects of this study combine to the existing form of study literature which has also failed to find statistical significance in the relationship between intellectual capital and creative leadership of the Salahaddin University-Erbil. The effects, conversely, are based on three different creative leadership components and future study should utilize a larger number of factors in order to test for significance in the relationship in publicly universities in Iraq and Kurdistan Region.

Moreover, a future study could perform similar testing's in more recent years to examines if the relationship is more significant than in the time span investigated in this study. An additional suggestion for future study is to utilize a sample size for generalization of results or use altered data collection methods than the one collected in this study.

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APPENDIXES

Appendix (1) Questionnaire Form



T.C

**BİNGÖL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCE
BUSINESS ADMINISTRATION DEPARTMENT**

Dear Sir / Madam Respondent

This questionnaire form is a part of the study entitled (**THE ROLE OF INTELLECTUAL CAPITAL IN A CREATIVE LEADERSHIP: EXPERIMENTAL STUDY IN SALAHADDIN UNIVERSITY– ERBIL, IRAQ**) It is part of Requirements for the degree of Masters in the jurisdiction of the Administrative Sciences.

I ask you kindly see and opinion statement label (√)the appropriate answer from your point of view, as the complete answer all phrases resolution and accuracy of the answer surely will be reflected on the accuracy of the results that will come to her it, knowing that your answers will be confidential and I will work for the purposes of scientific research exclusively.

Thanks in advance

Supervisor

Assoc. Prof. Dr. Abdulvahap BAYDAŞ

Researcher

Ropak Adil SHAREEF

Master Student

First: General Information

- 1- **Gender:** Male Female
- 2- **Age:** 25- 35 years 36–45 years 46–55 years 56 and More
- 3-**Academic Degree:** PhD Master
- 4- **Scientific Title:** Professor Asst. Professor. LecturerAsst. Lecturer
- 5-**Working experience in higher educational institution:** 1- 10 years 1-20
- 21-30 years 31 years and more

Second: The Scale of Intellectual Capital

Intellectual Capital: is a collection of properties as human thought, experience, expertise, information, problem solving ability and skills and suppliers, and external parties such as customers, partners and others and using them to create value for the organization.

Q	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. Human capital: It is the explicit and implicit knowledge of the academic staff of the educational institution, which is reflected in its activities through formal and informal educational processes.						
1	University leadership has excellent capabilities to do creative work.					
2	University leadership has the ability to adapt to the pressures of work at the university colleges and departments.					
3	University leadership presents new ideas and opinions constantly and discusses them at meetings.					
4	University leadership offers various attractive incentives to attract people with expertise and competencies from outside and inside Iraq.					
5	University leadership is keen to put the right person in the right place in accordance with his specialization, experience and ability.					
B. Structural capital: It is a means of preserving and disseminating ideas and knowledge such as equipment, records and technical equipment. It is the idea or knowledge that is stored in the organization after the absence or departure of the author, which is the intellectual infrastructure of the organization and contributes to support all processes within the organization.						
6	University leadership is keen to cultivate an organizational culture to understand the goals and commitment to implement them effectively.					
7	The University leadership emphasizes the continuous restructuring of its structure in line with environmental and competitive changes.					
8	The University leadership's policies contribute to facilitate					

	processes and implement them efficiently and effectively.					
9	The University leadership provides modern library and information services for faculty members and students.					
10	The university leadership relies on intellectual property rights to store its knowledge and expertise.					
C. Relational capital: It is the ability of the university to attract and maintain a conscious group of students with distinguished and good students in a university and benefit from their experience and evolving economic and political institutions from outside the University through the University retains a positive image of high internal and external community.						
11	University leadership continues to obtain the membership of many scientific and professional societies.					
12	The University leadership provides the expertise needed by external stakeholders.					
13	The University leadership maintains close partnership relations with other counterpart colleges.					
14	The University leadership is working to establish strategic alliances with other universities to identify and cope with scientific developments.					
15	The university leadership is keen to provide a positive image to the community through its educational services.					

Third: The Scale of Creative Leadership

Creative Leadership: The element is the foundation and the most important to the success of any institution or organization, and a source for the adoption of subordinates in encouraging them to continue the way to reach the goal.

Q	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
D. The leader skill: an advantage of the qualities of creative leadership, which makes the leader successful and continuous through the performance of duties to complete at prospects taking urban obstructions in business.						
16	The university leadership has scientific qualifications that enable them to absorb others, listen to them and motivate them to perform their work.					
17	The university leadership has the ability to convince subordinates at the university that they will achieve the success they seek to achieve.					
18	The University leadership encourages faculty members to teach students to build their scientific skills continuously.					
19	The university leadership is very interested in creative works and rewards the performers.					
20	The University leadership provides the appropriate climate for raising the level of creativity.					
E. The leader's power and influence: One of the reasons for successful leadership is the power and influence on subordinates, through their confidence and their strong dependence on the leader and convince them of the sincerity and good choice in the decision and their cooperation to complete the task and self-prove.						
21	The university leadership works to achieve compatibility between the goals of the employees and the goals of the university.					

