EMPLOYING THE DIMENSIONS OF VALUE-BASED LEADERSHIP IN ACTIVATING ORGANISATIONAL SEMIOTICS: A PROPOSED MANAGEMENT MODEL

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ABSTRACT

The study aims to know the effect of value-based leadership on organisational semiotics at Al-Mustaqbal University College, Iraq. A sample of 115 respondents, selected from the rank of the university lecturers and professors, were administered a self-report questionnaire. The data was analysed using both descriptive and inferential statistical tools available in SPSS. The results showed a significant positive correlation between value-based leadership and organisational semiotics. Similarly, the results confirmed the existence of a positive impact of value-based leadership and organisational semiotics. The study concludes that administrative leaders in private colleges exhibit value-based leadership characteristics, anticipate the future and work hard and persistently to realise it, and also possess sound entrepreneurial dispositions. However, the study also discovered that more motivating and inspiring are needed in order to able them to be more creative and innovative. Thus, there is a need for Al-Mustaqbal University College to pay more attention to these psychological needs between the employees. Additionally, attention should be invested in developing university leaders' competences at risk-taking, proactiveness, and creativity.

Keywords: value-based leadership, organisational semiotics, management model

INTRODUCTION

Values are described as a shorthand way of expressing what is essential to us, personally or collectively, as a company, community, or country (Turkkahraman, 2014). It is called shorthand because the notions they reflect can frequently be expressed in a single word or a short phrase. Honesty, transparency, compassion, long-term vision, and human rights are only a few examples that are known as values. The outward manifestation of our values and behaviours is situation-dependent (Cubukcu, 2014). Values could be positive and empowering or negative and limiting. Friendship, trust, and creativity are excellent traits that help us connect with people and contribute positively to society (James, 2014). Blame, bureaucracy, and the desire for prestige are potentially limiting values. They may satisfy our immediate needs, but they are unhelpful, frequently divisive, and typically result in a loss of connection, damaging our relationships and undermining our abilities at long-term constructive contributions (Barrett, 2013). Since the goal of leadership is to add value to others, and the degree of influence is the accurate measure of leadership, a great leader must be able to influence the attitudes and actions of others (Reese, 2017).

Leaders have the power to create a more favourable work environment. Thanks to its semiotic cues, the corona pandemic has strengthened resilience and the capacity to successfully manage these fast-paced, unpredictable, conflicting, and complicated settings (Horth, 2019). Leaders who respond with greater control, on the other hand, may exacerbate anxiety or competitiveness over limited resources, leading to bullying and incivility. Thus, teachers at Al-Mustaqbal University College take their position as leadership instructors seriously, knowing that leadership is more vital than ever in these extraordinary times. Values are crucial in this situation, which needs to use technology to communicate with others instead of meeting face to face with them to avoid mixing with them due to the Corona pandemic.

However, Information Technology (IT) workers are rarely educated to deal with social, ethical, or normative concerns, and the dominant methodologies, techniques, and gadgets are not conducive to these considerations (Baranauskas, 2009). A significant number of works and efforts either acknowledge the necessity for a sociotechnical approach to ICT design or advocate the focus and attention on non-technical concerns,

particularly in the field of Human-Computer Interaction (HCI). Therefore, the current research aims to know the extent in which Al-Mustaqbal University College adopt the dimensions of value-based leadership, which qualifies it to build an organisational semiotic to keep pace with changes and adapt to them to achieve its goals.

LITERATURE REVIEW

Value-Based Leadership

The concept of value-based leadership consists of two parts; leadership and value. Armstrong and Taylor (2014) consider leadership as inspiring people to do their best to develop and motivate people and secure their participation to achieve the desired result. Next, Lichtenstein (2012) considered value as the invisible force that leads to visible results, such as people's behaviour and their organisational performance. Thus, value-based leadership can be seen as the process of using the determining force of values to motivate and inspire people to achieve organisational ends.

