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HUMAN CAPITAL AND EDUCATED ORGANIZATIONS AND THEIR IMPACT ON OUTSTANDING PERFORMANCE AN ANALYTICAL STUDY OF THE VIEWS OF A SAMPLE OF EMPLOYEES OF THE FACULTIES AT THE UNIVERSITY OF MUTHANNA

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ABSTRACT

The intellectual dilemma of the current study stands out, by directing the efforts of educated organizations in an effective way that guarantees them leadership and excellence. Therefore, there were several justifications for adopting it through human capital in educated organizations such as skill or experience and the emergence of new opportunities fraught with challenges at all levels , As well as a rapid move towards globalization. This research seeks to define the relationship between human capital and raise the outstanding performance of educated organizations through a field study of a sample of employees at Muthanna University that included (81) employees from various colleges, The research indicated that there is a positive relationship between human capital and raising outstanding performance in that organization where structural modeling has been used, as well as the use of several statistical methods in the practical side, including the arithmetic mean, standard deviation and rates of hypothesis testing

such as correlation and regression using the spss (SMS program) and indicating the extracted data To the existence of a positive relationship between research variables.

THE FIRST TOPIC: RESEARCH METHODOLOGY

The research is based on the application of methodological principles in the interpretation and analysis of many approaches and frameworks and theoretical and applied research Which dealt with the subject of the study to reach the extent of the impact of Human capital on the learning organizations through outstanding performance, As well as reaching the conclusion, deduction and measurement on the performance of these organizations, In order for the organization to also shift from administrative weakness to excellence in performance management.

First: Search Problem

The problem of low performance of organizations and individuals is one of the problems experienced by organizations, especially learners from them in light of contemporary administrative trends and constant change, And to deal with that change came the idea (the role of human capital in building learning organizations through outstanding performance) Among the directions through which these organizations can, and the extent of their influence to rely on distinct performance standards make them able to build and develop their immediate and future level. Al-Muthanna University is among these organizations that indicate the need to rely on clear criteria to determine the levels of outstanding performance in it. Failure to achieve the required level in the use of Human capital in providing knowledge and information that enrich the intellectual aspect of teachers as a human resource of the most important resources of the University And to provide administrative behaviors expressing the performance of teachers, The reflection of this on achieving outstanding performance of the University. The problem of research is to answer the following research questions Embodied.

1. How can Human capital play a role in building educated organizations through outstanding performance at Muthanna University?
2. Is there a correlation and impact between each of the Human capital , and between learning organizations and their characteristics individually and society, and the results of outstanding performance in some colleges of Muthanna University research sample?

Second: The Importance of Research

The importance of scientific studies is reflected in the theoretical benefits achieved in theory, and as a result of their implementation and their contribution to the development of field reality therefore, the importance of the current study can be divided into the following axes.

1. Theoretical importance: The present study derives its theoretical importance by clarifying the role of Human capital in building educated organizations, Moreover, the enrichment of the intellectual aspect of individuals by facilitating different knowledge resources.

2. The importance of the field is mainly determined In providing remedies and proposals for the management of the university and its faculties to put them into practice and benefit from them. In order to improve the performance of the university through the efforts of its teaching staff, and its role in achieving economic and financial resources and its impact on the national economy

Third: Objectives of the study

In view of the study's problem and its importance, the current study seeks to achieve a basic goal that is to try to identify the effect of creative demolition in raising the levels of performance. From this point on the study aims to achieve the following:

1. Conducting an analysis of the administrative literature of the three main study variables represented by Human capital , the characteristics of the educated organizations and outstanding performance in order to reach clear concepts.
2. Diagnose the level human capital , educated organizations, and the results of outstanding performance
3. Determine the relationship and influence between the human capital and its role and the characteristics of organizations educated to reach outstanding performance
4. Develop proposals for the results achieved.

Fourth: The hypothesis scheme of research

In view of the study problem and its objectives and for the purpose of completing the study requirements within its applied framework, a hypothetical model was designed that indicates the logical relationships between the study variables, As in Figure 1, which gives preliminary answers to the hypotheses assumed by the researcher, this model includes three main variables:

The independent variable: represented by in its human capital dimensions (ability , knowledge, experience , skill).

The intermediate variable: It is represented by the distinguished performance in its dimensions (strategic vision, leadership behaviors, cultural context).

The dependent variable: It is represented by Educated organizations in its dimensions (leadership that promotes learning, and leadership that restricts learning)

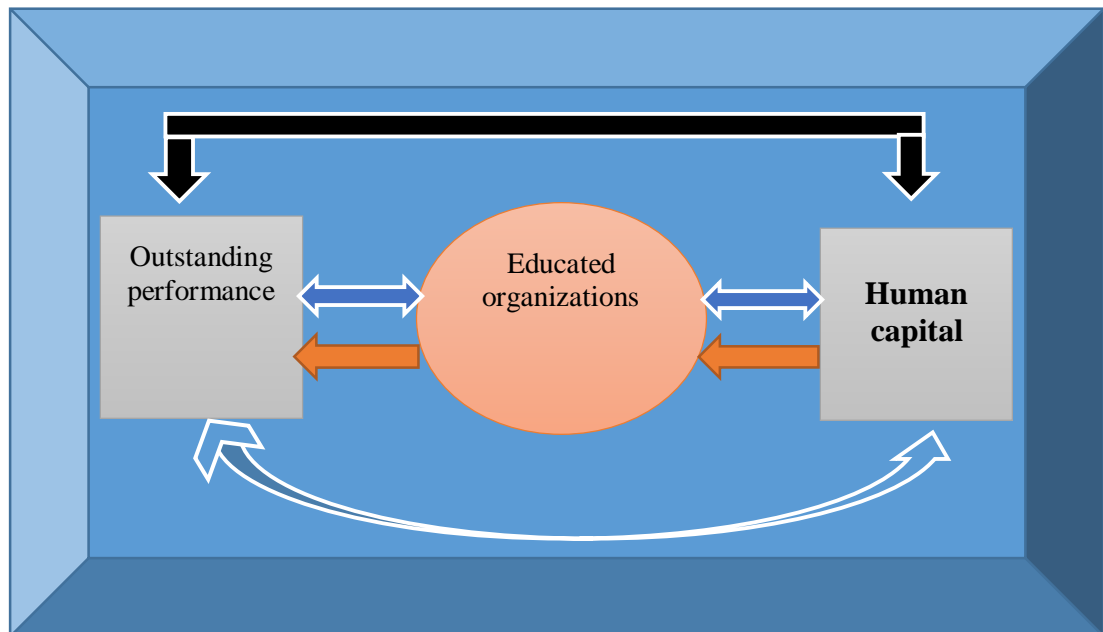


Figure (1) The default scheme for searching

Fifth: The hypotheses of the study

In order to achieve the objectives of the study and test its hypothetical model, the study relied on a set of main hypotheses

▪ **Contrast hypotheses:**

There is a discrepancy between the faculties researched on the basis of the level of respondents

▪ **correlation hypotheses:**

1. There is a positive correlation a statistically significant between the **human capital** and the educated organizations.
2. There is a positive correlation a statistically significant Between the educated organizations and outstanding performance
3. There is a positive correlation a statistically significant the Between human capital and outstanding performance

▪ **Impact hypotheses**

1. There is a positive correlation effect between Human capital and educated organizations

2. There is a positive correlation effect between the educated organizations and outstanding performance
3. There is a positive correlation effect between human capital and outstanding performance

Sixth: The limits of the study

- Spatial limits of the study: The choice of the field of study is one of the important stages in scientific study, The accuracy of the results depends on the appropriate choice in the field of study, and the extent of its consistency with the variables of the study. On this basis, the choice was made at the University of Al-Muthanna.
- Time limits for study: This study extends between two years 2016/2017.
- Human limits for study: The human limits of the research are a group of employees at Muthanna University in various colleges.