22	The University leadership takes into consideration the feelings of others in different situations.					
23	The university leadership constantly monitors the solid universities to find out the level of creativity in them.					
24	The university leadership is intense to know the weaknesses and shortcomings in the work.					
25	The university leadership works to adjust the work and the nature of its performance.					
F. Leader Experience: the leader's effort to find solutions to the problems accurately and ensure the results through expectations guaranteed or close to the reality in the field of work and control the pressures of work.						
26	University leadership emphasizes on completing work on time.					
27	The leadership of the university does not hesitate to change its position when it is convinced that it is not correct.					
28	The University leadership provides possible assistance to staff when needed.					
29	The University leadership links experience with years of practice and service.					
30	University leadership has the ability to adapt its business challenge.					

Appendix (2)List of questionnaire arbitrators

S	Name	Scientific Tile	Experts	Workplace
1	Dr. Kawa Hama Faraj Qaradaxi	Professor	Business Management - Marketing Management	Sulaimani University College of Administration and Economic
2	Dr. Khalid Hama-Amin Mirkan	Professor	Strategic Management	Salahaddin University The College of Administration and Economic
3	Dr. Ahlam Ibrahim Wali	Assistant Professor	Strategic Management	Salahaddin University The College of Administration and Economic
4	Mhabat Nuri Abdullah	Assistant Professor	Marketing	Salahaddin University The College of Administration and Economic

Appendix (3) Correlation Matrix of the Intellectual Capital

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	X12	X13	X14	X15
X1	1.000	.388	.482	.472	.385	.460	.444	.434	.106	.253	.395	.212	.475	.321	.559
X2		1.000	.552	.305	.113	.201	.225	.274	.102	.079	.192	.112	.311	.254	.355
X3			1.000	.325	.203	.503	.271	.210	.140	.027	.023	.015	.261	.130	.366
X4				1.000	.323	.292	.239	.387	.313	.080	.119	-.038	.299	.194	.368
X5					1.000	.242	.305	.341	.172	.203	.407	.309	.422	.269	.522
X6						1.000	.489	.321	.197	.090	.019	.043	.304	-.011	.310
X7							1.000	.572	.332	.180	.352	.222	.466	.338	.599
X8								1.000	.375	.379	.358	.003	.342	.290	.605
X9									1.000	.209	.085	-.015	.249	.108	.230
X10										1.000	.162	-.023	.118	-.033	.233
X11											1.000	.467	.571	.517	.538
X12												1.000	.455	.273	.184
X13													1.000	.655	.475
X14														1.000	.488
X15															1.000

Appendix (4) Correlation Matrix of the Creative Leadership

	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Y12	Y13	Y14	Y15
Y1	1.000	.421	.185	.432	.443	.411	.295	.251	.462	.439	.149	.232	-.061	.265	.555
Y2		1.000	.456	.417	.378	.184	.295	.382	.407	.241	.163	.148	-.086	.003	.207
Y3			1.000	.205	.310	.112	-.034	-.031	.251	.279	.135	.266	-.175	.032	.316
Y4				1.000	.577	.268	.323	.095	.430	.368	.133	.231	.034	.108	.352
Y5					1.000	.525	.447	.407	.597	.432	.269	.363	.037	.312	.556
Y6						1.000	.534	.496	.530	.446	.331	.223	-.014	.239	.421
Y7							1.000	.696	.420	.246	.279	.209	.037	.069	.298
Y8								1.000	.504	.042	.245	.165	.095	.033	.226
Y9									1.000	.450	.285	.261	.150	.242	.507
Y10										1.000	.336	.397	.042	.400	.469
Y11											1.000	.380	.020	.189	.256
Y12												1.000	.306	.314	.489
Y13													1.000	.394	.154
Y14														1.000	.373
Y15															1.000

Appendix (5) C.V Resume

Individual Information:

Name: Ropak adil shareef

E-mail: ropak.adel@gmail.com

Mobail_1: 09647504467105

Mobail_2: 0905366907702

Address: Rzgary-Iraq/Erbil

Nation: Iraqi

Personal Skills:

1. Ability to solve problem
2. Understanding to analysis and achieve gap
3. Ability to work in Microsoft windows
4. Ability to leadingmanagement department
5. Capacity to working in the field
6. Capacity to help people in the field

Language Skills:

- Kurdish: Mother tango
- Arabic: good
- English: good
- Turkish: poor

Interests:

- Travel and Picnic
- Reading and Writing
- Study
- Sports andMusic
- Business



ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı	Ropak Adil Shareef
Doğum Yeri	Kerkuk _ Irak
Doğum Tarihi	07.03.1972

LİSANS EĞİTİM BİLGİLERİ

Üniversite	Selahaddin Üniversitesi - Erbil – Irak
Fakülte	İlteratür
Bölüm	Sosyoloji

YABANCI DİL BİLGİSİ

İngilizce	KPDS (....) ÜDS (....) TOEFL (....) EILTS (....)
...	iyi

İŞ DENEYİMİ

Çalıştığı Kurum	Kurdistan milli meclisi _ Irak
Görevi/Pozisyonu	Memur
Tecrübe Süresi	20 yıl

KATILDIĞI

Kurslar	–
Projeler	–

İLETİŞİM

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