IDENTIFICATION AND ANALYSIS OF THE FACTORS AFFECTING STAFF AGILITY IN EDUCATION MANAGEMENT OF SHOUSH COUNTY

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ABSTRACT

Today's organizations are facing issues such as quick, spontaneous, and unpredictable changes, perfect quality, expectation to get high level of services, etc. Therefore, to survive and keep their status, organizations assume different forms and to move from a traditional organization to top-notch and pioneer organizations, they have no choice but to travel through a lengthy and serpentine way. Nowadays many theories have been propounded to save organizations from devolving conditions and secure peak of success. To this aim, many changes have become necessary in views, goals, methods of performing jobs and management, and challenged current methods of doing jobs, one of which is agility. Agility has, for engineering competitive bureaus, become a new paradigm. Need for this new paradigm relies upon increase in environmental change rates that makes organizations give proactive response to changes. Markets, customers, and clients are demanding cheap products and services, proportionate to their tastes as well as quick access to them. Agility is a comprehensive response to a new competitive environment formed by forces that have reduced the dominance of bulk production system.

KEYWORDS: organizational agility, organization, client

INTRODUCTION

With the beginning of the twentieth century, production and service organizations noticed severe changes around themselves. Severity of these changes was to the extent that production organizations and even service organizations were exposed to novel challenges, and disregarding these challenges has affected (threatened) the survival and success of production organizations intensely. Some of these changes are as follows:

1. Globalization of markets and market status of companies and organizations
2. Need of customers for very diverse services
3. Customers' demand showing their demand satisfied individually
4. Organizations' emphasis on introducing new services as well as their concentration on their marketing
5. Having a broad range of services in most services organizations such as Education Bureau, this factor and some other factors had the result that today many production and service organizations act in an environment with change as their most important characteristic. This sensitive situation has resulted in many organizations reviewing their business priorities as well as their strategic perspectives and putting their emphasis on consistency and conformity with business environment changes as well as quick response to market and customer needs. Thus, agility paradigm was offered with the purpose of consistency and conformity with business environment changes and strengthening staff in quickly responding to market and customer needs. Given the novelty of the topic of agility, there is no common definition agreed upon by all. After 1991 many researchers worked in this area, each giving various definitions, as some of which follow:

- Utilizing changes as inherent opportunities latent in chaotic environments (Maskell, 2001; Nilvar, 1991; Sharifi and Zhang, 2000). Agility has, in fact become a new paradigm for engineering competitive bureaus (Meade and Sarkis, 1999). Need for a new paradigm relies upon increasing change rate in the environment that induces organizations to quickly respond to changes. Markets and customers want inexpensive products proportionate to their tastes as well as quick access to them (Goldman and Nagel, 1993).

Agility refers to the ability of producing and purchasing successfully a broad range of products with low expense, high quality, short delay times, and variety class sizes that create value for different and specific customers through bulk customer demand-based production (Live and Wong, 2001).

Characteristics of agile organizations

Agile organizations have various characteristics in four dimensions of 1- management, 2- type of production or service

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provided, 3-staff and structure, 4- organizational culture, from which two characteristics of speed and resiliency are considered necessary for agile staff. Speed involves such criteria as rapidity in developing new skills, quick response to changes in customer needs and market states as well as rapidity in acquiring skills required for changing business processs. Information and communication technology (ICT) are also considered a prerequisite for agile staff and it is believed that agile staff must tap this new ability well so as to drive their organization toward agility. Thus, in short, characteristics of agile staff can be counted as follows: resiliency, responsiveness, speed, change culture, consistency and reduced complexity. Interactive cooperation and managerial functionalities of agile staff are also important.

Therefore, all organizations trying to deal with changes and dynamics in today's changing and dynamic competitive environment must take the first move with their own staff. If human resources lack the skills and knowledge required for working in a varying environment, it could undoubtedly be said that any other endeavor and expense will not result in anything but a loss. All technologies as well as the organizational structures and cultures find meaning with the existence of staff. Therefore, this study will, besides investigating scientifically the skills of managers and staff of the Education Bureau, identify their pros and cons in facing environmental changes, and practical approaches to consolidate strengths and remove weaknesses with the purpose of advancing organizational goals and working in a changing environment, will be presented.

