



## Article

# The Role of Dialogical Leadership in Reducing Organizational Ignorance: A Descriptive-Analytical Research on Sample opinions of Teaching Staff at Al-Maaref Al-Ahliyya University

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**Abstract:** The present research aims to clarify the role of dialogical leadership in its dimensions (familiarity, interactivity, integration, intent) in reducing organizational ignorance in its dimensions, (complexity, ambiguity, Equivocality, uncertainty) for a sample of teaching staff at Al-Maaref Al-Ahliyya University in Anbar Governorate, and the researcher used the descriptive-analytical approach in collecting and interpreting data, and a set of hypotheses was built to identify the nature and relationship of influence between dialogical leadership and organizational ignorance in the researched university, and for the purpose of framing The practical side of research, the researcher used the questionnaire form and The distribution of (60) questionnaires, but the number of valid questionnaires for statistical analysis was (51) questionnaires representing the final research sample, and the field aspect of the research was done through the statistical package (SPSS V.24), and the research problem is highlighted by Main question, (what is the role of dialogue leadership in reducing organizational ignorance in Al-Maaref Al-Ahliya University) and the researcher reached a set of conclusions, the most important of which is that there is a correlation between dialogue leadership and organizational ignorance at the university In light of these conclusions, the researcher made a set of recommendations, the most important of which was to call on the administration of Al-Maaref Al-Ahliyya University To the growing interest to dialogue leadership and its dimensions for its main role in reducing organizational ignorance, Pointing out that the language of dialogue and interaction is considered part of the organization's culture and one of its goals and effective methods of communicating with the teaching staff.

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**Keywords:** Dialogical Leadership, Organizational Ignorance, Al-Ma'arif Al-Ahliyya University

## 1. Introduction

Organizations today face complex and turbulent economic and social environments, fueled by intense competition for markets, resources and spheres of influence. This reality, coupled with the increasing regional and global expansion of organizational activities, requires the acquisition and application of new leadership styles capable of overcoming these challenges, these weaknesses make the process easier and more visible than if it were in a state of uncertainty that tops the landscape of the organizational work climate.

In this regard, management scholars have stressed the necessity of adopting leadership methods such as (dialogic leadership), which would morale of employees, making them more flexible and adaptable to work methods and procedures and thus overcome cases of organizational ignorance, in addition, The way a university is led can have a significant impact on the level of organizational performance as well as subsequent academic outcomes, because the implementation of Because implementing each leadership style can lead to different behaviors at the academic level.

Reducing organizational ignorance requires employees to be sufficiently familiar with the daily work procedures and methods in terms of their ambiguity, confusion, complexity, and uncertainty in a way that helps employees to perform their daily tasks clearly, and this in turn leads to exerting more efforts in order to achieve the goals of the organization and the desire to develop their self-skills.

Therefore, an organization can only operate at high levels if each employee is committed to the organization's goals and effectively acts as a member of the group, so dialogue has become highly valued within academic leadership because it allows for positive relationships between academic leaders, facilitating the achievement of a shared vision in their environments Dialogue leadership invites academics in universities to engage in dialogue with each other, and through interaction, they develop leadership practices that contribute to the exchange of experiences and knowledge, improve the work environment, and thus reduce organizational ignorance.

Accordingly, this research was concerned with defining its problem related to clarifying the relationship of association and influence between dialogical leadership and organizational ignorance at Al-Maarif Private University, To achieve the objectives of this research, its structure consisted of four main axes, if the first axis includes the research methodology, while the second axis dealt with the theoretical aspect of the variable of dialogical leadership and organizational ignorance, and the third axis specialized in the practical aspect, and finally the fourth axis was dedicated to conclusions and recommendations The findings of the current research.

## **2. Materials and Methods**

### **the research methodology**

#### **First: The Research Problem**

In fact, universities face a number of problems and cases of organizational ignorance during their daily operations and are on their way to interpret and analyze organizational events and interactions, and in most cases, there is appropriate dialogical leadership to address these situations, especially routine ones, or even complex or unpredictable ones, and at the same time there may not be the dialogical leadership necessary to address them, and here organizational ignorance appears as a matter of course for the nature of the organizational structure and the existing knowledge of the organization.

Through the interviews conducted by the researcher with a group of teaching staff, which included a set of questions that were asked to them, it was found that some of them do not have the instructions or guideline that determines the course of their work, but others lack the knowledge that enables them to practice their various job activities, and others need to interpret some books and administrative orders, and this indicates the existence of a percentage of organizational ignorance among these managers. In light of the above, the main research problem can be formulated with the following question (What is the role of dialogue leadership in reducing organizational ignorance at Al-Maaref Al-Ahlia University) and a set of sub-questions is derived from the main question, which are:

1. What is the level of dialogue leadership and its dimensions at Al-Maaref Al-Ahlia University?
2. What is the level of organizational ignorance and its dimensions at Al-Ma'arif Al-Ahliyya University?
3. What is the nature of the prevailing relationship between dialogical leadership and organizational ignorance at Al-Maaref Al-Ahliyya University?
4. Does Dialogue Leadership Affect the Reduction of Organizational Ignorance at Al-Maaref Al-Ahliyya University?

#### **Second: Research Objectives**

The current research seeks to achieve the following objectives:

1. Presenting the intellectual frameworks of researchers' contributions to the topics of (Dialogical Leadership, Organizational Ignorance).

2. Determining the level of interest of Al-Maaref Al-Ahlia University in dialogue leadership in its sub-dimensions.
3. Diagnosis of the level of organizational ignorance in its dimensions at Al-Maaref Al-Ahliyya University.
4. Revealing the nature and type of relationship and impact between dialogical leadership and organizational ignorance at Al-Maaref Al-Ahliyya University.

### Third: The Importance of Research

The current research derives its importance from the importance of the research field through its contribution to introducing the departments and departments of Al-Maaref Al-Ahlia University to The role that dialogical leadership plays in reducing organizational ignorance and the extent of its reflection on the performance of the university in general, as well as the possibility of the research sample teaching staff benefiting from the results of the current research and the recommendations it provides that contribute to exploiting the various abilities they possess to face the negative phenomena that appear at work, including organizational ignorance. In a way that helps facilitate the flow of information and knowledge easily and easily to employees at various administrative levels, thus enabling the different administrative levels to provide the best services in short periods of time.

### Fourth: The Hypothetical Outline of the Research

The scheme was designed to clarify the correlation between both the independent variable (dialogical leadership) and the dependent variable (organizational ignorance) in preparation for presenting the research hypotheses and testing the existence of correlation or influence relationships between the studied variables, as shown in Figure 1.