Daft (2008) defined value-based leadership as a relationship between the leader and the followers based on the strong common internal ideological values that the leaders adopt in challenging the strong followers of those values. Clarke (2011) on his part, indicated that it is a philosophy that facilitates the work of leaders to continue their work in helping organisations achieve practical and personal achievements for survival and development for a long time. Furthermore, Taylor (2011) defined value-based leadership as an approach that achieves value for the organisation, customers, suppliers and shareholders without focusing on personal gains. Both Peregrym and Wolf (2013) agree with the views of others on the concept of value-based leadership as a type of leadership based on principles and ethical qualities such as integrity, empowerment, and social responsibility.

Bishop *et al.* (2019) acknowledged the term value-based leadership goes beyond the stage of defining values and putting them on the wall to implement them. Copeland (2014) indicated that the behavioural dimensions of value-based leadership are an extension of leadership styles concerned

with leadership's ethical and behavioural aspects, such as transformational, servant, authentic, and spiritual. Page *et al.* (2021) averred that a value-based leader might change his plans, strategies, and work style but never alter their principles, values, and ethics under any circumstance. The foundation of values-based leadership is the perception that individual and company values are linked. The company's mission, approach, perception, performance evaluation, motivation programmes, work style and value ethics depict the leader's values (Bano *et al*., 2020). Furthermore, Vilma (2018) affirmed that values characterise leadership by the following four principles:

1. The process of self-reflection: The leader must recognise and reflect on what they stand for, what their values are, and what is most important to them. To be a value-based leader, one must be willing to look within oneself and strive for better self-awareness via regular self-reflection.
2. The equilibrium: It refers to the capacity to perceive circumstances from a variety of views and viewpoints in order to acquire a more complete understanding. The term balance refers to a leader who considers all views and viewpoints with an open mind.
3. Self-assurance in its purest form: It signifies the leader accepts themselves exactly as they are. Leaders are aware of their strengths and limitations and constantly work for improvement. True leadership confidence occurs when the leader recognises that other individuals may be more brilliant, accomplished, and successful than the leaders. Thus, confident leaders accept themselves as they are.
4. Genuine humbleness: The leader must remember who they are and where they came from. Genuine humility aids a leader's ability to keep things in perspective, particularly as their career grows (Alsaiari *et al.*, 2022). It also aids the leader in valuing each person he or she encounters and treating everyone with respect.

Organisational Semiotics

Organisational semiotics studies the mind as a cognitive system that interacts with the environment dynamically using signals, texts, or documents that focus on cognitive structures, behaviour and various performance tasks. Organisational semiotics is divided into six areas, as shown in Figure 1. The earliest conception of the concept consisted of the first three areas collectively called Human Information Functions (Stamper, 1973). Later, Filipe and Liu (2000) added the second set of three areas

(which is known as the IT Platform) as a response to the influence of ICT in organisations.
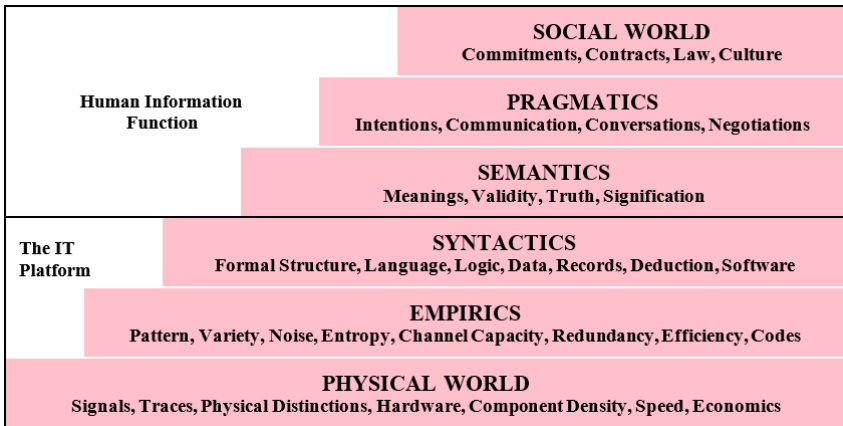

