



Available online at <http://jeasiq.uobaghdad.edu.iq>

Employing the indicators of stereotypes and the dimensions of organizational clarity and their role in achieving the planned organizational behavior Analytical study on a sample of workers in some departments of the Faculties of Engineering, University of Kufa

Athraa Abdulkarem Hameed
Directorate of Education of Diwaniyah, AL-
Diwaniyah, City, Iraq
Athraahmed55@yahoo.com

Received:4/9/2018

Accepted:11/2/2020

Published: March/ 2021



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)

Abstract:

The current research examines the employment of indicators of stereotypes and the dimensions of organizational clarification to achieve planned organizational behavior on a sample of employees in a number of departments of the Faculties of Engineering, University of Kufa, for a sample of (122) teaching staff. This research proposes the use of positive indicators of stereotypes for both the organization and employees and their awareness of what they want to obtain and what should be done for both parties and the removal of organizational clarity represented by the functional dimension that explores to what degree the employee's understanding of the internal strategy of the organization and the strategic dimension that searches for an understanding of internal and external strategies In view, the market dimension that represents the employee's comparison to his current job with future employment prospects to achieve the planned organizational behavior and dimensions, and after distributing the questionnaire and collecting information, this research conducted an analysis using statistical tools, including the SPSS program and structural modeling, and the current study concluded that the stereotypes that any employee and organization have about a certain job, through its indicators (authoritarianism (authority, collectivism versus individualism, avoiding uncertainty versus accepting uncertainty, distant temporal orientation versus short temporal orientation, and finally an appreciation of pleasure and joy versus limiting pleasure and joy) with organizational clarity in its dimensions (functional, strategic and market) To influence the enhancement of the planned organizational behavior of Kh Lal influence behavior-oriented attitude, perceived behavioral control and personal norms..

Keywords: Stereotypes, organizational clarity, planned organizational behavior.

Introduction:

The problem of planned organizational behavior for organizations and individuals is one of the problems that organizations suffer from, especially the educated ones, in light of contemporary administrative trends and constant change, and to deal with that change came the idea of (the function of stereotypes and organizational clarity) among the directions through which these organizations can enhance the planned behavior). The University of Kufa is among those organizations that indicate the need to rely on clear standards to determine the levels of planned organizational behavior in it, and the failure to reach the required level in the positive use of stereotypical indicators in the provision of knowledge and information that enrich the organizational manifestation of employees as one of the university's most important resources. And presenting the administrative behaviors that express the teaching of their work, and its reflection on achieving a good planned organizational behavior for the university.

indicators of stereotypes:

the stereotype Modularity (means the judgment made regarding the prevalence of a certain idea of a certain group) that the plaintiff confuses the character of generality or a preconceived idea that imparts specific characteristics to all members of a class or group.

It is derived from them the verb of stereotyping and molding (Glick & Fiske, 2011: 530). Modular thinking: it is the thinking that a person or persons follow, depending on ready-made ideas (they can be traced back to customs, traditions, and cultural and religious legacies).

Fundamentalism and Salafism are models of stereotypical thinking and have been used on the West to refer to Christians (in Europe and America) ((Greenwald & (Banaji, 2002: 5)) by hardliners who emphasize the literal application of the Bible, and describe Islamic societies and movements. For stereotyped thinking (Henry, & Sears, 2002: 283) because they follow a certain approach iteratively without delving into its justifications, and there is a new type of stereotyped thinking, which is being influenced by ideas and principles and believing in them (that generates conviction).

Whoever belongs to a party and believes in its goals is stereotypical thinking. In most cases, we find ourselves faced with a stereotypical thinking (Henry & Sears, 2009: 569). As for atypical thinking, it is creative thinking - creative - and it is a complex and purposeful mental activity directed by a strong desire to search for behavior or to come up with original outcomes that were not previously known.

When the expression creativity comes to mind, people think that there is a miraculous achievement, and this does not necessarily have to be true. Creativity has different levels and creativity has different types:

1. Productive creativity: the ingenuity of achieving sub-spontaneous outcomes such as developing a musical instrument.
2. Innovative creativity: the ingenuity of using materials to create a new product, such as Edison's invention of the lamp.
3. Regenerative Creativity: It is the ability of a person to break the law or an established theory.

4. Imaginary creativity: It is rare and is intended to arrive at a new principle, theory or hypothesis.

5. Expressive creativity: It is the development of a unique idea or products regardless of their quality or quality, as in the spontaneous drawings of children.

From the above, we find that stereotypical thinking is not flawed, and it is a state of learning, which is an important condition and needs it in many aspects of life. The doctor, for example, follows a stereotypical thinking to diagnose the patient's condition, and the mechanic follows a stereotypical thinking to solve a problem in the car, and the writer follows a stereotypical thinking to present his topic, and the poet follows a thinking A stereotypical expression of what he wants to say (Herek & Lemore, 2013: 309) Thus, we find that stereotypical thinking is an important and basic condition in many issues, the most important of which are instincts as well. Whoever marries follows stereotypical thinking and so on. As for what is promoted by non- stereotypical thinking in the sense of deviating from customs and traditions, this is a matter that must be precisely defined.

We must deny what is bad from it and stick to what is good (and here we find ourselves obliged to work with the pattern and identify the bad and the good) (Ho & KSidanius 2012: 583) Renewal and keeping up with the times and civilization is a wonderful thing, but we must not abandon the most beautiful thing that God has decorated us with, which is modesty.

Indicators of stereotypes There are indicators of stereotypes that are measured by indicators in each of the following dimensions: Indicators (authoritarian versus limited power), (collectivism versus individualism) index, avoidance of uncertainty versus acceptance of uncertainty, index (level of masculinity versus femininity), index (long-term temporal orientation versus short-term) ndex (authoritarian versus limited power), index (collectivism versus individualism), index (avoidance of uncertainty versus acceptance of uncertainty), index (level of masculinity versus femininity), index (long-term temporal orientation versus short-term), and finally an index (Appreciating pleasure and joy in exchange for restricting pleasure and joy).

The first - indicator (authoritarian versus limited authority): is the distance from power and lies in the acceptance of the members of the society with less authority for the more powerful members. This dimension is measured by the level of distribution of power in a particular culture, how its members see equality and their impression of the hierarchy. (Callanan, 2011: 283)

The second - indicator (individual versus collectivism): the degree to which individuals integrate into groups, the importance of achieving personal goals in a collective society, and the philosophy of society's goals for the greater well-being of individuals. Glick & Fiske, 2011: 530)

The third - indicator (avoiding uncertainty and ambiguity): This dimension measures how societies deal with ambiguities, uncertainties, unforeseen events, and anxiety about change. A high index indicates that society is less tolerant of change and tends to shift anxiety around the unknown by creating strict rules, regulations and laws. And bureaucracy. In low-index societies, they are more open to change, and the rules, laws and principles are more flexible and guiding. Callanan, 2011: 283)

Fourth - Pattern Index (masculinity versus femininity): The index measures the level of prevalence of male stereotypes, such as values, trust, energy,

ambition, and materialism, in contrast to the prevalence of feminine stereotypes such as focusing on relationships with others, belonging, making concessions and coexistence instead of confrontations. High index scores on the masculinity scale generally show more pronounced differences between the sexes and tend to be more competitive and ambitious.