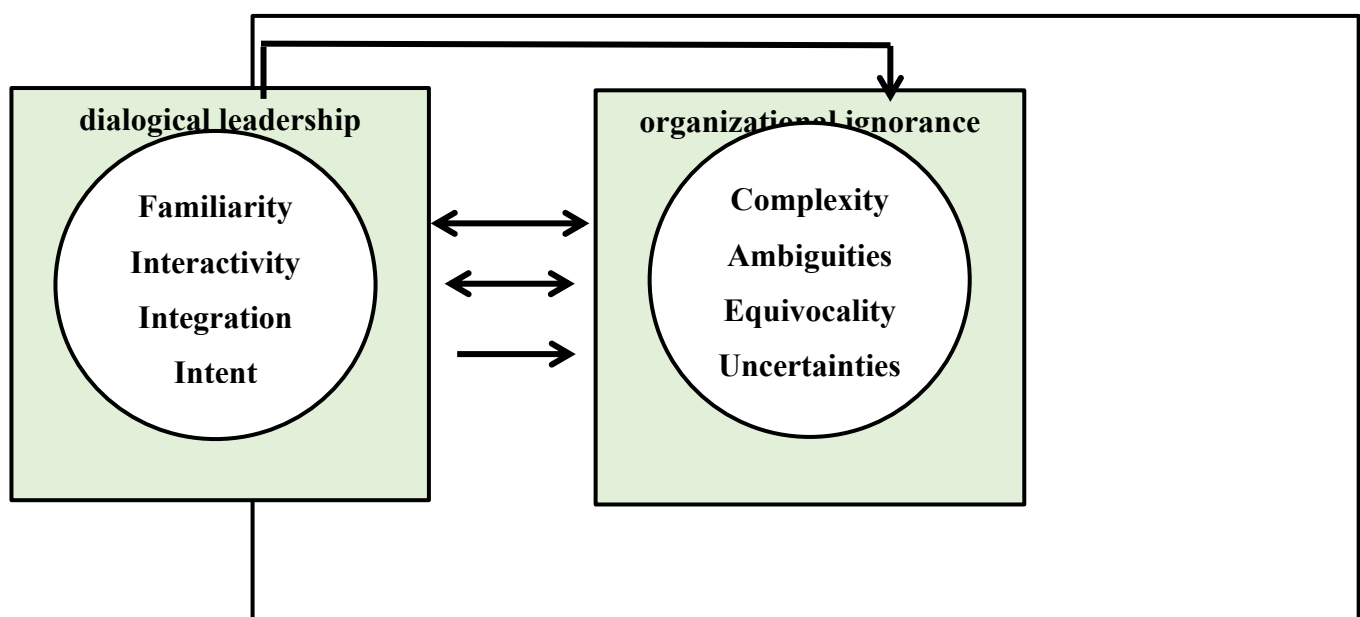


Figure (1) Research hypotheses chart

Source: Prepared by the researcher

### Fifth: Research Hypotheses

In light of the construction of the research problem and its objectives, the research hypotheses were formulated as shown below:

**The first main hypothesis:** There is a statistically significant correlation between dialogical leadership and organizational ignorance by excluding them in Al-Maaref Al-Ahliyya University, and the following sub-hypotheses emerge from this hypothesis:

1. There is a statistically significant correlation between familiarity and organizational ignorance.
2. There is a statistically significant correlation between reactivity and organizational ignorance.

3. There is a statistically significant correlation between integration and organizational ignorance.
4. There is a statistically significant correlation between intention and organizational ignorance.

**The second main hypothesis:** There is a statistically significant effect of dialogical leadership on organizational ignorance by excluding them in Al-Maaref Al-Ahliyya University, and the following set of sub-hypotheses emerges from this hypothesis:

1. There is a statistically significant effect of familiarity in organizational ignorance.
2. There is a statistically significant effect of interactivity in organizational ignorance.
3. There is a statistically significant effect of integration in organizational ignorance.
4. There is a statistically significant effect of intention in organizational ignorance.

#### **Sixth: Statistical Means**

Based on the nature of the current research trends and the contents of its hypotheses, the researcher will adopt a set of statistical methods for the purpose of reaching the nature of the relationship and impact between the research variables and their dimensions, as well as verifying the validity of the hypotheses.

1. Mean: Used to display the average of the answers to a given variable, it is represented by the sum of the values multiplied by their number.
2. Standard deviation: Refers to the degree to which answers are dispersed from their computational environments.
3. Coefficient of Difference: It shows the degree of dispersion of two or more groups of values from the arithmetic mean and is extracted by dividing the standard deviation by the arithmetic mean multiplied by (%).
4. Pearson's correlation coefficient: A statistical tool used to detect the existence of a significant correlation between two or more variables of the research.
5. Determination coefficient ( $R^2$ ): used to explain the proportion of influence of the independent variables on the dependent variable.
6. Marginal slope (B): Used to measure the slope of a given One-unit variable, because it causes a change in a particular variable by that one unit.
7. F-test: This test is used to ensure the significance of the effect for the entire sample.
8. T-test: It is used to show the effectiveness of each dimension and to verify the significance of the impact relationships between the dimensions.

#### **Seventh: Methods of Data and Information Collection**

1. **Theoretical aspect:** The researcher used Arab and foreign sources and references, such as scientific studies and researches, theses and university theses, and what is provided by the World Wide Web and databases.
2. **Field (Practical) Side:** The questionnaire was used to collect data from the field to measure the dimensions of the research, The questionnaire is a primary tool for collecting data related to the research community, taking into account that the questionnaire should be comprehensive and expressive of the characteristics of the sample individuals, the main research variables and their sub-dimensions, and in a manner consistent with the environment of the field being researched, as shown in the table 1.

**Table 1. The composition of the questionnaire and the sources of its construction**

seq.	Key variables	Sub-Dimensions	Number of paragraphs	source
First	General Information	Gender, age, educational qualification, academic title, years of service	5	Prepared by the researcher
secondly	dialogical Leadership	Familiarity	4	(Groysberg&Slind,2012)
		Interactivity	4	
		Integration	4	
		Intentionality	4	
thirdly	Organizational Ignorance	Complexity	4	(Zack, 1999)
		Ambiguity	4	
		Equivocality	4	
		Uncertainty	4	

**Source:** Prepared by the researcher.

#### **Eighth: Research Methodology**

The research relied on the (descriptive-analytical) method, as this method deals with the description and interpretation of what exists, identifying the conditions and relationships that exist between the variables, and then drawing conclusions from the analysis of the data and information required by the research to identify the most prominent indicators so that the description is linked to the analysis of the research variables. This is consistent with the variables being researched, the idea of the research, its philosophy, and the objectives sought from it, in addition to the nature of the data that will be researched, and the questions that the research will answer.

#### **Ninth: Research Population and Sample:**

The researcher was chosen by Al-Ma'arif Al-Ahlia University in Anbar Governorate because of its great importance in developing the scientific aspect of individuals in general, in addition to that, it contributes significantly to employing the energies of the community and its material and moral capabilities in the process of scientific construction, as the research sample consisted of (51) members of the teaching staff at the mentioned university, and Table 2 shows the most important defining characteristics of the members of the research sample and the percentage of participation of each category in the answers to the questionnaire questions.