Definition and description of agility

Bearing in mind the novelty of subject of agility, there is no definition under general consensus. From 1991 onwards many researchers worked in this field, each of them giving different definitions, as some of them follow.

- A manufacturer's ability to quickly respond to sudden and unpredictable changes (Noaker, 1994; Goldman *et al*, 1995; Putnik, 2000; Richards, 1996; Van Essen *et al*, 2001).
- Proactive response to changes (Goldman and Nagel, 1993; Bessant, 2001).
- Productivity from environment (Noaker, 1994; Goldman and Negel, 1993; Goldman *et al*, 1995).
- Ability of quick adaptation and reform (Causay et al, 1999; Putnik, 2001; Bessant, 2001; Maskell, 2001; Hormozi, 2001).
- Tapping changes as inherent opportunities latent in chaotic environments (Maskell, 2001; Nilvar, 1999; Sharifi and Zhang, 2000).
- Creating virtual organization and using market knowledge (Nilvar, 1999; Goldman *et al,* 1995), ability to effectively respond to customers (Souba, 2001; Ebrahimpour & Jacob, 2001; Katayama & Bent, 1999), ability of survival and progress in an environment with constant unpredictable changes (Dove, 1999; Maskell, 2001; Richards, 1996; Rigby *et al*, 2001).
- Agility has in fact been created for engineering of a new paradigm (Meade and Sarkis, 1999). Need for this new paradigm is based on increased change rate in an environment that persuades enterprises to give a proactive response to changes. Markets and customers want inexpensive products, proportionate to their tastes and quick access to that (Goldman & Nagel, 1993).

Dynamic agility includes all changes, either aggressive or progressive. Agility seeks victory and success in profit, market share, as well as securing customers in competitive markets. Many corporations are afraid of entering this markets due to them being turbulent centers. No institute is assumed for agility and no there is no point where a company or an individual has completed the journey to agility. Agility constantly addresses the performance of personnel and organization, value of product and services, and continuing change in terms of opportunities caused by customer attraction, and it requires constant reparation for facing fundamental and superficial changes, and agile companies are always ready to learn any novel thing that leads to increased productivity caused by utilizing new opportunities. Transition to agility by assuming the sharing of profitable markets is adjusted along with perfect information and services, with the products being formed proportionate to specific customer needs. Profitability of these products rely on marketing strategies and pricing, which is by itself, based on the value received from customer Therefore, successful agile competitors should not only recognize markets, production lines, capabilities, and their current customers, but also customers and potential prospective markets. This recognition leads to strategic programs for acquiring new proficiencies, developing new product lines, and registering new markets. Implicit concepts of agile competition depend on competitive fields that act especially within a company.

companies face changes aggressively. For agile rivals, change and uncertainty are the source of reviving opportunities from successful permanent methods. Thus, to deal with former unprecedented changes, agility relies upon innovation,

skill, human science, and individuals' access to information. An agile organization has official procedures and a type of organizational structure capable of quickly and fluently transferring these innovations in satisfying business activities of the customer, and it acts aggressively in creating profit and growth opportunities.

Agile competitors quicken change and introduce new markets and customers that is, outside their knowledge, in a route where markets and customer needs emerge. However, agility allows a company to react more quickly than before.
- Events that are changing rapidly and which are unexpected (Souba, 2001) and according to Keid and Dave involve two basic concepts (Sharifi and Zhang, 2000, 1999).
- Responding to changes (predicted or unexpected) with appropriate methods and in appropriate time;
- Utilizing changes and acquiring varying advantages as opportunities.

Agility, in fact, requires a basic ability to sense, consider, analyze and predict changes in a business environment. An agile manufacturer is, thus, an organization with a broad perspective regarding the new order of business world and it confronts turbulences with a few abilities and capabilities and conquers beneficial aspects of change flows. Langian suggests that agility is the ability of a bureau for survival and progress in a competitive environment where changes are continuing and unpredicted and quick response is given to quick market changes caused by customer's valuation on products and services (Richards, 1996) and elsewhere its concept is the ability to reform operation, processes, and business relations effectively, while it works successfully in an environment with constant changes. Agility is a broad business capability that includes organizational structures, information systems, support processes, and especially thought sets (Hormozi, 2001).