Table No. (1) detailed study sample

The ratio	The study sample	Study community	the details
35.7	15	42	Managers and their assistants
37.5	30	80	Managers of divisions and units
32.7	36	110	Employees
34.9	81	232	Total

In order to obtain the required data and information, the study relied on the following methods and means:

1. Theoretical framework:

It was relied on covering the theoretical aspect of the study on Arab and foreign references and sources related to the subject of the study on books and magazines, theses, research and scientific studies, as well as the use of the global information network (Internet)

2. Field framework tools:

As for the field aspect, the researcher relied on a number of tools available for the purpose of data collection, as the researcher relied on the questionnaire as a major tool in data collection and measuring study variables.

Eighth: - Distribution of the questionnaire:

The questionnaire was distributed with a total of (95) questionnaires on the study sample, and the number of retrieved questionnaires was (90) questionnaires, and the number of usable forms reached (81).

Ninth: - Statistical tools used in the study

- Methods of testing the study measuring instrument: These tests include the use of
 1. Kronbach-Alpha coefficient: to ensure the consistency of the study scale, internal consistency
 2. Spearman coefficient: for the purpose of testing the consistency and adherence between the scale paragraphs for each dimension
 3. Confirmatory Factor Analysis: For structural validity test of scale

- Descriptive statistics methods: It includes the following tools
 1. Arithmetic mean: to determine the relative importance, the level of each paragraph, and a variable
 2. Standard deviations: to indicate the degree of dispersion of the study sample answers
 3. Relative importance: Determine the importance of each paragraph of the scale.

- Hypothesis testing: The study relied on a number of statistical tools

Simple correlation coefficient Pearson :Test the strength of the relationship between variables

The researcher also relied on the following statistical programs (AMOS vr.23, and SPSS vr. 23)

FIRST: HUMAN CAPITAL

THE CONCEPT AND NATURE OF HUMAN CAPITAL

With the transition to the era of the knowledge economy and knowledge societies, the importance and value of distinguished human capital able to achieve progress for the organization has increased in a work environment characterized by rapid change and intense competition, and the attempt of most companies to attract workers who are knowledgeable to achieve a competitive advantage, (Darroch, J., 2005) And human capital "is considered one of the important elements in improving the organization's capabilities in order to increase productivity as well as maintain competitiveness in the organization so that human capital becomes a nucleus for continuity and progress(Marimuthu, M., Arokiasamy, L. and Ismail, M., 2009)Human capital assists policymakers and practitioners to develop targeted policies and activities. Hence, the realization and exchange of emerging issues, as well as the creation of new knowledge (Wang, G.G. and Sun, J.Y., 2009)The philosophy of human resource development and its strategies within organizations is through the organization's adoption of human capital, and knowledge, behavioral or cultural systems within institutions may also be better

understood to determine how these systems affect decision-making among employees and leaders. (Hughes, C., 2010)The concept of intellectual capital refers to the extent to which individuals can use all what they have learned, and as for what they have of experience and exploit that with economic activity, which achieves wealth or income directly or indirectly.(Sharabati, A.A.A. and Nour, A.I., 2013.) It is the intangible assets that employees possess such as experience, knowledge, education and skill. (Forbes, D.P., 2005) .It is the individual stock that consists of the tacit knowledge which is the group's ability to extract the best individual solutions from its employees (Bontis, 2001: 42).

The importance of human capital

Human capital helps explain why some new projects make strategic decisions faster than others. Drawing on the theory of human capital (Ruzzier, M., Antoncic, B., Hisrich, R.D. and Konecnik, M., 2007)

Human capital has a role to raise efficiency as the main driving forces of economic growth, (López-Casasnovas et al., 2007)

Human capital has internal effects that enhance the productivity of the individual in, and external impacts -Like creating new knowledge - which could have a major impact on economic growth. (Schultz, T.W., 1993)

It is due in large part to improving human capabilities and gaining skills and knowledge, which makes the necessity of distinguishing between the quantitative and qualitative aspect of humans.

Human Capital Dimensions

▪ Knowledge

Companies are becoming more aware of the fact that knowledge is a resource that requires clear and specific management policies Practices that will be acquired, addressed and used efficiently for the purpose of fostering innovation in the organization and improving productivity in the long run(Krempe, E. and Mairesse, J., 2004), Awareness of the importance of knowledge as a strategic asset is achieved through enhancing knowledge with more focus on knowledge intensity in the business world, and focus on design directed to knowledge management activities, Although knowledge per se is a resource, effective knowledge management enables those in the company to extract more knowledge that plays a supportive role by providing a mechanism for transforming resources into capabilities (Darroch, J., 2005; Herawati & Dwita, 2020; Ilyassov et al., 2020; Piratinsky et al., 2020; Planas et al., 2020; Li & Xu, 2020; Li et al., 2020; Hornung, 2020; Janssen, 2020) The ability to manage knowledge has become more important in the knowledge economy today. Creating and disseminating knowledge in the organization has become one of the most important factors that ever has a significant role in competitiveness. Although knowledge is increasingly seen as a commodity or an intellectual asset, it does have some paradoxical

properties that are radically different from other precious commodities. These characteristics of knowledge include:

- Using knowledge does not consume it.
- Transfer of knowledge does not lead to its loss.
- Knowledge is abundant, but the ability to use it is rare.
- Much valuable knowledge of an organization comes out the door of the house end of the day. (Dalkir, K., 2017: 4)

Explicit knowledge is seen as a front for human interaction and for the purpose of transmitting knowledge abroad, Either inner (or tacit) knowledge is linked to a human and all that a person possesses "in his brain" because of experience, history, activities and learning (Agoston, S. and Dima, A.M., 2012,)

There is an increasing need in project-based companies within them to go beyond solving the problems at hand to the continuous improvement of knowledge and skills in the face of changing circumstances and situations. This means that learning has emerged as an important activity in project-based companies, and the company's ability to learn faster than its competitors is the only sustainable form of competitive advantage (Roos, G. and Roos, J., 1997.)

- Ability

Capacity is the skill, technology, or outstanding resource that an organization can produce to produce more values and benefits for customers than competitors offer and confirms its distinction and its difference from those competitors who accept this distinction as it achieves more benefits and values that are superior to what other competitors offer .(Rosing, K., Frese, M., & Bausch, A. 2011)

- Skill

Creative thinking is a critical feature of humanity and that its ability to creativity has always been necessary for survival and success. The more education and training programs designed to enhance creative thinking skills, the greater the achievement of competitive progress for the organization. (Puccio, G.J., 2017) And that "the most we can do to encourage creativity is to identify people who have this special talent and give them space to work" (Boden, 2004, p. 15; Bello & John-Langba, 2020; David & Grobler, 2020; Mnini & Ramoroka, 2020; Mnisi & Ramoroka, 2020; Nel, 2020; Nel & Masilela, 2020; Omoruyi & Nwele, 2020; Omoruyi, 2020). Skill is to create something new and unique. , The person's inclination and ability to respond in new and useful ways, And many believe that whatever creativity is, it is a form of behavior that can be taught, and that most creativity training programs are successful because they encourage the development and development of metacognitive abilities (Hargrove, R.A., 2008.) Creativity is one of the basic concepts in today's world. The process of creativity cannot take place with the desired thing that achieves the goal of the institution, which is growth and stability and gaining a share in the market, except by investing in its human resources, especially talented people with skills and

experience, because creativity can only be achieved by this segment. (Horn, D. and Salvendy, G., 2006). The skill is: "The inherent ability or instinctive willingness of individuals to do a certain task in a particular way. Londhe, B. M. (2016)

▪ **Experience**

The experience is that: "Those individuals who can make a difference in the performance of the organization, either by directly contributing to that performance, or by achieving high levels of performance in the long run."(Zidan, A. and Asmaa Murad Salih Murad Zaidan, 2018) Help companies draw more accurate to infer and choose the most probable actions which have value. Which gives positive results with a high level (Kim, J.Y., Kim, J.Y. and Miner, A.S., 2009).