**Table 2. Demographic Variables of the Research**

Seq.	Variables	Property Distribution	Number	ratio%
1	Gender	Male	37	72.5
		Female	14	27.5
		Total	51	100%
2	lifetime	30 years and younger	4	7.8
		31-40 years	19	37.3
		41-50 years	16	31.4
		51 years and older	12	23.5
		Total	51	100%
3		PhD	28	54.9

	Educational Qualification	Master's	23	45.1
		Higher Diploma	0	0
Total			51	100%
4	Scientific Title	Assistant Professor	20	39.2
		Lecturer	10	19.6
		Assistant Professor	17	33.4
		Professor	4	7.8
Total			51	100%
5	Years of Service	5 years and younger	9	17.6
		6-10 years	14	27.5
		11-15 years	3	5.9
		16-20 years	14	27.5
		21 years and older	11	21.5
Total			51	100%

**Source:** Table prepared by the researcher.

Table 2 shows that the number of males in the university under study is (37) and their percentage is (72.5), while the number of females is (14) and their percentage is (27.5) of the total sample members, which indicates that the percentage of males is more than double compared to females, and with regard to the age variable, the percentage of (37.3) of the sample members are within the age group (30-31), followed by the age group (40-41) by (31.4) While (23.5) falls within the age group (51 years and above), then the age group (30 years and below) came in the last place with a percentage of (7.8), and these percentages indicate the university's reliance on elements with experience in completing its work, as for the variable of scientific qualification, the majority of the sample members are holders of a doctorate degree with a percentage of (54.9) while the percentage of holders of a master's degree is (45.1). This is a good indicator that shows the extent of the opportunities available to complete the scientific path for professors at the university under research, as for the scientific title variable, the scientific title of assistant professor obtained the highest percentage of (39.2) of the total sample members, while the scientific title assistant professor came in the second place with a percentage of (33.4) Then the scientific title of teacher with a percentage of (19.6), while those who hold the scientific title of professor came in the last rank with a percentage of (7.8), and this indicates that the scientific title of assistant lecturer is superior to the rest of the other scientific titles at the university, and with regard to years of service, those who have years of service between (6-10) and (16-20) are equal to (27.5) each, and those who have a job service (21 years or more) were (21.5). As for those who have a job service (5 years or less), their percentage was (17.6) and finally the percentage of those with job service (11-15) was (5.9), and these indicators indicate the accumulation of the level of experience and field knowledge among the studied sample.

### 3. Results and Discussion

#### The second axis: the theoretical aspect

##### First: Dialogue Leadership

##### 1- The Concept of Conversational Leadership

Dialogue is an ancient concept with long roots in the history of a variety of disciplines such as philosophy, communication, therapy, collective creativity, education, and organization, Isaacs links dialogue to organizational learning when he describes it as a sustained collective investigation into the process, assumptions, and certainties that shape daily practice. Open dialogue aims to uncover the meaning structures built on the



thinking and actions of the other, and thus create a shared understanding. The goal of dialogue is not merely to achieve consensus or compromise but to understand the other as the other, and to increase the quality of human communication in order to promote organizational and individual transformation [1].

According to van Loon and van den Berg, there is a difference between dialogue and debate, while debate is about defending your assumptions, opposing and winning, dialogue is about questioning your assumptions and working together in a common space and trying to find common ground [2]. Organization, in what way they speak and how they align/settle their differences, if appropriate, so leadership training means having the skill of listening silently, without any action or reaction, and not interfering at any level.

Conversational leadership as a form of leadership is a leader-led dialogue between (peers, subordinates, and superiors) about possible changes in the behaviors of means and/or ends, while conversational leadership as a method is a way of knowing/learning (epistemology) and a way of acting (practicality) [3].

The study conducted by Nazarzadeh Zare at Farhangian University in Iran on a sample of faculty and non-faculty members concluded that dialogical leadership can be an effective leadership approach for universities that helps them adapt to changes and achieve excellence in a complex and interconnected environment[4]. The researcher reviews a set of concepts that define the philosophical and intellectual framework of dialogical leadership according to the opinions of a group of researchers, as shown in Table 3.

**Table 3. Some Concepts of Dialogical Leadership**

Seq.	Researcher and the year	The concept
1	(van Loon)	The ability of an individual to influence, motivate, and empower others to contribute to the effectiveness and success of the organization of which they are a member.
2	(Yliruka & Karvinen-Niinikoski)	Study how to promote innovative practices to improve productivity, with the aim of discovering ways in which business organizations can gain a sustainable competitive advantage from the active, creative, and innovative participation of employees in these dialogues.
3	(Coelho Amestoy et al)	It is the ability of leaders to influence their employees and act critically and reflectively about their practices by creating an effective communication process. It is characterized by building horizontal relationships in the workplace, where opportunities for knowledge sharing and collective improvement grow between leaders and their employees.
4	(van Loon & Van Dijk)	Flexible movement between a variety of positions relevant to the overall functioning of the organization.
5	(Redondo-Sama)	The process by which leadership practices are created, developed, and enhanced for all employees through knowledge sharing and capacity building in a collaborative environment.
6	(Amestoy et al)	It involves coordination, organization, assessment of workplace needs, monitoring and resolution of difficulties, and encouraging change when necessary.
7	(van Loon)	Empowering leaders to think and act on the various roles they must fulfill by initiating an internal dialogue among stakeholders.
8	(Hlehel & Muhammad)	A set of actions aimed at supporting a network of continuous intellectual stimulation to enable employees to

		improve their performance methods and translate their values, beliefs, and attitudes.
9	(Ahmed et al)	A leadership behavior that uses dialogue as a method for engaging with employees to exchange ideas and opinions openly and accommodate all parties, enabling employees to reach new and unified views that cover all organizational issues.
10	(Khaqan & Redondo-Sama)	It is a dialogue-based approach that encourages dialogue interactions between all participants in the learning community (teachers, students, family members, volunteers, and other stakeholders) to achieve common goals.

**Source:** Researcher's preparations.

## 2- The Importance of Dialogue Leadership

The importance of dialogic leadership as a collective form of leadership is highlighted, given the challenges facing today's organizations. It contributes to increasing the positive effects of leadership participation on outcomes, such as improving team performance [5]. In dialogic processes, people think together about complex questions and problems that are difficult to define. It is important in these processes to listen deeply to the ideas of others and question our own viewpoints. People participating in dialogues can offer and defend different types of opinions. The goal is to find the best possible explanation, which provides the basis for decision-making, as a learning strategy, Dialogue helps individuals generate new ideas that they could not have developed on their own. Dialogue also provides opportunities to build a new and deeper understanding of the issues and problems at hand. This dialogue can only occur in groups where individuals are equal and trust each other, Isaacs emphasized the importance of sincere listening and empathy in collaborative learning, He also emphasized that reaching mutual understanding enables problem solving and helps the group develop its members' cooperative interaction skills [6].

The importance of dialogue leadership can be determined through the following points:

1. Conversational leadership seeks to promote equal dialogue through maximum participation of workers, regardless of their educational background, or the position they hold in a given hierarchy, giving value to everyone's voices on an equal footing [7].
2. Conversational leadership provides an opportunity to reconcile the needs of organizations and their employees, and its basic principles are the appreciative interaction, listening, and equal participation of different groups of employees in the development of activities, and dialogical leadership increases the capacities of organizations to innovate and innovate, while at the same time providing the necessary preconditions for employee well-being, skills development, and the enhancement of work capacity [8].
3. Dialogue and communication help foster leadership-related creativity and encourage the entire workforce to use and develop their expertise to support innovative activities to achieve the company's goals, so the conversational leadership style has positive effects not only on the development of employee competence, but also on motivation and work climate [9], [10], [11].
4. The combination of conversational leadership, participatory development, and organizational learning is critical to capturing and using the potential of organizational creativity, as well as increasing performance and well-being.



5. Conversational leadership practices create a sense of wholeness and develop a stronger, more cohesive community [12].
6. The practice of dialogue is considered a kind of cooperation and a culture of constructive communication, People in dialogue strive for real interaction, active participation of all members of society, equality among participants and equal interest, as well as for action and practical commitments.
7. Conversational leadership behavior is positively associated with job satisfaction, as the more opportunities for open dialogue between leadership and employees, the more they feel the attention and support of the leadership, which in turn will increase their sense of job satisfaction [13].