In contrast, the index with a lower score, the differences are less between the sexes and the greater the value of building relationships at the expense of achievements. Fifth - temporal trend indicator (long term versus short term): This indicator describes the time horizon of a community.

The low index means that his temporal orientation is inclined towards the short term, and then his culture is directed and gives value to traditional methods, and the authority takes a role in building his relationship and tends to generalize and overlooks the time barrier and his past is linked to the present, and perceptions of what can be done today could be tomorrow.

As for the high index, it indicates the long-term trend, and it maximizes the value of time and time, a tendency to linearity and determination, looks to the future instead of the present or the past, and gives consideration and value to motivation, incentives and rewards. Sixth indicator (showing pleasure and joy in exchange for restricting it):

This indicator measures the ability of culture to meet the immediate needs and personal desires of its members and the position of expressing (pleasure, entertainment, pleasure and joy between need and necessity) or being a luxury that society does not care about, the high of the index indicates the society's appreciation for success Celebration and appreciation of personal needs and merit, and a low index denotes the stringent social norms under which the satisfaction of motivation is regulated and discouraged. Callanan, 2011: 283)) provides familiarity with this theory, not exclusively, and an understanding of the link between social phenomena and individual behavior and the traditional value that society has adopted and adopted in programming individuals, and from which we can understand the obstacles that undermine the dreams and aspirations of individuals and society and which we often avoid Infringement or criticism motivated or delusional by Her Majesty and its association with other, more sacred values, or being an extension of those more revered and revered values, thus hindering social interaction with "initiatives without accountability and suspicion" and thus restraining society in its aspiration for development and progress. (Mawby: 2008,110) The second axis: -

The concept of organizational clarity It is the concept that the employee has about the organization's vision for the purpose of the strategic mission for the purpose of challenges and priorities and the competitive reality (Journaliste et al, 2014, 1), in other words, it is the degree to which the employee distinguishes the line between his jobs and the market in which you work as for the background of the company's strategy. Organizational is also one of the key factors for achieving success in the business world as defined by financial performance and the employment of innovation, learning and productivity. Between the procedures, the merging of the objectives of decisions and the control of information between the procedures followed and the procedures established (Ritchie & Rabbino, 2001:

organizational clarity

the main justifications for clarity There are three main justifications for organizational clarity, each of which is based on the core idea that this clarity is crucial for the accumulation of knowledge:

- 1- Clear structures facilitate communication between scholars.
- 2- Improving clear structures enhances researchers' ability to apply them (phenomenology exploration).
- 3- Clear structures allow for more creativity and innovation in the field of research. Clarity facilitates communication. Clear structures allow us to build on top of previous research, providing us (providing the research community) with a common language. Dunham & Puente, 2008,6).

A common language is a prerequisite for researchers interested in similar phenomena, that is, from phenomena to exchange ideas and build knowledge. Clarity helps to apply analysis, clear structures lead to an experimental application in theory as positives, and clear structures help to choose theory from definition to application and examination. Bagozzi & Edwards. 1998, 55) Third:

Eliminate organizational clarity The concept of organizational clarity is a new concept. A wide range of research has been conducted on it, including organizational, economic, social, psychological and management studies. Based on these studies, there are three main dimensions of organizational clarity. To measure the success of the model:

- 1- The functional dimension // explores the degree to which the employee has reached, as the employee must have a clear understanding of the purpose and foundations of the organization, and his job and its contribution must have an impact on the success of his institution or organization. Within the organization to understand the organization's strategy, in other words, does he understand strategy through his knowledge. Descriptive (Jeary, 2009: 25) The strategic dimension // explores to what degree the employee searches within their organizations to understand their strategies, but also looks outside the organization (reality) to review the strategy compared to market developments in the strategic dimension. The employee believes that the organization knows what it is doing and that the regular strategy will be successful in the future to be a strategy and whether the employee Confident the organization is able to implement the strategy while examining market knowledge? (Parnell, 2013: 62)
- 2- The market dimension / This dimension explores whether the employee looks outside the organization to understand the future employment prospects, in other words does the worker look first to the markets to understand the future? In the remoteness of the market, employees feel that there is a connection to their profession more than their current organizations and they find that their current jobs are a step to the next jobs. Also, employees believe that the interactions of their organizations are often towards the market and not in its forms.

Create clarity of purpose structure and measurements. Organizations thrive when there is clarity of what they need and want to have. With clarity, one can work for a common cause. Without clarity, effort is wasted and becomes chaos. It includes three justifications: clarity of purpose, structure of measurement.

1- Clarity of Purpose // Many people need to know why the organization exists in order to offer their enthusiastic support. Where individuals determine whether they wish to stay and work in the organization or work for other organizations. This will help people solve problems or help workers lead better, safer, healthier and more productive lives.

2- Clarity of structure // Many people need to know their roles and responsibilities, as well as others in the organization. This knowledge and this confidence allows them to focus on their work and give it full energy with the perception of working as a team and what we can do. Confirm the important roles to support the direction of the organization and it should include the job description Objectives and performance objectives to align with the company's vision.

3- Clarity of Measurement // Knowing how to measure results at work is essential. Explain to employees what is being measured, how and why it is measured. This clarity results in them knowing where to focus efforts. (145, 2006: Kauffman)

Fourth: Five simple steps for organizational clarity

1- Ask all the people present from the organization to answer a simple question, what are the actions you do now? You will be amazed at the multiplicity of answers and based on these answers you will create a common language that anyone in the organization can achieve to describe what you are doing and then use this common language with all the people in the organization.

2- Definition of why we exist? The number of managers who use how to define the organization if they cannot achieve success if they do not know why the organization exists and what its purpose is.

3- Creating the organizational goal that is not related to the operational standards and this goal every worker must be aware of.

4- Defining all individual rules and responsibilities within the organization as they wish to be adopted in the organization.

All work desires success for themselves and their organizations. (Adams, 2005, 32.) There are 6 critical questions to create organizational clarity You should ask these six questions:

1- Why do we exist? This defines the reason for the existence or the core purpose of the organization, and this intellectually builds big dreams and ideas about future visions (Dayan & Basarir, 2010: 52)

2- What is our behavior? This determines the core value of the organization or the personality of the organization, taking into account what it does in a time of challenges, not just daily opportunities. Çakar & Alakavuklar, 2011, 32).

3- What are you doing? This is a definition in one sentence about the reality of the organization's work, and what we do is about normal business [a day that exists and a day that does not].

4- How will you succeed? This is the success plan that includes the international decisions of the company that it makes that gives the best chances for success and distinguishes itself. Success is not only difficult work, and it is also a smart plan to be aware of the graduate.

5- What is the necessary thing now? It is the only goal that must be achieved in a specific and clear time, even if there are other goals that are taken into consideration

6- Who should do what? This is about dividing the responsibilities for getting the answer and the importance for solving the previous five questions.