SECOND : EDUCATED ORGANIZATIONS

The concept and nature of educated organizations

All organizations are subject to change, whether they wish to do so or not, but some organizations make change in an effective way compared to other organizations, and organizations that have the energy to bring about and embrace change are called organizations that are continuously learning, i.e. that adopt a continuous learning system, and in these organizations people move away from Their old way of thinking, as they involve others in assessing their ideas, and form a strategic vision for the organization (Lilien.Gary & Grewal.Rajdee: 2012: 163) .Brown & Harvey (2006: 404) notes that the ideas and theories of educated organizations are modern for a short time but the concept of educated organizations dates back to three schools represented by (Argyris, and Senge: 2011: 71) Each of these schools has contributions to the application and use of the educated organization (Yilidiz & Kilic, 2020; Zych, 2020; Santos-munguia & Perez, 2020; Serrano-Lopez, 2020).

Talking about the concept of educated organizations as one of the organizational directions to enhance the organization's response to the various pressures it is exposed to, as the concept of educated organizations indicates as a concept or a basic factor towards individual or group learning (Kinicki & Kreitner, 2007: 549) considers that the first to use the term educated organization in his book *The Five Rules* as he defined it as organizations that include individuals who continuously increase their ability to create desired results where there is an appropriate environment for new patterns of thinking and freedom of expression of opinion, and individuals who They learn constantly to see things in their holistic way (Senge, 1990: 13) And he emphasized that there are five dimensions to the educated organization (organized thinking, shared vision, personal control, and mental models). The concept of educated organizations has become popular since that time, and increases (Schermarhon & Chappall, 2000: 32).

To the fact that educated organizations are organizations in which individuals fix their values and systems in order to be able to change continuously and improve their performance, relying on that experience. We can say that educated organizations are organizations that encourage communication and cooperation, centered on the continuous testing of experiences and converting them into a knowledge that can be used by all their members. , And be able to adapt and continuously change and rely on organizational learning based on the workers 'continuous learning of new things, by creating and acquiring knowledge and transferring it quickly to all levels of its administration and solving problems systematically Based on the purposeful design in building its structure, culture and strategies to improve and maximize the potential of organizational learning to get the highest levels of performance and competitive advantage

Models of educated organizations

There are many examples of the educated organization that reflect the viewpoint of its authors, the way they think, and the results of their experience in this field. Here comes the presentation of five models of the educated organization that were dealt with in the ac

Marsick and Watkins (1993) modelademic literature.

In 1993, researchers presented Marsick & Watkins an integrated model for the educated organization that includes their definition of the educated organization. This model identifies two basic elements that are complementary and interrelated with each other in influencing the organization's ability to change and develop, namely individuals and organizational building. This model focuses on continuous learning for all levels of organizational learning, level of Individuals, and the level of groups, meaning that each element curses a group of sub-elements that overlap between them, to form the seven dimensions of the learning organization, namely:

- Create opportunities for continuous learning
- Encouraging questions and dialogue
- Encouraging cooperation and group learning
- Empowering workers towards a common vision
- Establishing systems for sharing knowledge and learning
- Linking the organization to the external environment
- Strategic leadership

Beardwell and Holden 2001 model

(Learning climate ,The educational environment , The educational entrance to the strategy, Translation and policymaking with participation, Technology: Accountability and Calendar Control , Interchange , Flexibility of rewards, Possible Structures, Border monitoring personnel, , Learning inside the organization, Opportunities for self-development for all)

Model (Daft 2003)

n this model, Daft identifies five main characteristics of educated organizations:

4. Leadership includes (roles and tasks).
5. Networking (network organization, self-managed teams, information technology).
6. Strong culture (sharing, continuous improvement, openness).
7. Strategic learning (planned dimension, and the emerging dimension).
8. Demand for knowledge (knowledge acquisition, knowledge generation).

These characteristics are interacting with each other by a network interaction and can be divided into (the culture that enhances learning, and the culture that restricts learning) as the dimensions adopted in the study

Model (Peter Senge 2008)

In this model, the educated organization has the ability to learn constantly to adapt itself to new developments and emergency circumstances, and it carries the characteristics of success for its high ability to benefit from what you learn from the personal experience and expertise of others, and specify (senge) five rules to build the learning organizations

(Personal excellence. Mental models. Team learning. Shared vision. systemic thinking)

Although the Peter Senge2008 model appears as a vocabulary and components that represent characteristics of the educated organization, it directs attention to the need to take care of vocabulary formation and formation through experience, experience, practice and spending in the field of training and developing employees in the organization as managers and members at different administrative levels so that this is reflected in the distinction The organization in performance, achievement, achievement, and leadership in its field of work.

Dimensions related to education organizations

The Daft 2003 model identified five basic dimensions for educated organizations: leadership, network, culture, strategic learning, and demand for knowledge, and these dimensions are interacting with each other in a network interaction, and the researcher believes that this model is among the most common models that can be adopted in our study because it deals with The basic dimensions of educated organizations. In the present study, we focus on the dimensions of educated organizations.

Leadership

It is concerned with the non-traditional roles of the director (informational, interactive, and decision-making roles), and to provide the manager with new skills that are consistent with the characteristics of the learning organization.

The new roles of the learning leader are defined in three points:

Designer: It determines the purpose and direction of the organization, making the appropriate strategy, policies and structures and directs the company according to the environment.

- **The teacher:** The leader has a vision of (what is the organization) and motivates individuals to learn it properly.

- **Sponsor:** The leader provides adequate support to individuals (material and moral) to serve the primary purpose of the organization, especially the relationship with individuals and initiators of new ideas and practices who need economic, emotional and spiritual support as well.

- Building a shared vision.
- Demonstrate and test mental models. (Kinicki&Kreitner,2007:549)

System thinking: Looking at the big picture of the company in an open relationship with its external environment, and in fact, such thinking is based on seeing inter-relationships, and everyone is part of one system, focusing on cooperation and synergies, and avoiding occasional solutions.

- The leader of educated organizations must have the following characteristics:
- To be a global strategies
- Keep up with technology
- To be an active politician
- ambitious, able to attract their highly motivated workers (Schermerhorn, 2002: 107).

