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Applying Leadership Criterion of EFQM Excellence

Model In Higher Education Institutions

UCAS as a Case Study

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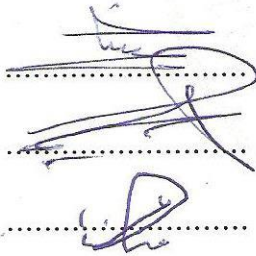
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نتيجة الحكم على أطروحة ماجستير

بناءً على موافقة عمادة الدراسات العليا بالجامعة الإسلامية بغزة على تشكيل لجنة الحكم على أطروحة الباحث/ اسماعيل جمال مصطفى ابو سعدة لنيل درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال وموضوعها:

Applying Leadership Criterion of European Excellence Model In Higher Education Institutions UCAS as a Case Study

وبعد المناقشة العلنية التي تمت اليوم الأربعاء 18 ربيع أول 1434 هـ، الموافق 2013/01/30م الساعة الواحدة ظهراً بمبنى القدس، اجتمعت لجنة الحكم على الأطروحة والمكونة من:



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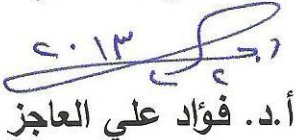
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وبعد المداولة أوصت اللجنة بمنح الباحث درجة الماجستير في كلية التجارة/ قسم إدارة الأعمال.

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

والله ولي التوفيق ،،،

عميد الدراسات العليا


أ.د. فؤاد علي العاجز

Dedication

I would like to dedicate my work to:

My mother, who has scarified everything in her life for us,

My father, who is my good example to be followed,

All those, who taught me a letter,

My patient wife,

My hope in my life, my sons: Jamal and Yazan,

My brothers and sister, who I am having a good life with them.

Acknowledgement

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

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As I am at the last stages of getting my degree, I would not forget my professors and doctors the teaching staff at the Department of Business Administration in Faculty of Commerce at the IUG. For them all I extend my deepest appreciation and gratitude.

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There are so many people I have to acknowledge them who helped me in this study and in many stages in my life, I ask God to grant them the Paradise.

Abstract

This study aims to assess the applying of the leadership criterion in the higher education institutions according to European Foundation for Quality Management (EFQM) Excellence Model. The researcher chooses the University College for Applied Science (UCAS) as a case study because it is the first higher education institute to be certified by ISO 9001:2008 in Gaza Strip.

The researcher adapted a descriptive analytical approach and the data collected by a questionnaire based on the items of the leadership sub-criteria of EFQM Excellence Model, and analyzed by using SPSS (20). The questionnaire was distributed to a sample of 64 administrative and academic employees.

The study concluded that UCAS apply leadership role from the perspective of EFQM Excellence Model with the percentage of 75.90%. There are active relationships among developing vision, mission, and values, ensuring the development of managerial system, interaction with customer and stakeholders, encouraging and supporting employees, and identifying and championing organizational change with the applying leadership criterion in the UCAS.

The study has presented some recommendations concerning on beginning practical training program to leadership and employees to apply Excellence criteria in the college to attaining EFQM Excellence Award. Researcher also, recommends starting in developing quality systems in other higher education institutions which will leave good effects on the education in Palestine.

Arabic abstract

ملخص الدراسة

تهدف هذه الدراسة إلى التعرف على مدى تطبيق معيار القيادة في مؤسسات التعليم العالي وفقاً للنموذج الأوروبي للتميز وقد تم دراسة حالة الكلية الجامعية للعلوم التطبيقية كحالة عملية، وذلك كونها المؤسسة الجامعية الوحيدة التي حازت على شهادة الأيزو 9001:2008 في قطاع غزة.

وقد اعتمد الباحث المنهج الوصفي التحليلي باستخدام برنامج التحليل الإحصائي (SPSS-20). وقد تم استخدام الاستبيان كأداة رئيسية لجمع البيانات، وطبقت الدراسة على عينة مكونة من 64 موظف من الإداريين والأكاديميين في الكلية.

وقد خلصت الدراسة إلى أن مستوى الأداء القيادي في الكلية الجامعية عند تطبيق معيار القيادة للنموذج الأوروبي للتميز بلغ حوالي 75.90%، وأن المعايير الفرعية مطبقة بمستوى متقارب، وقد أظهرت الدراسة وجود ارتفاع نسبي في المعيار الفرعي الثالث في النموذج والذي يتعلق بتفاعل القادة مع الطلبة والجهات المعنية الأخرى بنسبة 79.11%، يليه المعيار الأول - وفق ترتيب النموذج - والذي يتعلق بتطوير القادة للرؤية والرسالة ومنظومة القيم في الكلية بمشاركة الجهات ذات العلاقة مع الكلية بنسبة 77.15%، ثم المعيار الثاني المتعلق بدراسة جهود القادة في تطوير وتطبيق النظام الإداري وتحسينه بنسبة 75.86%، تلاه المعيار الخامس المتعلق بجهود القادة في إنكفاء روح التنافس وتشجيع التغيير في المؤسسة بنسبة 73.92%، وحل أخيراً بفارق بسيط جداً المعيار الرابع المتعلق بدعم وتشجيع القادة للموظفين والعمل على نشر ثقافة التميز بنسبة 73.80%.

وقد قدمت الدراسة عدد من التوصيات أهمها ضرورة العمل الجاد على نشر ثقافة التميز بين قيادة الكلية والعاملين بها، والبدء فوراً بتدريب قيادة الكلية وموظفيها على مبادئ التميز وآليات التعامل مع هذه المبادئ وتطبيقاتها العملية، وكذلك أن تحذو مؤسسات التعليم العالي الأخرى في قطاع غزة حذو الكلية الجامعية في البدء في تطبيق نماذج الجودة المعتمدة دولياً، لما لذلك من أثر إيجابي كبير على تطور أداء المنظومة التعليمية في فلسطين.

List of contents

Dedication	ii
Acknowledgement	iv
Abstract	v
Arabic abstract	vi
ملخص الدراسة	vi
List of contents	vii
List of Tables	x
List of figures	xii
1. Study Framework	1
1.1 Introduction:	2
1.2 Problem statement:	4
1.3 Study questions:	5
1.4 Study Variables:	5
1.5 Conceptual Framework:	6
1.6 Study Objectives:	6
1.7 Study Hypothesis:	7
1.8 Importance of the study:	8
1.9 List of abbreviations:	9
1.10 Previous Studies:	10
1.10.1 Local Studies:	10
1.10.2 Arab Studies:	16
1.10.3 International Studies:	17
1.11 Comments on the previous studies:	27
2. Theoretical Framework	29
2.1 Introduction	30

2.2	Excellence	30
2.2.1	What is Excellence	30
2.2.2	Quality lead to Excellence	31
2.3	EFQM Excellence Model	31
2.3.1	The establishment of EFQM	31
2.3.2	The Fundamental Concepts Of (EFQM) Excellence Model	33
2.3.3	Understanding The EFQM Excellence Model	36
2.3.4	The Enablers	38
2.3.5	The Results	39
2.3.6	Excellence Model for higher education.	40
2.4	Leadership Criterion Implications Within Higher Education	
	Institutions:	40
2.4.1	Developing the university mission, vision, values and ethics, and exhibiting role models of a culture of excellence.	42
2.4.2	Assurance of developing, implementing and continuously improving university management system	47
2.4.3	Involvement and interaction with customers, partners and representatives of society	50
2.4.4	Motivating, supporting and recognizing the university's people, and nurturing a culture of excellence	52
2.4.5	Identifying and championing organizational change.	57
2.5	Quality and Excellence in the University College for Applied Science (UCAS).	61
2.5.1	Establishment of UCAS	62
2.5.2	UCAS and Quality	65
2.5.3	UCAS and ISO	67
2.5.4	UCAS Excellence.	68
3	Methodology	70
3.1	Introduction	71
3.2	Study Methodology:	71
3.3	Population and sample size:	71
3.4	Tool Development and Design	72

3.5	Data Measurement _____	72
3.6	Statistical analysis Tools _____	73
3.7	Validity of Questionnaire _____	74
3.8	Reliability of the Study _____	81
3.9	Cronbach's Coefficient Alpha _____	81
4	Data Analysis and Discussion _____	83
4.1	Introduction _____	84
4.2	Personal data _____	84
4.3	The analysis and Interpretation of study questions and testing the hypothesis: _____	88
4.4	Conclusion: _____	108
4.5	Recommendations: _____	111
4.6	Further suggested studies: _____	113
	Bibliography: _____	114
	Appendixes _____	122

List of Tables

Table 1: (2.1): EFQM definitions	34
Table 2: (3.1) Distribution of Employees	71
Table 3: (3.1): Likert scale	72
Table 4: (3.2) : Kolmogorov-Smirnov test	73
Table 5: (3.3): Correlation coefficient of each paragraph of "Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level" and the total of this field	75
Table 6: (3.4): Correlation coefficient of each paragraph of "Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved" and the total of this field	76
Table 7: (3.5): Correlation coefficient of each paragraph of "Leaders are involved with and interact with customers, partners and representatives of society" and the total of this field	77
Table 8: (3.6): Correlation coefficient of each paragraph of "Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence" and the total of this field	78
Table 9: (3.7): Correlation coefficient of each paragraph of "Leaders identify and champion organizational change" and the total of this field	79
Table 10: (3.8): Correlation coefficient of each field and the whole of questionnaire	80
Table 11: (3.9): Cronbach's Alpha for each field of the questionnaire	82

Table 12: (4.1): Qualification	84
Table 13: (4.2): Occupation	85
Table 14: (4.3): Years of Experience	86
Table 15: (4.4): Means and Test values for “Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level”	88
Table 16: (4.5): Means and Test values for “Leaders are personally involved in ensuring the University’s management system is developed, implemented and continuously improved”	90
Table 17: (4.6): Means and Test values for “Leaders are involved with and interact with customers, partners and representatives of society”	92
Table 18: (4.7): Means and Test values for “Leaders motivate, support and recognize the University’s people, and nurture a culture of Excellence”	94
Table 19: (4.8): Means and Test values for “Leaders identify and champion organizational change”	96
Table 20: (4.9): Means and Test values for all fields of the Leadership criterion	98
Table 21: (4.10) Test values for all fields of the Leadership criterion	100
Table 22 (4.11):Independent Samples T-Test of the fields for Qualification	104
Table 23 (4.12):Independent Samples T-Test of the fields for Occupations	105
Table 24 (4.13):ANOVA test of the fields for years of experience	106

List of figures

Figure 1 (1.1): Conceptual Map	6
Figure 2: (4.1): Distribution of Qualification	84
Figure 3: (4.2): Distribution of Occupations	85
Figure 4: (4.3): Distribution of years of Experience	86

Chapter One

Study

Framework

1.1 Introduction:

Organizations endeavor to attain success and achieve excellence in their professional lifetime. This means there is a real need to develop more effective and efficient institutional management practices (Steed et al., 2005). In order to reach this goal, many organizations are turning to total quality management models such as the "Excellence model" of The European Foundation for Quality management (EFQM), as an effective and practical tool to attain improvement opportunities.

Steed et al., (2003) pointed out that EFQM Excellence Model recognizes that stakeholder needs are met through the process that describes the working of the organization, hence the improvement of the process is at the heart of any organizational development and it is through processes that the talent of people can be released, which in turn produces better performance. It also follows that improvement in performance can be achieved only by involving the people in the continuous improvement of the processes they work in. It recognizes that senior managers are too detached from these processes to effect long term sustainable improvement, because they simply do not have the 'requisite variety'. Therefore, the maintenance and improvement of the quality of higher education institutions must be the responsibility and full commitment of institutional leadership (Anyamele 2007).

Organizations cannot afford to depend upon the Leadership of individuals or a small elite of senior executives to meet this challenge alone. They need to harness the ideas, skills, energy, and enthusiasm of their entire team to succeed.

Leadership is the first criterion of the European Foundation for Quality Management (EFQM) Excellence Model, a model of organizational excellence which

is used by an estimated 20,000 organizations across Europe (EFQM, 2003) (Grace McCarthy, Richard Greatbanks, 2005).

EFQM framework defines the term “leadership” as:

“How leaders develop and facilitate the achievement of the mission and vision, develop values required for long-term success and implement these through appropriate actions and behaviors, and are personally involved in ensuring the institutional management system is developed and implemented” (Sheffield Hallam University, 2003)

The EFQM Excellence Model

The EFQM Excellence Model was introduced at the beginning of 1992 as a framework to seek for the European and National Excellence Awards. It is the most widely used organizational framework in Europe where it has become the basis for the majority of national and regional Excellence Awards.

The EFQM Excellence Model takes a holistic view of the organization and it allows the organization to assess its strengths and areas for improvement. It is a non-prescriptive framework that allows for enough flexibility to be adapted to any type of organization regardless of size or sector.

It consists of nine criteria including thirty two sub-criterion elements which pose questions to be considered when assessing the performance of applicant organizations. These criteria have the weightings from the total score of 1000 points, that used by Midlands Excellence when scoring applications.

Leadership is the first criterion to be applied in the excellence journey with EFQM Excellence Model, and its sub criteria are:

- 1- Leaders develop the mission, vision and values and are role models of a culture of Excellence
- 2- Leaders are personally involved in ensuring the organization's management system is developed, implemented and continuously improved
- 3- Leaders are involved with customers, partners and representatives of society
- 4- Leaders motivate, support and recognize the organization's people.
- 5- Leaders identify and champion organizational change

www.efqm.org

1.2 Problem statement:

In August 2011 the UCAS succeeded to obtain the international quality certificate ISO 9001 certificate, and it works hard towards achieving the excellence and to reach the EFQM Excellence Award.

In this regard UCAS should improve its work activities to meet the EFQM criteria. Many of EFQM criteria are the same of those in the ISO 9001, otherwise those which not included in ISO need to be assessed and its implementation to be measured in the UCAS

This study tries to show up the extent to which the UCAS applies the leadership criterion according to EFQM Excellence Model

The problem can be concluded as:

"Does the UCAS apply the EFQM leadership criterion?"

1.3 Study questions:

Main question:

To what extent does UCAS apply the leadership criterion of EFQM Excellence Model?

Sub-questions:

- To what extent does the college council (leaders) of UCAS develop the Mission, Vision, Values, and role models of a culture of Excellence?
- To what extent do leaders personally implement and continuously improve college management system?
- To what extent do leaders interact and involve with students and other stakeholders?
- To what extent do leaders motivate, support and recognize the organization's people?
- To what extent do leaders identify and champion organizational change?

1.4 Study Variables:

From Leadership criterion of EFQM Excellence Model the researcher obtain the dependent variable and obtain independent variables from its sub-criteria.

Dependent variable: applying leadership criterion of EFQM Excellence Model.

Independent variables:

- Development of Vision, Mission and Values of the UCAS.

- Ensuring Management system development.
- Interacting with students and partners.
- Motivation and support of employees.
- Encouraging organizational change.

1.5 Conceptual Framework:

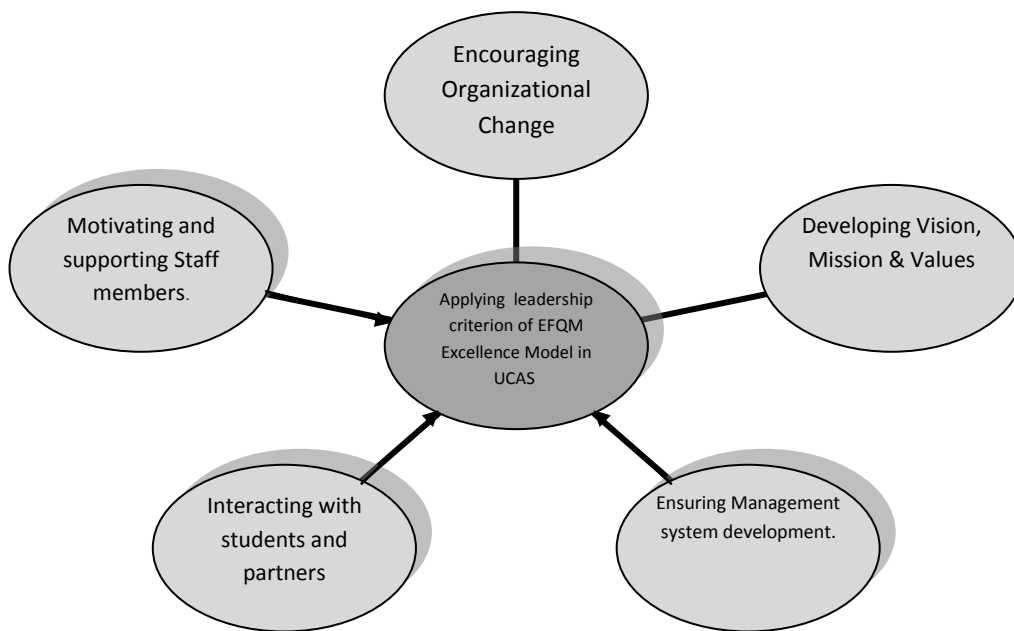


Figure 1 (1.1): Conceptual Map

Note: This map conceptualized by the researcher depending on the variables which are developed according to the sub-criteria of leadership criterion of EFQM Excellence Model.

1.6 Study Objectives:

1. To measure the application of leadership criterion in UCAS.
2. To know the strengths and weaknesses in the applied leadership style in the UCAS.
3. To recommend specific requirements to apply leadership criterion.

1.7 Study Hypothesis:

Main hypothesis (1): UCAS apply leadership criterion of EFQM Excellence Model.