### **3- Dimensions of Dialogic Leadership**

Regarding the dimensions of dialogic leadership, Groysberg and Slind stated that there are four behaviors that measure dialogic leadership, which are (intimacy, interaction, integration, and intention) as follows[14]:

#### **1- Familiarity:**

An emotional state that expresses a combination of comfort and confidence with an activity or idea. The comfort and confidence provided by familiarity can be viewed as a result of individual and group reflection on the knowledge or experiences they have acquired. Familiarity can be viewed as an intermediate step where aspects of learning develop before leadership behavior is observed, Kaplan suggests that behavior changes develop when a certain degree of familiarity is achieved, and that without familiarity, individual behavior is unlikely to change and organizational learning is unlikely to occur [15].

Dialogue between leaders and employees flourishes by keeping them close to each other in a metaphorical and actual sense, as it requires leaders to reduce the organizational, situational and spatial distances that separate leaders and employees, thus creating familiarity between them, and when the relationship of intimacy between leaders and employees prevails, those who have decision-making authority seek to gain the trust of employees within the organization by communicating personally and listening transparently with managers and subordinates to gain their loyalty. This trust among the members of the organization is a prerequisite for mobilizing support for the organization's goals and a necessary component of effective leadership [16]. This is achieved through dialogue and rapprochement, which is positively reflected in the exchange of ideas and information from the bottom to the top of the organizational hierarchy [17].

#### **Interactivity:**

Regarding interactivity, the focus is on strengthening social relationships between leaders and those under their authority to foster an authentic interactive culture based on norms, values, and behaviors that support the transformation of communication into a two-way relationship. This is important because technology tends to make the structure of communication one-way, primarily through the absence of interactive communication in print media. Interactivity is defined as the bilateral or multi-party exchange of ideas and comments. Therefore, dialogical leadership requires a fluid, open, and interactive dialogue with employees, not a closed, one-sided dialogue [18]. In other words, the basis of dialogue is that each person's point of view on an issue is as important as the other person's point of view, and thus the dialogue is directly linked to the essence of democracy, and this does not mean that everyone is expected to know the same thing about that issue or topic, but the experiences of each individual may reflect and reinforce common issues in unexpected ways.

#### **2- Integration:**

In terms of Integration, dialogical leaders engage their employees in daily and strategic operations, integrate diverse thinking into the organization, and fully engage them in ongoing organizational messaging. Communication in an inclusive organization revolves around building and maintaining close relationships with employees. This

intentional, collaborative culture and inclusive organizational climate foster employee engagement and motivation. In turn, this interaction and motivation create an innovative and effective organization and a team of employees who work together [19]. Integration is defined as a commitment to a process of engaging stakeholders to exchange ideas and participate in organizational development. Dialogic leadership focuses on fostering collaboration between leaders and their subordinates. Leaders engage their subordinates in operational decision-making and organizational strategy development. This collaborative interaction positively impacts managers' feelings toward the leader and the organization, and helps them enhance their resilience in the face of job burnout, inefficiency, and pessimism that are prevalent in complex contexts and major challenges. In addition, it also fosters renewed energy and effective participation among managers, enhancing their creativity and confidence in their team.

### **3- Intent:**

Leaders who communicate intentionally provide frequent and ongoing opportunities for employees to hear, talk about, and share the organization's purpose and the operational activities that align with that purpose. This dimension plays a crucial role in achieving the expected impact of dialogical leadership. Some researchers believe that a leader's intentionality is an integral part of their human self, manifested in the negotiated or shared vision they hold for the organization. Much of leadership intentionality crystallizes in an organizational vision that provides immediate psychological comfort in times of crisis and turmoil. Using this meaning, intentionality in dialogical leadership becomes a will that motivates organizational actors to take purposeful action, aligning their collective efforts with the organization's strategic goals and the shared meaning shared by all its members.

While familiarity, interactivity, and inclusion all open up a flood of information and ideas within the company, intentionality brings a degree of closure to the process: it enables leaders and officials to derive actions relevant to the organization's strategy from the pull to discussion and dialogue, and the intentionality of dialogue requires leaders to convey strategic principles not only by emphasizing them but by explaining them. Talking to employees about the vision and logic behind executive decision-making, as a result people at all levels gain a holistic view of their company's position in its competitive environment.

### **Second: Organizational Ignorance**

#### **1- The Concept of Organizational Ignorance**

According to the Oxford English Dictionary (OED, 2003), ignorance is defined as a lack of knowledge or information, i.e., lack of knowledge. Ignorance is also related to being rude, rude, or stupid, and those who do not know may be described as ignorant, moreover, ignorance means the failure or refusal to notice something or someone, and thus ignorance is defined in terms of the absence of knowledge, the failure to understand it, or the refusal to acknowledge it.

In line with Western philosophical traditions, knowledge is defined as justified true belief, and ignorance can thus be viewed as the absence or distortion of justified true belief. In this context, Moore and Tumin define ignorance as the absence of empirically valid knowledge [20], [21]. Whereas Schwarzkopf sees ignorance as a means of regulating ignorance through the deliberate obfuscation of policy issues public by private interests Jalonon identified some causes of organizational ignorance that arise from individuals' personal motivations to behave in a certain way that may contribute to organizational ignorance, including fear [22], [23]. Fear of negative classification and the desire to avoid criticism and conflicts push many employees to remain silent, which negatively affects the ability of organizations to discover problems and concerns.

Zack defines organizational ignorance in terms of four problems in knowledge processing: uncertainty, lack of sufficient information, complexity, having to process more information than one can manage or understand Ambiguity, the lack of a conceptual

framework for interpreting information [24]; and Equivocality, the presence of multiple competing or contradictory conceptual frameworks. Each of these knowledge processing problems can be mitigated by developing the right knowledge management infrastructure. Similarly, Harvey suggest that organizational ignorance can be mitigated by identifying and categorizing information and knowledge, recognizing disparate situations and data, developing a pluralistic management perspective, and then managing ignorance [25].

It can be said that ignorance is a separate phenomenon that is often classified between natural ignorance or rational ignorance, the term natural ignorance refers to the natural state of an individual or organizational entity that lacks knowledge about a phenomenon entirely, including the existence of the phenomenon to which knowledge is related, and this is also referred to by the use of the terms (unknown unknown) or ignorance, and this is considered the initial state of each organizational entity, and as knowledge accumulates, natural ignorance is replaced by rational ignorance, and the latter refers to the state of Ignorance where an entity is aware of a phenomenon, but chooses not to acquire any knowledge about it, in other words, the existence of knowledge is acknowledged but no effort is made to obtain it [26].

In his definition of organizational ignorance, it is necessary to define the terms organization and organizational ignorance, noting the importance of effectiveness in determining the nature of ignorance in and outside the organizational context. Organization refers to the process of coordinating collective efforts, which usually involves a division of labor and requires a degree of control and the presence of organizational structures. Organization leads to the emergence of organizations that are usually created to achieve a specific goal. Organizations are systems for coordinated action among individuals and groups whose preferences, information, interests, or knowledge differ. Differences in knowledge indicate different patterns of ignorance among individuals within organizations. Therefore, organizational ignorance can be defined through four aspects [27], [28]:

1. **Ignorance within the organization:** It is the ignorance that is prevalent among the employees within the organization, whether it is in all parts of the organization or part of it.
2. **Ignorance outside the organization:** It is the ignorance that exists outside the organization, whether it is in other organizations, including competitors, suppliers, and customers.
3. **Decision-making ignorance:** These are decisions that result from investing in the development of knowledge in a particular field, and the organization has no prior information about it.
4. **Ignorance spread by management:** It is the ignorance that the top management intends and makes it unique in the eyes of its employees to achieve a specific goal.