All organizations that include leadership, staff and members must clearly understand the following:

- 1- Why is there? What is our purpose? the message.
- 2- What is most important to us for survival? Core Values.
- 3- What is the distinctive image of the post? Vision.
- 4- How do we confirm strategy with daily operations? What are the daily activities to accomplish the mission (mission)? Annual Roadmap.
- 5- How do we manage successful accomplishments in the mission? How are you documented perfectly? Reliability and assistance.
- 6- The benefit of using a common language. Emphasizing employee understanding of clarity

Planned behavior

Organizations have to enter the workforce in order to achieve something different this time. Research has revealed three areas as opportunities for managers, contacts, and shareholders to ensure organizational clarity about strategy and direction.

1- Allow employees to see the leader in different places. Initiate more real meetings with people, where leaders, managers and employees can research and discuss issues and topics.

2- Allowing employees to hear the leader in different places. Changing the voice from telling someone to facilitate where the conversation is problematic for learning, judgment and inquiry.

3- Ensure that the strategy and content are linked to the reality of the employees with the multiplicity of the work force and the multiplicity of interests and information must also meet the different needs. (2016: 12, Burton & Grateset) Clear structures boost creativity.

Clarity builds a theory that serves the creativity of the indicative purpose in the theory. Such as metaphors and identification of basic elements or characteristics of a particular phenomenon while at the same time highlighting the similarities and differences for each of these related phenomena and this is done carefully and in a detailed manner and thus can enhance creativity by allowing managers to redefine problems in ways that are more solvable. . (Astley & Zammnto, 1992: 455) Clear constructs are not only a restrictive means of describing but can stimulate insight into the potential relationships involved. Often related theories such as (good choice restoration) have been carefully developed as a powerful creating material which influences the reinforcement of the theory. Planned behavior My theory (Reasoned Action Theory and The Theory of Planned Behavior) came as a reformulation of Dolany's theory of behavioral intent (Dulany's (1961, Friedkin, 2010: 200)).

The theory of planned behavior considers the theory of planned behavior as an extension of the theory of action as a cause or as an update to avoid the limitations of the archetype (the theory of action is cause) in dealing with the behaviors of individuals who do not possess voluntary control or are incomplete (Ajzen, 1991: 50). Action theory is causative, and it cannot deal with behaviors that require resources, cooperation, and skills. In response to criticism of the

paradigm, Ajzen (1985) proposed a modified paradigm called the "theory of planned behavior." (Aberg, 1993: 25) The extent of an individual's intentions to perform behaviors that can be performed and depend in part on the amount of resources and control, resources and opportunities available to the individual, to some extent, must dictate the probability of achieving the behavior.

The causal action theory is one of the most influential models for predicting human behavior and behavioral tendencies. (Ajzen, 1988: 4) This theory proposes that behavior is influenced by behavioral intentions which, in turn, are influenced by attitudes towards the action and through personal norm. The first component, the attitude toward the action, is a function of the perceived consequences of individuals related to the behavior.

The second component, the subjective criterion, is a function of beliefs about the expectations of an important reference to others (Ajzen, 1991: 179) and motivated by compliance with these references. The model received much support in empirical studies of individual behavior and the literature on social psychology (Ajzen, 2000: 11).

However, one of the limitations of this theory is the prediction of the behavioral intentions and behavior of individuals because they do not have voluntary control over their behavior, and thus the theory of planned behavior appeared to address these limitations (Albe, 2002: 34). On behavioral intentions and behavior, which is perceived behavioral control, the theory of planned behavior suggests that the perceived behavioral control of the focal individual in the event of a decision may affect behavioral intentions. (Armitage, 1999: 38 The perceived behavioral control is more important in influencing the individual's behavioral intention, especially when the behavior is not completely under voluntary control, and it also increases self-confidence in making the appropriate decision. Thus, perceived behavioral control becomes a prominent factor in predicting the behavioral intentions of an individual. Chiou, 1998: 298-299; Ajzen & Madden, 1986: 454).

Employing the theory of planned behavior in organizational behavior. According to the model developed by Ajzen and Fishbein, focus on intentions as a key link between attitudes and planned behavior. See the figure. Determinants of Intention Figure 2.2 indicates the extent of the three main general drivers of prediction or at least influence intent and behavior.

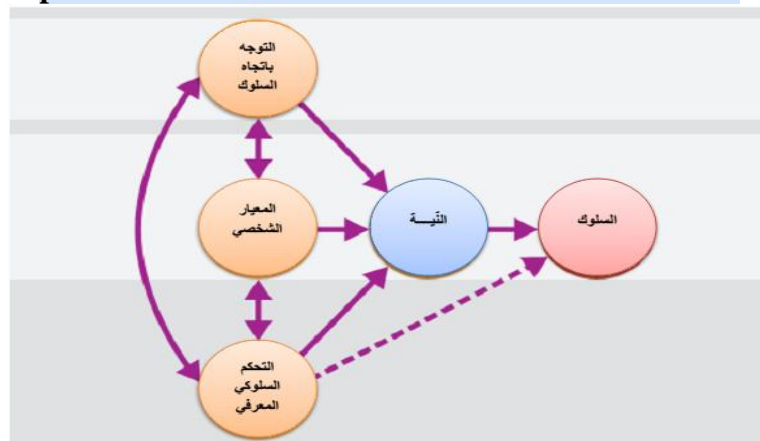


Figure (3) The theory of planned organizational behavior

1. **Attitude toward the behavior:** The extent to which the individual has an appropriate or inappropriate assessment or evaluation of the behavior in question.

2. **Subjective norm:** the social factors that represent perceived social pressures in favor of or against the behavior.

3. **Perceived behavioral control:** Ease or difficulty of performing perceived behavior, assumed to reflect previous experience and expected obstacles. (Kinicki & Fugate, 2016: 46-47).

According to Ajzen's model, an individual's intention to engage in a certain behavior is a strong predictor of the behavior occurring. For example, if you want a quick way to determine whether an individual worker intends to quit his job, assign an objective third party to ask the individual worker whether he really intended to leave. The likely answer would be correct.

This conclusion is supported by research and predictions indicating that intentions are influenced by the three main drivers of the Ajzen model. Therefore, if we want to change the behavior, we should look at the intentions and how they can be modified by working on the three main drivers shown in the figure. Managers may be able to influence behavior change by doing or saying things that affect the three determinants of the intentions of working individuals to present a particular behavior: the attitude toward behavior, personal norms, and perceived behavioral control. In *Our Private Lives* (1981: 40 Bentler, & Speckart), if we wish to practice more, we must begin by changing our intentions about a practice and the associated private beliefs about the exercise.