Sub-hypothesis:

- There is a significant effect of development of the factors of vision, mission and values on applying leadership criterion of the EFQM Excellence Model.
- There is a significant effect of ensuring the management system development on applying leadership criterion of the EFQM Excellence Model.
- There is a significant effect of interacting by leaders with customers, partners and representatives of society on applying leadership criterion of the EFQM Excellence Model.
- There is a significant effect of motivation, supporting and recognizing the staff members on applying leadership criterion of the EFQM Excellence Model.
- There is a significant effect of identifying and championing organizational change on applying the leadership criterion of the EFQM Excellence Model.

Main hypothesis (2): There is no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to personal traits.

Sub-hypothesis:

- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their qualifications.
- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their years of experience.
- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their occupations.

1.8 Importance of the study:

This study is a contribution to the need of UCAS to identify the main competencies required in leadership roles and how these competencies may lead to successful management of working teams. The importance of this study is attributed to the following reasons:

1. The study will help the UCAS in its excellence journey to apply the leadership criterion according to the EFQM Excellence Model, which will lead to implement other criteria of EFQM Excellence Model.

2. This study will enhance quality concepts in the college which will lead to increase the productivity of the employees.
3. This study come in the context of develop the college performance and apply its policy to apply modern quality models.
4. The study will help the researcher to learn more about leadership, and know more about the implementation of the leadership criterion in EFQM Excellence Model in organizations.

1.9 List of abbreviations:

- Leaders: The Council of University College for Applied Science.
- EFQM: European Foundation for Quality Management.
- UCAS: University College for Applied Science
- Excellence Model: the Excellence Model of European Foundation for Quality Management which consist of (9) criteria.

1.10 Previous Studies:

1.10.1 Local Studies:

- 1. Wady and Saqer, 2012. “The effects of perceived leadership style on organizational commitment of UNRWA staff”.**

Purpose of the study: In their study, Wady and Saqer investigated the effects of leadership style, in view of the full range leadership theory on organizational commitment.

Research Methodology: The participants were 589 local UNRWA staff in all areas where UNRWA operates. A questionnaire was designed to collect data to measure the leadership style and the level of organizational commitment.

Research Findings and Recommendation: The study revealed that there was no dominant leadership style among UNRWA supervisors as perceived by their subordinates, the organizational commitment was mild where affective commitment goes slightly over continuance and normative. The study have also found varied relations attributed to demographic and personal characteristics like sex, age, academic qualifications, marital status, family size, work location, years of experience and occupational level.

The researchers recommended that UNRWA pays more focus on the leadership part of its organizational development initiative and its leadership training program. He also recommended that UNRWA tailors its policies and business process to enable that leaders adapt transformational rather than transactional leadership style. He

recommended that UNRWA adapts a new performance appraisal system that enable its staff to more participate in the evaluation and decision making process that will eventually lead to increasing organizational commitment. The researcher recommended conducting more research on leadership and organizational commitment at UNRWA level and between UNRWA and other organizations.

2. Shatali (2011) "Effect of emotional intelligence on leadership behavior: a case study on UNRWA-Gaza health centers".

Purpose of the study: The study aims to identifying the effect of the emotional intelligence on the UNRWA leaders (health centers manager's) behavior and how it shapes their ability to lead and influence their teams to achieve organizational objectives and their ability to mobilize efforts of staff. It aims at identifying the different variables and competencies needed for effective leadership.

Research Methodology: The questionnaire was distributed at a scouting pilot sample of 30 to check its validity and reliability, which proved to be high. The questionnaire was then distributed to a sample of 293 staff working in the UNRWA Health centers to collect the necessary data for the study.

Research Findings and Recommendation: The results of the study supported the hypothesized relationships of the existence of significant relationship between emotional intelligence of leaders and their leadership style. The results also proved that there are no significant differences among respondents attributed to the personal and professional traits of gender, age, academic qualifications, and years of experience, grade and supervisory capacity.

The research has presented some recommendations concerning the application of emotional intelligence at the workplace and some other recommendations for future

research. The recommendations include increasing awareness of the emotional intelligence concept and its importance and application among the leadership and supervisory roles. It also recommends the design and implementation of appropriate training programs for leaders on how to consider and apply emotional intelligence traits in their personnel management. The research also recommends developing tools to measure the level of emotional intelligence and inter and intra personal skills and incorporate it into the recruitment of potential leaders.

3. Emad Al Hadidi (2009), Degree of practicing Higher Educational Leadership at the Ministry of Education and Higher Education Palestinian its administrative role in the light of modern management thought.

Research Objectives:

1. Recognizing to what extent the supreme educational leadership in the Ministry of Education practices its administrative role.
2. Identifying whether there are any differences of the statistical indications which the supreme educational leadership in The Ministry of Education and Higher Education practice its administrative roles according the variables of (Gender, years of service (official works), scientific qualification, educational qualification and place of work).
3. Identifying the ways of developing the administrative roles of the educational leadership supreme in The Ministry of Education in the light of modern administrative and educational thought.

Research Methodology: The researcher used on the descriptive-analytical method which is more suitable to the topic of study. The sample of the study contained of 158 cadres and representatives, which the whole society has.

Research Findings and Recommendation:

* Ministry of Education and Higher Education seeks to achieve high quality of administration in Education depending on the self- supervision, and achieving a clear criterion in the field of following of the recent techniques, performance assessment, and finally judging the results.

The study recommended the necessity of participation heads of divisions in planning and following up.

4. Wasfia Abu Ma'ammr (2009) "The degree of practicing the administrative leaders at the Palestinian universities in the provinces of Gaza, the delegation of authority and the ways of activation".

Purpose of the study: This study aimed to identify the degree of practicing the administrative leaderships at the Palestinian universities in the provinces of Gaza for the delegation of authority from the standpoint of their staff and ways of activation.

Research Methodology: To achieve the objectives of the study the researcher followed the descriptive method of analysis. Questionnaire was distributed to the sample consist of (265) male and female at Palestinian universities staff in the provinces of Gaza, (263) from them have responded in the academic year (2008/2009) by (98.8%).

Research Findings and Recommendation:

- Adopting of administrative decentralization in decision-making, by giving the employee the opportunity to decide for the means of implementation the asks, which fosters self-motivation for the employee, and work to find new ideas to be applied, thus lead to improve performance.
- Organizing training courses for administrative leaderships to enlighten them on the importance of the delegation to increase the effectiveness of management.
- Giving the employees the commensurate powers with the responsibilities entrusted to them.
- Giving freedom to employees to identify their goals and develop plans for action.

5. Sana' Issa (2008), "The role of the Transformational leadership in the developing of the performance secondary schools, head teachers in Gaza Governorates"

Purpose of the study: This study assesses the role of the Transformational leadership in the developing of the performance secondary schools, head teachers in Gaza Governorates.

Research Methodology: The study community consisted of all Gaza Governorates head teachers for the scholastic year (2008/2007) which total numbers (117) head teachers. The study sample consisted of (110) head teachers. The researcher used a questionnaire of (71) items divided into (6) domains.

Research Findings and Recommendation:

1. The head teachers are practicing the transformational leadership in Gaza governorates with the percentage less than 60%.
2. The intellectual stimulation and holding high performance expectations had the first rank , but the modeling behavior had the sixth rank.
3. There were no statistical significant differences according to sex, experience, academic qualification, educational region and specialization.

Accordingly, the researcher's major recommendations were:

1. Universities and educational faculties should state syllabus in scholastic management to be taught for education department, and to get diploma scholastic mangment through the university program for head teachers.
2. The need to improve conditions for the selection of the head teachers and provide courses for candidates before appointment and will test them, and be to nominated who has passed this test successfully.
3. Holding training courses for the managers of schools for training in technical skills of the role of headmaster educational leader.
4. Focus on the development of leaders of the change in the school and concern for the development of skills so as to assist in the formation of a clear vision of what a change and motivation and its operations and products, seek subsequently translated and developed in the executive programs can be applied in the school cooperatively.

5. Attempting to provide material and technical facilities and technical assistance to the process of change, implemented by the Ministry of Education and Higher Education.

1.10.2 Arab Studies:

6. Soumaya Koubâa, Raoudha Kammoun and Omar Ben-Ayed (2010), " Leadership in Tunisian Higher Education from the Perspective of the EFQM Excellence Model".

Purpose of the study: This study, which aims to evaluate HE leadership practices from the perspective of the EFQM Excellence Model, is the first conducted in the Tunisian context.

Research Methodology: It is guided by a survey questionnaire administrated to all HEIs at the University of Sfax.

Research Findings and Recommendation: Some identified strengths reflect the awareness of leaders of the importance of improving leadership effectiveness, their involvement in taking ownership of the agreed targets and processes, and taking part in the establishment and improvement of the institutional management system. Some others reveal the consciousness of leaders to establish partnerships with the institutional stakeholders, to encourage and support staff to achieve the perused objectives, and to drive a change process.

However, a number of weaknesses are deduced such as: the lack of ability to develop the mission and vision, and to exhibit role modeling a quality culture, the lack of importance accorded to reviewing the process management system as well

as to maintaining strong partnerships, the unavailability of some leaders to communicate with stakeholders and to recognize them.

These findings suggest that a new type of leadership that is aware of the importance of starting excellence journey is needed in the HEIs of Sfax to ensure institutional success and survival.

It is time for leaders, for instance, to be personally involved in the development of their institutional missions, to capture and create a compelling vision, and demonstrate their commitment to anchor a quality culture. It is also time to manage their institutions in terms of processes carried out through an adequate system that is periodically reviewed, to develop successful partnerships with their stakeholders, and to champion organizational change.

1.10.3 International Studies:

- 7. Jun Liu, Xiaoyu Liu and Zeng, 2011. “Does transactional leadership count for team innovativeness? The moderating role of emotional labor and the mediating role of team efficacy”.**

Study Purpose: Drawing on the contingency perspective of leadership, the purpose of this paper is to examine the relation between transactional leadership and team innovativeness by focusing on the moderating role of emotional labor and the mediating role of team efficacy.

Research Methodology: In total, 90 Chinese work teams, comprising 462 members and 90 team leaders, were surveyed. Hierarchical regression analyses were performed

and moderated causal steps approach applied to test the authors' mediated moderation model.

Research Findings and Recommendations:

1- Transactional leadership was negatively associated with team innovativeness when emotional labor was high whereas the association was positive when emotional labor was low.

2- Team efficacy mediated the interactive effects of transactional leadership and emotional labor on team innovativeness.

3- Transactional leadership is neither a destructive nor a fostering power for innovation; its effectiveness largely depends on the context in which it works.

4- Transactional leadership working with a specific level of emotional labor influence team innovativeness through team efficacy.

8. Casimir and Keith Ng, 2009. "Combinative aspects of leadership style and the interaction between leadership behaviors".

Study Purpose: The purpose of this paper is to test an alternative perspective of interaction, which is based on how leaders combine different leadership behaviors (i.e. task-oriented and socio-emotional leadership).

Research Methodology: Data from 191 full-time, white-collar employees were obtained using a cross-sectional design and a self-administered questionnaire. Task-oriented leadership (i.e. pressure) and socio-emotional leadership (i.e. support) were measured using items from Misumi. Two measures were used for follower satisfaction with the leader: the satisfaction component of the job descriptive index

and a single-item measure. Satisfaction with how the leader combines leadership behaviors was measured using a single-item measure.

Research Findings and Recommendations:

1- Combinative aspects of leadership style appear to have important effects on followers' perceptions of/and reactions to leadership behavior.

2- The findings show that follower satisfaction with the way the leader combines task-oriented and socio-emotional leadership supports the effects of these two types of leadership on follower satisfaction with the leader.

3- Non-significant interactions were found between pressure and support using the product-term method for examining interactions.

4- The two measures: JDI's supervision component of job satisfaction and a single-item measure correlated strongly even though they used different response formats, both measures yielded equivalent results for the augmentation analysis.

5- Combinative aspects of leadership style are seen as relevant to transactional transformational leadership theories.

9. Crossman, 2009. "Conceptualizing spiritual leadership in secular organizational contexts and its relation to transformational, servant and environmental leadership".

Study Purpose: The purpose of this paper is to explore the concept and context of spiritual leadership in secular organizational contexts and to highlight some ways in which spiritual leadership relates to other existing value-based theories such as transformational, servant and the emerging environmental leadership.

Research Methodology: A review of scholarly works on spiritual leadership is presented.

Research Findings and Recommendations: The paper concludes that, while some synergies exist between spiritual leadership and other value-based theories, a deepening of the theoretical understandings of spiritual leadership in relation to other leadership theories is necessary.

Having identified the qualitative and quantitative benefits of spiritual leadership as well as some possible dangers in implementation strategies, a clarification of its nature in relation to other leadership theories will assist organizations considering its role and how it might be developed among personnel. The paper makes an unusual contribution in highlighting and clarifying the relationship of spiritual leadership to other value-based leadership theories and contributes to critical and theoretical understandings, essential in developing spiritual leadership from its status as a concept to one as a potential workable paradigm within organizations.

This paper has described some of the contextual issues that have contributed not only to the rise of interest in the implications of spiritual leadership for organizations but also to its conceptual development. The development of spiritual leadership as both a theoretical construct and as a relevant and applicable perspective to inform workplace approaches and practices, suggests that it has the potential to emerge as a powerful and courageous.

10. Kuepers, 2009. “Trans + form” Leader- and followership as an embodied, emotional and aesthetic practice for creative transformation in organizations”.

Study Purpose: The purpose of this paper is to develop a more comprehensive understanding of the multidimensional, ambivalent and responsive process of transformation, particularly as related to non-cognitive processes and effects of leader- and followership.

Research Methodology: Based on a critical literature review, advanced phenomenology and a relational approach, the significance of form and embodied, emotional and aesthetic dimensions, potential and effects of transforming in general and transformational leadership in particular are discussed.

Research Findings and Recommendations:

Interactions between leaders and followers during transformation can lead to specific reinforcements or distortion, characterized by a shared enlightenment or delusional distortions with ambivalent impacts. As with good or bad intentions leaders and followers can be led by misperceptions and misguided actions, transformational approaches need to consider the dynamics of shadow-sides involved in leadership and followership.

11. Sheard, A.P. Kakabadse, and N.K. Kakabadse, 2009. “Organizational politics: reconciling leadership’s rational-emotional paradox”.

Study Purpose: This paper aims to study and characterise the political nature of a manager’s behavior when taking leadership action.

Research Methodology: The methodological approach is qualitative and examines three organizations over a three-year period when these entities experienced a major product failure.

Research Findings and Recommendations:

1- Political behavior when taking leadership action can be conceptualized in terms of rationality and emotionality.

2- In so doing, it can be clarified how behavior must be modified to ensure that leadership action is consistently effective.

3- The political behavior and leadership action are linked, which indicates that managers choose to adopt political behavior in circumstances that really matter to them when taking leadership action.

4- Managers associated negativity with the word —politics, despite acknowledging that political behavior was inseparable from effective leadership action. They viewed political behavior as the —shadow side of leadership action – unseen and unacknowledged, but always a force behind effective leadership action.

12. Mitchell and Boyle, 2008. “A theoretical model of transformational leadership’s role in diverse teams”.

Study Purpose: The purpose of this paper is to develop a theoretical model of leadership and knowledge creation by drawing on two contrasting diversity perspectives. The model argues a moderating role for leadership in explaining the influence of diverse composition on team knowledge creation.

Research Methodology: A model of leadership’s impact on knowledge creation is developed based on an interdisciplinary review of literature spanning the creativity,

innovation and learning literature, diversity management, top management team demography and upper echelons literature and learning from transformational leadership research.

Research Findings and Recommendations:

Focusing on the information/decision-making perspective, our model depicts the role of leadership in facilitating constructive cognitive effects on knowledge creation.

From the social categorization perspective our model depicts the role of leadership in mitigating against destructive emotional barriers to group effectiveness.

13. McCallum, and O’Connell, 2008. “Social capital and leadership Development Building stronger leadership through enhanced relational skills”.

Study Purpose: This paper aims to examine five recent, large leadership studies to clarify the role that human capital or social capital capabilities play in present day and future leadership.

Research Methodology: Researchers review five recent large leadership studies, assessing the human capital and/or social capital orientation of identified leadership capabilities.

Research Findings and Recommendations:

1- The analysis of the findings of 5 leadership Research indicates that formal leadership education, de-contextualized from the work place or community, often does not improve individual performance or capacity to fulfill leadership duties.

2- Paying attention to the organic nature of organizations and the open-systems view, leaders can work on hiring for the long term, investing in orientation

and training, being mindful of the psychological contract between employer and employee, and communicate continuously.

3- An emphasis on networks and shared stories could be threaded into leadership development efforts. Network ties may be established and strengthened through participation in symposia or conferences. Social capital also develops as leaders have purposeful conversations and share important stories.

14. Groves, 2005. “Leader emotional expressivity, visionary leadership, and organizational change”.

Study Purpose: This study set out to empirically investigate the direct effects of leader emotional expressivity on visionary leadership, as well as the moderating effect of leader emotional expressivity on the relationship between visionary leadership and organizational change magnitude.

Research Methodology: The study has used cross-sectional data from 108 senior organizational leaders and 325 of their direct followers were collected from 64 organizations across numerous industries.

Research Findings and Recommendations:

1- In addition to a significant zero-order correlation, results of regression analyses provide support for the relationship between leader emotional expressivity and visionary leadership.

2- After entering leader tenure, gender, and non-/for-profit status as control variables, leader emotional expressivity explained an additional 8 percent of the variance in visionary leadership.