Al-Hadrawi believes that organizational ignorance can be of three types [29]:

1. **The first type** is one of the tools of organizational learning, i.e., an organization that makes mistakes when practicing its work as a result of ambiguity, confusion, complexity, or uncertainty, will resort to taking corrective actions to avoid making mistakes again.
2. **The second type:** Organizational ignorance may be intentional in the organization by the senior management on certain issues that require knowledge and details to be kept away from the minimum levels in order to ensure the integrity of the organization's position vis-à-vis competitors, for example.
3. **The third type:** Ignorance that prevails at all levels of management as a result of lack of knowledge and negligence on the part of the organization and its employees, whether intentional or unintentional, which requires the development of the capabilities

and capabilities of employees, as well as the presence of supportive leadership, a flexible organizational structure, and an organizational culture that encourages development and creativity through the adoption of modern and advanced technological systems.

## **2- Sources of Organizational Ignorance**

There are three main sources of organizational ignorance, which are (ignorance resulting from the absence of knowledge, ignorance of science, and ignorance resulting from the suppression of knowledge) as follows:

### **A- Ignorance resulting from the absence of knowledge is divided into two types:**

**1. The unknown unknown:** It refers to the complete absence of knowledge, such that we are unaware of our ignorance and the unknown unknown is completely beyond expectation, and thus the revelation of such ignorance can be a source of surprise. In the organizational context, the unknown means the state of ignorance at a certain time when it is outside the expectations and imagination of all employees in the organization, the discovery of the unknown is subject to the hiring of new workers, the purchase of new equipment, through research and development, and dealing with customers and suppliers, and it may be from competitors directly through competitors who possess knowledge, or through the deliberate dissemination of false information. Organizations benefit from the unknown, although there are no guarantees or indications of its discovery, but at the same time If it is detected, it ensures organizational success. For example, when launching a new product, extensive market research should be conducted for a large group of target customers rather than a small target group, because the target group will get what the organization wants to know [30].

**2. The Known Unknown:** It is called conscious ignorance and superficial ignorance, meaning knowing what is known within the limits of knowledge, meaning that there are certain things that the organization knows that it does not know [31].

### **B- Ignorance of knowledge is divided into three types:**

**1. The known and learnable unknown,** What Congleton calls rational ignorance, which is ignorance that is learnable given the motivation and resources needed to acquire knowledge. In contrast, no amount of motivation or resources can guarantee that the unknown will become known.

**2. Unknown Knowledge:** It refers to things we do not know we know. This type of unknown knowledge includes tacit knowledge that individuals do not always realize they possess. Unknown information refers to ignorance of existing knowledge, not ignorance itself. Such ignorance does not prevent the use of unknown knowledge.

**3. Errors:** It refers to things that you think you know but do not know. Error arises from distortion based on confusion, inaccuracy, or incompleteness, based on uncertainty or absence. Errors also occur because humans are subject to limited rationality. Errors can then be referred to as inherent ignorance arising from limited cognitive ability or probabilistic ignorance arising from the tendency to think in a wrong way.

### **C- Ignorance resulting from the suppression of knowledge is divided into four types:**

**1- Taboos:** Organizational taboos refer to ignorance inherent in the social and cultural context of an organization and/or the context in which it is located, taboos may be actively cultivated in an organization to influence the behavior of its members. Motivating new organizational members may involve promoting certain areas of knowledge and certain behaviors, and work patterns to exclude others, all social groups therefore need some degree of ignorance to maintain the spirit of teamwork, in addition, knowing the activities of the members of the organization, Especially for those in leadership positions, it can be taboo, Workplace bullying was once taboo in organizational life, and it still is in some organizations. On the other hand, organizations may learn to exploit taboos by using them to promote certain products or services to customers or by

integrating them into management strategies. However, at the same time, taboos can create a barrier to the introduction of new knowledge by supporting certain attitudes, which can weaken the adaptability of organizations operating in rapidly changing environments.

**2- Denial:** It is the ignorance or suppression of painful knowledge that does not fit with the current understanding, and it is defined from a managerial perspective when values and norms obscure individuals from certain knowledge that does not fit their current understanding. For example, if an organization is introducing a new technology and believes that older employees will not learn new skills, organizational denial can also result from groupthink when organizational members ignore evidence that contradicts the validity of the group's decision. Organizational denial is also evident in those organizations that fail to learn from the failure of specific strategies. Such unlearning organizations continue to use previous strategies despite their past shortcomings. Organizational denial can inhibit creative and positive responses to rapid environmental change.

**3- Confidentiality:** It means the suppression of knowledge by people or organizations. In addition to government organizations and commercial companies, organizations resort to secrecy when knowledge leads to a negative impact on performance, for example, some private sector institutions make the wage and salary system secret so that workers do not feel a difference in the level of wages and salaries and feel dissatisfied.

**4- Privacy:** It is the ability of individuals and organizations to obstruct access to information about themselves, and it is defined administratively as the ignorance of employees and customers, or it is the commitment of the organization to maintain the privacy of its employees, for example in the fields of military, medicine, and law [32].

### **Third: Dimensions of Organizational Ignorance**

#### **1- Complexity:**

There are many possible reasons why an organization is performing below the level of its competitors, including the inability to adapt to the changing market or the value creation process inferior to that of the wider industry, low motivation or insufficient training and flexibility of employees and many others, one of the reasons may also be the existence of an internal organizational structure that is so complex, To the extent that management cannot efficiently collect the required information, cannot make high-quality decisions, and once decisions are made, cannot be implemented effectively, which negatively affects all the above-mentioned aspects. Accordingly, complexity is understood as the degree of differentiation within the entities that make up the organization. Beyer and Ullrich so as the organization becomes more complex, it can face difficulties in coordination that can reduce the positive impact of new resources and interactions on performance [33], [34]. Complexity can be defined as a feature of a system that arises as a result of the interactions of individual components of a system, meaning that the behavior of a system cannot be reduced to the total behavior of its constituent elements [35].

#### **2- Ambiguity:**

Ambiguity is related to the number of goals of the organization because more goals may make it difficult to determine which of them is more important. Jung and Onyemah sees ambiguity as the perception that a person lacks the necessary information to perform a job or task, which leads to a perceived sense of helplessness [36], [37]. It is the employee's lack of knowledge of the expectations of the different roles that members play within the group, so each official position in the structure must have clear task requirements to reduce confusion and increase productivity, but in some structures the task or job requirements are ambiguous, Ambiguity results from insufficient information or knowledge to do a job, this ambiguity may be due to insufficient training, poor communication, or deliberate withholding or distortion of information by a co-worker or



supervisor In short, we can say that clear job descriptions and clear power relations can contribute to solving ambiguity problems, when people know all the details of their positions in the organization, they find comfort in taking responsibility for their actions and interacting with others, Conversely, when a person's duties or authorities are not clearly defined, the person becomes afraid to act or take responsibility for anything, which can lead to high levels of job stress and also directly lead to low job satisfaction [38].