The Network

Unlike hierarchy, it means ease of access and circulation of information and elements of knowledge not only by technological impact, but also because of the networked organization based on managed work teams, and the hierarchy works against learning not because the information and elements of knowledge will focus on the top of the organization without sharing it with the lowest, but also because there are obstacles The status and functional division that prevents sharing, and the important value in the educated organization is cooperation and communication within the hierarchical levels and through the borders between the departments in that particular organization (Daft,2003:42)

Culture

The educated organization - as a new pattern - must adopt and develop a new organizational culture based on sharing, openness, transparency and continuous improvement that is based on continuous learning, and entrepreneurs are the heroes of this culture who present the bright example of knowledge sharing. Storytelling is the successful method for conveying the most complex ideas and concepts. The prevailing values, language, and rituals will all go towards the success of the organization and the enhancement of its competitiveness, He explained (Al-Rahahleh, 2011: 208)

Strategic learning

All organizations and in all ages were learning, but what is new is that the educated organizations are characterized by strategic learning that makes the strategy unprecedented flexible, and finds (Mintzberg: 2000: 176) that each effective strategy goes with two feet: the first: a plan and is represented by learning, and the second: an emerging It consists in making a new strategy that elevates the company's ability to respond to the environment. Strategic learning is important, because it is the basis for developing the new emerging strategy and transforming it into the whole company's strategy.

Demand for knowledge

The educated organization is characterized by a competitive advantage based on knowledge, whether by gaining it from the external environment or generating it from within the company, and this is done in relation to competitors, so the organization has to learn more quickly, better mechanisms and a broader knowledge package than its competitors, and there is no doubt that a function of this will be the broadest and largest demand for Knowledge, and educated organizations are full of information to solve problems and diagnose needs(Grewal.Rajdee:2012:87)

THIRD: OUTSTANDING PERFORMANCE

The concept and nature of outstanding performance

Outstanding performance is part of organizational behavior and human resource management, specifically From within the motivations theories, and that these theories are one of the most important topics that have attracted the attention of managers for more than a century, (Robins, S. 2003: 94) Among the most prominent theories of motives that dealt with outstanding performance is the theory of expectation, The outstanding performance, from contemporary intellectual concepts, is that it is linked to the goal and success of the organization in a business environment characterized by intense competition and change. It is considered one of the necessities imposed by the variables and different factors in the external and internal environment. And performance can be defined as "a measure of the organization's ability to continue and achieve a balance between

the satisfaction of stakeholders and achieving its main goal" (Garcia, 1999: 6) It is also known as the ability of an organization to generate profits, in exchange for meeting customer requirements (Ionica et al., 2010: 127).

As for the outstanding performance from the point of view (Thigpen et al, 2012; Loch & Chick, 2008: 35) as "continuous innovation to improve and develop operations and services to achieve the required results". It was also defined as "an activity that leads to the introduction of something new that works to achieve the goals of the organization." (Eyelaar, 2004: 32) He described it (Evans, 2008: 229) as "that performance that is characterized by the following characteristics, which are flexibility, creativity, knowledge sharing, skill, compatibility with organizational trends, customer focus, and rapid response to changes in the business environment and market requirements." He was also known as "high intellectual and cognitive abilities and skills that individuals working in organizations enjoy in order for them to be able to employ those skills in their field of work, so that they accomplish work that exceeds the limits of the organization's standards in their application in the field of work" (Bandopadhyay & Kumar, 2012: 287)

(2010: 41 Khalid & Waheed Adebajo, 2008: 8; 2010) believes that achieving excellence requires organizations to provide a set of supportive and motivating components, namely:

- An integrated and efficient information system.
- An advanced system for human resource management, motivation and empowerment.
- Focus on customers.
- Transforming all of the organization's work into thoughtful and coherent processes.
- Flexible organizational structure to suit changes.

Elements of outstanding performance

Kotler (2003: 66-68) believes that there are four elements that help in achieving outstanding performance:

- **Stakeholders**

Organizations must define stakeholders and determine their needs, to achieve outstanding performance. Organizations must realize that if they do not give attention to stakeholders, they will not achieve sufficient profits for the stakeholders, and they are any party that has an interest in the organization, and they are represented by customers, workers, suppliers, distributors ... As the organization needs to satisfy the minimum expectations of each of these groups in order to be distinguished in the industry.

- **Processes**

High performance organizations are increasingly focused on core business management such as developing a new product, or attracting and retaining customers, as well as re-engineering business and building teams.

- **Resources**

Organizations need resources to carry out their operations, and organizations should possess or control these resources in order to maintain their distinction from competing organizations, and organizations may resort to obtaining these resources from outside the organization because the fact that some of the resources under their control do not lead to the efficiency of the resources themselves. It is from outside the organization, and one of the most important resources that should be taken care of is human resources.

- **Organization Culture**

The organization consists of structures, policies and cultures, and these components may be confused in environments that are rapidly changing, and it is noted that structures and policies change with difficulty, but the organizational culture is more difficult to change, the organizations' interest in the availability of a high culture supports workers to reach the levels of outstanding performance as for (De Waal, 2006: 14-28), define the characteristics of outstanding performance organizations as follows:

- **Organizational roles and responsibilities:** roles and responsibilities must be clarified, work arrangements must be restored in proportion to external changes, creating a sense of public ownership of the organization of employees, sharing knowledge and information, reducing boundaries and cost between organizational units, and stimulating cooperation between individuals.
- **Leadership:** One of the characteristics of a leader in outstanding performance organizations is that he is able to strengthen trust relationships between all levels, make strong and decisive decisions, benefit from mistakes and experiences, create diverse and integrated work teams, and long-term direction.
- **Individuals:** One of the characteristics of individuals is organizational learning, attracting exceptional capabilities and competencies, containing workers, creating a safe and secure workplace, developing employees with training to achieve flexibility, creating self-discipline, and a work environment that achieves job satisfaction and reassurance, and creates human capital.
- **Strategy:** clarify the vision for all, that the budget be in the development of the long or short-term strategy, the goals are achievable and measurable, the goals are flexible and commensurate with the demands of the external environment.

THE THIRD TOPIC: APPLICATION SIDE

This topic includes five main points that reflect the applied aspect of the current research.

First: - Study tool test

- Second: - Descriptive statistics of the study variables
- Third: - Test the variance hypotheses
- Fourth: - Test hypotheses of the relationship between the study variables
- Fifth: - Test the hypotheses of the effect among the study variables

First: - Study tool test

1- Coding variables and dimensions of the study

The study tool consists of three main parts, the first part is Human capital , and the second part is represented by educated organizations, while the third part deals with outstanding performance, and the sub-dimensions of each of the study variables, and Table (2) provides an explanation about the coding of each variable and each dimension and Determine the number of paragraphs.

Table (2) coding study variables and the number of paragraphs for each dimension

Source	Code	The Number of Paragraph	Dimensions	Variables
(Chaudhry & roomi 2010 :179)	XX	3	Knowledge	(Human capitalp1)
	ZZ	3	Skill	
	VV	3	Ability	
	MM	3	Experience	
Leufven et al.Health Research Policy and Systems 2015 .13:6 http://www.health_systems.com/content/13/1/6	AA	3	Culture that promotes learning	Educated organizations (p2)
	BB	3	Culture that inhibits learning	
www.ruralhealthinnovation.com	NN	3	Strategic vision	Outstanding performance (p3)
	SS	3	leadership behaviors	
	DD	2	Skills	
	FF	2	Cultural context	

In order to test the validity of the data with the ability to circulate it to the community, you must undergo certain tests that have been put in place to achieve this purpose. One of these tests is the Kromenergoff - Sumnerov test. Which is

clear from Table (3) that the moral value of this test is the largest possible (5%), which means that the selected sample can be generalized to the community.