3- The results also suggest that visionary leaders who also possess emotional expressivity skills appear to generate greater organizational change in their respective work units than visionary leaders lacking emotional expressivity skills.

4- The result also suggests that leaders without a visionary message are unlikely to produce significant changes in their respective work unit regardless of their level of emotional expressivity.

15. Kerr, *et al*, 2005. “Emotional intelligence and leadership effectiveness”.

Study Purpose: This paper investigates the relationship between managerial emotional intelligence (EI) levels and a rating of leadership effectiveness (subordinate ratings).

Research Methodology: The study involved administering the Mayer Salovey Caruso emotional intelligence test (MSCEIT) EI test to 38 supervisors within a large manufacturing organization. Ratings of supervisory leadership effectiveness were assessed via subordinate ratings on an attitude survey detailing questions relating to supervisor performance. Altogether data were collated from a total of 1,258 survey responses.

Research Findings and Recommendation:

1- The overall results of the data analysis indicate that an individual’s EI may indeed be a key determinant of effective leadership.

2- Employee perceptions of supervisor effectiveness are strongly related to the EI of the supervisor.

3- Perceiving emotions branch scores displayed a high positive correlation with supervisor ratings.

4- The study found that understanding emotions branch scores had a non-significant positive correlation with supervisor ratings.

5- Correlation analysis identified no significant correlations (negative instead of positive) between managing emotions branch scores and supervisor ratings.

16. William D. Murphy (2005), "Leadership best practices for sustaining quality in UK higher education from the perspective of the EFQM Excellence Model"

Purpose of research: to deepen the understanding and to encourage further research on leadership best practices for sustaining quality improvement in UK higher education institutions (HEIs).

Research methodology: the literature on leadership provides the theoretical context for the survey of quality managers from 42 UK HEIs. A mix of questionnaires, interviews, and hypothesis testing, was used to explore the critical factors for effective leadership and to obtain descriptive accounts of leadership best practices, which led to the development of a conceptual framework for effective leadership for academic quality.

Research Findings and Recommendation: Identifies and categorizes leadership practices into "weak", "good", "best", and "excellent" on the basis of efficiency and effectiveness of each practice in sustaining academic quality improvement. It provides a conceptual framework for improving "weak" leadership practices.

17. Michael Trevor Hides, John Davies and Sue Jackson (2004), "Implementation of EFQM excellence model self-assessment in the UK higher education sector – lessons learned from other sectors".

Purpose of research: to assess implementation of EFQM excellence model self-assessment in the UK higher education sector.

Research methodology: This paper describes the specific issues in implementing the model in UK HE, with a particular focus on the choice of self-assessment methodology, and compares and contrasts these with self-assessment issues in the wider public sector.

Research Findings and Recommendation: The early signs are that EFQM excellence model self-assessment can help to produce a more customer-oriented culture in HE institutions, providing that the lessons learned from the wider public sector are put into practice.

1.11 Comments on the previous studies:

The research on Excellence has been multidimensional covering all areas from business, to management, to education, to industries, to services, to public sectors, etc. Applied researches in Excellence concentrate on EFQM Excellence Model as a pioneer model in Excellence field.

In this context, Leadership as a criterion of EFQM Excellence Model is one of most important issues that differentiate between organizations and make some of

them develop rapidly by the time leading to reach a universal status. Because of that, many organizations are interested in leadership and do many researches and training to improve its leaders' skills and to assess its leadership style.

Some of above researches tackled the leadership style as **Saqer (2009), Casimir and Keith (2009), Crossman (2009)**, and many of them tackled leadership role and its practice as **Abu Ma'ammr (2009), Al Hadidi (2009), Issa (2008), Liu and Zeng (2011), Sheard and Kakabadse (2009), Mitchell and Boyle (2008), McCallum and O'Connell (2008), Groves (2005) and Kerr (2005)** but, few of them tackle leadership in the perspective of EFQM Excellence Model as **Koubâa, Kammoun and Ben-Ayed (2010), Murphy (2005) and Hides, Davies and Jackson (2004)**.

In line with the previous studies, this research tries to assess the application of Leadership criterion of EFQM Excellence Model in Higher Education Institutes in Gaza Strip where there are no higher education institute apply quality model except UCAS the unique Higher Education Institute to possess the certificate of ISO 9001.

The main distinction of this study from other studies is that it is the first study to assess the quality of leadership of higher education institutes according to EFQM Excellence Model and it is conducted in Gaza Strip under its extraordinary alternating conditions when Quality and Excellence need minimum case of stability to be applied. And differ to local studies by using an excellence model and try to assess its applying in practical context.

CHAPTER 2

Theoretical Framework

2.1 Introduction

In this chapter, the researcher built up a theoretical framework that addresses the major aspects of the study. The researcher aimed at identifying Excellence through its meaning and concepts, highlighting on leadership criterion, studying its implications, discussing the practicing of leadership sub-criteria in UCAS, and mentioning UCAS establishment and its journey in the field of Quality and its efforts to achieve Excellence.

2.2 Excellence

2.2.1 What is Excellence

The word 'excellence' is now part of the language of business – and even the not-for-profit and public sectors. While many claims are no doubtfully justified, it can seem that anyone making a claim about their products or services feels they should use it (Medhurst & Richards 2007).

The Longman English Dictionary defines '**excellence**' as: "The quality of being excellent". Oxford English Dictionary defines it as: "The quality of being outstanding or extremely good" and it defines the verb '**excel**' as: "Be exceptionally good at or proficient in an activity or subject".

EFQM put excellence in organizational context and defines "Organizational Excellence" as: "the overall way of working that results in balanced stakeholder satisfaction (customers, employees, partners, society, and shareholder) to increase the probability of long term success as an organisation".

In the 2003 version of the Model, Excellence is defined as "Outstanding practice in managing the organisation and achieving results based on a set of Fundamental Concepts" (Steed 2003).

In overall, excellence can be defined as the organizations ability to achieve the best quality practices to obtain best results.

2.2.2 Quality lead to Excellence

After the wide spread of quality concepts, businessmen and leaders of organizations looked for a word motivates people more and lead them to quality success. The current meaning of “quality” comprises quality management and results. The central aspect is how to manage an organisation to achieve competitive advantages (Castilla and Ruiz, 2008).

Excellence, as optimal management, means the availability of a system for assuring the quality requisites of products and services. It includes customer satisfaction, process management, and resource optimization following a social responsibility EFQM model and competitive advantage reach to 135 approach. In this sense, social responsibility maybe considered as nuclear value for the organization.

The expression “excellence in management” has replaced the term “quality”. This is a consequence of the evolution of the different meanings of the term “quality” (Castilla and Ruiz, 2008).

2.3 EFQM Excellence Model

2.3.1 The establishment of EFQM .

EFQM, formerly known as the European Foundation for Quality Management, has been working since more than 20 years, when 14 CEOs joined forces in 1988 to develop a management tool that could increase the competitiveness of European organisations. Supported by the European Commission in the European Quality

Promotion Policy, the founding members created the EFQM Excellence Model (www.efqm.com).

The EFQM was formed following the success of the Japanese Deming Prize and USA's Malcolm Baldrige National Quality Award. The Model itself, originally called the Business Excellence Model, was introduced in 1991 with the European Quality Award being awarded for the first time in 1992 (Hides and Davies, 2002). The Model itself was updated in 1999 and changed in 2003 (Blackmore & Douglas, 2003). EFQM modify the model again in 2010 and 2013 (www.efqm.com).

EFQM described EFQM Excellence Model as: “a practical tool to help organizations establish an appropriate management system by measuring where they are on the path towards Excellence, helping them to understand the gaps, and then stimulating solutions” (EFQM 2013)

The EFQM sets a clear vision to make European organizations as a pilot in success, so it set the vision as: A world where European organisations are recognised as the benchmark for sustainable economic growth. In addition, it works to motivate leaders to reach success and excellence as its mission is: To energise leaders who want to learn, share and innovate using the EFQM Excellence Model as a common framework. It works to help organisations drive improvement through the EFQM Excellence Model. It depends on gathering good practices and integrating those within members (www.efqm.com).

Nowadays EFQM Excellence Model attains good spread, and there are many organizations in many countries over the world work to apply this model. The number of EFQM members until the end of 2011 was 451 member (EFQM 2011).

2.3.2 The Fundamental Concepts Of (EFQM) Excellence Model

There are eight concepts explain the EFQM Excellence Model. These concepts are comprehensive and relevant to any type of organization. When organization wants to start its excellence journey, it should understand these concepts in the context of reality, and suitability to its conditions. The concepts as mentioned in the EFQM Excellence Model for Higher Education (Steed 2003) are:

- *Results Orientation.*
- *Customer Focus.*
- *Leadership and Constancy of Purpose.*
- *Management by Processes and Facts.*
- *People Development and Involvement.*
- *Continuous Learning, Innovation and Improvement.*
- *Partnership Development.*
- *Corporate Social Responsibility.*

The leadership criterion developed from the concept of leadership and constancy of purpose and the study depends on this concept in defining and asses leadership in UCAS.

Steed (2003) explains concepts further more in the context of implementing them in higher education institutes as follow:

Table 1: (2.1): EFQM definitions

EFQM Excellence Model® Definitions (2003)	Interpretation for Further and Higher Education
Results Orientation	
Excellence is achieving results that delight all the organisation’s stakeholders.	Focusing clearly on and understanding students and other customers, their needs, expectations and values, keeping in consideration and valuing their contribution, and the contribution of other stakeholder groups.
Customer Focus	
Excellence is creating sustainable customer value.	Anticipating, balancing and meeting the current and future needs of students, staff and others, through developing and setting a balanced range of appropriate indicators or targets, tracking performance, benchmarking, and taking appropriate action based on this holistic range of information.

Leadership and Constancy of Purpose	
Excellence is visionary and inspirational leadership, coupled with constancy of purpose.	Clearly demonstrating visionary and inspirational leadership, which is transparent and open, with a constancy and unity of purpose which is shared by everyone in the institution.
Management by Processes and Facts	
Excellence is managing the organisation through a set of interdependent and interrelated systems, processes and facts.	Understanding and systematically managing all activities through a set of interdependent and interrelated systems and processes, with decisions based on sound and reliably evidenced information.
People Development and Involvement	
Excellence is maximising the contribution of employees through their development and involvement.	Developing, involving and engaging staff, maximising their contribution in a positive and encouraged way, with shared values and a culture of trust, openness and empowerment.
Partnership Development	
Excellence is developing and maintaining value-adding partnerships.	Developing meaningful and mutually beneficial relationships, both internally and externally, in

	order to gain added value for partners, and support the achievement of both strategic and operational objectives.
Corporate Social Responsibility	
Excellence is exceeding the minimum regulatory framework in which the organisation operates and to strive to understand and respond to the expectations of their stakeholders in society.	Understanding, appreciating and considering positively the way in which the institution interacts with and impacts on the local and wider society, from both a practical and ethical perspective.
Continuous Learning, Innovation and Improvement	
Excellence is challenging the status quo and effecting change by using learning to create innovation and improvement opportunities.	Stimulating, encouraging, managing, sharing and acting on learning and experiences, making changes using innovation and creativity, and enabling continuous improvement to add value in a consistent way

Source: Steed, EFQM Excellence Model for Higher Education, Sheffield Hallam University (2003)

2.3.3 Understanding The EFQM Excellence Model

The EFQM Excellence Model® recognises that stakeholder needs are met through the process that describes the working of the organisation, hence process improvement is at the heart of any organisational development and it is through processes that the talents of people can be released, which in turn produces better

performance (Steed 2003). It also confirms that involving people inside and outside the organization in improvement the performance is necessary to improve the performance.

The EFQM Excellence Model® itself (which is a registered trademark) was revised in 1999, and updated slightly in 2003, to take account of current thinking, practices and working environments. The EFQM Excellence Model has been adapted in its 2003 version for non-profit organizations like public institutions (Eskildsen et al., 2004). The Model described by the EFQM as: ‘a practical tool to help organisations establish an appropriate management system by measuring where they are on the path to Excellence, helping them to understand the gaps, and then stimulating solutions’ (Steed 2003).

There are several differences with this kind of companies; the most fundamental difference is that they do not intend to secure financial results (Gómez, Costa and Lorente, 2011). The model based on nine criteria, with five 'Enablers' and four 'Results'. The 'Enablers' cover what the organization does, and cause the 'Results' that cover the achievements of the organization.

The study of the relationships between the elements of the EFQM Excellence Model must take into account of two main issues. Firstly, how the enabler and result criteria are themselves interrelated and to what extent an integrated approach should be adopted (Flynn et al., 1994). Secondly, the model presupposes an association between the enablers and the results, since excellence in the enablers will be visible in the results (Moeller et al., 2000). Consequently, the causal relationships within and

between both domains emerge as important aspects to be analysed. (Llusar, Tena, Puig & Martín, 2005)

2.3.4 The Enablers

The five enablers assess and question whether there are effective approaches in place to enable the achievement of what the organisation has planned to deliver in terms of its results (Steed 2003). The five Enablers are:

- Leadership.
- Policy & Strategy.
- People.
- Partnership & Resources.
- Processes.

Enablers or agents define what organisations do in order to achieve excellence. Specifically, it is to do with activities related to the leadership of the directors, the management of human and material resources, as well as process management. Moreover, these activities are not independent: they must be implemented together and in a coordinated fashion (Mora, Leal & Roldán, 2006).

As (Steed 2003) illustrates the detail of the model can provide a rigorous analysis, which questions whether in each area, the organisation can demonstrate that chosen approaches and strategies:

- Are effective and efficient in delivering results
- Are deployed to their full potential
- Demonstrate continuous improvement

Each criterion broken down into sub criterion and each sub-criterion is explained by supportive point and examples to help the organizations to understand the implementation way of the model.

2.3.5 The Results

The Results are last four criterions represents the areas where the organization achieve its objectives. The four results areas question whether there are comprehensive measures in place which can monitor and track performance and assess whether strategic objectives have been met (Steed 2003). The four 'Results' are:

- Customer results.
- People results.
- Society results.
- Key Performance results.

The criteria challenges to what extent the organisation can actually show that the chosen indicators:

- Comprehensively measure what is important to customers and others who receive a service from the organisation.
- Demonstrate continuous improvement against target and results that are linked to and caused by approaches.

The results areas also question the extent to which benchmarking against the best in class is undertaken and used to enhance learning and improve performance (Steed 2003).

Each Results criterion broken down into sub criteria and each sub-criterion explained by supportive point and examples to help the organizations to understand the implementation way of the model.

2.3.6 Excellence Model for higher education.

As an important sector, Higher Education was a major concern of the EFQM. With cooperation with higher education institutes EFQM set a special excellence model for higher education sector. Sheffield Hallam University issued the Higher Education Excellence Model with the endorsement from the European Foundation for Quality Management (EFQM).

2.4 Leadership Criterion Implications Within Higher Education Institutions:

Leadership is one of main basics of success in higher education institutes as in all organizations. Thus, quality leadership implies a genuine kind of leadership – a hopeful, open-ended, visionary and creative response to social circumstances, as opposed to the more traditional dualistic portrayal of management and leadership practices characterized of now obsolete principal practices (Begley, 2004: 16) (Anyamele 2007).

Quality leadership in higher education field need more special qualifications help the leaders to achieve educational and managerial goals. Leaders should have clear vision, ethical sound, conscious reflective practice in educational management. This is leadership that is knowledge-based, values informed, and skillfully executed (Begley, 2004: 15) to manage a range of complex and critical challenges of modern university (Anyamele 2007).

The concept of leadership is a key to the philosophy of the Excellence Model. Leadership criterion of the European Foundation for Quality Management (EFQM) Excellence Model is not necessarily confined to a small group of people within an organization. All individuals, no matter their position in an organization, are able to demonstrate the attributes of leadership described within the model framework. In the EFQM Excellence Model, there are many definitions of leadership, which some would describe as the ability to be able to motivate others to support and contribute to organizational goals. The EFQM Excellence Model considers an organization's approach to leadership against four key dimensions (EFQM, 1999: 12-13).

Excellent leaders develop and facilitate the achievement of the mission and vision, develop values required for long term success and implement these via appropriate actions and behaviours, and are personally involved in ensuring that the University's management system is developed and implemented. During periods of change, they retain a constancy of purpose. Where required, such leaders are able to change the direction of the University and inspire others to follow (Steed 2003).

The EFQM guidance on leadership is more broadly based than many leadership texts, in its references to partnerships and to excellence and improvement activities. This may reflect European input into the EFQM Excellence Model. Including stakeholders for example is an important aspect for Germany and Scandinavia (McCarthy and Greatbanks, 2006).

Challenges facing higher education institutions demand the use of the most appropriate current techniques of management to ensure maximum effectiveness, as, according to Bounds and colleagues' assertion, "traditional approaches to

management are now inadequate for keeping up with change” (Bounds et al., 1994: 5) (Anyamele 2007).

Carol Steed define the roles expected of university leadership in the EFQM Excellence Model Higher Education Version, in order to achieve quality in educational management. In line with the leadership in the context of EFQM Model, five role areas in leadership behaviour in higher education institutions have been identified (Steed 2003). These roles of higher education leadership are addressed under five distinct heading as in the following topics.

2.4.1 Developing the university mission, vision, values and ethics, and exhibiting role models of a culture of excellence.

According to Anyamele (2007), this approach relates to the culture of the organization and how this is developed and influenced by the behaviour of its leadership. It explores the role of leaders in developing long-term view of where the organization is heading and their personal support for the achievement of these goals. Key areas include the development of a Mission and Vision for the organization.