	SOCIAL WORLD
	Commitments, Contracts, Law, Culture
Human Information Function	**PRAGMATICS**
	Intentions, Communication, Conversations, Negotiations
	SEMANTICS
	Meanings, Validity, Truth, Signification
The IT Platform	**SYNTACTICS**
	Formal Structure, Language, Logic, Data, Records, Deduction, Software
	EMPIRICS
	Pattern, Variety, Noise, Entropy, Channel Capacity, Redundancy, Efficiency, Codes
	PHYSICAL WORLD
	Signals, Traces, Physical Distinctions, Hardware, Component Density, Speed, Economics

Figure 1: Evolution of the Concept of Semiotics
Source: Filipe and Liu (2000, p. 2)

Based on the preceding discourse, semiotics can be seen as the science of signs (or the study of codes and systems), enabling workers to understand events' meanings (Liu *et al.*, 2006). For organisations such as information and communication systems that are very complex and non-specific and need analysis through the use of concepts of semiotic signs, then the organisational process involves the creation, exchange and use of signs (da Silva *et al.*, 2016). Organisational semiotics directs workers' behaviour socially through knowledge sharing in organisations, in which may help in spreading positive social behaviour in a socially common and relatively continuous unit through the use of knowledge, whose existence is reinforced by daily use in organisations (Pietarinen, 2010).

Thus, organisational semiotics can be considered as the natural science that studies information systems resulting from human behaviour patterns in the organisation with a focus on information as a social tool to employ technologies of all kinds (Brooks, 2011). Stamper (2013) agreed with the researchers who consider organisational semiotics as a social concept, noting that it is one of the sociotechnical methods which studies information within the organisation through the formation or establishment of a set of standards. Hence, organisational semiotics is an extension of semiotics and studies explicitly the use of signs in organisational contexts (Walton *et al.*, 2014).

METHODOLOGY

Al-Mustaqbal University College, Iraq was established in 2010 according to the Iraqi Council of Ministers Resolution 427 of 2009, which stipulates the approval of granting the founding license to the University in sited in the Babil Governorate after fulfilling the basic requirements stipulated in the Law of Private Colleges and Universities in Iraq. The University's curriculum leads it to be a pioneer in teaching and learning locally and nationally in the medical, engineering, legal and administrative disciplines. It excels in providing academic programmes following international standards of quality, openness to society, advancing scientific research, and adopting innovative ideas that contribute to developing infrastructure and improving functional and academic performance.

A sample of 115 university lecturers and professors was selected from the Departments of Humanities (law, business administration, and accounting) and Educational and Literary Departments (archaeology, media, English language, and physical education). The data was collected from the respondents used in the study to analyse the value-based leadership–organisational semiotics relationships in an Iraqi private higher educational institution.

Measures

Value-Based Leadership: This was treated as a multidimensional construct having five dimensions (i.e., integrity, sense of mercy and gratitude, humility, self-discipline, and moral courage). The construct was assessed using Bulti's (2016) 23-item scale.

Organisational Semiotics: The construct was measured using Filipe and Liu's (2000) 16-item scale. The scale has four dimensions, namely: behavioural norms, cognitive norms, conceptual norms, and evaluative norms.

The Likert pentagonal scale (i.e., Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly disagree = 1) was used as a rating scale in assessing the study variables. Also, five categories of arithmetic means corresponding to the five rating scales were used in interpreting the results

(Dewberry, 2004), as shown in Table 1.

Table 1: Rating Scale's Mean Scores and Interpretations

Rating Anchors	Mean Scores	Interpretations
Strongly Disagree	0.00 – 1.80	Very Low
Disagree	1.81 – 2.60	Low
Neutral	2.61 – 3.40	Moderate
Agree	3.41 – 4.20	High
Strongly Agree	4.21 – 5.00	Very High

Study Hypotheses and Theoretical Model

In this study, the sociotechnical theory provides the underpinning grid for explaining the interplay between technical artefacts in workplaces including elements of organisational semiotics and how these artefacts and symbols are influenced by the organisation's social reality including the practice of value-based leadership to determine the success of the entire organisation. Bostrom and Heinen (1977) were of the view that 'the technical system is concerned with processes, tasks, and technology' (p. 17), while the social aspects of the idea include people's qualities (attitudes, abilities, values), relationships, reward systems, and authoritative structures (Bostrom & Heinen, 1977, p. 17). The convergence of these two streams of thought provide an appropriate framework that could explain the relationship that may subsist among the study variables. In other words, the human and technical sides of the workplace are distinct but linked, since one enables the other, particularly in relations to managing organisational technology. Accordingly, the researcher formulated and tested the following two hypotheses. The hypotheses formed the kernel of the study model depicted in Figure 2.