### **Equivocality**

Confusion refers to multiple interpretations of the same thing and each interpretation is different from the other and can be contradictory or contradictory, and is described as cases where there is agreement on a set of standards for a particular situation but disagreement is either over its limits or application, and confusion arises from individuals and communities that possess a set of values and beliefs and tend to interpret things differently from others, unreliable sources of information, fictitious communication channels, different roles, responsibilities, or administrative interests. Contradictory Ali, Al-Falahi and Verhagen defines confusion as the diversity of interpretations of information between individuals, and the higher the level of confusion, the more different the interpretations [39]. In order to reduce confusion, it is necessary to find other means of obtaining more effective data and information, such as face-to-face interviews, to ensure that the conveyed meaning is appropriate.

### **3- Uncertainty:**

It means not having enough information to describe the current situation or predict future situations, results, or actions to be accomplished [40]. It is the degree to which it is difficult to predict the organization's turbulent environment, environmental uncertainty is a major problem facing organizations, which is represented in the lack of information necessary to face the conditions and situations prevailing in the business environment that are constantly changing. Uncertainty does not imply complexity or ambiguity, but is generated when the possibilities are simple and the relationships are defined.

Uncertainty arises from the fact that future events do not follow past events. While knowledge of the future is always ambiguous, it is therefore a process that involves entering the unknown. Uncertainty manifests itself in the lack of information about the expectations and requirements of individuals and/or organizations that will adopt the innovation.

This uncertainty has an impact on the performance measures of organizations, although they are largely internally organized, they must constantly face uncertain work environments that are completely uncontrollable, therefore, organizations must constantly reorganize themselves to reduce external volatility, and the reduction of uncertainty can be defined externality is the effort of organizations to gather market information through their channel members and process data in a timely manner using sophisticated tools to predict the potential change in the environment in a timely manner. Kundu and Tjosvold believe that uncertainty challenges managers' cognitive abilities and thus undermines their ability to make [41], [42]. However, managers who feel uncertain in that they are unsure of the adequacy of their positions may consult with their colleagues in the organization with an open mind before making a decision.

### **The Third Theme: The Practical Aspect of the Research**

This axis and its paragraphs are related to the statistical presentation of the practical research results with the analysis and interpretation of these results to identify the reality of dialogical leadership and organizational ignorance among the research sample at the private University of Knowledge in Anbar Governorate and to know the type of relationship and influence between the research variables based on the questionnaires that were distributed to the individuals of the research sample, which will be explained below:

#### **First: Description and Diagnosis of Research Variables:**



This paragraph is divided into two main aspects: the first aspect deals with the variable of dialogical leadership with its four dimensions (familiarity, interactivity, integration, and intentionality) and the second paragraph deals with organizational ignorance with its four dimensions (complexity, ambiguity, Equivocality, and uncertainty) and this paragraph included a presentation of arithmetic averages, standard deviations, coefficients of variation, and the order of importance of each variable, The level of responses was determined through arithmetic means, which determined their affiliation to any category. Since the research questionnaire was based on a five-point Likert scale (strongly agree - agree - neutral - disagree - strongly disagree), there are five categories to which the arithmetic means belong. The category is determined by finding the length of the range ( $5 - 1 = 4$ ) and then dividing the range by the number of categories (5) ( $4/5 = 0.08$ ). (0.08) is then added to the lower limit of the scale (1) or subtracted from the upper limit of the scale (5). The categories are as follows: (1- 1.80 is very low, 1.80 - 2.60 is low, 2.60 - 3.40 is medium, 3.40 - 4.20 is high, 4.20 – 5 is very high) (Dewberry, 2004: 15).

**1- Describing and diagnosing the opinions of the research sample about the variable (Dialogic Leadership):**

The results of Table 4 show that after the merger, the highest percentage of agreement among the members of the studied sample was obtained with an arithmetic mean of (3.73), a standard deviation of (0.64) and a coefficient of difference (17.15%), and this indicates that the university administration allows the participation of teachers in the preparation of its thesis in order to strengthen its relationship with them, while after the interactivity, the lowest percentage of agreement among the members of the studied sample was obtained with an arithmetic mean of (3.59) and a standard deviation (0.69) and a coefficient of difference (19.22%), which indicates that the culture of dialogue between the administration and the teachers at the university is not at the required level that can enhance mutual interaction through continuous communication to know their reactions to what is going on at the university and to identify their needs at work and outside work, and in general, the arithmetic mean of the variable (Conversational Leadership) was high and reached (3.68) and a standard deviation of (0.65). This indicates the availability of the behavior of the dialogue leadership in the administration of Al-Maaref Al-Ahlia University in a way that contributes to enhancing understanding, cooperation and building trust with the teachers through respect, listening and the freedom to present ideas and opinions through fruitful dialogue based on the sincere intention to reduce organizational ignorance in all areas of business.

**Table 4. Analysis of the Research Sample's Opinions of the Dialogue Leadership Variable N=51**

Seq.	Paragraphs	Arithmetic mean	Standard Deviation	Coefficient of Difference	Order of importance
Familiarity: Dialogue Leadership at the University...					
1	Relies on the transfer of instructions and information from the top down	4.18	0.48	11.48%	1
2	Participates in faculty events outside of work	3.43	0.73	21.28%	3
3	Relates to many personal stories to strengthen relationships between faculty and staff	3.47	0.78	22.47%	4

4	Seeks to learn about the personal circumstances and conditions of each faculty member	3.45	0.76	22.02%	2
Total		3.63	0.69	19.00%	
Interactive: Dialogue Leadership at the University...					
5	Relies on constantly disseminating important news and events relevant to faculty members' work	3.84	0.64	16.66%	1
6	Communicates with faculty members through dialogue rather than formal methods	3.45	0.64	18.55%	2
7	Promotes a culture of dialogue and enhances face-to-face interaction	3.61	0.70	19.39%	3
8	Uses video and social media to facilitate two-way communication	3.45	0.78	22.60%	4
Total		3.59	0.69	19.22%	
Integration: Dialogue Leadership at the University...					
9	Delegates some of its powers to faculty members with the aim of strengthening its relationship with them	3.75	0.56	14.93%	1
10	Provides space for faculty members to actively participate in developing the university's mission	3.67	0.68	18.52%	4
11	Encourages faculty members to speak about the university's mission when attending seminars and conferences	3.78	0.64	16.93%	2
12	Encourages faculty members to act as ambassadors and thought leaders to promote their university	3.71	0.67	18.05%	3
Total		3.73	0.64	17.15%	
Intent: Dialogue leadership at the university...					
13	Communicates with faculty members specializing in developing the university's strategy	4.00	0.49	12.25%	1

14	Seeks to develop the university's strategy based on a thorough study and analysis of information	3.84	0.61	15.88%	2
15	Explains all the details of the university's mission statement to faculty members after completion	3.73	0.70	18.76%	4
16	Allows faculty members to participate in developing only a portion of the strategy	3.55	0.61	17.18%	3
Total		3.78	0.60	15.87%	
Mean and overall standard deviation of conversational leadership		3.68	0.65		

**Source:** Prepared by the researcher based on the results of (SPSS V.24)

## **2- Describing and diagnosing the views of the research sample about the variable (organizational ignorance):**

The results of Table 5. show that after ambiguity, the highest percentage of agreement among the members of the studied sample was obtained with an arithmetic mean of (3.07), And a standard deviation of (1.03) and a coefficient of variation of (33.55%), which indicates that the job duties are not understood by most of the employees in the researched university as a result of the lack of clarity of some decisions or work mechanisms, while after complexity, the lowest percentage of agreement among the members of the studied sample was obtained with an arithmetic mean of (2.73).) And a standard deviation of (1.12) and a coefficient of variation of (41.02%), and this is a result of the large number of instructions received from the Ministry to the university and colleges, in addition to the instructions issued by the Presidency of the University, which creates a field for overlap between the instructions, which confuses the work of individuals and causes them to fall into many organizational and administrative errors, and in general, the arithmetic mean of the variable (organizational ignorance) was moderate and reached (2.91) and a standard deviation of (1.08). This indicates that the individuals in the research sample do not have enough information they need to perform their work, which may lead them to rely on their own information to accomplish their job tasks.