Table (3) shows the normal distribution test according to the Kromenergoff-Sumnerov test

Variables	The value of the Kromengrove - Sumnerov test
Human capital	0.106
Educated organizations	0.142
Outstanding performance.	142

Confirmatory factor analysis

For the purpose of verifying the structural validity of the study instrument, we must perform a confirmatory factor analysis test on the study variables , Where confirmatory factor analysis is used, which is one of the applications of the structural modeling equation in the process of defining and testing the built models and their validity and relevance to the study It includes latent variables that represent the assumed dimensions, and measured or internal variables that represent paragraphs (questions). These phrases are related to dimensions through shares that go from latent variables to internal variables.

Human capital

And the AMOS program version 23 was used in the analysis of the structure diagram Related to the confirmatory factor affirmation of the HRCO paragraphs and then calculating the conformity quality indicators used by the researcher as in the following table:

Table (4)
Quality and decision indicators

RMSEA	AGFI	GFI	X2/ df	Indicator used
0.01	0.766	0.85	226.55 /45	Index value
Less than 0.08	Greater than 0.50	Greater than 0.50	Less than 5	comparison standard
The model is acceptable	The model is acceptable	The model is acceptable	The model is acceptable	The researcher's decision

We note from the above results that the structural model formed by the researcher is accepted in other words that the model is appropriate and this is evidence that

the paragraphs of each dimension actually belong to it and are able to measure those dimensions. Figure (2) shows the structural diagram of the dimensions of human capital, which shows that all the paragraphs have obtained acceptable standard saturations higher than (0.30). This confirms that the data pulled from the study sample is identical to the measurement model represented by human capital .

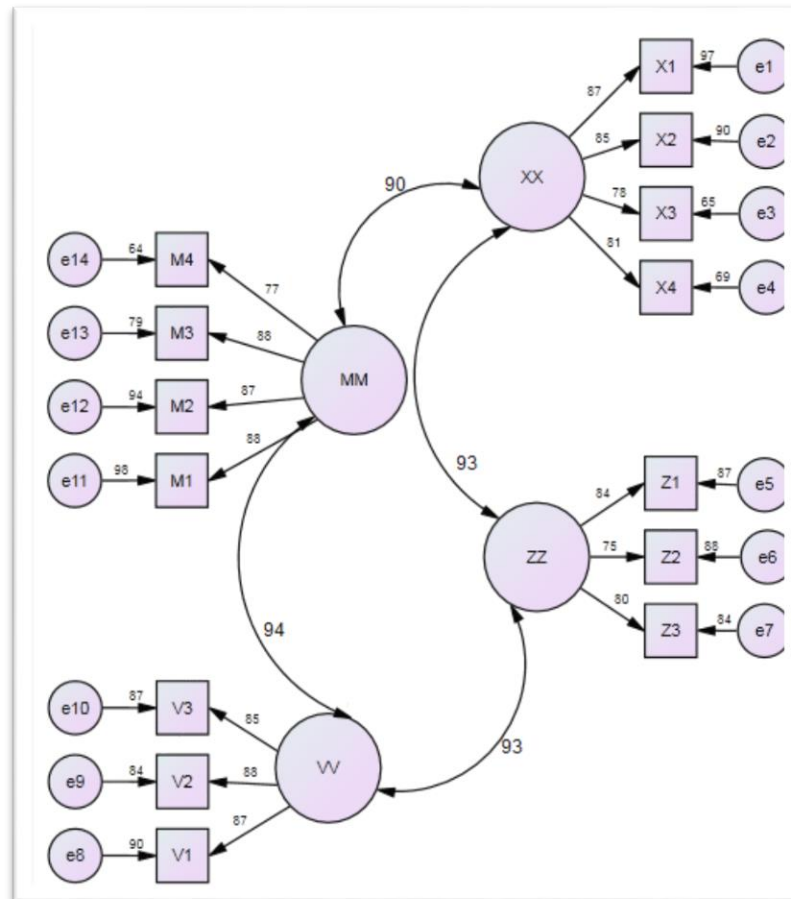


Figure (2) the structural diagram of the dimensions and paragraphs of human capital

Learning organizations

And AMOS program has been used in Structural analysis of the confirmatory factor of HRCO paragraphs and then calculating conformity quality indicators used by the researcher as in the following table:

Table (5)
Quality and decision indicators

RMSEA	AGFI	GFI	X2/ df	Indicator used
0.00	0.655	0.77	301/55	Index value
Less than 0.08	Greater than 0.50	Greater than 0.50	Less than 5	comparison standard

The model is acceptable	The model is acceptable	The model is acceptable	The model is acceptable	The researcher's decision
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We note from the above results that the structural model formed by the researcher is accepted in other words that the model is appropriate and this is evidence that the paragraphs of each dimension actually belong to it and are able to measure those dimensions. Figure (3) shows the structural diagram of the dimensions of Educated organizations , which shows that all the paragraphs have obtained acceptable standard saturations higher than (0.30). This confirms that the data pulled from the study sample is identical to the measurement model represented by educated organizations.

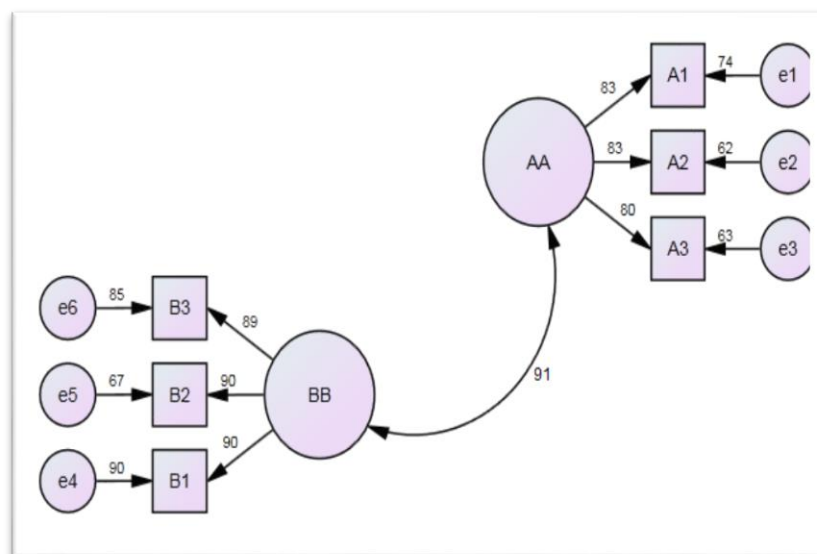


Figure (3) the structural diagram of the dimensions and paragraphs of the educated organizations

Outstanding performance

And AMOS program has been used in Structural analysis of the confirmatory factor of HRCO paragraphs and then calculating conformity quality indicators used by the researcher as in the following table:

Table (6)
Quality and decision indicators

RMSEA	AGFI	GFI	X2/ df	Indicator used
0.00	0.712	0.66	258.020/46	Index value
Less than 0.08	Greater than 0.50	Greater than 0.50	Less than 5	comparison standard
The model is	The model is	The	The model	The

acceptable	acceptable	model is acceptable	is acceptable	researcher's decision
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We note from the results above that the structural model designed by the researcher is accepted in other words that the model is appropriate and this is evidence that the paragraphs of each dimension actually belong to it and are able to measure those dimensions.