The Lever of Information In the workplace, one of the simplest levers that managers can use to change behavior is information. Management provides information to individuals working daily (Budd, 1986: 109). Standard organizational information that can influence drivers includes: • Reports on the culture of the organization. • Announcements about new training programs. • News from key managers. • HR program and policy updates. • Announcements regarding new bonuses for organized work. All of these messages reinforce some beliefs (Budd, 1987: 5), and managers should consciously use them to influence behavior. For example, if management wants to improve employee retention, it can provide information or implement policies that emphasize the value of staying in the organization (Budd, 1984: 14 & Spencer). These efforts go beyond looking at the programs that you can benefit from in the workplace. (This is controlling what happened at Alston & Bird, an Atlanta law firm that was ranked the 40th best place to work by Fortune magazine in 2014.) The organization wants to reinforce working individuals' beliefs about the value of staying in the organization rather than working elsewhere. Managers need to be savvy in following four main workplace trends:

1. Organizational commitment
2. The involvement of working individuals
3. Perceived organizational support

Job satisfaction (Kinicki & Fugate, 2016: 47). This is because these attitudinal measures serve a dual purpose. First, they represent the important outcomes that managers directly reinforce. Second, it delivers other important results that managers want to improve whenever possible. For example, lower job satisfaction and lower employee engagement mean lower job performance and

higher employee turnover. This is why managers track major situations (trends) in the workplace, and understand their causes and consequences. The third topic Practical side data analysis This topic aims to describe and diagnose the study variables that were referred to in the hypothetical scheme adopted by the study.

Research form and data collection The questionnaire attached in (Appendix No. 2) was designed after the researcher reviewed many scientific and field studies on the issues of stereotypes, organizational clarity, and planned organizational behavior. Before the questionnaire took its final form, it was presented to a number of professors and academics specialized in the field of business administration and statistics in Iraqi universities, and to a group of workers in the first order of administrative leadership in some departments of the College of Engineering to explore their views and observations, as the researcher benefited from the valuable guidance given by the aforementioned professors. Above. The questionnaire consisted in its final form of (5) main sections that included (126) questions. - Questions related to the variables of the dimensions of the stereotypes amounting to (20) questions distributed into five dimensions as follows: The first dimension (pleasure and joy (7)) question. The second dimension (individual versus collective (4)) question. - The third dimension (temporal orientation (3)) question. The fourth dimension (masculinity versus femininity (3)) question. The Fifth Dimension (Avoiding Uncertainty and Ambiguity (3)) Question. - Questions related to the variables of the organizational clarity dimensions of (33) questions divided into five dimensions as follows: - The first dimension (clarity of activities and procedures (6)) question. The second dimension (clarity of the role of goals (7)) question. The third dimension (clarity of the role of employees (6)) question. The fourth dimension (clarity of resource use (5) question. The fifth dimension (clarity of the organizational structure (4)) Question. The sixth dimension (clarity of leadership roles (5) question. - Questions related to the variables of the dimensions of the planned organizational behavior of (30) questions distributed into five dimensions as follows: - The first dimension (orientation (3) question. - The second dimension (self-identity (2) question. The third dimension (objective criteria (2)) question.

The fourth dimension (behavioral control (2) question. The Fifth Dimension (Intention (1)) Question. 1- Coding of research variables and dimensions The research tool consists of three main parts, the first part represents stereotypes, and the second part represents organizational clarity, while the third part presents the planned organizational behavior, and the sub dimensions of each of the research variables, and Table (1) provides an explanation about the coding of each variable and each dimension And determine the number of paragraphs. Table (1) coding the research variables and the number of paragraphs for each of its dimensions

figure No. (7) structural modeling of research variables (stereotypes, organizational clarity, planned organizational behavior) 1. The honesty and consistency of the study tool. Internal consistency. Refers to the internal validity test of the questionnaire, in which it expresses the extent to which the scale or group of measures is properly represented for the items of the study. Or to any degree free from any intended error (Hair et al., 2010.p.4). The table below shows

the parameters of the final internal validity of the information gathering tool, through the use of (Corrected Item-Total Correlation) analysis, which measures the extent of internal consistency between the score of each paragraph in the dimension and the overall score of all the paragraphs contained in that dimension (Pallalt, 2007, p.98). The paragraph or question that has Corrected Item-Total Correlation (0.40) or more, is of internal consistency and can be relied upon in statistical analysis (Pallalt, 2007, p.98). Table No. (1): The final internal validity factor of the data collection tool.

Planned organizational behavior		Organizational clarity		Stereotypes	
Corrected Item-Total Correlation	رقم الفقرة	Corrected Item-Total Correlation	رقم الفقرة	Corrected Item-Total Correlation	رقم الفقرة
.465	45	.448	21	.401	1
.640	46	.479	22	.475	2
.537	47	.432	23	.411	3
.493	48	.422	24	.629	4
.602	49	.450	25	.481	5
.472	50	.566	26	.660	6
.529	51	.456	27	.473	7
.549	52	.490	28	.654	8
.490	53	.478	29	.606	9
.421	54	.516	30	.558	10
		.477	31	.445	11
		.562	32	.442	12
		.578	33	.456	13
		.619	34	.431	14
		.450	35	.424	15
		.566	36	.430	16
		.456	37	.604	17
		.490	38	.608	18
		.442	39	.555	19
		.456	40	.481	20
		.431	41		
		.424	42		
		.430	43		
		.537	44		
		.493	45		
		.602	46		
		.472	47		
		.529	48		
		.537	40		
		.493	41		
		.456	42		
		.490	43		
		.478	44		

Reliability measurement. For the purpose of verifying the degree of stability of the data collection tool (the questionnaire), Alpha-Cronbach was used, depending on the SPSS version 17 program, noting that the alpha value should be greater than 0.7 in order to well support the stability of internal consistency (Morgan et al., 2004, P In some cases, researchers accept the value of the alpha of 0.69, where the value of alpha depends on the standard of the elements and its value is 0.7, unless the elements showed their results to have different averages and standard deviations, and this will lead us to the use of non-standard alpha with a value of 0.69 and represents a marginal limit in the paragraphs for acceptability As a measure of reliability, since it is less than 0.7, the alpha value depends to a large extent on the number of paragraphs in the assumed scale range (Morgan et al., 2004, p.124). Table (2) the values of validity and reliability of the measures.

الثبات - Alpha-Cronbach	الصدق - Validity	المقياس
0.86	0.48	Stereotypes
0.80	0.52	Organizational clarity
0.79	0.54	Planned organizational behavior

Source: Researchers' preparation based on SPSS, V.17 2.

Test the normal distribution of the research variables data. Both the Kurtosis and Skewness methods are used to find out if the study data are distributed normally or not. According to these two methods, the data are considered to be normally distributed if they are within the range (+/- 1.96) at a significant level (0.05) (Hair et al., 2010, p.72). It is clear from the table below that the sub-variables of the three axes (stereotypes, organizational clarity, and planned organizational behavior) within the range +/- 1.96, according to the Kurtosis and Skewness test. Hence, it gives an indication that these data follow a normal distribution.

Table (3) results of the normal distribution test for the three variables of the study.