**Table 5. Analysis of the Research Sample's Opinions on the Variable of Organizational Ignorance N=51**

Seq.	Paragraphs	Arithmetic mean	Standard Deviation	Coefficient of Difference	Order of importance
Complexity:					
17	The lack of information employees need for their work is a normal condition at our university.	2.18	1.32	60.55%	4
18	Employees receive instructions and orders	2.35	1.16	49.36%	3

	from multiple administrative bodies.				
19	Information is stored in a way that enables employees to access it at the appropriate time.	3.65	0.74	20.27%	1
20	Our university's internal regulations are complex and contain many sub-details.	2.75	1.25	45.45%	2
Total		2.73	1.12	41.02%	
Ambiguity:					
21	Job duties are not clear to most employees at our university.	2.47	1.19	48.17%	4
22	The results of our work can be predicted in advance.	3.24	0.93	28.70%	2
23	Our university is constantly aware of strategic issues in the surrounding environment.	3.57	0.90	%25.21	1
24	Our employees rely on a set of prior assumptions about what is expected to happen.	3.00	1.11	37.00%	3
Total		3.07	1.03	33.55%	
Equivocality :					
25	We have a comprehensive and confidential information base.	3.90	0.70	17.49%	1
26	Work roles and responsibilities are overlapping and unclear.	2.55	0.92	36.07%	2
27	Confusion occurs at work due to differing opinions about work instructions.	2.47	1.17	47.36%	3
28	The rules and procedures in place in our department provide more than one interpretation.	2.53	1.32	52.17%	4
Total		2.86	1.03	36.01%	
Uncertainty:					
29	Our university neglects to improve future forecasting processes	2.49	1.29	51.80%	4

	and develop a scenario management culture.				
30	There are rapid changes in data, procedures, and instructions at our university.	2.59	1.30	50.19%	3
31	The administration determines its choices and makes decisions based on its knowledge of the level of ignorance among employees.	3.27	0.98	29.96%	2
32	Information in our department is readily available and accessible to employees in all departments when needed.	3.55	1.01	28.45%	1
Total		2.98	1.14	38.25%	
Mean and overall standard deviation of organizational ignorance		2.91	1.08		

**Source:** Prepared by the researcher based on the results of (SPSS V.24)

## **Second: Testing Research Hypotheses**

### **1- Testing the main and sub-correlation hypotheses:**

**The first main hypothesis:** This hypothesis shows the correlation between the explanatory variable (dialogical leadership) and the responsive variable (organizational ignorance) and based on Pearson's correlation coefficient matrix, Table 6 shows that there is a correlation between the two variables with a correlation value of (0.785) and as a result, the first main hypothesis is accepted that (there is a statistically significant correlation between dialogical leadership and organizational ignorance in Al-Maaref Al-Ahliyya University) while the sub-hypotheses emanating from The first main hypothesis will be addressed in Table 7.

**Table 6. shows the relationship between dialogue leadership in its dimensions and organizational ignorance in its dimensions**

Responsive Variable Interpretive variable	Organizational Ignorance		
	R	Itself	N
Conversational Leadership	0.785**	0.000	51

**Source:** Table prepared by the researcher based on SPSS V.24

**Table 7. shows the correlation between dialogical leadership in its dimensions and organizational ignorance N=51**

Responsive Variable Interpretive variable	Organizational Ignorance		Decision
	R	Itself	Accept the hypothesis
1-There is a statistically significant correlation between familiarity and organizational ignorance.			
familiarity	0.632**	0.000	

2-There is a statistically significant correlation between reactivity and organizational ignorance.			
Interactive	R	Itself	Accept the hypothesis
	0.653**	0.000	
3-There is a statistically significant correlation between integration and organizational ignorance.			
Integration	R	Itself	Accept the hypothesis
	0.683**	0.000	
4-There is a statistically significant correlation between intention and organizational ignorance.			
Intentionality	R	Itself	Accept the hypothesis
	0.693**	0.000	

**Source:** The table was prepared by the researcher using the (SPSS V.24) program.

The values mentioned in Table 7 show that all sub-hypotheses will be accepted from the first main hypothesis, where the correlation coefficient between the familiarity dimension and the variable of organizational ignorance reached (0.632), and this indicates that there is harmony between the university administration and its employees in order to reach a state of convergence for the purpose of agreeing on the opinions and ideas that The correlation between the dimension of interactivity and the variable of organizational ignorance was recorded at (0.653), and this value indicates that the more the administration possesses social interactive capabilities at work, the greater its capabilities in reducing organizational ignorance in the field under study, and the correlation coefficient between the dimension of integration and the variable of organizational ignorance reached (0.683), and this indicates that the university administration It allows the participation of teachers in the decision-making process and the formulation of strategies in a way that increases their loyalty and keenness to achieve the goals sought by the university, and the correlation coefficient between the intention dimension and the variable of organizational ignorance reached (0.693), and this reflects the administration's interest in explaining all the details of the contents of the university's message to the teachers through constructive dialogue after its completion.

## 2- Testing the main and sub-hypotheses of the effect:

**The second main hypothesis:** Based on the data of Table 8, it is noted that the explanatory variable (dialogical leadership) has a significant impact on the responsive variable (organizational ignorance), as the calculated value of (f) reached (78.649), which is greater than its tabular value of (4.03). This indicates the presence of an impact of dialogic leadership on organizational ignorance at a significance level less than (0.05), and (R<sup>2</sup>) reached a value of (0.616). This indicates that dialogic leadership explains (62%) of the changes in organizational ignorance, and the remaining percentage (38%) of the variance is not explained by other factors that are not included in the regression model of this variable, while the value of (B) is (0.785). This indicates that the change in dialogical leadership by one unit leads to a change in organizational ignorance by (78.5%), while the value of (Sig) reached (0.000) which is less than (0.05), and this justifies the significance of the adopted regression model, and this indicates the acceptance of the second main hypothesis, which is that (there is a statistically significant effect of dialogic leadership on organizational ignorance at Al-Maaref Al-Ahliyya University).