Figure (4) shows the structural diagram of the dimensions of the outstanding performance, which shows that all the paragraphs have obtained acceptable standard saturations higher than (0.30). This confirms that the data pulled from the study sample is identical to the measurement model represented by the distinguished performance

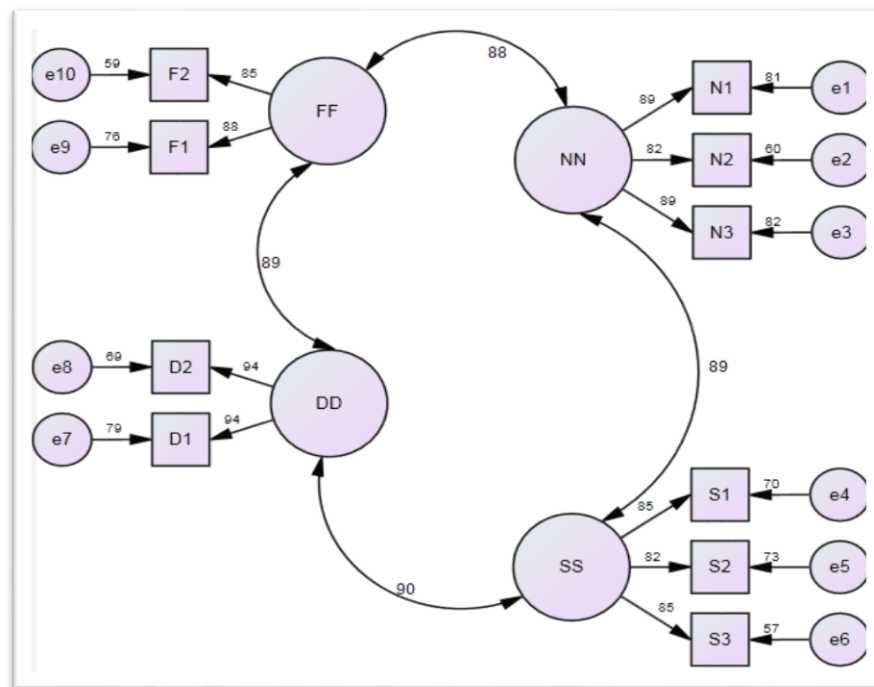


Figure 4: Structural Diagram of Dimensions and Paragraphs of Distinguished Performance

Test the reliability and consistency of the questionnaire

It is clear from Table (7) that the Cronbach Alpha factor is greater than (90%), and this indicates that the paragraphs of the study form are fixed and can be used

Table (7) shows the Cronbach Alpha factor

Kronbach for the variable as a whole	Kronbach for each dimension	The number of paragraphs	Dimensions	Variables
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979.	926.	4	Knowledge	(p1) Human capital
	922.	3	Skill	
	919.	3	Ability	
	939.	4	Experience	
949.	900.	3	Culture that promotes learning	Educated organizations (p2)
	938.	3	Culture that inhibits learning	
969.	921.	3	Strategic vision	Strategic performance (p3)
	903.	3	Driving behaviors	
	935.	2	Skills	
	841.	2	Cultural context	

Second: Descriptive statistics of the study variables

This paragraph explains the arithmetic mean and the standard deviations of the paragraphs of the study variables and the order of relative importance according to Table (8), which clarified the criterion of comparison between the paragraphs.

Table (8) The Relative Importance of Variables

Availability level	Category length
very low	1.80-1
Low	2.60-1.81
Moderate	3.40-2.61
High	4.20-3.41
very high	5.00-4.21

Table (9) shows the arithmetic mean and the standard deviations for each dimension of the study

Order of Importance	Answer direction	standard deviation	Arithmetic mean	Paragraph	Variables
The Third	High	.984763	.8272	X1	XX
The Fourth	High	1.10680	3.7778	X2	

Order of Importance	Answer direction	standard deviation	Arithmetic mean	Paragraph	Variables
The First	High	.80584	4.0247	X3	
The Second	High	.82832	3.9630	X4	
The Second	High	.91810	3.7901	Z1	ZZ
The Third	High	3.6543	.86834	Z2	
The First	High	.89443	3.8889	Z3	
The Third	High	1.10191	3.6173	V1	VV
The First	High	.91658	3.9012	V2	
The Second	High	.93244	3.7407	V3	
The Fourth	High	.98742	3.6667	M1	MM
The Third	High	.96673	3.8765	M2	
The Second	High	.88889	3.9012	M3	
The First	High	.79660	4.1235	M4	
The Third	High	.85797	3.6296	A1	
The First	High	.78901	3.9506	A2	AA
The Second	High	.79232	3.8519	A3	
The Third	High	.94640	3.6790	B1	BB
The Second	High	.81725	3.7901	B2	
The First	High	.91860	3.8642	B3	
The First	High	.90062	4.0370	N1	NN
The Third	High	.77460	3.8889	N2	
The Second	High	.90284	3.9012	N3	
The First	High	.83629	3.9753	S1	SS
The Second	High	.85310	3.8148	S2	
The First	High	.75788	3.9753	S3	

Order of Importance	Answer direction	standard deviation	Arithmetic mean	Paragraph	Variables
The First	High	.88576	3.8765	D1	DD
The Second	High	.83241	3.7901	D2	
The Second	High	.86994	3.7654	F1	FF
The First	High	.76819	3.9012	F2	

We conclude from Table (9) that:

Human Capital

The highest paragraph in the Knowledge (XX) was allocated to the third paragraph (X3), which was in arithmetic mean (4.0247) and with a standard deviation of (80584) Whereas, the highest paragraph of the ability dimension (ZZ) was allocated to the third paragraph (Z3), which was an arithmetic mean (3.8889) and with a standard deviation of (89443). The result was that the highest paragraph after the (VV) Skill was allocated to the second paragraph (V2), which was an arithmetic mean (3.9012) and with a standard deviation of (9,1658). The highest paragraph in the dimension of experience (MM) was in the fourth paragraph (M4), which was an arithmetic mean (4.1235) and with a standard deviation of (79660). This is evidence of the need to focus on the application of what these paragraphs aim for.

Educated Organizations

The highest paragraph in the dimension of culture that promotes learning (AA) was allocated to the second paragraph (A2) and an arithmetic mean of (3.9506) and with a standard deviation of (.78901). The share of the third paragraph (B3), with an average arithmetic capacity of (3.8642) and a standard deviation of (91860).

Outstanding Performance

The highest paragraph of the paragraphs after the strategic vision (NN) was allocated to the first paragraph (N1) with an arithmetic mean of (4.0370) and a standard deviation of (.90062) While the highest paragraph of paragraphs after driving behavior (SS) was from the first and third paragraphs (S1, S3) with an arithmetic mean of (3.9753) and a standard deviation of (.83629) (. 75788), respectively. Whereas, the highest number of paragraphs after skills (DD) was allocated to the first paragraph (D1) with an arithmetic mean of (3.8765) and a standard deviation of (.88576). The highest paragraph of the paragraphs after the cultural context (FF) was allocated to the second paragraph (F2) with an arithmetic mean of (3.9012) and a standard deviation of (.76819). Therefore, the respondents must maintain their current performance.