Kurtosis	Skewness	S.D	Mean	variable
0.02	- 0.32	0.48	3.8	Stereotypes
0.13	- 0.4	0.42	4.2	Organizational clarity
0.62	- 0.49	0.49	4.3	Planned organizational behavior

Source: Researchers' preparation based on SPSS, V.17 Factor analysis test

This analysis will include four tests, each exam will deal with one of the four axes of the study (stereotypes, organizational clarity, and planned organizational behavior). So that each axis is arranged according to the order of the questions in the questionnaire. SPSS version 17 was used in the statistical analysis of data, and each test includes presenting two tables: - Contrast the components. Components Variance Saturated factor matrix. Rotated Factor Analysis Axis of stereotypes. In this process, all the variables (questionnaire questions) were introduced in the focus of the stereotypes and the number of variables was 20 variables. The table below shows the underlying roots of the correlation matrix (component variance) and its sum is equal to the matrix rank, and is equal to (20) as far as the number of variables, as the first major component has the largest latent root (or component variance) and equals (29.6), and explains 25.6% of the total variances of the variables Strategic ambiguity.

Table (4): The variance of the components of the stereotypes axis variables.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.015	31.659	31.659	6.015	31.659	31.659
2	1.882	9.905	41.565	1.882	9.905	41.565
3	1.610	8.471	50.036	1.610	8.471	50.036
4	1.389	7.308	57.344	1.389	7.308	57.344
5	1.168	6.145	63.489	1.168	6.145	63.489
6	1.019	5.362	68.851			
7	.822	4.327	73.178			
8	.740	3.896	77.075			
9	.661	3.480	80.554			
10	.582	3.062	83.616			
11	.510	2.686	86.303			
12	.465	2.450	88.753			
13	.448	2.356	91.109			
14	.368	1.935	93.044			
15	.359	1.891	94.934			
16	.335	1.766	96.700			
17	.218	1.149	97.849			
18	.217	1.144	98.993			
19	.191	1.007	99.767			
20	.194	1.0008	100.00			

Source: Prepared by the researcher based on SPSS program Axis of organizational clarity In this process, all the variables (questionnaire questions) were entered into the focus of organizational clarity, and the number of its variables was 33 variables and the results are as follows:

The table below shows the latent roots of the correlation matrix (component variance) and its sum is equal to the matrix rank, equal to (33) as far as the number of variables, as the first major component has the largest potential root (or component variance) and equals (4.9), and explains 35.1% of the total variances of the variables Organizational clarity.

Table (5): the variance of the components for the variables of the axis of organizational clarity

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.067	27.882	27.882	3.067	27.882	27.882
2	1.620	14.725	42.607	1.620	14.725	42.607
3	1.358	12.346	54.953	1.358	12.346	54.953
4	1.034	9.399	64.351	1.358	12.346	54.953
5	.807	7.338	71.690	1.034	9.399	64.351
6	.764	6.945	78.634	1.034	9.444	65.645
7	.625	5.681	84.316			
8	.532	4.832	89.148			
9	.476	4.323	93.471			
10	.417	3.795	97.266			
11	.301	2.734	100.000			
12	1.882	9.905	41.565			
13	1.610	8.471	50.036			
14	1.389	7.308	57.344			
15	1.168	6.145	63.489			
16	1.019	5.362	68.851			
17	.822	4.327	73.178			
18	.740	3.896	77.075			
19	.661	3.480	80.554			
20	.582	3.062	83.616			
21	.510	2.686	86.303			
22	.465	2.450	88.753			
23	.448	2.356	91.109			
24	6.015	31.659	31.659			
25	1.882	9.905	41.565			
26	1.610	8.471	50.036			
27	1.389	7.308	57.344			
28	1.168	6.145	63.489			
29	1.019	5.362	68.851			
30	.822	4.327	73.178			
31	1.168	6.145	63.489			
32	1.019	5.362	68.851			
33	.822	4.327	73.178			

Extraction Method: Principal Component Analysis.

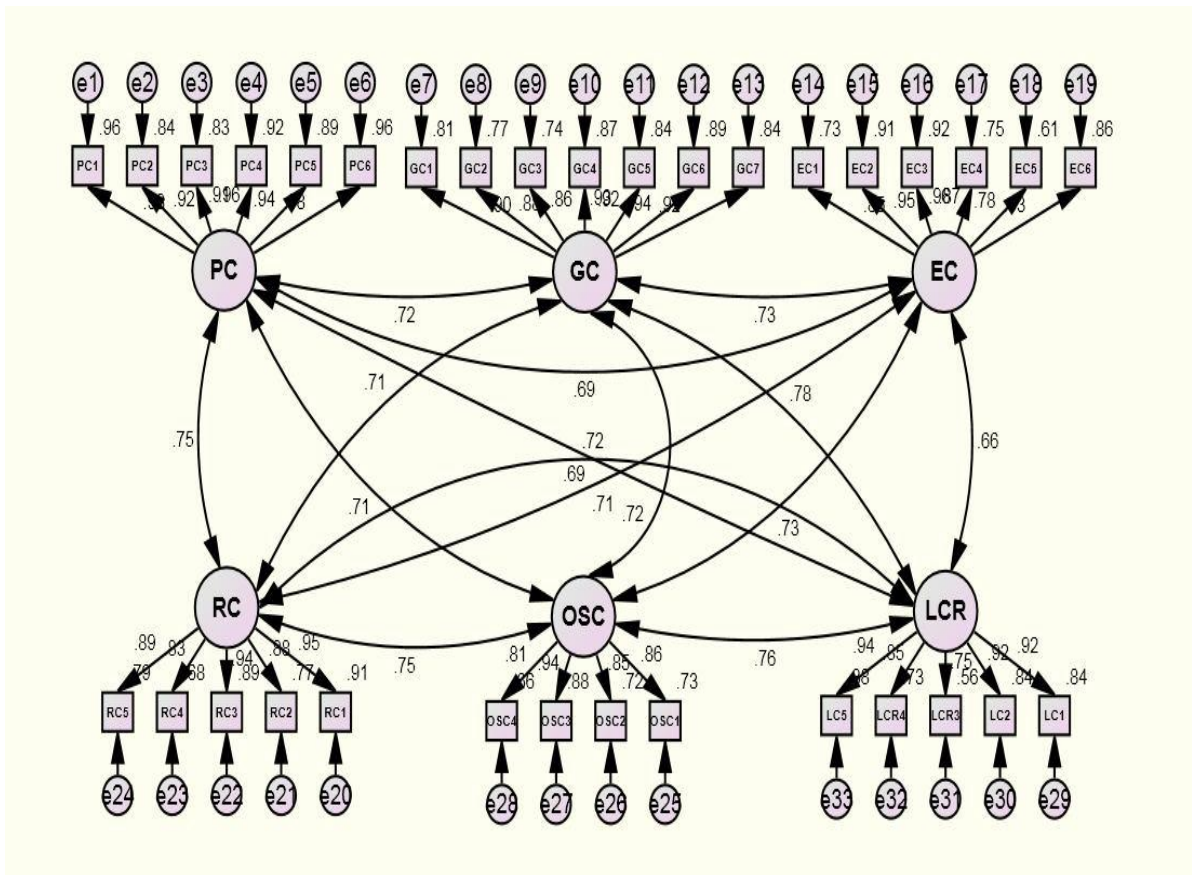


Figure (2) the structural structure of the organizational clarity and its paragraphs Axis of organizational behavior In this process, all variables (questionnaire questions) were entered into the focus of the planned organizational behavior, and the number of variables thereof was 10 variables, and the results are as follows: The table below shows the latent roots of the correlation matrix (component variance) and its sum is equal to the matrix rank, and is equal to (10) according to the number of variables, as the first major component has the largest latent root (or component variance) and equals (4.9), and explains 35.1% of the total variances of the variables Driving ethical behavior.