This role involves higher education leadership at the senior management level, to provide clear leadership direction and direction setting by producing a vision, mission and values statement. They exhibit role-modeling behavior by sharing communication and encouraging feedback from staff at all levels. These leaders take active responsibility for improving projects, and involving a cross-section of staff – to encourage and develop learning and role model involvement and empowerment. There must be an active leadership engagement with training and learning activities. This helps to role model the importance of personal development and enhancement,

supports the development and enhancement of leadership skills, and could be used to support other staff and student development work in the university, for example, through mentoring etc. In addition, higher education leaders engage themselves in the development and implementation of a code of conduct, linked to the university's core values. This should support the definition of leadership style, delegation, communication, motivation and empowerment of staff (Anyamele 2007).

2.4.1.1 Leaders develop Vision and Mission

One of important quotes on leadership which illustrate the role of vision in leadership what Charles Handy said: "A leader shapes and shares a vision which gives point to the work of others.". If the vision is not clear to the leaders or they do not demonstrate their real commitment they will encounter problems in directing people toward organizational goals.

Leaders at all levels should be involved in developing the vision of the organization which will demonstrate the direction to stakeholders. If the leaders of an organization do not set direction and demonstrate their personal commitment they will encounter problems when attempting to mobilize the support of key stakeholders (Anyamele 2007).

Following to Middlehurst, 1993 leadership is the development of a vision which dictates the framework within which one seeks to move. Without vision you cannot continue. A leader has to motivate people, making sure that they are all going in the same direction. A leader has to maintain momentum and keep morale high. This involves getting people together, talking to them and listening to their views. A leader

also has to see possibilities (Bryman 2007). We can, therefore, conclude that leaders turn vision into action, while manager complete tasks (Saqr 2009).

"There is no more powerful engine driving an organization toward excellence and long-range success than an attractive, worthwhile, and achievable vision of the future, widely shared." (Nanus 1995).

Lorri Manasse, an organizational specialist, defines vision as “the development, transmission, and implementation of an image of a desirable future” and considers the vision as an essential quality of leadership and one that “gives life to an organization.”

As Matthew S. Richter – a performance management consultant – (2003) he believe that creating a vision is the most important function of leadership. A good vision establishes a beacon of light that both the leader and the followers can latch onto and use to guide them from the day-to-day minutia that potentially can sidetrack even the most pure of heart. A vision is simply a picture of an ideal state of what the leader wants the organization to be sometime in the future.

2.4.1.2 Developing a shared vision:

Invite those supervisors charged with developing a shared vision and mission to a meeting or engage them during in-service training. Leave plenty of time (block out at least two hours), so useful discussion can take place and not be cut short by daily tasks. This demonstrates the importance of this work, and when a process is led collaboratively, it shows that leaders value staff input (Mellow, Christensen, Warwick, Willison 2007).

You might want to start by discussing the issues and barriers people face in their work. Next, share a draft mission and a description of the process that led to this point, and ask them for their opinions.

Line staff should be engaged to strengthen the vision and mission and be encouraged to suggest changes consistent with implementation efforts. As part of this discussion, they might be asked what we (including the leaders) as members of the organization can do to enhance public safety even more (Mellow, Christensen, Warwick, Willison 2007).

2.4.1.3 The Mission

Mission statements can be defined as "enduring statements of purpose that distinguish one organization from other similar enterprises." A mission statement answers the question "What Business Are We In?" In addition, it answers the question for everyone in the company. In addition, a number of academic studies suggest there is a positive relationship between mission statement and organizational performance (David and David 2003).

The importance of mission statements and the actual purpose of a mission statement have been subject to much debate in the academic literature. For example, Drucker stressed the strategic importance of the company mission (Drucker, 1977, p. 66): "Only a clear definition of the mission makes possible clear and realistic objectives. It is the foundation for priorities, strategies, plans, and work assignments." (Khalifa, 2012).

From other way Strong (1997, p. 269) asserts: "A mission statement is a clear definition of the mission and purpose of the organization, it may be referred to as the

organization creed statement, statement of purpose, statement of general principles, statement of corporate intent or vision statement.” (Khalifa, 2012).

The mission statement needs to be longer than a phrase or sentence, but not a two-pages document and it should not include dollar amounts, percentages, numbers, goals, or strategic plan. Too much detail in mission statement can alienate managers and stifle creativity (David and David 2003)

When the organization sets its mission statement, it should take in consideration many important points as Khalifa mentioned (2012): an organization can have more than one statement and the mission or the vision statement is not necessarily an all-inclusive. Organizations should have strategies, but strategies are not missions. They should have values and standards of behavior, but these are not missions. They should have policies and systems, but policies and systems are not missions. They should have operating procedures and routines and these are not missions. Having these concepts out of the definition of the mission statement does not mean that they are not important.

2.4.1.4 Values:

Values have been described as the beliefs about how to behave and what goals are important to achieve (Feather, 1994 p. 35; Rokeach, 1967, 1968, 1973). Schwartz (1992, p. 4) says that values: "(1) are concepts or beliefs; (2) pertain to desirable end states or behaviors; (3) transcend specific situations; (4) guide selection or evaluation of behavior and events; and (5) are ordered by relative importance" (Sarros & Santora, 2001).

People's behavior is a reflection of their values and priorities. Garfield (1986) considers commitment to values to be the determining factor in the pursuit of any

mission. Cultural values were not given much importance before the 1980s (Jabnoun, 2001).

Corporate values really became popular in the USA following the ideas of Collins and Porras and their 1994 book *Built to Last* (Collins and Porras, 1994).

However, most organization's value statements now look the same, highlighting care, respect, honesty and integrity. They are not specific to the company and do not explain any unique contribution that individuals need to make to help the business be successful.

Managers must develop quality and sustainable values and implement them through their actions and behavior. In addition, managers should be committed to quality and environmental efforts (Tarí and Azorín, 2010).

2.4.2 Assurance of developing, implementing and continuously improving university management system

"The management system of any organization is concerned with how it realizes its strategic ambitions" as Anyamele (2007). And he put three questions to assess this sub-criterion in general as following:

- i) Do the leaders of the organization create the conditions necessary to deliver organization's policy and strategy?
- ii) Do leaders create a structure for the organization and its key processes that help or hinder the achievement of strategy?
- iii) Do leaders establish and review measures and results that provide an indication of progress towards the achievement of strategy? (Anyamele 2007).

From these questions we can understand how to implement this sub-criterion.

Also, McCarthy and Greatbanks (2006) explain the role of leaders in applying this sub-criterion in many effective tasks as following:

Aligning the organisation's structure to support delivery of its policy and strategy; ensuring a system for managing processes is developed and implemented; ensuring a process for the development, deployment and updating of policy and strategy is developed and implemented; ensuring a process for the measurement, review and improvement of key results is developed and implemented; ensuring a process, or processes, for stimulating, identifying, planning and implementing improvements to enabling approaches (McCarthy and Greatbanks, 2006).

Furthermore, leadership in the university should own, drive and actively engage in self-assessment and review activities, including implementation of actions through strategic and operational planning of the university (Anyamele 2007).

The leaders of the Higher Education institutes should be personally, directly and deeply contribute in developing and ensure implementing a system for managing processes across the University, which lead to achieve institutional goals and create real excellence culture. Leaders should take clear ownership for establishing wide College processes, maintaining and ensuring it continuously. "They should also assume ownership and development of process for the review and evolution of institutional policy and strategy" (Anyamele 2007).

Leaders should work to align university's structure to support the delivery of its policy and strategy. Policy and strategy must be put into practice through the deployment of the key processes, suitable policy and staff management, and through the establishment of partnerships (Winn and Cameron, 1998) (Mora, Leal and Roldán, 2006).

One of most important issues should leaders consider is how to get good and effective process of governance. Governance is a wide range term used in global issues firstly. Governance specified to organizations generally and corporates specially in the second half of last century. The first documented use of the word "corporate governance" is by Richard Eells (1960, pg. 108) (Wikipedia: Governance)

Organizational Governance is defined as: Organizational governance concerns how agents, pursuing their own interests, and with different preferences, knowledge or information, and endowments, use instruments of control to regulate their transactions to avoid problems of coordination and motivation they confront when interacting within or through the purposefully designed social systems known as "organizations." (Foss and Kelin, 2008).

Furthermore, leadership in the university should own, drive and actively engage in self-assessment and review activities, including implementation of actions through strategic and operational planning of the university (Anyamele 2007). The assessment process should depend on key results which have to be determined before start. These key results refer to main outcomes or outputs the college aims to reach. Identifying key results helps individuals: clarify their roles, Align their roles to the organisation's business or strategic plan, focus on results rather than activities, communicate their role's purposes to others, set goals and objectives, prioritize their activities, and therefore improve their time/work management, make value-added decisions.

Key result areas capture about 80% of the department's work role. The remainder of the role is usually devoted to areas of shared responsibility (e.g., helping team members, participating in activities for the good of the organisation) (www.citehr.com).

To improve the management system leaders should take in their consideration the engagement of customers (students and stakeholders) to increase the effectiveness of the processes which lead to more customer satisfaction. Also, "leaders should engage in customer groups to gain direct insight into changes that might be needed to the university management system" (Anyamele 2007).

Finally, to assure the continuous improvement of the management system, college leaders should develop and implement processes for stimulating, identifying, planning and implementing improvements to all enabling approaches.

2.4.3 Involvement and interaction with customers, partners and representatives of society

This third area addresses the leader's role in relation to key external stakeholders. Understanding and responding to stakeholder needs and recognizing their contribution to the organization are critical components in establishing long-term strategy and designing the organization's management system. The following key questions are to be assessed in this area:

- i) Do leaders meet with key stakeholders in order to understand their needs?
- ii) Do leaders work at creating an environment to help build beneficial partnerships with stakeholders? (Anyamele 2007)

To answer these questions positively leaders have to work hard to meet, understand and respond to the needs and expectations of students, governing bodies, funding bodies, staff internal to the College in other areas, and other stakeholders. This responding should be done through a pro-active policies and strategies to build up partnerships to support the College to achieve its goals.

The private sector shows that saving money by cutting back on engaging with your customers and partners is a false economy. Understanding those you work with and for helps to build strong relationships and, ultimately, to achieve your objectives. Our study has shown that people are more willing to listen to companies with strong reputations: where there is trust, communications are more effective (Ipsos MORI, 2009).

Ipsos MORI has identified three key elements that separate the best from the rest:

1. Leadership – the best organisations have boards with a clear set of priorities and a shared vision of how to achieve them, and articulate this directly and indirectly via their...

2. Staff – it is not all about leadership. Good stakeholder relationships are built up over many day-today interactions – staff at all levels need to be credible, consistent, and share their organisation’s objectives.

3. Communication – organisations need to communicate their objectives well – internally as well as externally – and conduct real, two-way conversations with their stakeholders (feedback, don’t just mutely listen) (Ipsos MORI, 2009).

In addition, university leadership should establish partnerships within and outside the university, as well as within and outside the education sector. This goal can be achieved when institutional leadership takes the responsibility for the pro-active management of specific partnering relationships (Anyamele 2007).

Senge (1992) noted that “Leaders in learning organizations have the ability to conceptualize their strategic insights so that they become public knowledge, open to challenge and further improvement” (McCarthy and Greatbanks, 2006). Leadership commitment to sustaining quality improvement has been significant for the success of TQM implementations at UK HEIs (Asare, Longbottom and Murphy 2005). In award

applications for quality, organisations described how their leaders encouraged everyone to take part in improvement activities and given time and training to do so (McCarthy and Greatbanks, 2006). In addition to this, leaders should establish and participate in joint improvement activities within and outside the university (Anyamele 2007). Good internal and external communication is therefore being valued as a key process for consulting, interacting with, and informing staff, students and other stakeholders about policy, strategy, values and direction of the institution (Asare, Longbottom and Murphy 2005).

Leaders also have to involve with professional organisation activities, including active involvement at conferences and seminars, particularly promoting and supporting Excellence. In addition leaders should take a wide role in contributing and integrating the College with the society. First of all they have to recognize individuals, teams and groups of stakeholders for their contribution and loyalty. Then leaders have to encourage activities that aim to improve the environment and the University contribution to the local community and the wider society, with the view to respecting the rights and interests of future generations.

2.4.4 Motivating, supporting and recognizing the university's people, and nurturing a culture of excellence

This fourth area concerns the relationship between leaders and the people who work for the organization. "The effective "leadership" in higher education is about two things. First, it is about "communication" of a clear statement "mission, vision, values and principles". Second, it is about successful implementation of "core processes" with the help of empowered staff aided by timely data, information, intelligence and knowledge of best practices" (Asare, Longbottom and Murphy 2005).

This sub-criterion involves how leaders personally communicate organization's mission, vision, values, policy and strategy, plans, objectives and targets to people who work in the organization (Anyamele 2007). The leaders should use a simple way in communication to help people to understand details very well. The chancellor, deanery, heads and program leaders must personally and actively seek to use the experiences, ideas, and suggestions put forward by academic and non-academic staff to formulate policies and strategies and to set improvement objectives and targets (Asare, Longbottom and Murphy 2005). Good understanding will lead people to good applying for the strategic and operational plans, and good achieving for College goals. Leaders "should recognize their staff, both team and individual efforts, through the staff appraisal system. They should also make themselves accessible and actively listen to and respond inspirationally to staff at all levels of the university structure by listening and learning, sharing experience and learning from each other and taking action" (Anyamele 2007).

"An effective leader must take the time to recognize and reward people for what they've done. Individuals may become tired, bored or frustrated with a particular task or goal. They are often tempted to give up. The leader must provide the encouragement to motivate members to carry on" (DeKlein and Meg Penstone 2011). Encouragement and motivation for employees come in the context of support them by leaders to achieve their plans, objectives and targets for the benefit of both individuals and the college. Encouragement is the act of encouraging; incitement to action or to practice (Wikipedia 2012). In addition, Motivation is the inner drive that pushes individuals to act or perform. Motivation is the activation or energization of goal-oriented behavior (Wikipedia, 2010). To Nelson and Quick (2003), motivation is the process of arousing and sustaining goal-directed behavior. Yet, Luthans (1998) sees it

as the process that arouses, energizes, directs, and sustains behavior and performance, while Pinder (1998) defines work motivation as the set of internal and external forces that initiate work-related behavior, and determine its form, direction, intensity and duration" (Mawoli and Babandako 2011).

No leader is ever the single and continuing source of motivation for a person. While the leader's encouragement, support, inspiration, and example will at times motivate followers (Palmer 2012). Motivation is associated with a search for the means by which members' job performance and productivity may be improved or maintained (Elding 1999). The leader's greatest role in motivating is to recognise people for who they are, and to help them find their own way forward by making best use of their own strengths and abilities (Palmer 2012). Participation in the setting of goals and work load have all been found to play an important role in determining worker motivation (Elding 1999).

Leaders have to take in consideration the importance of participating College staff in improvement activities, particularly cross-team working. Self-assessment using EFQM Excellence model can help to implement open, innovative organizational culture by involving people in different organizational positions and levels (Pipan and Sokovic 2011). With regards to the management of organisations is that they should "pay to attract and ensure the participation of people in organisational activities, but that they should rely upon such techniques as job enrichment and participative management to motivate performance by employees" (Boal & Cummings [1981]) (Elding 1999) and he says that "research on employee participation also suggests that the effects vary depending on the type of participation. Programs that involve employees directly in how work is done, give them decision making authority, focus on job issues, and link compensation to worker efforts

significantly increase productivity (Levine and Tyson [1990]; Eaton and Voos [1992]).

Results generally improve when people are able to participate in deciding what the results should be (Finch and Maddux 2006). Managers must involve people in the decisions that will ultimately affect them, as people will have more interest in getting involved in matters of importance to them personally. Managers need to take into consideration the individual differences in the people in their workgroup, as variability in ability and motivation will impact involvement. Providing access to relevant information and resources will contribute to the likelihood of successful empowerment. Removing unnecessary bureaucratic controls and constraints will ease successful completion of tasks (YUKL and BECKER 2006).

In the context the leaders should encourage diversity and equality of opportunity in all aspects of college life. Studies on diversity in organizations generally define diversity by referring to one or more employees' socio-demographic traits such as gender, race, ethnicity and age, and subsequently examine the effects of these differences on a variety of organizational practices and outcomes (see Milliken & Martins 1996 for a review) (Janssens 2005). Introducing diversity in an organisation can be a difficult task because existing assumptions about ways of working need to be changed (IFRC 2004). In general, the diversity literature focuses on and promotes above all the advantages of diversity and calls for a management that not only shows a passive tolerance for diversity, but is prepared and capable of actively supporting and stimulating the increasing heterogeneity (Janssens and Steyaert 2003).

An important step in the process of introducing diversity in an organisation, is changing its working culture. This process of diversity management should result in a

situation in which every member of an organisation is able to perform his potential while maintaining his cultural values (IFRC 2004). The challenge for an organisation is to create the conditions in which every employee has the opportunity to express all the relevant aspects of herself or himself (Janssens and Steyaert 2003).

When we say that equality of opportunity with regard to a certain advantage should obtain for a group of people, we mean that certain factors should and other factors should not influence these people's differential attainment of advantage (Hild and Voorhoeve 2001). Were we to optimize over a higher dimensional policy space, then it would probably be the case that no country would have achieved full equality of opportunity (Roemer 2002). And in a global justice problem, equality of opportunity is satisfied if individual well-being is independent of exogenous irrelevant characteristics (Calsamiglia 2007).