Third: - ANOVA Test the variance hypotheses

Table (10) colleges' variation towards creative demolition and its dimensions

		Sum of Squares	Df	Mean Square	F	Sig.
XX	Between Groups	57.274	50	1.145	76.721	.000
	Within Groups	.448	30	.015		
	Total	57.722	80			
ZZ	Between Groups	55.093	50	1.102	137.308	.000
	Within Groups	.241	30	.008		
	Total	55.333	80			
VV	Between Groups	66.821	50	1.336	166.538	.000
	Within Groups	.241	30	.008		
	Total	67.062	80			
MM	Between Groups	55.919	50	1.118	74.906	.000
	Within Groups	.448	30	.015		
	Total	56.367	80			

By looking at the analysis of the variance for each dimension and the axis in general, we find that the calculated value of F (for Knowledge - Ability - Skill - Experience) was the value of its significance (sig) less than the level of significance 5% and 1%, which is evidence that there is a variation with Significant significance of the level of 5% and 1% in the responses of the sample members towards the dimensions of human capital as a result of the difference in colleges.

Fourth: - Test hypotheses of the relationship between the study variables
 Table (11) link matrix between study variables

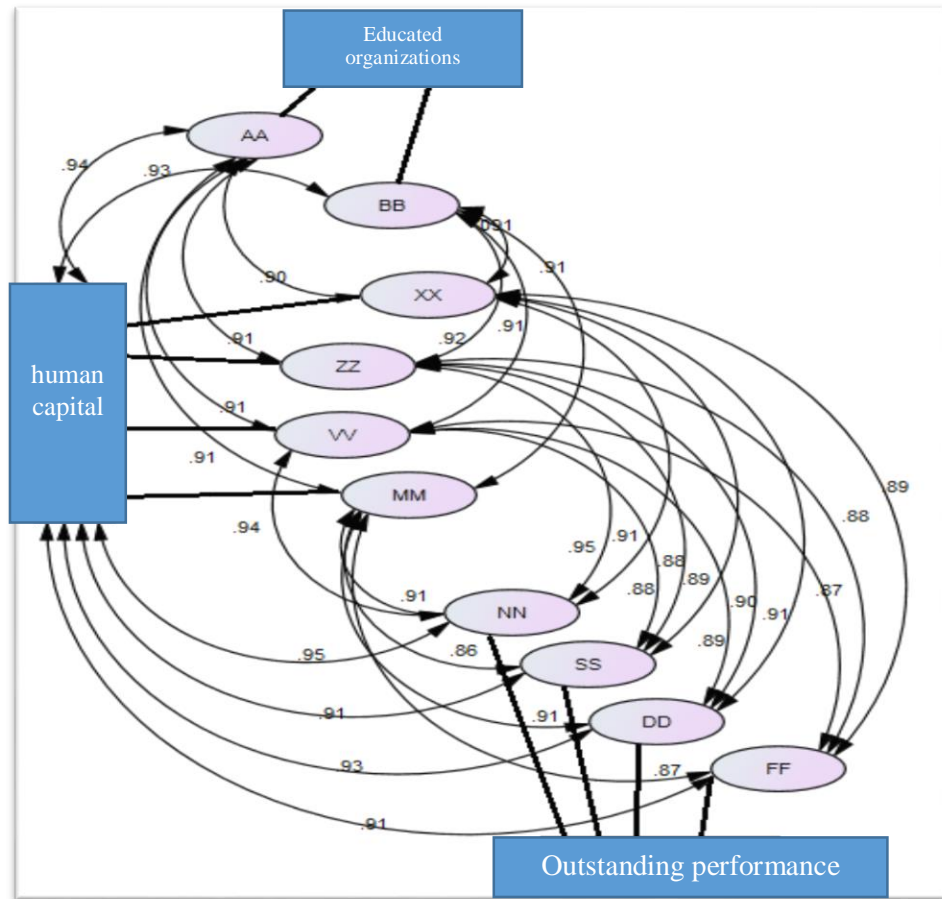
		Educated organizations		Outstanding performance			
		AA	BB	NN	SS	DD	FF
Creative demolition	XX	.902**	.909**	.906**	.894**	.908**	.893**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	ZZ	.906**	.917**	.952**	.883**	.896**	.877**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000

		Educated organizations		Outstanding performance			
		AA	BB	NN	SS	DD	FF
	VV	.911**	.916**	.935**	.880**	.893**	.874**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	MM	.906**	.909**	.910**	.861**	.913**	.868**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
Creative demolition		.934**	.941**	.954**	.907**	.930**	.905**

The above table shows the existence of a statistically significant correlation relationship between the dimensions of human capital and the dimensions of educated organizations. The outcome of the correlation relationship between the dimensions of human capital and the leadership that promotes learning has reached (0.934). While the outcome of the correlation between the dimensions of human capital and the leadership that curbs learning has reached (0.941). While the outcome of the correlation between the dimensions of human capital and the dimensions of distinguished performance was very strong, as the outcome of the correlation between the dimensions of human capital and the strategic vision was (0.954)

While the outcome of the relationship between the dimensions of human capital and the behavior of leadership has reached (0.907), while the relationship between the dimensions of human capital and after the outstanding performance of skills has reached (0.930), and the correlation between the dimensions of human capital and after the cultural context has reached (0.905).

The figure below shows the correlation



(Figure 5)The correlation relationship between the dimensions of human capital and the cultural context

Fifth: - Examining hypotheses of influence among the study variables

		Educated Organizations		B	R ²	Calculated F	Calculated T
		B ₁	A				
Creative demolition	XX	843.	510.	926.	857.	475.170	21.798
	ZZ	867.	520.	933.	870.	528.158	22.982
	VV	789.	835.	934.	873.	541.175	23.263
	MM	854.	469.	928.	861.	488.877	22.111

The above table shows the presence of a statistically significant effect relationship between the dimensions of creative demolition and the dimensions of educated

organizations and the outcome of the effect relationship between the dimensions of creative demolition and (leadership that promotes learning, and leadership that restricts learning), that is, the increase by one standard deviation leads to an increase dimension the skill of (0.843), I reached (0.857). That is, this dimension explains the percentage (86%) of the human capital variable, and so on in relation to other dimensions. The figure below shows the effect relationship.

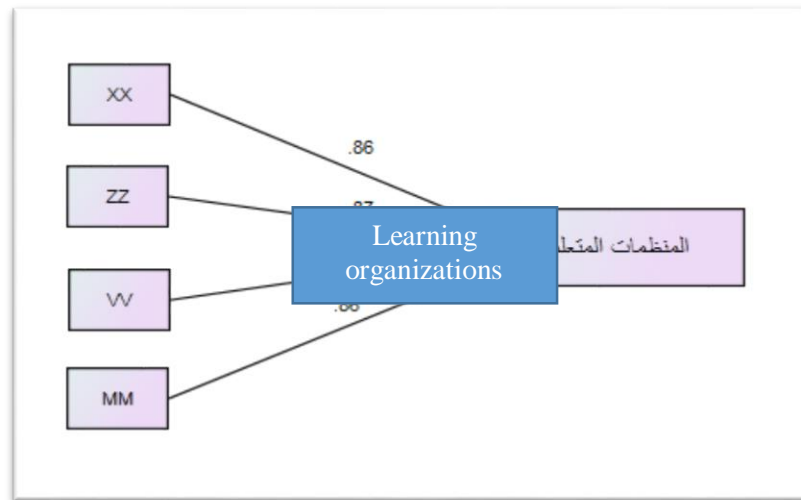


Figure (6) shows the effect relationship Learning organization

Table (13) the effect relationship between the dimensions of human capital and outstanding performance

		Outstanding performance		B	R ²	F Calculated	T Calculated
		B ₁	A				
Creative demolition	XX	833.	635.	940.	884.	601.951	24.535
	ZZ	853.	660.	943.	889.	631.755	25.135
	VV	769.	995.	936.	876.	558.907	23.641
	MM	832.	644.	928.	861.	490.234	22.141