H_1: There is a correlation between the value-based leadership and organisational semiotics.

H_2: There is a significant relationship between the value-based leadership and organisational semiotics.
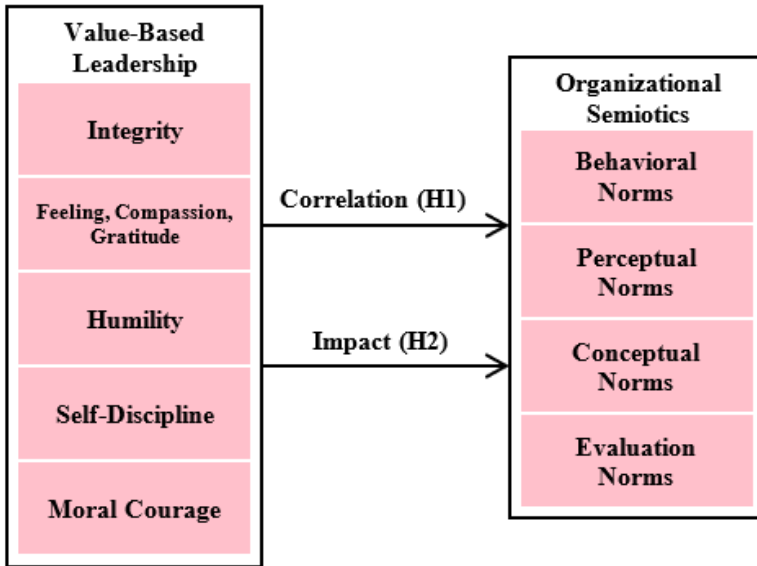
Figure 2: Model of the Study

RESULTS

Descriptives for the Value-Based Leadership Construct

Integrity:

The descriptive statistics show that Item 5 in Table 2 has the highest mean ($\bar{x}$ = 3.75, SD = 1.09), indicating that the sample respondents are consistent in their response to this questionnaire item. Item 4 has the lowest mean score ($\bar{x}$ = 2.90, SD = 1.19). The overall descriptive statistics for the integrity dimension ($\bar{X}$ = 3.07, SD = 1.12) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of integrity.

Table 2: Descriptives for the Integrity Dimension

SN	The college leaders are characterised by:	x̄	SD	PO
1.	Striving to develop the university's work.	3.28	1.27	2
2.	Applying the law to all college employees.	3.02	1.10	4
3.	Equitable distribution of tasks among employees.	3.19	1.18	3
4.	Testing employees based on their job reputation.	2.90	1.19	5
5.	Equality in dealing with employees.	3.75	1.09	1

Feeling, Compassion, and Gratitude:

The descriptive statistics show that Item 1 in Table 3 has the highest mean ($\bar{x}$ = 3.13, SD = 1.08), indicating that the sample respondents are consistent in their response to this questionnaire item. Item 2 has the lowest mean score ($\bar{x}$ = 3.02, SD = 1.12). The overall descriptive statistics for the feeling, compassion and gratitude dimension ($\bar{X}$ = 3.05, SD = 1.10) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of mercy.

Table 3: Descriptives for the Feeling, Compassion and Gratitude Dimension

SN	The college leaders are characterised by:	x̄	SD	PO
1.	Treat employees with kindness even when something goes wrong.	3.13	1.08	1
2.	They do not hesitate to back down from their decision if the workers persuade them.	3.02	1.12	4
3.	Use the employee reward system to ensure commitment to work.	3.11	1.17	2
4.	Provide support to employees.	3.06	1.21	3

Humility:

The descriptive statistics show that Item 1 in Table 4 has the highest mean ($\bar{x}$ = 3.22, SD = 1.35), indicating that the sample respondents are consistent in their response to this questionnaire item. Item 2 has the lowest mean score ($\bar{x}$ = 2.98, SD = 1.24). The overall descriptive statistics for the humility dimension ($\bar{X}$ = 3.01, SD = 1.36) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of humility.