The motivating idea of this conception is that equality of opportunity demands people to be equally able to achieve the same outcomes through their free choices, but that inequalities of outcomes are permissible when caused only by differences in people's free choices (Hild and Voorhoeve 2001). Equality of opportunity is not achievable if all employees do not have equal access to the facilities they need for their everyday tasks. Equality of opportunity policies aim at reducing inequality between individuals with respect to the access to some basic data and information. The implementation of these policies requires defining properly what exactly should be "equal" and finding ways of measuring equality (Blanco 2009).

2.4.5 Identifying and championing organizational change.

Unlike management, leadership does not produce consistency, but change. Leadership is about generating movements and currents within the organization (Hides, Davies and Jackson 2004). In addition to pro-active understanding and selecting the needed change to be made within the institution, to the institution framework or make-up, and the external relationships that the institution needs to alter to drive or support change, institutional leadership should understand the internal and external drivers for change, and their implications (Anyamele 2007).

Organisations requires to be capable of fast, radical change and those aspiring to be the best must be able to lead change rather than just follow it (Mullins, 1999) (Asare, Longbottom and Murphy 2005). Leaders produce change through the processes of establishing direction through vision and strategy, aligning people whose cooperation is needed to achieve the vision, and motivating and inspiring them to overcome the barriers to change (Evans). Creating local champions can help to overcome this, but the project members have found that senior management must support these (Hides, Davies and Jackson 2004), and they have to be in the front of employee to direct changing plans and drive it forward.

As Tallman (1992): "Change would only occur when the balance shifted between Driving Forces and restraining forces. Driving forces are those forces which positively affect and enhance the desired change. They may be persons, trends, resources, or information. Opposing them are the restraining forces, which represent the obstacles to the desired change (Lewin 1947). The use of force-field analysis is similar, offering a way to systematically examine the potential resources that can be brought to bear on organizational change and the restraining forces that can be

anticipated. This advance planning and analysis assists in developing strategies to implement the desired change. Leaders must secure the resources and investments needed to support change and they have to manage processes and resources effectively to achieve real change". Kanter (1983) describes how the following three sets of "basic commodities" or "power tools" can be acquired by members of an organization to gain power:

- Information (data, technical knowledge, political intelligence, expertise).
- Resources (funds, materials, staff, time).
- Support (endorsement, backing, approval, legitimacy).

If the organization does not have sufficient time, staff, funds, or other resources to fully implement the change, the change efforts will be sabotaged (Tallman 1992).

When managing change, the key objective is to apply the risk management framework to both identify and analyse the related risks in a more precise and decisive way (WCI 2012). When change management is applied effectively, we can prevent or avoid costs and mitigate risks tied to how individual employees adopt and utilize a change (Prosci 2009). To avoid real risk leaders have to apply risk management to keep the efforts in the way of achieving the College goals.

Some of the real benefits from applying risk management to managing change, taken from the understanding of operational managers to the concept of change management which able them to implement practical actions to support the plan (WCI 2012). Change Management provides an important safety mechanism that ensures that

the organization has considered risk and, where possible, has effectively coordinated aspects of change while considering interactions between changes, as well as the impact of change upon business operations (Scarborough 2011). In addition Scarborough said that (2011): " The risk of change often avails itself in five ways:

- The risk of unauthorized and properly assessed changes.
- The risk of unplanned outages.
- The risk of a low change success rate.
- The risk of high numbers of emergency changes.
- The risk of significant project delays.

As the University of Adelaide (2009): McKinsey & Co (2006), Shaffer & Thomson (1998), and Corporate Leadership Council (CLC, 2001) site studies of hundreds of companies that entered significant change programs. Their research indicates that 60% -70% of significant and complex change management programs grind to a halt because of their failure to produce the hoped-for results. The research identified that failure is not necessarily due to poor technical solutions; it was the result of poor project planning and change management. In addition, "Several of the most common reasons for failed change programs include a lack of commitment from the top, change overload, lack of incentives tied to the change initiative and a lack of training" (Durant 1999).

More often than not, change managers struggle to make change programmes tangible, in particular to staff in operational type roles. Talking about 'changing

culture' or 'changing values' can seem very ethereal; with people not always appreciating the value, understanding what is required of them or what needs to be done (WCI 2012). Commitment from senior management is required if the change program is to succeed. People reveal their values through their actions, not their words. Employees infer what is important from management's behavior (Durant 1999).

Change plans and the reasons for them are well communicated to staff and other stakeholders by leaders (Steed 2003). And change must become a core organizational value using customer feedback, internally developed organizational improvements and other external feedback. Change initiatives should also be linked to efforts to improve overall performance and profitability (Durant 1999).

Communication serves many purposes in an organization undergoing change. It enables not only leaders to send important messages to the work force but also workers to offer help and ask for assistance (APQC and Jehn 1999).

Also, in addition to supporting and enabling other institutional officers and staff to manage the transition and change process, higher education leaders at all levels need to take responsibility for the development of their capabilities and competencies in management as well as academic practices (see Ramsden, 1998) (Anyamele 2007).

Metrics and performance measures, however, can neither substitute for intrinsic importance as drivers of change nor can they be developed in the absence of agreement concerning goals and outcomes (Fountain 2006). Measurement is important to successful change. All of the best-practice organizations measure

progress and status. For example, important stakeholders, including customers and the work force chief, are surveyed often to help define appropriate change, develop understanding of the progress of change and identify high-leverage areas for change. The results of these measurements typically are shared widely with the work force (APQC and Jehn 1999). The best organizations measure objective outcomes, such as changes in employee behavior, including program participation rates or reporting safety concerns (Watson 2011). And creating objective measures for performance will demonstrate your commitment to the change initiative (Durant 1999). Watson report (2011) mentions five practice which can be the measures of effective change:

1. Achieving the desired operational goals from change initiatives
2. Improving organizational financial performance through change initiatives
3. Identifying the changes that are necessary to be successful
4. Changing at the right pace
5. Sustaining positive impact from changes for at least five years

2.5 Quality and Excellence in the University College for Applied Science (UCAS).

In order to understand the efforts of UCAS to achieve Excellence and the backgrounds of its development the researcher took the information below from two main sources: UCAS website and its brochures.

2.5.1 Establishment of UCAS

In 1998, the College was established to provide the Gaza Strip community with its needs for highly qualified and well-trained professionals. With the continuing growth and high demand for its graduates, the newly born college eventually moved to a new campus in 2003. Started with only 200 students studying in three majors, there are currently over 8,500 students pursuing their technical education in more than 34 majors.

With the ever-increasing demand, the College established the Gaza Polytechnic Institute in 2006 to expand its services to the southern part of the Gaza Strip. Further, the College established the University College of Applied Sciences to launch its bachelor degree programs in 2007(ucas.edu.ps).

UCAS Vision: is to become the leading college in the region providing distinguished training in technical and vocational education focusing on applied sciences.

UCAS mission: is to provide the various sectors in Palestine and the region with its needs for highly qualified and skillful professionals; thus participating in building a modernized state.

Towards this end, the College strives to:

- Opening new majors based on local and regional job markets.
- Developing performance of our academic and administrative staff.
- Providing state-of-the-art learning facilities to our students.
- Expanding and modernizing our central library as an indispensable academic tool for students and faculty.

- Maintaining strong relations with local and international partners through which mutual benefits could be achieved.

UCAS uses the credit-hour system. The academic year consists of two sixteen-week semesters and an optional eight-week summer semester. UCAS saves no effort to provide its students with comprehensive support at all levels, The College requires regular attendance at all classes, lectures, laboratory sessions and seminars.

Upon successfully completing around 70 credit hours, UCAS students are awarded the diploma degree; and upon completing 140 credits, UCAS students are awarded the bachelor degree (ucas.edu.ps).

While working towards their degrees at the College, students will utilize well-equipped, state-of-the-art labs, a centralized library with an automated library information system, and sport facilities for its students.

The College has a modern information system that integrates its academic, administrative, and student activities thus operating as a modernized campus.

Dedicated space for student extracurricular activities. Computer clusters for teaching and individual use. All students are given free access to the Internet and an email address (ucas.edu.ps).

UCAS carries the responsibility of communicating and interacting with the national and international potential partners including current and prospective academic and research funding trusts, business and community leaders and civic organizations. UCAS primarily liaises with prospective partners in the following areas:

1. International academic associations: UCAS, in the academic year 2010-2011, has been granted the memberships of:
 - United Nations Academic Impact
 - The Magna Charta Universitatum
 - Programme for Palestinian European Academic Cooperation in Education (PEACE)
 - International Vocational Education and Training Association (IVETA)
 - UNIMED, Mediterranean Universities Union
 - EurAsian Universities Union(EURAS)

2. Regional Research partnership programs: The UCAS consistently applies for the European Union Academic partnership programs including Erasmus Mundus, Tempus and FP7, and the interested research areas can be:
 - Alternative Energy
 - ICT
 - Water and Environment
 - Academic quality
 - Educational Sciences
 - Business Studies

3. Academic Scholarships:

The UCAS seeks to improve the quality of its academic and vocational training services through guiding its staff to the technical and financial means to develop their teaching and research skills through higher education. It also provides its students with the resources to pursue higher degrees upon their graduation. The UCAS has recently joined the United Palestinian Appeal (UPA) scholarship program (ucas.edu.ps).

4. Cooperation agreements :

UCAS has recently signed several cooperation agreements with local colleges and universities to support the academic field, such as:

- a. College of Sciences and Technology - Khan Younis
- b. Palestine Technical College -Deir El-Balah
- c. University of Gaza
- d. Engineers Association in Gaza
- e. Palestine General Federation of Trade Union

2.5.2 UCAS and Quality

Based on deep believe that offering outstanding services requires development for quality and academic performance, UCAS established Quality Unit. This unit aims at promoting academic efforts as well as developing administrative and services aspects at the college (ucas.edu.ps).

Quality Unit:

Vision

Quality Unit aims at fortifying the position of the University College for Applied as a pioneering institution through supervising on the process of applying of quality standards to reach excellence (ucas.edu.ps).

Mission

Quality Unit seeks to provide students with distinct and unique academic services. It also works hard to develop the performance of academic and administrative staff , in addition to improve other fields of services in conformity with related international standards (ucas.edu.ps).

Objectives

The unit plans to form a comprehensive strategic plan includes different programs aim at developing educational searching process. It also tries to highlights on UCAS`s role in serving the local community (ucas.edu.ps).

Tasks

1. Settle the concept of comprehensive quality concerning academia.
2. Get benefit from Arab and international experiences.
3. Hold seminars and workshops in filed of Quality.
4. Update and develop college's activities trough awards of creativity and excellence.
5. Form evaluative measures for academic majors and syllabuses.

6. Consult with decision makers about constructive scientific proposals and notions.

Achievements

1. Reevaluate questionnaires of employees and establish self evaluation forms.
2. Hold several lectures and seminars about Quality.
3. Provide concerned departments with recommendations
4. Establish sub committees for quality at academic departments.
5. Attend courses and conferences related to quality of education held by other associations

Aspirations

1. Fortify the role of Quality unit as a main reference for other departments.
2. Achieve the planned vision in order to developing the educational process
3. Form a strategic plan for the coming years
4. Publish annual journal in field of quality
5. Hold an academic day about Quality at the Higher Education
6. Take part on quality conferences
7. Share experiences with other educational institutions

2.5.3 UCAS and ISO

UCAS succeeded to obtain the international quality certificate ISO 9001 - 2008, which is awarded to institutions which have the quality management system compliant with this International Standards, With this internationally recognized

certificate, UCAS is considered the first academic institution at the national level to obtain this certificate.

Rustom (2011), the Rector of UCAS, conclude the quality projects of the college as: “This achievement is the result of the continued efforts of the UCAS staff on all levels, who have worked for three consecutive years in order to make this great achievement possible, particularly the Quality Unit.” and this achievement comes in line with the vision of UCS to be recognized internationally within 10 years as Rustom said (ucas.edu.ps).

“The Quality Unit has been working for three years with the entire crews in order to achieve this dream and turn it into reality on the ground to attain ISO. This certificate demonstrates that UCAS has a quality management system to ensure the provision of quality academic services, and this will lead to place UCAS among the internationally recognized academic institutions around the world” as Mr. Husam Ismail, the head of the Quality Unit (ucas.edu.ps).

Moreover, many obstacles faced the achievement of this project since its inception, particularly the siege of the Gaza Strip, which has hampered the arrival of many international institutions specialized in the granting of this certificate (ucas.edu.ps).

2.5.4 UCAS Excellence.

UCAS looks forward to get better performance and its leadership work hard to achieve higher levels. As its Chairman of Board of Trustees Mr. Jamal Elkhodary:

"Excellence and leadership occupy an important part of UCAS vision and mission. It is the first academic institution in Palestine to attain the quality certificate ISO9001 and to win the 2007 Palestine Award of Excellence and Innovation" (UCAS Guide 2011).

In this context Rustom (2011) clarify that: "Guiding by a vision to be a leading College in the region, UCAS strives to shape a better educational life for a brighter future of Palestine" (UCAS Guide 2011). From leadership point of view as Middlehurst, (1993) "leadership is the development of a vision which dictates the framework within which one seeks to move. Without vision you can't continue" (Bryman 2007).

This study is in the context of assessing UCAS leadership to be at excellence level. UCAS also has to assess other items in the EFQM Excellence model in order to achieve EFQM Excellence Award. Other higher education institutes should start its real steps to develop quality systems to get better education.

CHAPTER 3

Methodology

3.1 Introduction

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

3.2 Study Methodology:

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

The secondary resources include the use of books, journals, statistics and web pages.

The primary data were collected by using questionnaires that was obtained from the EFQM Excellence Model 2003 – Higher Education version.

3.3 Population and sample size:

The population of the study includes 80 employees working in the UCAS and has a direct interaction with college leaders and represent all departments of the College. They was the main teams worked to apply ISO 9001 Model and they are familiar with applying quality models. The population consider as a comprehensive sample for the study.

Table 2: (3.1) Distribution of Employeees

Item	Number of Employee
Academic	150
Administrative	250
Employees interact with college leaders	80

The questionnaires were distributed and collected early October 2012. The response rate was 80% with number of 64 returned out of the 80 distributed questionnaires.

3.4 Tool Development and Design

A questionnaire was designed according to leadership sub-criteria from EFQM Excellence Model to assess the leadership role in the UCAS according to EFQM Excellence Model. The questionnaire's items took from the EFQM Excellence Model – Higher Education Version, which published in 2003 by Sheffield Hallam University with endorsement from the European Foundation for Quality Management (EFQM).

3.5 Data Measurement

In order to be able to select the appropriate method of analysis, the level of measurement must be understood. For each type of measurement, there is/are an appropriate method/s that can be applied and not others. In this study, ordinal scales were used. Ordinal scale is a ranking or a rating data that normally uses integers in ascending or descending order. The numbers assigned to the important (1,2,3,4,5) do not indicate that the interval between scales are equal, nor do they indicate absolute quantities. They are merely numerical labels. Based on Likert scale we have the following:

Table 3: (3.1): Likert scale

Item	<i>Strongly agree</i>	<i>Agree</i>	<i>Do not Know</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
Scale	5	4	3	2	1

Test of Normality for each field:

Table (3.1) shows the results for Kolmogorov-Smirnov test of normality. From Table (3.1), the p-value for each field is greater than 0.05 level of significance, then the distribution for each field is normally distributed. Consequently, Parametric tests will be used to perform the statistical data analysis.

Table 4: (3.2) : Kolmogorov-Smirnov test

Field	Kolmogorov-Smirnov	
	Statistic	P-value
Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	0.680	0.744
Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	0.770	0.594
Leaders are involved with and interact with customers, partners and representatives of society	0.868	0.439
Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	0.955	0.321
Leaders identify and champion organizational change	0.661	0.774
All paragraphs of the questionnaire	0.626	0.828

3.6 Statistical analysis Tools

The researcher would use data analysis both qualitative and quantitative data analysis methods. The Data analysis will be made utilizing (SPSS 20). The researcher would utilize the following statistical tools:

- 1) Kolmogorov-Smirnov test of Normality.
- 2) Pearson correlation coefficient for Validity.
- 3) Cronbach's Alpha for Reliability Statistics.
- 4) Frequency and Descriptive analysis.
- 5) Parametric Tests (One-sample T test).

T-test is used to determine if the mean of a paragraph is significantly different from a hypothesized value 3 (Middle value of Likert scale). If the P-value (Sig.) is smaller than or equal to the level of significance, $\alpha = 0.05$, then the mean of a paragraph is significantly different from a hypothesized value 3. The sign of the Test value indicates whether the mean is significantly greater or smaller than hypothesized value 3. On the other hand, if the P-value (Sig.) is greater than the level of significance, $\alpha = 0.05$, then the mean a paragraph is insignificantly different from a hypothesized value 3.

3.7 Validity of Questionnaire

Validity refers to the degree to which an instrument measures what it is supposed to be measuring. Validity has a number of different aspects and assessment approaches. Statistical validity is used to evaluate instrument validity, which include internal validity and structure validity.