The table above shows the existence of a statistically significant effect relationship between the dimensions of human capital and the dimensions of educated organizations and the outcome of the effect relationship between the dimensions of human capital and (Knowledge - ability - Skill - Experience), i.e. that the increase by one standard deviation leads to an increase After the strategic vision of (0.833), I reached (0.884). That is, this dimension explains (88%) of the

human capital variable, and so on in relation to other dimensions. The figure below shows the effect relationship

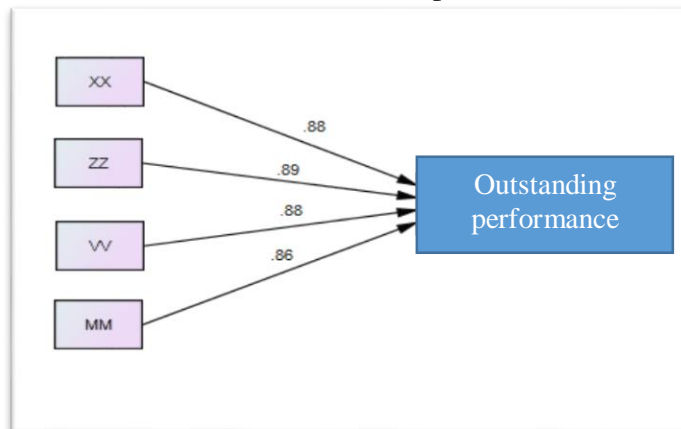


Figure (7) shows the effect relationship of outstanding performance

CONCLUSIONS

- It is a necessity for a high degree of attention by the colleges, the study sample, with regard to the results of the focus on outstanding performance, through their participation in specialized training courses and the development of their expertise and skills.
- The necessity of paying attention to a high degree by the colleges of the study sample with regard to the results of leadership and governance.
- The study results revealed the presence of a high level interest by the colleges of the study sample with the results of the budget and the financial and market results.
- The colleges of the study sample were able to employ their educated capabilities in order to achieve outstanding performance, if it turns out that there is a direct correlation between all dimensions of human capital and all dimensions of distinguished performance.
- The results of the study revealed that there are direct correlations between human capital and educated organizations in order to possess the necessary skills to increase their ability to perform their operations with distinction.
- Results of a study revealed that there are direct correlations between the learning organizations and the dimensions of outstanding performance, and this indicates that the need to pay attention to training employees on the elements possessed by the sample.

RECOMMENDATIONS

- The research colleges should involve their employees in meetings and meetings that enhance their knowledge of strategic issues and involve them in college council sessions in order to be able to fulfill their strategic roles.

- The necessity for the staff of the researched colleges to become a center for communicating the voice of the staff to the Deanship of the College, by allocating sufficient time to listen to their needs and demands and respond to them.
- The necessity of colleges adopting the modern marketing philosophy represented in customer orientation and focusing on it as the focus of work
- The need for colleges to make reference comparisons of outstanding performance indicators with the corresponding local, regional and global colleges, and to determine the college's position in relation to those colleges and benefit from their experiences and expertise in the field of distinguished performance indicators.
- The necessity for colleges to study about other models of outstanding performance models and their application, and to make comparisons with the results reached according to the Malcolm model in the drawer for the purpose of discovering the model that is appropriate for its environment and adopting and applying it.
- The colleges of the study sample should set up an administrative unit specialized in caring for creative and distinguished employees with the performance of various activities that give material and moral support to distinguished employees, and provide scientific and administrative facilities.

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QUESTIONNAIRE

The first variable: creative demolition

The dimension	Phrase	I totally agree	I agree	neutral	disagree	Strongly Disagree
Organizational change	1- The company has made fundamental changes to its organizational structure					
	2- The company has made fundamental changes in the use of computer systems in its administrative operations					
	3- The company has made changes in the design and delivery of its services in line with the quality of modern technologies					
Technology innovation	4- The company introduced new methods and methods of its service operations provided to					

	customers					
	5- The company gave workers the freedom to solve immediate problems related to providing their services					
	6- The company takes measures to help activate contacts and exchange knowledge between workers					
	7- The company has devised new ways to build, modify and improve its service operations					
	8- The company has introduced new technologies to increase its services compared to competitors					
	9 - The company makes adjustments to the way it provides its services based on the knowledge gained from the unsatisfied needs of the customers					
	10- The company allocates programs to improve and develop its services to					

	increase the loyalty of its customers					
	11- The company provided distinctive and innovative additional services compared to competitors					
Strategic thinking	12- The company seeks to offer free offers in order to increase the number of subscribers to its services					
	13- The company follow up the opinions of customers as a base on which to develop its services					
	14- The company obtained patents that increase service innovations					
	15- The company uses its strategies, services design and control systems					
	16- The company has adopted new policies in the field of recruitment, bonuses and					

	incentives					
Historical perception	17- The company assists policies and procedures to develop its services by developing efficient programs					
	18- The company seeks to external parties (consulting and research centers) to determine the future directions of consumers					
	19- The company has taken policies and procedures to develop its services and the marketing center					
Dr. Fayeز Kamal Shelden / 2007. Gaza (creative demolition in government institutions						

The second variable (educated organizations)

Culture that promotes learning	
	Do you balance the interests of all shareholders?
	The organization focuses on people more than systems
	It makes people believe that they can change the environment
	Looking to problems holistically
	The encourage open participatory communication
	She believes in team work

	You can contact the organization's leadership
Culture that inhibits learning	Workers distinguish between hard and soft issues
	Focuses on systems, not people
	It only allows people to change when they have to
	Work is done quickly
	I have the ability to break down problems
	Restricting the spread of information
	I have a controlling ability

Leufven et al. Health Research Policy and Systems 2015 .13:6

The third variable (outstanding performance)

Leadership	
	the need to Understand for a systems approach in all aspects of the organization
	It provides continuous education opportunities for the council, internal leadership and managers
	The organization and leadership are consistent with values, goals and strategies
	The organization employees can be motivated to achieve excellence performance
Strategic Planning	
	The organization undertakes meaningful strategic planning for at least once a year
	Involves many stakeholders so that the plans reflect the needs of society
	The systems framework is used in planning to ensure a holistic approach
	The plan announces to all the organization's joints in an easy-to-understand language
Customers, partners, and society	
	The organization measures and publishes customer

	satisfaction data
	The organization is distinguished in customer services as evidenced by the comparative results of customer satisfaction
	works on various service providers in the same field to improve its delivery and continuity
	Cooperate with the public and private sector organizations in society to evaluate and improve conditions
Measurement, feedback, and knowledge management:	
	The organization uses a strategic framework for managing information (such as balanced scorecards)
	Evaluating the strategic process regularly and disseminating information within the organization
	The data is used to improve the situation of the customers and their safety in the service field
Work force and culture	
	The organization supports the development of a workforce willing to change and adaptable
	The organization focuses heavily on employee development and satisfaction
	The organization supports the stability of learning and skill building for employees
	The organization focuses on developing a staff culture and focusing on clients
the Operations	
	The organization has developed efficient business processes and processes in all areas
	Technology is used conveniently to improve efficiency and quality
Impact and results	

	Regularly documenting and measuring the results and impact of the care and service we provide
	The organization informs the community, employees and stakeholders of the quality of the results
	The organization compares the results internally and with its peers
	The organization works to document value, cost, efficiency, quality and customer satisfaction

Source: www.ruralhealthinnovation.com