Table 4: Descriptives for the Humility Dimension

SN	The college leaders are characterised by:	x̄	SD	PO
1.	Participation of employees in making important decisions.	3.22	1.35	1
2.	Personally supervising the training of employees.	2.98	1.24	5
3.	They prefer the interests of the college over their personal interests.	3.05	1.43	3
4.	They do not set boundaries between themselves and the workers.	3.07	1.44	2
5.	They listen carefully to employees when there is a problem at work.	3.01	1.47	4

Self-Discipline:

The descriptive statistics show that Item 3 in Table 5 has the highest mean ($\bar{x} = 4.88$, SD = 0.43), indicating that the sample respondents are consistent in their response to this questionnaire item. Item 2 has the lowest mean score ($\bar{x} = 3.35$, SD = 1.02). The overall descriptive statistics for the self-discipline dimension ($\bar{X} = 3.89$, SD = 0.95) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of self-discipline.

Table 5: Descriptives for the Self-Discipline Dimension

SN	The college leaders are characterised by:	x̄	SD	PO
1.	Hold employees accountable for their mistakes.	4.13	0.66	2
2.	Maintain working hours.	3.35	1.02	4
3.	The responsibility that college leaders bear does not affect the efficiency of performing their other tasks.	4.88	0.43	1
4.	Accuracy in applying work rules and procedures.	3.65	1.22	3

Moral Courage:

Table 6 indicates that Item 3 on showing courage in the face of the most challenging conditions has the highest mean ($\bar{x} = 3.90$, SD = 0.41), indicating that the sample respondents are consistent in their response to this questionnaire item. Item 1 on follow-up disposition of the respondents has the lowest mean score ($\bar{x} = 3.22$, SD = 0.84). The overall descriptive

statistics for the moral courage dimension ($\overline{X} = 3.45$, SD = 0.51) indicate that lecturers and professors of Al-Mustaqbal University College are highly morally courageous and are undaunted in the face of workplace challenges.

Table 6: Descriptives for the Moral Courage Dimension

SN	The college leaders are characterised by:	$\overline{x}$	SD	PO
1.	Continuously follow up on work conditions.	3.22	0.84	5
2.	Wide imagination.	3.77	0.52	2
3.	Having moral courage in the most difficult circumstances.	3.90	0.41	1
4.	Pay attention to the interests of others when making decisions.	3.50	0.66	4
5.	The ability to come up with creative ideas.	3.61	3.56	3

Descriptives for the Organisational Semiotics Construct

Behavioural Norms:

Table 7 shows that Item 1 has the highest mean ($\overline{x} = 3.80$, SD = 0.34), indicating that the sample respondents are consistent in affirming their superior competence at articulating ways and strategies that could contribute to the development of the university. Surprisingly, however, Item 1 on the respondents' communicative competence has the lowest mean score ($\overline{x} = 2.93$, SD = 1.31). The overall descriptive statistics for the behavioural norms dimension ($\overline{X} = 3.01$, SD = 0.61) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of behavioural standards.

Table 7: Descriptives for the Behavioural Norms Dimension

SN	At the college where I work as the principal they have:	$\overline{x}$	SD	PO
1.	The ability to discuss how to develop the college.	3.80	0.34	1
2.	Desire to communicate with employees.	2.93	1.31	4
3.	Possesses appropriate negotiation skills with others.	3.66	3.45	2
4.	The ability to interact.	3.51	0.52	3

Perceptual Norms:

In Table 8, Item 2 in has the highest mean ($\overline{x} = 3.93$, SD = 1.31), indicating that the sample respondents are consistent in affirming their

superior competence at articulating ways and strategies that could contribute to the development of the university. Item 1 on the respondents' analytical ability has the lowest mean score ($\bar{x}$ = 2.93, SD = 1.31). The overall descriptive statistics for the perceptual norms dimension ($\bar{X}$ = 3.11, SD = 0.34) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of perceptual standards.