As a production philosophy (future generation of production systems), agility welcomes all companies that compete in all economic sectors. As Youssef put it (2013), agility is only obtained through consistency in the hierarchy of customer needs in a framework of internal and external environment of the organization. This is done through a holistic perspective concerning advanced organizational production technologies along with internal capabilities processing them and via application of ICT (Hooper et al, 2001). Goldman defines it as follows: it is a comprehensive strategic response to essential and unpredictable changes that happens to the competitive system dominating the world's first business. Finally, Youssef et al define it as follows: successful search in competitive basics (speed, resiliency, proactive innovation, quality, profitability) through the integration of resources that have capability of reform and it is the best practical method in a technical environment to provide services and products based on customer demand in an environment and market where quick changes are occurring (Youssef *et al*, 1999).

Grouping agility skills

Generally, it could be stated that change and specifically, increase in speed and intensity of change, are the main incentive for moving toward agility. Determining characteristics and type of change is a tough job because various companies with various characteristics and circumstances experience different changes some of which are unique. Also, a change that might be undesirable for one company might not be so for other companies or it might even, in other place or at another time, be an opportunity. Nonetheless, there are commonalities in changes that occur, leading to different consequences for companies.

This might be a basis for recommending some classifications that lead to the concept of change becoming generalized. According to conducted studies in this field and results thereof, we address two methods for classifying changes:

A) Identity-based classification
Classification based on an area of organizational activities affected by change (how changes affect a company)

The first method is:
1- Change in market with its parts being
a. Growth of different groups of customers
b. Political national and international changes
c. Increasing rate of change in product models
d. Shortening of products' lifecycle
2- Change in competitive criteria including:

a. Hyper-changing market
b. Increasing pressure for reducing costs
c. Increased pressure in competition of world market
d. Reduction of the time of offering new products to the market
e. Responsiveness of competitors to changes
f. Increasing rate of innovation and creativity
3- Change in requirements of consumers including:
a. Need for individual products and services
b. Shorter delivery time and punctuality in the market
c. Increasing expectations from quality
d. Sudden changes in quantity and specification of orders
4- Change in technology including:
a. Introducing efficient fast and cost-effective production equipment
b. Incorporating IT in new technologies
5- Change in social factors including:
a. Environmental pressures
b. Legal and political pressures
c. Cultural issues
d. Expectations of workforce and labor organizations
e. Changes of social commitments
    The second method used for classifying changes is based on which level of enterprise activities are affected by changes, and includes:
1- Effect on activities, programs, and current schemes of the company: these changes are often received by lower organizational levels in the form of change in quantity or order delivery time, change in features, model, product shape, change in services, and support required for the product. These changes affect the following factors:
a. Economic business dimensions of the company
b. Current programs of production and scheduling of product lines
c. Policies and instructions and production procedures
d. Organizational instructions and procedures
e. Process of developing novel products
f. Support and provision of services to products

2-The effect of programs and strategic goals of a company: these changes affect corporate business by endangering the company's market status in parts of the market or regarding specific products and often appear in the form of change in methods and rules of competition, new ways of penetrating the market, political and social changes and market pressures. Some of these factors affected by these changes are as follows:

g. Company's market share for one or several specific product;
h. Company's market share in some specific parts of market;
i. General status of the company in the market;
j. Corporate reputation and trust of customers, providers and partners in the company and strengthening relationships between them.
2- Strategic effect of enterprise business: these changes affect enterprise business by creating new horizons and opportunities and the form of introducing new markets, decline of main rivals, it is a quite new and innovative idea for products and services. Some factors getting effect from these changes are as follows:
a. Future programs of the company for development and financing
b. Policy of introducing new products in different parts of the market
c. Programs for cooperation and horizontal integration
    Based on this classification, different abilities are required for responding to any of these changes depending on their level and type. For instance, changes that affect current activities and programs of the company require quick reaction and response, but a question here is how a company achieves a sound understanding of the type and level

of the change encountered. This requires capabilities each manufacturer who wants to be agile and stand reliably in its position must be equipped with. Next, we describe these abilities.