3.7.1 Internal Validity

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

Table (3.2) clarifies the correlation coefficient for each paragraph of the "Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 5: (3.3): Correlation coefficient of each paragraph of "Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	The University's mission and vision are developed and whether they are understood by all stakeholders	.782	0.000*
2.	Role modeling ethics and values are developed, communicated and implemented at all leadership levels, to support the creation of the organization's culture	.740	0.000*
3.	The effectiveness of all leaders within the University is reviewed,	.681	0.000*
4.	How this information is acted upon to improve the effectiveness of leaders and influence future leadership requirements	.757	0.000*
5.	leaders are personally and actively involved in improvement activities either at a University-wide or local level	.765	0.000*
6.	leaders stimulate and encourage empowerment, creation and innovation e.g. through changing team/University structures to encourage cross-functional working, funding learning, supporting improvement activities etc.	.804	0.000*
7.	Encouragement and support is given for leaders to engage with and act upon the learning from training and other learning activities	.819	0.000*
8.	Improvement activities are suitably prioritized and managed	.857	0.000*
9.	Leaders actively stimulate and encourage collaboration and partnership working within the University.	.800	0.000*

* Correlation is significant at the 0.05 level

Table (3.3) clarifies the correlation coefficient for each paragraph of the "Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 6: (3.4): Correlation coefficient of each paragraph of "Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	T University's structure is aligned to support the delivery of its policy and strategy	.814	0.000*
2.	A system for managing processes across the University is developed and implemented	.683	0.000*
3.	Clear ownership for University wide processes is established and maintained	.871	0.000*
4.	A process for the development, deployment and updating of policy and strategy is developed	.919	0.000*
5.	A process for the development, deployment and updating of policy and strategy is implemented	.889	0.000*
6.	An effective process for governance is in place which is developed and implemented	.794	0.000*
7.	A process for the measurement, review and improvement of a balanced set of key results is developed and implemented	.895	0.000*
8.	Processes for stimulating, identifying, planning and implementing improvements to all enabling approaches are developed and implemented.	.793	0.000*

* Correlation is significant at the 0.05 level

Table (3.4) clarifies the correlation coefficient for each paragraph of the "Leaders are involved with and interact with customers, partners and representatives of society" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 7: (3.5): Correlation coefficient of each paragraph of "Leaders are involved with and interact with customers, partners and representatives of society" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	leaders meet, understand and respond to the needs and expectations of students, governing bodies, funding bodies, staff internal to the University in other areas, and other stakeholders	.769	0.000*
2.	Partnerships are established within and outside the University, as well as within and outside the Education sector	.772	0.000*
3.	leaders establish and participate in joint improvement activities within and outside the University	.829	0.000*
4.	Individuals, teams and groups of stakeholders are recognized by leaders for their contribution and loyalty	.814	0.000*
5.	leaders participate or are involved with professional organization activities, including active involvement at conferences and seminars, particularly promoting and supporting Excellence	.841	0.000*
6.	Activities that aim to improve the environment and the University contribution to the local community and the wider society are encouraged by leaders, with the view to respecting the rights and interests of future generations.	.833	0.000*

* Correlation is significant at the 0.05 level

Table (3.5) clarifies the correlation coefficient for each paragraph of the " Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence " and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 8: (3.6): Correlation coefficient of each paragraph of "Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	University's mission, vision, values, policy and strategy, plans, objectives and targets is personally communicated by leaders to all staff	.887	0.000*
2.	leaders are accessible and actively listen to and respond inspirationally to staff at all levels of the University structure	.904	0.000*
3.	Staff are actively encouraged, helped and supported by leaders to achieve their plans, objectives and targets for the benefit of both individuals and the University	.909	0.000*
4.	Staff are encouraged and supported by leaders to participate in improvement activities, particularly cross-team working	.918	0.000*
5.	leaders recognize both team and individual efforts, at all levels within the University, in a timely and appropriate manner	.923	0.000*
6.	Equality of opportunity and diversity in all aspects of University life is actively encouraged and supported by leaders.	.900	0.000*

* Correlation is significant at the 0.05 level

Table (3.6) clarifies the correlation coefficient for each paragraph of the "Leaders identify and champion organizational change" and the total of the field. The p-values (Sig.) are less than 0.05, so the correlation coefficients of this field are significant at $\alpha= 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Table 9: (3.7): Correlation coefficient of each paragraph of "Leaders identify and champion organizational change" and the total of this field

No.	Paragraph	Pearson Correlation Coefficient	P-Value (Sig.)
1.	All leaders understand the internal and external drivers for change, and their implications	.799	0.000*
2.	leaders are proactive in understanding and selecting changes that need to be made within the organization, to the organization framework or make-up, and the external relationships that the organization needs to alter to drive or support change	.904	0.000*
3.	leaders are wholly involved in driving forward and developing change plans	.841	0.000*
4.	The resources and investments needed to support change are secured by leaders	.895	0.000*
5.	The risks associated with change, and the effective delivery of the overall change program are analyzed and managed by leaders	.875	0.000*
6.	Change plans and the reasons for them are well communicated to staff and other stakeholders by leaders,	.838	0.000*
7.	Leaders give the opportunity for feedback and provide employees input	.869	0.000*
8.	leaders support and enable their managers and staff to manage the transition and change process	.884	0.000*
9.	Effectiveness of changes is measured and reviewed by leaders, who share the knowledge gained, and learning from the experience.	.805	0.000*

* Correlation is significant at the 0.05 level

3.7.2 Structure Validity of the Questionnaire

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

Table (3.7) clarifies the correlation coefficient for each field and the whole questionnaire. The p-values (Sig.) are less than 0.05, so the correlation coefficients of all the fields are significant at $\alpha = 0.05$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study.

Table 10: (3.8): Correlation coefficient of each field and the whole of questionnaire

No.	Field	Pearson Correlation Coefficient	P-Value (Sig.)
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	.907	0.000*
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	.890	0.000*
3.	Leaders are involved with and interact with customers, partners and representatives of society	.881	0.000*
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	.948	0.000*
5.	Leaders identify and champion organizational change	.954	0.000*

* Correlation is significant at the 0.05 level

3.8 Reliability of the Study

The reliability of an instrument is the degree of consistency which measures the attribute; it is supposed to be measuring (Polit & Hunger,1985). The less variation an instrument produces in repeated measurements of an attribute, the higher its reliability. Reliability can be equated with the stability, consistency, or dependability of a measuring tool. The test is repeated to the same sample of people on two occasions and then compares the scores obtained by computing a reliability coefficient (Polit & Hunger, 1985).

3.9 Cronbach's Coefficient Alpha

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

Table (3.8) shows the values of Cronbach's Alpha for each field of the questionnaire and the entire questionnaire. For the fields, values of Cronbach's Alpha were in the range from 0.893 and 0.964. This range is considered high; the result ensures the reliability of each field of the questionnaire. Cronbach's Alpha equals 0.981 for the entire questionnaire which indicates an excellent reliability of the entire questionnaire.

Table 11: (3.9): Cronbach's Alpha for each filed of the questionnaire

No.	Field	Cronbach's Alpha
	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	0.914
	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	0.936
	Leaders are involved with and interact with customers, partners and representatives of society	0.893
	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	0.956
	Leaders identify and champion organizational change	0.964
	All paragraphs of the questionnaire	0.981

The Thereby, it can be said that the researcher proved that the questionnaire was valid and reliable.

Chapter 4

Data Analysis and Discussion

4.1 Introduction

This chapter represents the discussion of the results of the field work and provides qualitative description of the study sample. It provides an analysis of the applying the Leadership criterion in Higher Education Institutes, specifically in UCAS. This chapter also presents a conclusion of the analysis of the hypothesis. Finally this chapter shows the recommendations that have been proposed by the researcher.

4.2 Personal data

4.2.1 Qualification

Table 12: (4.1): Qualification

Qualification	Frequency	Percent
Bachelor	35	54.7
Master	25	39.1
P.H.D	4	6.3
Total	64	100.0

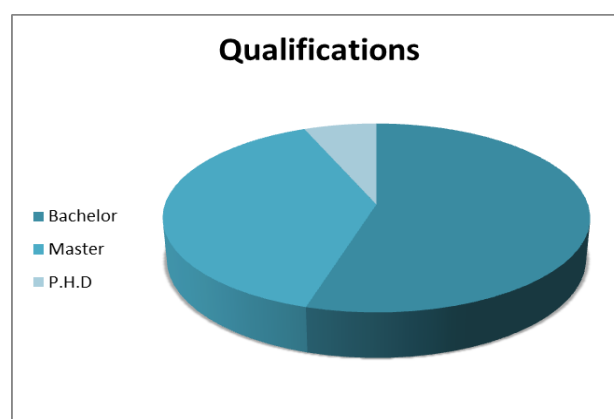


Figure 2: (4.1): Distribution of Qualification

Table No.(4.1) shows that 54.7% of the sample are " Bachelor " holders, 39.1% of the sample are " Master " holders and 6.3% of the sample are " P.H.D " holders.

More than half of the sample are Bachelor degree holders, this is because of the nature of the College in its initiative when it was gives Diploma degrees only, but in 2007 UCAS received the accreditation of the Palestinian Ministry of Higher Education to launch its bachelor degree programs under the name of the University College of Applied Sciences (UCAS).

4.2.2 Occupation:

Table 13: (4.2): Occupation

Occupation	Frequency	Percent
Administrative	20	31.2
Academic	44	68.8
Total	64	100.0

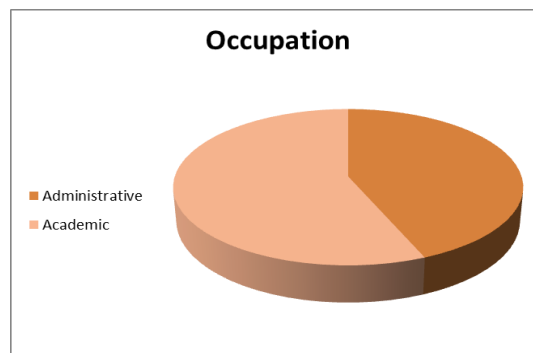


Figure 3: (4.2): Distribution of Occupations

Table No.(4.2) shows that 31.2% of the sample are occupying Administrative occupations, and 68.8% of the sample are occupying Academic occupations. The researcher attributes this to the difference between the no. of Academic staff in comparing with administrative staff in general, where Academic staff are more than (450) and Administrative staff are more than (200).

4.2.3 Years of Experience

Table 14: (4.3): Years of Experience

Years of Experience	Frequency	Percent
Less than 1 year	6	9.4
1 – Less than 4 years	11	17.2
4- less than 7 years	35	54.7
7 years and more	12	18.8
Total	64	100.0

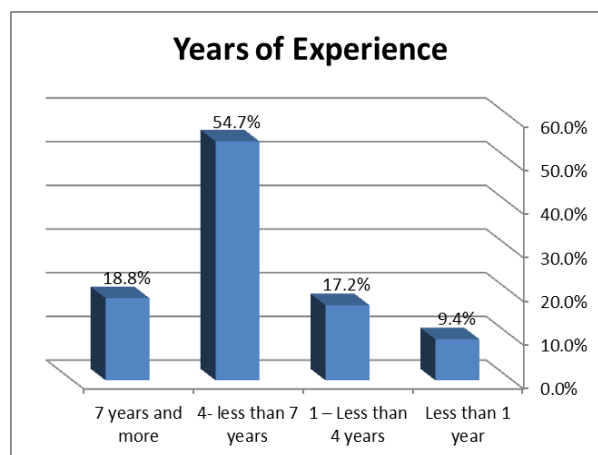


Figure 4: (4.3): Distribution of years of Experience

Table No.(4.3) shows that 9.4% of the sample have experience " Less than 1 years", 17.2% of the sample have experience "1 – Less than 4 years ", 54.7% of the sample have experience "4- less than 7 years" and 18.8% of the sample have experience " 7 years and more ".

As these results more than half of the respondents have experience between 4 to 7 years. This period is suitable to employees to have enough experience and understanding to assess the performance of the leaders and the majority of respondents have good experience.

After analyzing the personnel data it can be said that the majority of respondents have enough experience and qualifications and able to assess the performance of their leaders which lead to good results in this case.

4.3 The analysis and Interpretation of study questions and testing the hypothesis:

4.3.1 The analysis and Interpretation of the questions:

Question (1): To what extent does the college council (leaders) of UCAS develop the Mission, Vision, Values, and role models of a culture of Excellence?

Table 15: (4.4): Means and Test values for “Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level”

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The University’s mission and vision are developed and whether they are understood by all stakeholders	4.16	83.13	13.77	0.000*	1
2.	Role modeling ethics and values are developed, communicated and implemented at all leadership levels, to support the creation of the organization's culture	3.55	70.94	3.47	0.001*	9
3.	The effectiveness of all leaders within the University is reviewed,	4.06	81.25	8.88	0.000*	2
4.	How this information is acted upon to improve the effectiveness of leaders and influence future leadership requirements	3.91	78.13	7.73	0.000*	5
5.	Leaders are personally and actively involved in improvement activities either at a University-wide or local level	4.05	80.94	8.97	0.000*	3
6.	Leaders stimulate and encourage empowerment, creation and innovation e.g. through changing team/University structures to encourage cross-functional working, funding learning, supporting improvement activities etc.	3.80	75.94	5.79	0.000*	6

7.	Encouragement and support is given for leaders to engage with and act upon the learning from training and other learning activities	3.59	71.88	4.08	0.000*	8
8.	Improvement activities are suitably prioritized and managed	3.67	73.44	4.96	0.000*	7
9.	Leaders actively stimulate and encourage collaboration and partnership working within the University.	3.94	78.75	7.83	0.000*	4
	All paragraphs of the filed	3.86	77.15	8.73	0.000*	

* The mean is significantly different from 3

Table (4.4) show that the college council (leaders) of UCAS develop the Mission, Vision, Values, and role models of a culture of Excellence with percentage of 77.15%. The effort of leaders is clear in developing vision, mission, and values and work through them. Respondents show agreement for leaders encouragement to improvement activities and learning from training which give employees wide range to apply new working method actively.

From table (4.4) it could be seen that total mean equals 3.86 (77.15%), Test-value = 8.73, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. And the sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. So, it can be concluded that the respondents agree that leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence. This results come in the line with the findings of Anyamele (2007) study as he found that visionary or “excellent” leaders develop and facilitate the achievement of the mission, vision, develop values required for long-term success. But disagree with the results found in (Koubâa, Kammoun, and Ben-Ayed 2010) as they found in their study that leaders do not take their role in development of the vision and mission and they said that it is time for leaders, for

instance, to be personally involved in the development of their institutional missions, to capture and create a compelling vision, and demonstrate their commitment to anchor a quality culture.

Question (2): To what extent do leaders personally implement and continuously improve college management system?

Table 16: (4.5): Means and Test values for “Leaders are personally involved in ensuring the University’s management system is developed, implemented and continuously improved”

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	The University’s structure is aligned to support the delivery of its policy and strategy	4.13	82.50	11.44	0.000*	1
2.	A system for managing processes across the University is developed and implemented	3.98	79.69	8.28	0.000*	2
3.	Clear ownership for University wide processes is established and maintained	3.81	76.25	6.09	0.000*	3
4.	A process for the development, deployment and updating of policy and strategy is developed	3.67	73.44	5.17	0.000*	6
5.	A process for the development, deployment and updating of policy and strategy is implemented	3.75	75.00	5.54	0.000*	4
6.	An effective process for governance is in place which is developed and implemented	3.64	72.81	4.47	0.000*	7
7.	A process for the measurement, review and improvement of a balanced set of key results is developed and implemented	3.63	72.50	4.78	0.000*	8

8.	Processes for stimulating, identifying, planning and implementing improvements to all enabling approaches are developed and implemented.	3.73	74.69	5.72	0.000*	5
	All paragraphs of the filed	3.79	75.86	7.46	0.000*	

* The mean is significantly different from 3

In general, table (4.5) show that the leaders implement and continuously improve college management system with percentage of 75.86%. The mean equals 3.79 (75.86%), Test-value = 7.46, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. It can be said that the respondents agreed to this field and they agree that the structure of the college aligned to support the delivery of its policy and strategy which are updated by a prepared process. College develops and implement a set of processes arranged in a prepared system enable leader to implement the managerial system effectively.

This results agree with Anyamele (2007) study who show that leaders have to create effective structure as one of most important management system bases. Also the results agree with Winn and Cameron (1998) study whom consider system of processes as nerves to the managerial system and agree with Mora, Leal and Roldán (2006) whom show that policy and strategy must be put into practice through the deployment of the key processes. This result appear disagree with the results found in Koubâa, Kammoun, and Ben-Ayed (2010) study as they found that leaders do not focus sufficiently on the implementation of the process management system which consider as a weakness and they have to show more commitment to managerial system and improve it continuously.

Question (3): To what extent do leaders interact and involved with students and other stakeholders?

Table 17: (4.6): Means and Test values for “Leaders are involved with and interact with customers, partners and representatives of society”

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Leaders meet, understand and respond to the needs and expectations of students, governing bodies, funding bodies, staff internal to the University in other areas, and other stakeholders	3.94	78.75	7.70	0.000*	4
2.	Partnerships are established within and outside the University, as well as within and outside the Education sector	4.25	85.00	12.55	0.000*	1
3.	Leaders establish and participate in joint improvement activities within and outside the University	3.97	79.38	8.88	0.000*	2
4.	Individuals, teams and groups of stakeholders are recognized by leaders for their contribution and loyalty	3.73	74.69	5.40	0.000*	6
5.	Leaders participate or are involved with professional organization activities, including active involvement at conferences and seminars, particularly promoting and supporting Excellence	3.89	77.81	7.17	0.000*	5
6.	Activities that aim to improve the environment and the University contribution to the local community and the wider society are encouraged by leaders, with the view to respecting the rights and interests of future generations.	3.95	79.06	8.03	0.000*	3
	All paragraphs of the filed	3.96	79.11	9.97	0.000*	

* The mean is significantly different from 3

In general Table (4.6) show that leaders interact and involved with students and other stakeholders with percentage of 79.11% and with mean equals 3.96 (79.11%), Test-value = 9.97, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3 and it can be said that the respondents agreed to this field. And it can be noted that the mean of this field is the highest among five fields which reflects that UCAS pay attention to its social responsibility and established wide communications with local society and foreign institutions as appear from the no. of its partnership with International academic associations (with 6 associations), Regional Research partnership programs (with 6 programs) and Local Associations (with 5 associatons) as published on UCAS website (2012). Leaders work to understand all stakeholders' needs and expectations with encouragement to all activities aimed to improve their relationship with them lead to achieve UCAS overall goals.