Table 8: Descriptives for the Perceptual Norms Dimension

SN	At the college where I work as the principal they have:	$\bar{x}$	SD	PO
1.	He has the ability to analyse the factors affecting the university college.	3.11	0.34	2
2.	They can develop solutions to problems after analysing the factors surrounding the university college.	3.93	1.31	1
3.	They offer new ideas for college development.	2.66	3.45	3

Conceptual Norms:

In Table 9, Item 3 has the highest mean ($\bar{x}$ = 3.15, SD = 1.05), indicating that the sample respondents are consistent in using their local knowledge and familiarity to stay attuned to development in the higher education environment. Item 2 on the respondents' knowledgeableness has the lowest mean score ($\bar{x}$ = 2.91, SD = 1.35). The overall descriptive statistics for the conceptual dimension ($\bar{X}$ = 3.02, SD = 0.12) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of conceptual standards.

Table 9: Descriptive Statistics for the Conceptual Norms Dimension

SN	At the college where I work as the principal they have:	$\bar{x}$	SD	PO
1.	Able to integrate their beliefs into the organisational culture	3.12	1.05	2
2.	They can gain knowledge	2.91	1.35	3
3.	They can know what is happening in the university college based on the existing knowledge	3.15	1.03	1

Evaluation Norms:

Table 10 indicates that for Item 2, it has the highest mean ($\bar{x}$ = 3.98,

SD = 1.11), indicating that the sample respondents are consistent in staying through to their values in terms of actions and direction. Item 3 on the respondents' cognitive prowess in critical thinking has the lowest mean score ($\bar{x}$ = 2.87, SD = 1.44). The overall descriptive statistics for the conceptual dimension ($\bar{X}$ = 3.12, SD = 0.16) indicate that lecturers and professors of Al-Mustaqbal University College possess a high level of evaluative standards.

Table 10: Descriptives for the Evaluation Norms Dimension

SN	At the college where I work as the principal they have:	$\bar{x}$	SD	PO
1.	They can convince others about the beliefs they believe in.	3.11	1.04	3
2.	They can justify the values they believe in.	3.98	1.11	1
3.	They are able to provide reasons for their adoption of specific goals.	3.15	1.03	2
4.	They share a number of job evaluation criteria.	2.87	1.44	4

Correlation Analysis

The correlation matrix (Table 11) shows the test of the first main hypothesis of the research. It turns out that there are positive and significant correlations at between the value-based leadership and all dimensions of organisational semiotics (behavioural norms $r = 0.332$, conceptual norms $r = 0.552$, and evaluation norms $r = 0.400$), except for the dimension of perception. At a 0.05 level of alpha, the link between value-based leadership variable and values and the behavioural norms dimension of organisational semiotics was significant ($r = 0.249$). In general, there was a positive correlation between value-based leadership and the organisational semiotic ($r = 0.572$), which is a significant at 1% level of alpha. The results confirm hypothesis H₁, that there is a significant correlation between value-based leadership and organisational semiotics.

Table 11: Value-Based Leadership and Organisational Semiotics

Independent Variable	Dependent Variable	BN	PN	CN	EN	Organisational Semiotics
Integrity	Pearson *r*	.231*	.229*	.313**	.305**	.375**
	Sig.	.027	.030	.004	.005	0.000
Feeling, compassion, gratitude	Pearson *r*	.132	.283**	.471**	.342**	.351**
	Sig.	.237	.007	.000	.003	.000
Humility	Pearson *r*	.105	.313**	.460**	.432**	.481**
	Sig.	.343	.005	.000	.000	.000
Self-discipline	Pearson *r*	.103	.211	.350**	.434**	.400**
	Sig.	.309	.053	.001	.000	.000
Moral courage	Pearson *r*	.339	.219*	.316**	.541**	.345**
	Sig.	.002	.047	.004	.000	.002
Value-based leadership	Pearson *r*	.249*	.332**	.552**	.540**	.572**
	Sig.	.026	.001	.000	.000	.000

Key: BN = Behavioural norms; PN = Perceptual norms; CN = Conceptual norms; Evaluative norms