Agility abilities

To be able to give suitable response to changes occurring in its business environment, an organization requires abilities that are generally divided into four categories including:

a) Responsiveness: responsiveness refers to the ability of identifying changes and quick response to them proactively or reactively and recovery from them. Its parts include:
1) Sense and comprehension and prediction of changes
2) Quick reaction to changes by implementing them within the system
3) Recovery from changes
4) Competency: competency refers to a collection of abilities that provides productivity, efficiency, and effectiveness of activities toward corporate goals. Its parts include:
a. Strategic perspective
b. Suitable technology (hard and soft) and/or sufficient technological capabilities
c. quality of products and services
d. effectiveness of costs
e. introducing new products with an increasing rate
f. change management
g. capable, competent and knowledgeable individuals
h. efficient and effective operation (purity)
i. cooperation (internal and external)
j. integration

Flexibility: flexibility refers to the ability of processing and manufacturing of various products and achieving different goals with the same equipment, and it includes the following components:
1) flexibility in production volume
2) flexibility in form and model of the product
3) flexibility in the organization and organizational topics
4) flexibility in human resources

Quickness: quickness refers to the ability of doing jobs and operations in the least time possible and it includes the following components:
1) quick and on-time delivery of products and services
2) quick introduction and offering of new products to the market
3) quick performance of operations in a very short time

So far, we described agility incentives and abilities required for agility. As we put it, four basic abilities are needed to achieve agility. However, a question that is propounded is how should we achieve these abilities and in fact, what are the tools and methods required for achieving these capabilities? Next, we provide a comprehensive framework of the methods and tools required for achieving this agility.

Agility providers

Literature related to production agility has, based on identity and domain, divided agility providing tools to four different sets including: strategies, technologies, systems, and human resources. Also, literature regarding each sets is parted into several subsets. The goal of this is to provide more clearly and underlining some key factors of agile production in every set and subset.

To effectively respond to changing requirements, agility must exist in all functional regions of production organizations. Therefore, for securing agility, flexibility and sensitivity in all strategies, systems and human resources are needed. The following table shows a classification of agile production literature based on strategies, systems, and human resources.

Table 1 classification of agile production (source: Meade and Sarkis, 1999)

Literature classification criteria	Subset
Strategies	- Virtual organizations - offer chain - concurrent engineering
Technologies	- hardware-tools and equipment - Information Technology
Systems	- Systems design - Programming systems and production control - System integration and database administration
Human resources	- Knowledge workers - Capable staff - Theoretic and practical training - Higher management support

Conceptual model

Conceptual model, an analysis offered based on the comments of Rimon Kiwi and Luke Van Kampenhoud (1988), is comprised of three levels:

a) Conceptual level: in this level, the general concept of the study is formulated. Conceptual formulation of the phenomena under study is called conceptualization and is one of the main dimensions of the structure of the analytic model. In this study, the basic concept is factors affecting staff agility including factors that lead to agility within the organization upon emergence.

a) Dimensions level: in this level, main independent variables of the study are formulated that can affect concepts or be affected by concepts. In this, affecting staff agility in the form of specifications and criteria that can clearly create agility are provided. In the study, in a lower level, criteria and specifications of staff agility are determined and its dimensions scrutinized. These specifications that are presented in tables 2-11, 2-12, 2-13, and 2-14 include: flexibility, responsiveness, speed, change culture, integration, and reducing complexity, interactive cooperation, and managerial functionalities as defined next operationally.

b) Criterion level: in this level dimensions are divided into more specific criteria that are measurable.