This result goes in line with the results found by Mitchell and Boyle (2008) as they show the role of leadership in mitigating against destructive emotional barriers to group effectiveness. And the results of (Koubâa, Kammoun, and Ben-Ayed 2010) as they said that it is important to recognize the individuals and teams, including external partners for their contribution to the results since this have a positive effect on the overall effectiveness and efficiency of both parties. This goes also with Anyamele (2007) study who said that higher education leaders should meet, understand and respond to the needs and expectations of students, governing bodies, funding bodies, staff internal to the university in other areas, and other stakeholders through pro-active partnership policies.

Question (4): To what extent do leaders motivate, support and recognize the organization’s people?

Table 18: (4.7): Means and Test values for “Leaders motivate, support and recognize the University’s people, and nurture a culture of Excellence”

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	University’s mission, vision, values, policy and strategy, plans, objectives and targets is personally communicated by leaders to all staff	3.78	75.63	5.32	0.000*	2
2.	Leaders are accessible and actively listen to and respond inspirationally to staff at all levels of the University structure	3.91	78.13	7.01	0.000*	1
3.	Staff are actively encouraged, helped and supported by leaders to achieve their plans, objectives and targets for the benefit of both individuals and the University	3.56	71.25	4.10	0.000*	6
4.	Staff are encouraged and supported by leaders to participate in improvement activities, particularly cross-team working	3.64	72.81	4.71	0.000*	3
5.	Leaders recognize both team and individual efforts, at all levels within the University, in a timely and appropriate manner	3.64	72.81	4.64	0.000*	3
6.	Equality of opportunity and diversity in all aspects of University life is actively encouraged and supported by leaders.	3.61	72.19	4.35	0.000*	5
	All paragraphs of the filed	3.69	73.80	5.51	0.000*	

* The mean is significantly different from 3

In general Table (4.7) show that the leaders motivate, support and recognize the organization's people with percentage of 73.80%. The total mean of this field equals 3.69 (73.80%), Test-value = 5.51, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3 and it can be concluded that the respondents agreed to this field. And this reflect the personal role of the leaders in communicating all staff with objectives and policies and they are accessible inspirationally to all staff at all levels to answer their enquiries and help them to do their jobs. Leaders have to pay more attention to distribution of resources and opportunities among department and staff to encourage employees and motivate them to give better performance with respect to present effort done by leaders nowadays in this subject.

This goes in line with the results found in Wady and Saqer (2012) study as they found that leaders have to pay more focus on the leadership part of its organizational development initiative and its leadership training program. And agree with Anyamele (2007) study as he found that institutional leadership should inspire and motivate the entire staff, where development, learning, innovation and creativity by all staff members are encouraged, and with Abu Ma'amar (2009) as she found that leaders have to give employees the commensurate powers with the responsibilities entrusted to them. But this results show disagree with Asare, Longbottom and Murphy (2005) as they observed that, in an environment where most academics resent a formal hierarchical style of leadership, coupled with a strong desire to maintain the status quo, means that management and leadership practices meant to empower staff are simply not effective.

Question (5): To what extent do leaders identify and champion organizational change?

Table 19: (4.8): Means and Test values for “Leaders identify and champion organizational change”

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	All leaders understand the internal and external drivers for change, and their implications	3.86	77.19	6.53	0.000*	2
2.	Leaders are proactive in understanding and selecting changes that need to be made within the organization, to the organization framework or make-up, and the external relationships that the organization needs to alter to drive or support change	3.83	76.51	6.71	0.000*	3
3.	Leaders are wholly involved in driving forward and developing change plans	3.92	78.44	7.17	0.000*	1
4.	The resources and investments needed to support change are secured by leaders	3.59	71.88	4.52	0.000*	7
5.	The risks associated with change, and the effective delivery of the overall change program are analyzed and managed by leaders	3.51	70.16	3.43	0.001*	9
6.	Change plans and the reasons for them are well communicated to staff and other stakeholders by leaders,	3.52	70.31	3.31	0.002*	8
7.	Leaders give the opportunity for feedback and provide employees input	3.73	74.69	5.40	0.000*	4
8.	Leaders support and enable their managers and staff to manage the transition and change process	3.63	72.50	4.52	0.000*	6
9.	Effectiveness of changes is measured and reviewed by leaders, who share the knowledge gained, and learning from the experience.	3.69	73.75	5.15	0.000*	5
	All paragraphs of the filed	3.70	73.92	5.98	0.000*	

* The mean is significantly different from 3

Table (4.8) show that the overall result for this field reflect that leaders identify and champion organizational change with percentage of 73.92%, the mean of this field equals 3.70 (73.92%), Test-value = 5.98, and P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the test is positive, so the mean of this field is significantly greater than the hypothesized value 3. It can be concluded that the respondents agreed to this field. This results show that leaders are championing change and wholly involved in driving change plans forward with good understanding to the internal and external drivers for change with active delivery to change reasons to all staff. They secure all resources needed and give employees the opportunity for feedback and they consider all their input with supporting and enabling managers and staff to manage transition and change process. Finally leaders measure the effectiveness of change and share the knowledge gained with their staff.

This goes in line with the results found by Al Hadidi (2009) that he confirmed the necessity of participation heads of divisions in planning and following up the plans and agree with Issa (2008) as she focus on the development of leaders of the change and concern for the development of skills so as to assist in the formation of a clear vision of what a change. (Koubâa, Kammoun, and Ben-Ayed 2010) as they said that leaders should be personally involved in the measurement and review of the effectiveness of organizational change. This can be achieved through assessment methods such as internal/external audits. It is worth noting that conducting an organizational change is a learning process, which generates a shared knowledge. This results agree also with Mullins (1999) results as he said: "Organisations requires to be capable of fast, radical change and those aspiring to be the best must be able to

lead change rather than just follow it". But, the results show disagree with (Blackmore and Douglas 2003) as they found leaders did not give risk management enough interesting but agree with them on the importance of risk management. The results also goes in the line with the study of Waters and Cameron (2007) which show there is an effect of organizational change on leadership.

The main question: To what extent does UCAS apply the leadership criterion of EFQM Excellence Model?

Table 20: (4.9): Means and Test values for all fields of the Leadership criterion

	Item	Mean	Proportional mean (%)	Test value	P-value (Sig.)	Rank
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	3.86	77.15	8.73	0.000*	2
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	3.79	75.86	7.46	0.000*	3
3.	Leaders are involved with and interact with customers, partners and representatives of society	3.96	79.11	9.97	0.000*	1
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	3.69	73.80	5.51	0.000*	5
5.	Leaders identify and champion organizational change	3.70	73.92	5.98	0.000*	4
	The overall result	3.79	75.90	8.003	0.000*	

* The mean is significantly different from 3

The main question can be answered from the overall result in table (4.9) which show that the UCAS leaders apply leadership criterion of EFQM Excellence Model with the percentage of 75.90% which reflect the ability of leaders to apply leadership criterion of EFQM Excellence Model at satisfying level. Leaders are involved and interact with stakeholders and they develop the vision, mission, and values and role models of culture of Excellence with personal involvement in ensuring the development, implementation and continuous improvement of the managerial system. Leaders know how to identify and champion organizational change and give the support and motivation to all staff with nurturing the culture of excellence to achieve Excellence award.

According to this result the UCAS has good chance to achieve the EFQM Excellence Award, but it needs to develop its performance more to attain all award's requirement. The general results of this study go in the line with the studies of Koubâa, Kammoun, and Ben-Ayed (2010), as they assessed the strengths and weaknesses in higher education institutes in Sfax and emphasize that Excellence Model should be applied in higher education institutes to improve higher education performance. Anyamele (2007), also find that leaders should strengthen education through reinforcing the learning environment in the institution that require building excellence culture and apply EFQM Excellence Model. Vijande and Gonzalez (2007), and Murphy (2005) found that it is vital for management and leadership at all levels within the higher education institutes to co-ordinate best practices for teaching and research, and to direct the efforts of staff towards achieving agreed improvement objectives and targets in excellence manner.

4.3.2 Testing the hypothesis:

Main Hypothesis (1): UCAS apply Leadership Criterion of EFQM

Excellence Model.

Throughout this study all hypothesis were tested and validated. The following are the main results of the test of hypothesis:

Table 21: (4.10) Test values for all fields of the Leadership criterion

	Item	Test value	P-value (Sig.)	Rank
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	8.73	0.000*	2
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	7.46	0.000*	3
3.	Leaders are involved with and interact with customers, partners and representatives of society	9.97	0.000*	1
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	5.51	0.000*	5
5.	Leaders identify and champion organizational change	5.98	0.000*	4
	The overall result	8.003	0.000*	

* The mean is significantly different from 3

As table (4.10) the effect was examined and was found to be significant at ($\alpha=0.05$) between five independent variables and dependent variables. The P-value=0.000 which is smaller than the level of significance $\alpha = 0.05$. The sign of the

test is positive, so the mean of these fields is significantly greater than the hypothesized value 3. It can be concluded that the respondents agreed to these fields (Active). The highest effect on the dependent variable “Applying leadership criterion of EFQM Excellence Model” was of third variable “Leaders are involved with and interact with customers, partners and representatives of society” followed by the first variable “Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level”. After that the second variable “Leaders are personally involved in ensuring the University’s management system is developed, implemented and continuously improved” followed by fifth variable “Leaders identify and champion organizational change”. The last was the fourth variable “Leaders motivate, support and recognize the University’s people, and nurture a culture of Excellence”.

The result of the third hypothesis **“There is a significant effect of interacting by leaders with customers, partners and representatives of society on applying leadership criterion of the EFQM Excellence Model”** goes in line with the results found by Koubâa, Kammoun, and Ben-Ayed (2010) as they said that it is important to recognize the individuals and teams, including external partners for their contribution to the results since this have a positive effect on the overall effectiveness and efficiency of both parties. But, show disagree with Asare, Longbottom and Murphy (2005) as they found a gap for leadership practices linked to communication, suggesting that these practices are “weak” because, even though they are highly important, they are less effective.

The result of the first hypothesis **“There is a significant effect of development of the factors of vision, mission and values on applying leadership**

criterion of the EFQM Excellence Model” agree with the study of Vijande and Gonzalez (2007) as they found a positive effect on the leadership role by developing vision, mission, and values which lead to better results in the context of total quality management. But, this result disagree with the results found in (Koubâa, Kammoun, and Ben-Ayed 2010) as they found in their study that leaders do not take their role in development of the vision and mission and they said that it is time for leaders, for instance, to be personally involved in the development of their institutional missions, to capture and create a compelling vision, and demonstrate their commitment to anchor a quality culture.

The result of the second hypothesis “**There is a significant effect of ensuring the management system development on applying leadership criterion of the EFQM Excellence Model”** appear disagree with the results found in Koubâa, Kammoun, and Ben-Ayed (2010) as they found that in their study that leaders do not focus sufficiently on the implementation of the process management system which consider as a weakness and they have to show more commitment to managerial system and improve it continuously. In this context Winn and Cameron (1998) agree with this results and found that the system of processes consider as nerves to the managerial system and agree also with Mora, Leal and Roldán (2006) whom show that there is an effect occur by policy and strategy when they put into practice through the deployment of the key processes.

The result of the fifth hypothesis “**There is a significant effect of identifying and championing organizational change on applying the leadership criterion of the EFQM Excellence Model”** goes in line with the results found by (Koubâa, Kammoun, and Ben-Ayed 2010) as they said that leaders should be personally

involved in the measurement and review of the effectiveness of organizational change. This can be achieved through assessment methods such as internal/external audits. It is worth noting that conducting an organizational change is a learning process, which generates a shared knowledge. And this agree with the results of Mullins (1999) as he said: "Organisations requires to be capable of fast, radical change and those aspiring to be the best must be able to lead change rather than just follow it". The results show disagree with (Blackmore and Douglas 2003) as they found leaders did not give risk management enough interesting but agree with them on the importance of risk management. This goes in the line with the study of Waters and Cameron (2007) which show there is an effect of organizational change on leadership role in organizations.

The result of the fourth hypothesis **“There is a significant effect of motivation, supporting and recognizing the staff members on applying leadership criterion of the EFQM Excellence Model”** goes in the line with Elding (1999) study who show a significant effect of motivation and supporting from leaders on the employees performance which enhance leadership role. The results show agree with Koubâa, Kammoun, and Ben-Ayed (2010) as they said that leaders have to actively encourage staff members to work toward improvement as a group and they have to recognize their efforts which will make employees feel appreciated by their leaders and feel proud of the achievements. But this results show disagree with Asare, Longbottom and Murphy (2005) as they observed that management and leadership practices meant to empower staff are simply not effective.

Main Hypothesis (2): There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to personal traits.

Sub-hypothesis:

- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their qualifications.

Table 22 (4.11):Independent Samples T-Test of the fields for Qualification

No.	Field	Test Value	Sig.	Means	
				Bachelor	Post graduate studies
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	-0.699	0.487	3.80	3.93
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	-0.418	0.677	3.75	3.84
3.	Leaders are involved with and interact with customers, partners and representatives of society	-0.152	0.880	3.94	3.97
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	0.130	0.897	3.70	3.67
5.	Leaders identify and champion organizational change	0.724	0.472	3.77	3.61
	All fields together	-0.053	0.958	3.79	3.80

Table () shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to Qualification. The sample divided for two groups: Bachelor holder and post graduate studies to be statistically valid. We conclude that the characteristic of the respondents Qualification has no effect on each field.

The results show that all respondents agree with same level for applying leadership criterion of EFQM Excellence Model in UCAS and the academic degree do not affect the agreement of them. It can be said that the leadership criterion of EFQM Excellence Model applied in equality for all staff in the manner of academic degree.

- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their occupations.

Table 23 (4.12):Independent Samples T-Test of the fields for Occupations

No.	Field	Test Value	Sig.	Means	
				Administrative	Academic
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	1.486	0.142	4.27	3.81
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	1.647	0.105	4.29	3.73

3.	Leaders are involved with and interact with customers, partners and representatives of society	1.211	0.230	4.29	3.92
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	1.138	0.259	4.10	3.64
5.	Leaders identify and champion organizational change	1.554	0.125	4.21	3.63
	All fields together	1.564	0.123	4.23	3.74

Table () shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to Occupations. We conclude that the characteristic of the respondents Occupations has no effect on each field.

The results show that all respondents agree with same level for applying leadership criterion of EFQM Excellence Model in UCAS and the type of occupation do not affect the agreement of them. It can be said that the leadership criterion of EFQM Excellence Model applied in equality for all staff in the manner of occupation.

- There are no significance differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to their years of experience.

Table 24 (4.13):ANOVA test of the fields for years of experience

No.	Field	Test Value	Sig.	Means		
				Less than 4	4- less than 7	7 years

				years	years	and more
1.	Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level	2.425	0.097	3.78	3.74	4.30
2.	Leaders are personally involved in ensuring the University's management system is developed, implemented and continuously improved	2.326	0.106	3.93	3.60	4.16
3.	Leaders are involved with and interact with customers, partners and representatives of society	0.638	0.532	3.88	3.91	4.18
4.	Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence	1.070	0.349	3.69	3.57	4.06
5.	Leaders identify and champion organizational change	1.986	0.146	3.75	3.52	4.13
	All fields together	1.903	0.158	3.81	3.66	4.17

Table () shows that the p-value (Sig.) is greater than the level of significance $\alpha = 0.05$ for each field, then there is insignificant difference in respondents' answers toward each field due to years of experience. We conclude that the characteristic of the respondents' years of experience has no effect on each field.

The results show that all respondents agree with same level for applying leadership criterion of EFQM Excellence Model in UCAS and the years of experience do not affect the agreement of them. It can be said that the leadership criterion of EFQM Excellence Model applied in equality for all staff in the manner of years of experience.

In general it can be concluded that there are no differences among respondents toward applying Leadership Criterion of EFQM Excellence Model in UCAS according to personal traits. These results reflect that Leadership Criterion of EFQM Excellence Model applied in equality for all staff and do not affected by personal traits.

4.4 Conclusion:

Throughout the study all questions were answered and all hypothesis were tested and validated. The following are the main findings and results of the study:

1. The college council (leaders) of UCAS apply leadership criterion of EFQM Excellence Model with percentage of 75.97% which reflect the ability of leaders to apply leadership criterion of EFQM Excellence Model at satisfying level. Study found that leaders are involved and interact with stakeholders and they develop the vision, mission, and values and role models of culture of Excellence and they ensure continuous improvement of the managerial system. Leaders also, know how to identify and champion organizational change and give the support and motivation to all staff members.
2. The leaders develop the Mission, Vision, Values, and role models of a culture of Excellence with percentage of 77.15%. The effort of leaders is clear in developing vision and mission and working in the light of them with clear set of values control the ethics of work. These are enhanced by encouragement to

improvement activities and learning from training which give employees wide range to apply new working method actively.