**Table 8. shows the effect of dialogical leadership on organizational ignorance**

Variable	Organizational ignorance Y					
	Beta	R <sup>2</sup>	F	T	Sig	Decision
Dialogic Leadership x	0.785	0.616	78.649	8.868	0.000	Acceptance of the hypothesis
The value of the tabular F at a significant level (0.05) = 4.03 N=51						



**Source:** The table is prepared by the researcher based on the program (SPSS V.24)

As for the testing of the sub-hypotheses of the effect emanating from the second main hypothesis, it is illustrated in Table (9) shown below:

**Table 9. shows the effect of dialogical leadership on organizational ignorance.**

1	<b>There is a statistically significant effect of familiarity on organizational ignorance.</b>					
	Beta	R <sup>2</sup>	F	T	Sig	Decision
	0.632	0.400	32.604	5.710	0.000	Accept the hypothesis
2	<b>There is a statistically significant effect of interactivity on organizational ignorance.</b>					
	Beta	R <sup>2</sup>	F	T	Sig	Decision
	0.653	0.427	36.517	6.043	0.000	Accept the Hypothesis
3	<b>There is a statistically significant effect of integration on organizational ignorance.</b>					
	Beta	R <sup>2</sup>	F	T	Sig	Decision
	0.683	0.466	42.780	6.541	0.000	Accept the Hypothesis
4	<b>There is a statistically significant effect of intention on organizational ignorance.</b>					
	Beta	R <sup>2</sup>	F	T	Sig	Decision
	0.693	0.480	45.276	6.729	0.000	Accept the hypothesis
The value of the tabular F at a significant level (0.05) = 4.03 N=51						

**Source:** The table is prepared by the researcher based on the program (SPSS V.24).

The data in the above table indicate that all the sub-hypotheses of the effect will be accepted from the second main hypothesis, as the results of the analysis showed that the dimension of familiarity has a significant effect on organizational ignorance, where the calculated value of (f) reached (32.604), which is greater than its tabular value of (4.03), and this indicates that there is an effect of the dimension of familiarity on organizational ignorance at a significance level less than (0.05) and reached (R<sup>2</sup>) is (0.400) and this indicates that the familiarity dimension explains (40%) of the changes in organizational ignorance, and the remaining percentage (60%) of the variance is not explained by other factors that are not included in the regression model for this dimension, while the value of (B) reached (0.632), which indicates that the change in After familiarity with one unit, it leads to a change in organizational ignorance by (63.2%), while the value of (Sig) reached (0.000), which is less than (0.05).

The results of the analysis in Table 9 showed that the dimension of interactivity has a significant effect on organizational ignorance, where the calculated value of (f) was (36.517), which is greater than its tabular value of (4.03), and this indicates that there is an effect of the dimension of interactivity on organizational ignorance at a significance level less than (0.05) and reached (R<sup>2</sup>) The value of (0.427) indicates that the dimension of interactivity explains (43%) of the changes in organizational ignorance, and the remaining percentage (57%) of the variance is not explained by other factors that are not included in the regression model for this dimension, while the value of (B) reached (0.653), which indicates that the change in After interactivity with one unit, it leads to a change in organizational ignorance by (65.3%), while the value of (Sig) reached (0.000), which is less than (0.05).

The results of the analysis indicated that the integration dimension has a significant effect on organizational ignorance, as the calculated value of (f) reached (42.780), which is greater than its tabular value of (4.03), and this indicates that there is an effect of the integration dimension on organizational ignorance at a significance level less than (0.05) and ( $R^2$ ) reached a value of (0.466) and this It indicates that the merger dimension explains (47%) of the changes in organizational ignorance, and the remaining percentage (53%) of the variance is not explained by other factors that are not included in the regression model of this dimension, while the value of (B) reached (0.683), which indicates that the change in the merger dimension by one unit leads to a change in the Organizational ignorance by (68.3%) while the value of (Sig) reached (0.000) which is less than (0.05).

The results of the analysis indicated that the dimension of intention has a significant effect on organizational ignorance, as the calculated value of (f) reached (45.276), which is greater than its tabular value of (4.03), and this indicates that there is an effect of the intention dimension on organizational ignorance at a significance level of less than (0.05) and ( $R^2$ ) reached a value of (0.480) and this It indicates that the dimension of intention explains (48%) of the changes in organizational ignorance, and the remaining percentage (52%) of the variance is not explained by other factors that are not included in the regression model of this dimension, while the value of (B) reached (0.693), which indicates that the change in the dimension of integration by one unit leads to a change in organizational ignorance. by (69.3%) while the value of (Sig) reached (0.000), which is less than (0.05).

#### 4. Conclusion

##### Fourth Theme: Conclusions and Recommendations

##### First: Conclusions

1. The results of the statistical analysis showed that the explanatory variable of dialogue leadership had a high level of answers at Al-Maaref Al-Ahliyya University, and this reflects the interest of the university administration in teaching staff by adopting the language of dialogue at work, building a network of social relations between co-workers and strengthening their stability at the organizational and societal levels.
2. The results of the statistical analysis proved the existence of all dimensions of organizational ignorance (complexity, ambiguity, confusion, uncertainty) in the university under study at an average level, which reflects that all teaching staff do not have the information they need in their work.
3. The application of the concepts of dialogue leadership at Al-Maaref Al-Ahliyya University promotes many positive behaviors within the work, as well as its importance in finding solutions to many problems faced by the university under research.
4. Ambiguity in the making of organizational ignorance precedes the uncertainty that came in second place, while confusion and complexity came in third and fourth order, respectively.
5. The results confirmed that there is a significant correlation between the variable of dialogical leadership and organizational ignorance, and this indicates that the university administration in question, if it adopts dialogical leadership behaviors, will contribute significantly to reducing organizational ignorance.
6. The results showed a significant impact of dialogical leadership in its dimensions on organizational ignorance. These results can be explained by the interest of the university administration in the dimensions of dialogical leadership, which would strengthen the relationship between (the administration and the teaching staff) and thus increase the desire to work to reduce organizational ignorance.

## Second: Recommendations

1. Calling on the administration of Al Maaref Private University to pay increased attention to dialogical leadership and its dimensions, given its key role in reducing organizational ignorance, by pointing out that the language of dialogue and interaction is considered part of the organization's culture and one of its goals and effective methods of communicating with the teaching staff.
2. The Presidency of Al-Ma'arif Al-Ahliyya University shall interpret and clarify the instructions and orders that are marred by cases of complexity, ambiguity, confusion and uncertainty, in a manner that makes them characterized by the clarity of application by the working individuals.
3. Consolidating work doctrines derived from good environmental relations that frame the understanding that joint work is more accomplished, reduces pressure and effort, and strengthens the bonds of cooperation and respect between the faculty members on the one hand and the university administration on the other hand.
4. Holding seminars, seminars and workshops in the event of the implementation of a new law or the issuance of new instructions, as these seminars and seminars contribute to clarifying the ambiguous matters that are doubtful in interpretation and in a way that facilitates their application and implementation in the work.
5. The need to shift from the traditional view of the role of faculty members, based on the fact that the task of faculty members is limited to teaching only, to considering them as basic and important pillars that contribute significantly to the development of the university and its various functional cadres, as well as the qualification of students studying in it, and the university administration must make them feel that they are strategic partners in achieving its goals.
6. The need to connect the intellectual and scientific of the teachers with universities and colleges with extensive experience in their field of work, whether local or regional, with the aim of enhancing and diversifying the experiences they possess and in a way that is reflected in the attempt to reduce organizational ignorance, by working to create the appropriate conditions so that the teachers can communicate with distinguished centers and universities and instill in their minds and abilities the skills of a pioneering nature in their field of work.

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