Regression Analysis

Table 12 shows the extent to which the dimensions of value-based leadership explained the variance on organisational semiotics based on the sampled data collected from 115 lecturers and professors of Al-Mustaqbal University College ($\beta = 0.196$, $t = 6.37$, $p < .000$). This means that whenever improvement is made to value-based leadership that enhances it by a unit, organisational semiotics of the university college will increase by 19.60%. The calculated *t*-value of the regression coefficient ($t = 6.36$) is significant at the $p = .000$. As for the calculated *F* value, which measures the significance of the regression model ($F = 29.62$), which is a significant value at $p = .000$. The explanatory power of the regression model means that value-based leadership explains 28% of the changes that occur in the organisational

semiotics of the university under study ($R2 = 0.28$), while the remaining percentage is due to other factors that are not included in the model.

Table 12: Test of Hypothesis

Independent Variable \ Dependent Variable	Organisational Semiotics		*t*-value and Alpha Level		Calculated *F* Value		
	Score	β	*t*	*p*	*F*	*p*	R²
Value-Based Leadership	3.77	0.196	6.37	.000	29.62	.000	0.28

The results of the study support the hypothesis that value-based leadership significantly enhances organisational semiotics at Al-Mustaqbal University College. Therefore, the researcher to accepts H_2, that the variance in the dependent variable (organisational semiotics) is significantly explained by the four of five dimensions of value-based leadership.

DISCUSSION OF RESULTS

The researcher infers from the study's descriptive and inferential statistical results that leadership of Al-Mustaqbal University College's lecturers and professors rely on value-based leadership practices in using organisational semiotics to manage the processes of managing the university vision. This overall result is consistent with the recent theoretical postulations of Chang *et al.* (2021) on the emergence of value-based leadership among functional positions in organisations. Similarly, the results reflect the empirical report of Crossan *et al.* (2021) who qualitatively show that value-based leadership is an important antecedent of organisational outcomes including coaching. Among the important value-based practices that contribute to the emergence of organisational semiotics in the maintenance of equality of opportunities (not equality of outcome) among university personnel such that they could be motivated to attain both personal and organisational objectives. Other enabling practices include fair treatment of employees, involving employees in organisational decision-making exhibition of self-discipline by leaders in the course of performing their functions as well as showing moral courage in the face of organisational turbulence of environmental challenges.

The results further upheld organisational semiotics as an important outcome of value-based leadership. Theoretically, this result reflects the positions of Pérez (2017) and Stamper *et al.* (2000) who theorised that the interplay between social semiosis, semiotic expressions, and semiotic actors collectively concertise organisational reality in the minds of the relevant employees. Behavioural, perceptual, conceptual, and evaluative norms collectively constitute meaning-making mechanisms that allow to employees to interact meaningfully with one another and proffer creative ideas to solve any existing problem (Atkinson, 2017). As it became clear through the results of the correlation and regression analyses, there is not only a positive association between value-based leadership and organisational semiotics but also the former explains a significant variance in the latter.

RECOMMENDATIONS

Based on the findings of the study and the discussions on them, the following recommendations are given that could assist universities maximise the benefits accruing from the interplay between value-based leadership and organisational semiotics:

1. There is a necessity of emphasizing the continuity of giving confidence to the leaders of Al-Mustaqbal University College in their employees and working to lift the barriers between them by adopting their opinions and suggestions, making them participate in decision-making.
2. There is a need to prepare training and development programmes under the supervision of specialised administrative and technical staff to raise the capabilities and skills of individuals working in the college.
3. There is a need for the administration of Al-Mustaqbal University College to adopt an applied framework for organisational semiotics that combines the orientations of social and cultural systems and management information systems.
4. Emphasis on the leaders of Al-Mustaqbal University College to follow up on the progress of work in all units and departments periodically, and sometimes surprisingly, through regular inspection tours.
5. The necessity of the belief of the senior management in Al-Mustaqbal University College on the importance of organisational semiotics in assisting management and working individuals in overcoming

problems.

6. Adoption of the proposed hypothetical model of study by the administration of universities help them achieve practical and personal achievements for survival and development for a long time.

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