Table (6): the variance of the components for the variables of the planned organizational behavior axis.

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.923	35.163	35.163	4.923	35.163	35.163
2	1.675	11.962	47.124	1.675	11.962	47.124
3	1.302	9.303	56.428	1.302	9.303	56.428
4	1.069	7.636	64.063	1.069	7.636	64.063
5	.840	5.998	70.061	1.145	7.444	65.654
6	.744	5.314	75.375			
7	.700	5.001	80.376			
8	.562	4.016	84.393			
9	.480	3.430	87.823			
10	.449	3.209	91.032			

Extraction Method: Principal Component Analysis.

Figure (3) the structural structure of the planned organizational behavior and its paragraphs Descriptive statistics and correlation coefficients. Descriptive Statistics and Correlations Coefficients: Descriptive statistics and correlations are presented in Table (8). The results indicated that the arithmetic means of the variables were greater than the hypothetical average, and this indicates the support of the research sample regarding the vital role that stereotypes and organizational clarity play in the planned organizational behavior, and that the standard deviation of the variables showed slight differences among the opinions of the respondents. In addition to the fact that all the relationships between the basic variables are at a level of 0.01 significance, and that the correlations of the research variables model ranged from 0.397 between (stereotypes and planned organizational behavior) and to 0.516 between (organizational clarity and planned organizational behavior). The above indicators allow us to conduct a path analysis of the research variables, if the use of multiple regression analysis, including path analysis, is required that the correlation coefficients between the study variables do not be more than 0.7 in order to proceed with the use of multiple regression analysis (Morgen, GA, et al, 2004, p91)

Table (7): Arithmetic means, standard deviations, and correlations between variables.

السلوك التنظيمي المخطط	الوضوح التنظيمي	القوالب النمطية	S.D	Mean	المتغيرات
			0.5	3.7	Stereotypes
		0.397**	0.42	4.2	Organizational clarity
	0.516**	0.418**	0.47	4.1	Planned organizational behavior

From the table below, we conclude the following: • The presence of a positive, moderately significant and positive correlation between the stereotypes and the planned organizational behavior. The correlation value was (0.418 **), and it has a significant function at the level (0.01). This result, from the researchers' point of view, indicates the importance of stereotypes in promoting planned organizational behavior. • There is a large positive and significant correlation between organizational clarity and planned organizational behavior, where the correlation value was (0.516 **), and the level of significance (0.01). Coordination and efficiency in the rapid and reliable transfer of information between departments and various activities. Table (8) results of the general test of the hypotheses and indicators supporting the results

النتائج	P المعنوية =	قيمة التأثير = β	الفرضيات	المسار
قبول	0.003	0.41	H1	تأثير القوالب النمطية على السلوك التنظيمي المخطط

التأثيرات المباشرة لابعاد القوالب النمطية على السلوك التنظيمي المخطط (Group number 1 - Default model)

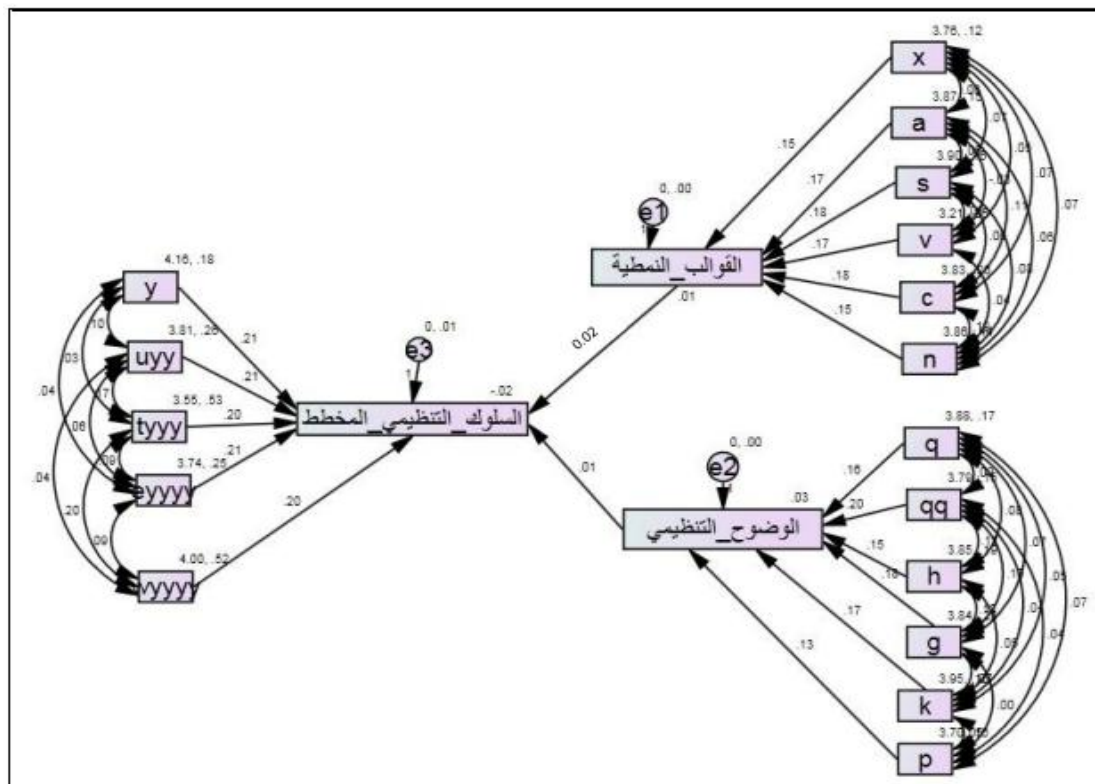
	السلطوية مقابل محدودية السلط	الفردية مقابل الجماعية	تجنب عدم اليقين والغموض	الذكورة مقابل الأنوثة	التوجه الزمني	إظهار السرور والبهجة
Planned organizational behavior	0.15	0.17	0.18	0.17	0.18	0.15

التأثيرات المباشرة لابعاد الوضوح التنظيمي على السلوك التنظيمي المخطط (Group number 1 - Default model)

	البعد الوظيفي	البعد الاستراتيجي	بعد السوق	وضوح الهدف	وضوح الهيكل	وضوح القياس
Planned organizational behavior	0.13	0.13	0.18	0.15	1.629	.381

Total Effects (Group number 1 - Default model) التأثيرات الكلية المباشرة لكل من (القوالب النمطية والوضوح التنظيمي) على السلوك التنظيمي المخطط		
	القوالب النمطية	الوضوح التنظيمي
Planned organizational behavior	0.02	0.01