2-8-4- Goldman and Nagel Model

Goldman *et al* (1995) considered agility as the application of new and effective communication technologies. According to them, agility consists of four principles that are interrelated. The principles are as follows:
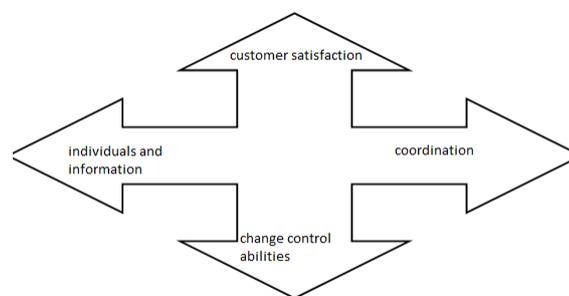

Figure 1 Agility model of Goldman *et al* (1995)

Crocitto and Youssef Model
This is another organizational agility pattern that Crocitto and Youssef (2003) suggested. In this model, advanced technologies of information and production lead to agility, and production agility also creates organizational agility through reduced costs and increased speed and quality. According to this model, responsiveness and flexibility that are the result of effective relationship between leadership, staff, customers, and suppliers, are closely related with agility.
 Model of Autos Counseling Group
In the model of Autos Counseling Group, different aspects of organizational agility depend upon the extent of organizational matureness and flexibility. In this pattern, activities related to organizational agility are considered in the three levels of strategic management, technical management, and operational management. In fact, organizational agility in this model means flexibility and the ability of reacting to environmental changes, which is possible via constant reinforcement. Constant reinforcement is obtained through awareness acquisition, prerequisites of organizational flexibility and finally having a control system.

The importance of agility and model selection for education
Too many researchers and authors (Goldman, Dave, Paris, Sharifi & Gang, Youssef, Sarhadi, Gunaskaran, Turnglin) have mentioned different patterns and sizes from organizational agility. In this study, for introduction to different organizational models, some of these models were selected and some explanations were given about them briefly. From among these patterns and models, the model of Sharifi and Zhang (2001) was selected given its novelty, completeness, proximity to the culture dominating operation procedure in Iranian organizations, especially education. Then, this study was planned based on it and carried out. Next, existing and propounded hypotheses will be considered.
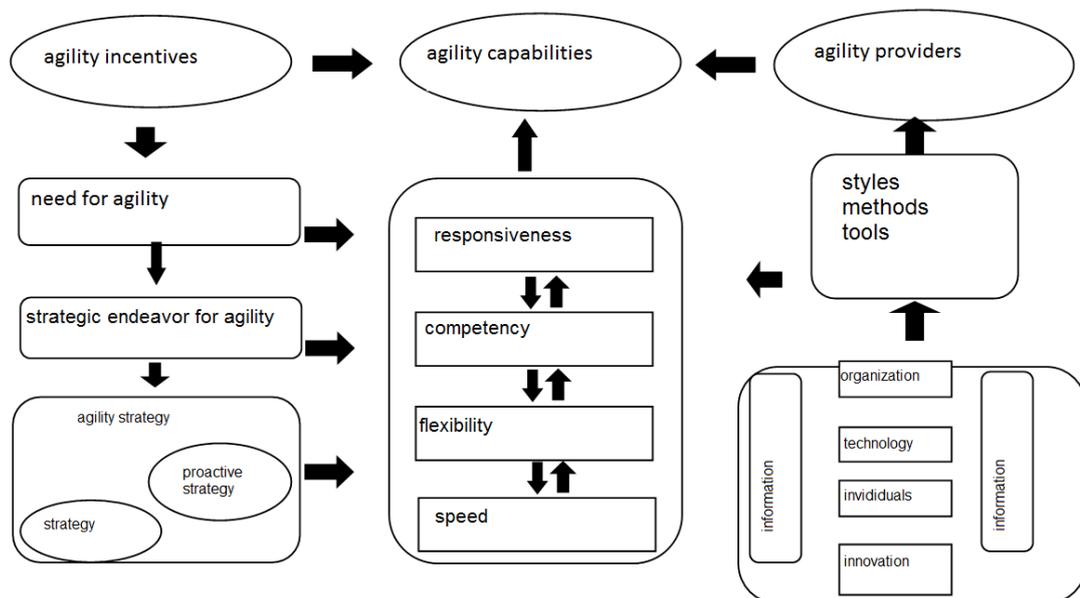

Figure 2 Agility's conceptual model (Sharifi and Zhang, 2000)

One of the most comprehensive models for securing agility is the model proposed by Zhang and Sharifi. As in the above figure, the model has been designed and presented based on a consideration of literature and it is comprised of three main parts:

1- The first part is agility incentives that are in fact changes that occur in enterprise business environment and can direct the company toward new situations and acquisition of competitive advantages.