3. The leaders personally implement and continuously improve college management system with percentage of 75.86%. And they are able to achieve this result by the aligning of the structure of the college which support the delivery of its policy and strategy and which was updated by a prepared process. College also, develops and implements a set of processes arranged in a prepared system enable leader to implement the managerial system effectively.
4. The leaders are interact and involved with students and other stakeholders with percentage of 79.11% which mean that UCAS pay attention to its social responsibility and established wide and effective communications with local society and foreign institutions.
5. The leaders motivate, support and recognize the organization's people with percentage of 73.80% which reflect the personal role of the leaders in communicating all staff with objectives and policies and show the accessibility of leaders to all staff at all levels to answer their enquiries and help them to do their jobs effectively.
6. The leaders identify and champion organizational change with percentage of 73.92% which mean that leaders are championing change and they are wholly involved in driving forward change plans with good understanding to the internal and external drivers for change and active delivery to change reasons to all staff. They also give employees the opportunity for feedback with

consideration to their input and they support and enable managers and staff to manage transition and change process.

7. There is a significant effect of development of the factors of vision, mission and values at ($\alpha=0.05$) on applying leadership criterion of the EFQM Excellence Model (Active). which reflect the effect and importance of the developing of the vision, mission, and values and the role modeling of the leaders on the leadership practice in the UCAS and show that sharing of employees and other stakeholders in development of them enhance leadership role. This result explains also the effect of encouragement and support of leaders to the participation of employees in improvement activities in the overall effect on leadership role.
8. There is a significant effect of ensuring the management system on applying leadership criterion of the EFQM Excellence Model (Active). This effect depend mainly on the aligning of structure of the college which support the delivery of the policy and strategy and other reason also the special system established to manage wide processes developed to manage the applying of the management system.
9. There is a significant effect of interacting by leaders with customers, partners and representatives of society at ($\alpha=0.05$) on applying leadership criterion of the EFQM Excellence Model (Active). The main reason of this effect is partnerships established within and outside the college and within and outside the education sector and this effect occur also by establishing and participation in joint improvement activities with understanding and respond done by leaders to the needs and expectations of the stakeholders.

- 10.** There is a significant effect of motivation, supporting and recognizing the staff members at ($\alpha=0.05$) on applying leadership criterion of the EFQM Excellence Model (Active). The main reason for this effect is the accessibility of the leaders to all staff members and the responding to their needs and personally communicating of leaders for the objectives and plans to the staff, also leadership role affected by recognizing employees efforts which motivate them to improve their performance. Other reason of this effect is the equality of opportunity and diversity in all aspects of college life.
- 11.** There is a significant effect of identifying and championing organizational change at ($\alpha=0.05$) on applying the leadership criterion of the EFQM Excellence Model (Active). The main reason of this effect is the wholly involvement of leaders in driving change plans forward with good understanding to the internal and external drivers for change and they actively deliver change reasons to all staff. Other reasons are securing the leaders for all resources needed and giving employees the opportunity for feedback with consideration for their input and supporting and enabling managers and staff to manage transition and change process.

4.5 Recommendations:

From the results and findings of this study, there is an effect on UCAS Leadership by the items of Leadership sub-criteria, and the leadership role was with good level of applying according to Leadership criterion in EFQM Excellence Model.

Leadership role is affected and shaped by applying Leadership criterion in EFQM Excellence Model. Hence the researcher would recommend the following:

1. Increasing the awareness of the concept of Excellence among UCAS leadership and staff and hold training courses to them in order to know how to use Excellence manuals issued by EFQM and how to apply Excellence concepts actively.
2. Leaders need to widen the contribution of staff and stakeholders in improvement of vision, mission, and values.
3. Leaders have to show more interest in ensuring the development of the managerial system, and develop a mechanism to ensure good response to the improvement of the college overall work.
4. Leaders need to pay more attention for college customers, partners, and the society by developing and implementing a periodical assessment to the level and quality of the relations between college and its stakeholders.
5. Leaders have to enhance employees by support them in applying their personnel plan and help them to achieve their own goals in the context of college goals.
6. Leaders should give organizational change more interest and champion the change between employees to make development occur faster in the college, and prepare for change very well by sharing employees in developing change plans, to decrease the risk of change.
7. UCAS has to begin real excellence journey by starting the self-assessment process using EFQM self-assessment forum.

8. The Ministry of Higher Education need to begin a national project aiming to adapt the international models to be more effective in our society by considering our culture.

4.6 Further suggested studies:

After the completion of this study there are suggested topics:

- Applying EFQM Excellence whole Model in higher education institutions.
- Applying policy and strategy criterion of EFQM Excellence Model in higher education institutions – UCAS as case study.
- Excellence in the service companies according to EFQM Excellence Model.
- Building Excellence culture in new higher education institutions according to EFQM Excellence Model.
- From quality to Excellence in higher education institutions.
- Excellence in health services in public sector according to EFQM Excellence Model.

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- <http://www.citehr.com/7474-kpa-kpi-key-result-area.html#ixzz28wG67kcn>
- <http://www.ucas.edu.ps/>

Appendixes

Appendix (1) : Questionnaire items:

1- Leaders develop the mission, vision, values and ethics, and are role models of a culture of Excellence either at a University-wide or local level

	Items	1	2	3	4	5
1.	The University's mission and vision are developed and whether they are understood by all stakeholders					
2.	Role modeling ethics and values are developed, communicated and implemented at all leadership levels, to support the creation of the organization's culture					
3.	The effectiveness of all leaders within the University is reviewed,					
4.	How this information is acted upon to improve the effectiveness of leaders and influence future leadership requirements					
5.	Leaders are personally and actively involved in improvement activities either at a University-wide or local level					
6.	Leaders stimulate and encourage empowerment, creation and innovation e.g. through changing team/University structures to encourage cross-functional working, funding learning, supporting improvement activities etc.					
7.	Encouragement and support is given for leaders to engage with and act upon the learning from training and other learning activities					
8.	Improvement activities are suitably prioritized and managed					
9.	Leaders actively stimulate and encourage collaboration and partnership working within the University.					

2- Leaders are personally involved in ensuring the University’s management system is developed, implemented and continuously improved

	Items	1	2	3	4	5
1.	The University’s structure is aligned to support the delivery of its policy and strategy					
2.	A system for managing processes across the University is developed and implemented					
3.	Clear ownership for University wide processes is established and maintained					
4.	A process for the development, deployment and updating of policy and strategy is developed					
5.	A process for the development, deployment and updating of policy and strategy is implemented					
6.	An effective process for governance is in place which is developed and implemented					
7.	A process for the measurement, review and improvement of a balanced set of key results is developed and implemented					
8.	Processes for stimulating, identifying, planning and implementing improvements to all enabling approaches are developed and implemented.					

3- Leaders are involved with and interact with customers, partners and representatives of society.

	Items	1	2	3	4	5
1.	Leaders meet, understand and respond to the needs and expectations of students, governing bodies, funding bodies, staff internal to the University in other areas, and other stakeholders					
2.	Partnerships are established within and outside the University, as well as within and outside the Education sector					
3.	Leaders establish and participate in joint improvement activities within and outside the University					

4.	Individuals, teams and groups of stakeholders are recognized by leaders for their contribution and loyalty					
5.	Leaders participate or are involved with professional organization activities, including active involvement at conferences and seminars, particularly promoting and supporting Excellence					
6.	Activities that aim to improve the environment and the University contribution to the local community and the wider society are encouraged by leaders, with the view to respecting the rights and interests of future generations.					

4- Leaders motivate, support and recognize the University's people, and nurture a culture of Excellence.

	Items	1	2	3	4	5
1.	University's mission, vision, values, policy and strategy, plans, objectives and targets is personally communicated by leaders to all staff					
2.	Leaders are accessible and actively listen to and respond inspirationally to staff at all levels of the University structure					
3.	Staff are actively encouraged, helped and supported by leaders to achieve their plans, objectives and targets for the benefit of both individuals and the University					
4.	Staff are encouraged and supported by leaders to participate in improvement activities, particularly cross-team working					
5.	Leaders recognize both team and individual efforts, at all levels within the University, in a timely and appropriate manner					
6.	Equality of opportunity and diversity in all aspects of University life is actively encouraged and supported by leaders.					

5- Leaders identify and champion organizational change

	Items	1	2	3	4	5
1.	All leaders understand the internal and external drivers for change, and their implications					
2.	Leaders are proactive in understanding and selecting changes that need to be made within the organization, to the organization framework or make-up, and the external relationships that the organization needs to alter to drive or support change					
3.	Leaders are wholly involved in driving forward and developing change plans					
4.	The resources and investments needed to support change are secured by leaders					
5.	The risks associated with change, and the effective delivery of the overall change program are analyzed and managed by leaders					
6.	Change plans and the reasons for them are well communicated to staff and other stakeholders by leaders,					
7.	Leaders give the opportunity for feedback and provide employees input					
8.	Leaders support and enable their managers and staff to manage the transition and change process					
9.	Effectiveness of changes is measured and reviewed by leaders, who share the knowledge gained, and learning from the experience.					

Appendix (2) : Arabic questionnaire:

بسم الله الرحمن الرحيم



الجامعة الإسلامية - غزة

عمادة الدراسات العليا

كلية التجارة

أخي الموظف / أختي الموظفة

حفظكم الله

السلام عليكم ورحمة الله وبركاته

يقوم الباحث بدراسة بعنوان (مدى تطبيق معيار القيادة في مؤسسات التعليم العالي وفق النموذج الأوروبي

للتميز - الكلية الجامعية كحالة عملية) ، حيث تهدف الدراسة إلى تعرف نقاط القوة والضعف في تطبيق معيار

القيادة وفق النموذج الأوروبي للتميز سعياً للوصول إلى حالة التطبيق الأمثل والتي تؤهل الكلية الانطلاق في

عالم التميز الأكاديمي.

لذا أرجو منكم التكرم بتعبئة الاستبانة المرفقة والتي تعتبر الأداة الرئيسة للبحث.

شاكراً لكم حسن تعاونكم

الباحث/ إسماعيل جمال أبوسعدة

بيانات شخصية:

المؤهل العلمي : بكالوريوس ماجستير. دكتوراة.

الوظيفة: إداري. أكاديمي

عدد سنوات الخبرة : أقل من سنة 1-3 4-7 أكثر من ذلك

المعيار الفرعي الأول: تطوير مجلس الكلية للرسالة، والرؤية ومنظومة القيم والأخلاق، واعتبارهم

قنوات لثقافة التميز سواء على مستوى الكلية أو على مستوى أقسامهم:

م.	متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1.	توضع رؤية ورسالة الكلية، ويتم التأكد من مشاركة وفهم ذوي العلاقة لها.					
2.	يتم تطوير دليل لأخلاقيات وقيم العمل في الكلية ويعمم على كل المستويات لدعم الثقافة التنظيمية.					
3.	يتم تقييم مدى فعالية أداء جميع رؤساء الأقسام باعتبارهم المستوى القيادي في الكلية.					
4.	يتم العمل بناءً على هذه المعلومات لتحسين فعالية هؤلاء القادة ومتطلبات القيادة في المستقبل.					
5.	يشارك رؤساء الأقسام شخصياً وبشكل فعال في تحسين الأنشطة سواء على مستوى الكلية أو على مستوى الأقسام.					
6.	يحفز رؤساء الأقسام العاملين لديهم ويشجعونهم على الإبداع والابتكار في مجالات (زيادة التمويل، ودعم تحسين الأنشطة... الخ)					
7.	يقدم التشجيع والدعم للقادة للانخراط في التعلم من خلال التدريب وغيره من الأنشطة التعليمية، والعمل بناءً عليه.					
8.	تعطى نشاطات تحسين العمليات الأولوية المناسبة.					
9.	يشجع رؤساء الأقسام التعاون والمشاركة في العمل داخل الكلية.					

المعيار الفرعي الثاني: مشاركة رؤساء الأقسام بشكل شخصي في ضمان تطوير نظام إدارة الكلية والالتزام به، وتحسينه باستمرار:

م.	متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1.	يدعم البناء التنظيمي (الهيكلية) للكلية تنفيذ السياسات والاستراتيجيات وتعميمها.					
2.	يجري تطوير وتطبيق نظام لإدارة العمليات في الكلية.					
3.	تم تأسيس مرجعية واضحة لقرارات الكلية الاستراتيجية والمحافظة عليها.					
4.	يتم وضع آلية لتطوير ونشر وتحديث السياسات والاستراتيجيات.					
5.	يتم تنفيذ الآلية المقررة من قبل مجلس الكلية لتحديث ونشر السياسات والاستراتيجيات.					
6.	يتم العمل من خلال نظام حوكمة (القوانين والقواعد والمعايير التي تحدد العلاقة بين الإدارة وأصحاب العلاقة) فعال لإدارة الكلية.					
7.	توجد آلية لاستعراض وقياس وتحسين مجموعة النتائج الرئيسية بشكل متوازن.					
8.	توجد آلية لتحديد وتخطيط وتنفيذ تحسينات لمناهج وأساليب العمل ويتم اتباعها.					

المعيار الفرعي الثالث: مشاركة رؤساء الأقسام وتفاعلهم مع الطلاب وممثلي المجتمع والشركاء

المعنيين:

م.	متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1.	يستجيب رؤساء الأقسام لاحتياجات وتطلعات ذوي العلاقة (الطلاب والهيئات الإدارية، وجهات التمويل، وموظفي الكلية، وأصحاب الشأن الآخرين).					
2.	تعقد الكلية شراكات داخلية وخارجية، وكذلك داخل وخارج قطاع التعليم.					
3.	يشارك رؤساء الأقسام ويبادروا لأنشطة تطوير العمل داخل الكلية وخارجها.					
4.	يصنف رؤساء الأقسام الأفراد والفرق والجماعات من أصحاب المصلحة من خلال مساهمتهم وولائهم.					
5.	يشارك رؤساء الأقسام وينخرطون بفاعلية في أنشطة الكلية، بما في ذلك المشاركة					

					الفعالة في المؤتمرات والحلقات الدراسية التي تعرف وتشجع مفاهيم التميز.
				6.	يشجع رؤساء الأقسام الأنشطة التي تهدف إلى تحسين البيئة ومساهمة الكلية في المجتمع المحلي، مع مراعاة واحترام حقوق ومصالح الأجيال المقبلة.

المعيار الفرعي الرابع: دعم رؤساء الأقسام وتشجيعهم للعاملين في الكلية، وتعزيز ثقافة التميز:

م.	متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1.	يقوم رؤساء الأقسام شخصياً بتوصيل رؤية ورسالة وقيم وسياسات واستراتيجيات وخطط وأهداف الكلية لجميع العاملين بها.					
2.	يتواصل رؤساء الأقسام بشكل فعال ويستمعون بشكل جيد ويستجيبون لجميع العاملين في الكلية في مختلف المستويات الإدارية.					
3.	يحصل موظفو الكلية على التشجيع والمساعدة والدعم اللازم من قبل رؤساء الأقسام لتنفيذ خطط عملهم والتي تعود بالفائدة عليهم وعلى الكلية.					
4.	يقوم رؤساء الأقسام بتشجيع ودعم الموظفين للمشاركة في أنشطة تحسين جودة العمل، وخاصة من خلال فرق العمل.					
5.	يقدر رؤساء الأقسام جهود الأفراد والفرق العاملة في جميع المستويات الإدارية في الكلية في الوقت المناسب وبطريقة مناسبة.					
6.	يشجع رؤساء الأقسام ويدعمون المساواة والتنوع في الفرص في جميع جوانب الحياة الجامعية في الكلية.					

المعيار الفرعي الخامس: تحديد وتشجيع رؤساء الأقسام للتغيير التنظيمي:

م	متوفرة بدرجة	كبيرة جداً	كبيرة	متوسطة	قليلة	غير متوفرة
1.	ينفهم جميع رؤساء الأقسام دوافع التغيير الداخلية والخارجية، ومدلولاتها.					
2.	يبادر رؤساء الأقسام عادةً إلى فهم وتحديد التغييرات التي يجب القيام بها داخل الكلية، والمتعلقة ببنية الكلية وهيكلاتها، والعلاقات الخارجية التي تحتاجها الكلية للتغيير والدفع نحو التحول ودعمه.					
3.	يشارك رؤساء الأقسام بشكل كامل في الدفع قداماً بخطط التغيير وتطويرها.					
4.	يتم تأمين الاحتياجات والموارد اللازمة لدعم التغيير من قبل رؤساء الأقسام.					
5.	يقوم رؤساء الأقسام بتحليل وإدارة المخاطر المترتبة على التغيير.					
6.	يرسل رؤساء الأقسام إلى الموظفين وغيرهم من أصحاب الشأن خطط التغيير ومبرراتها.					
7.	يستمع رؤساء الأقسام لآراء الموظفين ويقبلوا إضافاتهم.					
8.	يقوم رؤساء الأقسام بدعم وتمكين الإداريين والموظفين لإدارة عملية التحول والتغيير.					
9.	يتم قياس فعالية التغييرات ومراجعتها من قبل رؤساء الأقسام، والذين يكون لهم نصيب من المعرفة المكتسبة ومن التعلم من خلال التجربة.					

Appendix (3) : List of Jurors:

The questionnaire developed according to EFQM Excellence Model, so the judgment concentrates on the translation of the items and to ensure that they are understandable to employees by specialists in management field.

Judge Name	Place	Specialization
Dr. Eyad Al Dajani	Islamic University – Gaza	PhD in managerial Education
Dr. Akram Sammor	Islamic University – Gaza	PhD in management
Dr. Sami Abu Ross	Islamic University – Gaza	PhD in management
Dr. Wasim Al Habil	Islamic University – Gaza	PhD in management
Eng. Husam Ismail	Quality Unit in University College for Applied Science	Engineering
Mr. Abu Esa'ayed	UNRWA – Education Sector	English literature