It is evident from the above table that the indicators of stereotypes with its paragraphs affect organizational behavior, as follows: the joy and pleasure index affects the planned organizational behavior by (0.15), the temporal orientation affects the planned organizational behavior by (0.18), the masculine versus feminine index affects the organizational behavior. Planned by (0.17), avoiding uncertainty and ambiguity affects planned organizational behavior by (0.18), individual versus group affects planned organizational behavior by (0.17), authoritarian versus limited authority affects planned organizational behavior by (0, 15) . The direct effect of the dimensions of systemic clarity on the planned organizational behavior is as follows: Clarity of measurement affects the planned organizational behavior by (0.381), clarity of the structure affects the planned organizational behavior by (1,626), clarity of the goal affects the planned organizational behavior by (0.15), after The market affects the planned organizational behavior by (0.18), the strategic dimension affects the planned organizational behavior by (0.13), the functional dimension affects the planned organizational behavior by (0.13). The direct overall effects of (stereotypes and organizational clarity) on the planned behavior are as follows: Organizational clarity affects planned organizational behavior by (0.01), stereotypes affect planned organizational behavior by (0.02). Figure (9) the overall and individual effects of (stereotypes and organizational clarity) on planned organizational behavior according to the (AMOS) program



The fourth topic, conclusions and recommendations

Conclusions

1- The necessity of paying attention to a high degree by the college, the study sample, with regard to the results of focusing on employing stereotypical indicators, by involving them in specialized training courses and developing their experience and skills in the worker on its basis.

2- The necessity of paying attention to a high degree by the colleges, the study sample, regarding the results of clarity of leadership roles and clarity of the role of employees. This was evident through the commitment of the colleges to implement their mission and goals, and their commitment to the regulations and instructions in force,

3- The results of the study revealed that there is a high level of interest by the faculties of the study sample in the results of the planned organizational behavior. This was represented in the interest in avoiding the indicators of stereotypes and employing them in the implementation of their various plans and programs.

4- The study sample colleges were able to employ their capabilities in organizational clarity in order to achieve planned organizational behavior, if it became clear that there is a direct correlation between all the exclusion of stereotypes and all the dimensions of planned organizational behavior.

5- The results of the study revealed that there are direct correlations between stereotypes and organizational clarity in order to possess the necessary skills to increase their ability to perform excellent planned organizational behavior.

6- The results of the study revealed that there are direct correlations between organizational clarity and the dimensions of planned organizational behavior.

This indicates that the need to pay attention to training employees on the elements that the research sample possesses.

Recommendations

1- The surveyed colleges must include their employees in meetings and meetings that enhance their knowledge of stereotypes and their participation in college councils sessions in order to be able to use these indicators efficiently.

2- The necessity for the employees of the colleges examined in the center to communicate the voice of the employees to the Deanship of the College, by allocating sufficient time to listen to their needs and demands and respond to them.

3- The necessity for colleges to adopt the philosophy of using positive indicators of stereotypes represented by pleasure, grouping, short temporal orientation, male versus female pattern and the index of avoiding uncertainty and ambiguity

4- The necessity of the colleges' interest in conducting benchmark comparisons of indicators of planned organizational behavior with the corresponding local, regional and global colleges, determining the center of the college in comparison to those colleges, and making use of their experiences and expertise in the field of indicators of planned organizational behavior.

5- The necessity for the colleges to search for and apply other models of the models of planned behavior, and to make comparisons with the results that were reached according to the Malcolm model in the stairs in order to discover the appropriate model for their environment and to adopt and apply it. The faculties of the study sample must establish an administrative unit specialized in the care of creative and distinguished employees to practice various activities that give material and moral support to distinguished employees, and to provide scientific and administrative facilities.

References

1. Adams, Jim. (2005), Successful Strategic Planning: Creating Clarity. Journal
2. Ajzen I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, 50, 179-211.
3. Ajzen, I (1988). Attitude, personality and behavior. Chicago: Dorsey press. p04
4. Ajzen, I., & Fishbein, M. (1980). Understanding attitudes and predicting social behavior Englewood-Cliffs, NJ: Prentice-Hall.
5. Ajzen, I., & Fishbein, M. (2000). Attitudes and the attitude-behavior relation: Reasoned and automatic process. *European Review of Social Psychology*, 11, 1-33. and *Management Vol. 3 No. 4*, pp. 304-32
6. Ajzen, I., (2002): Perceived Behavioral Control, Self-Efficacy, Locus of Control, and the Theory of Planned Behavior, *Journal of Applied Social Psychology*, 32, 4, pp. 665-683.
7. Ajzen, I., and Madden, T., (1986): Prediction of Goal-Directed Behavior: Attitudes, Intentions, and Perceived Behavioral Control, *JOURNAL OF EXPERIMENTAL SOCIAL PSYCHOLOGY* 22, 453-474.
8. Alaajel, Aaref Muhammad, A Case Study of Police Public Relations in the United Arab Emirates / Ministry of Interior, MA 2005.
9. Albaraccin, D., Johnson, B.T., Fishbein, M., & Mullerleile, P.A. (2001). Theories of reasoned action and planned behavior as models of condom use: A meta-analysis. *Psychological Bulletin*, 127, 142-161.

10. Albe, V. & Simonneaux, L. (2002). L'enseignement des questions scientifiques socialement vives dans l'enseignement agricole : quelles sont les intentions des enseignants ? *Aster* 34, 131-156.
11. Albrecht, S.L., & Carpenter, K.E. (1976). Attitudes as predictors of behaviors versus behavioral intentions: A convergence of research tradition. *Sociometry*, 39, 1-10.
12. Armitage, C.J., & Conner, M. (1999). The theory of planned behaviour: Assessment of predictive validity and 'perceived control'. *British Journal of Social Psychology*, 38, 35-54.
13. Armitage, C.J., & Conner, M. (2001). Efficacy of the theory of planned behaviour: A meta-analytic review. *British Journal of Social Psychology*, 40, 471-499.
14. Armitage, C.J., Conner, C., & Norman, P. (1999). Differential effects of mood on information processing: Evidence from the theories of reasoned action and planned
15. Astley, W. G., & Zammuto, R. F. 1992. *Organization science* 30
16. Bagozzi, R. P., & Edwards, J. R. 1998. A general approach for) 25 behaviour. *European Journal of Social Psychology*, 29, 419-433.
17. Bagozzi, R.P., & Yi, Y. (1989). The degree of intention formation as a moderator of the attitude-behavior relationship. *Social Psychology Quarterly*, 52, 266-279.
18. Bagozzi, R.P., Baumgartner, H., & Pieters, R. (1998). Goal-directed emotions. *Cognition and Emotion*, 12, 1-26.
19. Bagozzi, R.P., Yi, Y., & Baumgartner, J. (1990). The level of effort required for behaviour as a moderator of the attitude behaviour relation. *European Journal of Social Psychology*, 20, 45-59.
20. Bandura, A (1977). self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84, p184
21. Bentler, P.M., & Speckart, G. (1979). Models of attitude-behavior relations. *Psychological Review*, 86, 452-464.
22. Bentler, P.M., & Speckart, G. (1981). Attitudes cause behavior: A structural equation analysis. *Journal of Personality and Social Psychology*, 40, 226-238.
23. Budd, R. J., North, D., & Spencer, C. (1984). Understanding seat belt use: a test of Bentler and Speckart's extension of the Theory of Reasoned Action. *European Journal of Social Psychology*, 14, 69-78.
24. Budd, R.J. (1987). Response bias and the theory of reasoned action. *Social Cognition*, 5, 95-107.
25. Budd, R.J., & 1986, C.P. (1986). Lay theories of behavioral intention: A source of responses bias in the theory of reasoned action? *British Journal of Social Psychology*, 109-117.
26. Çakar, U. & Alakavuklar, O.N. (2011). Inherent Chaos in the 29 Carolina at Pembroke, Pembroke, North Carolina, USA .*Journal of Strategy*
27. Callanan, Valerie, Media and public perceptions of the police: examining the impact of race and personal experience, 2011.
28. Castro, Daniel, The Impact of Puplic and Media Relations on a Crisis, 2006.
29. Chiou, J., (1998): The Effects of Attitude, Subjective Norm, and Perceived Behavioral Control on Consumers' Purchase Intentions: The Moderating Effects

of Product Knowledge and Attention to Social Comparison Information, Proc. Natl. Sci. Coun. ROC (C) Vol. 9, No. 2, pp. 298-308.

30. Cooke, Louise ; Sturges, Paul, *Public and Media Relations in an Era of Freedom of Information*, 2009.

31. Friedkin, A., (2010): *The Attitude-Behavior Linkage in Behavioral Cascades*, *Social Psychology Quarterly* Vol. 73, No. 2, 196–213,

32. helps top organizations accelerate their results. *Management Association*, Vol.23.P.1-23. managers and language games. *Organization Science of Business and Management Studies*, Vol. 3, No. 1, P.1309-8047

33. Jeary.Tony, (2009) *coach to the world's top CEOs and high-achievers*,

34. Kinicki, A., and Fugate, M., (2016): *Organizational Behavior A Practical, Problem-Solving Approach*, First ed, McGraw-Hill Education, and McGraw-Hill.

35. Mawby, Robert, *The public, the media and their audiences*, 2008. 6. Steven S. Bellew, *Media Influence On Executive Police Decision – Making*, 2001

36. Parnell. John A. . (2010). *Strategic clarity, business strategy and)27 performance* School of Business Administration, University of North representing constructs in organizational research. *Organizational Research Methods*, 1: 45–87.

37. R_ichtnér Anders,,. P. A. and K. &Goffin.(2013)" *Squeezing R&D": A Study of Organizational Slack and Knowledge Creation in NPD, Using the SECI Model*" *J PROD INNOV MANAG, Product Development &*

Arabic sources

1 Al-Labbaki, Mounir, *Al-Mawred Dictionary*, Dar Al-Alam Malayn, Beirut, 1986.

-2 Shalabi, Karam, *Dictionary of Media Terms*, First Edition, Dar Al-Shorouk, Cairo, 1989 AD.

-3 Nasr, Marilyn, *The Image of Arabs and Islam in French School Books*, 1st Edition, Center for Arab Unity Studies, Beirut, 1995 AD.

4_ Al-Amiri, Salwa Hosni, *Perceptions of Egyptian intellectuals of the characteristics of some national groups and their attitudes towards these groups*, Al-Amiri, 1983 Al-Dulaimi, Abdul-Razzaq Muhammad, (a) *Public Relations in Application*, 1st Edition, Jarir House for Publishing and Distribution, Amman, 2013.

6 Al-Shatri, Hamid Majeed, *TV advertisement and its role in forming the mental image*, Osama House for Publishing and Distribution, Amman, 2013.

7_ Al-Zabi, Salafah Farouk, *The Image of Arabs in American Media*, Ward Publishing and Distribution House, Amman, 2006

8_ Salih, Qasim Hussein: 2007, *Intolerance and stereotypes in Iraqi society, an introduction to the culture of peace and mental health*, 45 Marzouq, Asaad, *Encyclopedia of Psychology*, Arab Foundation for Studies and Publishing, Beirut, 1987

توظيف مؤشرات القوالب النمطية وابعاد الوضوح التنظيمي ودورها في تحقيق السلوك التنظيمي المخطط دراسة تحليلية على عينتا من العاملين في بعض اقسام كليات الهندسة جامعة الكوفة

الباحث/ عذراء عبد الكريم حميد
مديرة تربية الديوانية، الديوانية، العراق
Athraahmed55@yahoo.com

Received:4/9/2018

Accepted:11/2/2020

Published: March/ 2021

هذا العمل مرخص تحت اتفاقية المشاع الابداعي نسب المُصنّف - غير تجاري - الترخيص العمومي الدولي 4.0

[Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\)](https://creativecommons.org/licenses/by-nc-sa/4.0/)



مستخلص البحث:

يختبر البحث الحالي توظيف مؤشرات القوالب النمطية وابعاد التوضيح التنظيمي لتحقيق السلوك التنظيمي المخطط على عينة من الموظفين في عدد من أقسام كليات الهندسة جامعة الكوفة لعينة مقدارها (122) تدريسياً. يقترح هذا البحث استخدام المؤشرات الايجابية للقوالب النمطية لكل من المنظمة والموظفين و إدراكهم لما يرغبون الحصول عليه وما يجب القيام به لكل الطرفين وابعاد الوضوح التنظيمي المتمثلة بالبعد الوظيفي الذي يستكشف إلى أي درجة يكون فهم الموظف للاستراتيجية الداخلية للمنظمة والبعد الاستراتيجي الذي يبحث عن فهم الاستراتيجيات الداخلية والخارجية أيضا والبعد السوقي إلى يمثل مقارنة الموظف لوظيفته الحالية مع آفاق التوظيف المستقبلية لتحقيق السلوك التنظيمي المخطط و أبعاده ، وبعد توزيع الاستثمار وجمع المعلومات حيث اجري عليه تحليلاً باستخدام أدوات إحصائية منها برنامج spss والنمذجة الهيكلية ، واستنتجت الدراسة الحالية أن القوالب النمطية التي يملكها إي من الموظف والمنظمة حول وظيفة معينة يمكن من خلال مؤشراتها (السلطوية) السلطة، الجماعية مقابل الفردية، تجنب عدم اليقين مقابل قبول عدم اليقين، التوجه الزماني البعيد مقابل التوجه الزماني القصير وأخيرا تقدير السرور والبهجة مقابل تقييد السرور والبهجة) مع وجود الوضوح التنظيمي بأبعاده (الوظيفي، الاستراتيجي والسوقي) أن يؤثر في تعزيز السلوك التنظيمي المخطط من خلال التأثير في الموقف الموجه للسلوك، السيطرة السلوكية المدركة والمعايير الشخصية.

نوع البحث: ورقة بحثية.

المصطلحات الرئيسية للبحث: القوالب النمطية، الوضوح التنظيمي، السلوك التنظيمي المخطط