2- Second part is agility capabilities that are in fact tools by which required abilities can be secured. In the second chapter, components of this model will be explained completely.

An agile organization has various characteristics in four aspects of management, type of production or service offered, staff and organizational structure and culture. In this study, discussion will mostly be regarding management and staff that are human resources of an organization. Two features of speed and flexibility are considered necessary. Speed involves criteria such as speed in the development of new skills, quick response to changes occurring in customer requirements and market conditions, and speed in acquisition of skills required for changing business processes. He also considers Information and Communications Technology a necessity for agile staff and believes agile staff must be well equipped with this novel ability in order to driver their organization toward agility. Therefore, in short, characteristics of agile staff can be named as follows: flexibility, responsiveness, speed, change culture, integration, and reduced complexity. Interactive cooperation, and managerial functionalities of agile staff are also noticeable.

Thus, all organizations that aim to encounter changes and dynamics in today's competitive and dynamic environment, must take the first step with their own staff. If human resources don't have skills and knowledge required for work in a changing environment, it could certainly be stated that any other endeavor and cost will result in nothing but a loss. All technologies and organizational structure and cultures find meaning with their staff. Therefore, with scientific criteria, besides considering education managers and staff, this study investigates their strengths and weaknesses in facing environmental changes, and practical approaches will be offered to reinforce strengths and eliminate weaknesses in order to advance organizational goals and work in a changing environment.

MATERIALS AND METHODS

Study method is of a survey type. Survey refers to regularly collecting information about individuals, groups, and societies via interview (in person) or post (by letter) in order to receive data directly and interpret results statistically. Survey study method is of the non-experimental study methods. This methodology aims to collect information about a variable, method, feature, and generally a population.

- **Data collection method and measurement tool**

In this study, which is conducted via survey method, questionnaires are used as one of the most important and credible tools in survey, to collect information and data required for the propounded questions and hypotheses. Measurement tool (questionnaire) was designed according to conceptual models presented in chapter III and based on the criteria specified by Shahriar Qasemi, MSc student of executive management at Sanandaj's Islamic Azad University (for use in his dissertation) in 2009, which he has presented for questionnaire validity assessment to several professors within the field of agility, and content validity has been conducted. To determine the reliability of the questionnaire, Chronbach's alpha coefficient has been used. First, questionnaires were distributed among 10 percent of the sample population, with a Chronbach's alpha of 0.892. Therefore, reliability of the questionnaire also confirmed.

Statistical methods

In this study, to analyze results and information obtained from descriptive statistics such as central statistical criteria (mean, median, mode, percentage, frequency, and related diagrams) and inferential statistics such as indexes of dispersion, standard deviation, variance, elongation and skewedness, etc. have been used, and T correlation test has been used to formulate the relationship between these two disciplines. The software used for the study is SPSS 16 that is capable of testing hypotheses and providing descriptive and inferential analyses.

RESULTS AND DISCUSSION
Findings obtained regarding study hypothesis

Table 2 Results of Chi-square concerning agility aspects

Chi-square test in dimensions	X^2	df	p
Flexibility	26.04	6	0.01
Speed	14.06	7	0.01
Culture of change	27.00	2	0.01
Mutual cooperation	33.18	3	0.01
Responsiveness	46.04	5	0.01
Integration	16.66	4	0.01
Management practices	47.07	1	0.01

Hypothesis 1: flexibility is among the factors affecting agility of education management staff in Shoush County.
H0: There is no relationship between flexibility, staff agility, and education management of Shoush.
H1: There is relationship between staff's flexibility/agility and education management of Shoush. Based on the results of Chi-square test, significant relationship between flexibility and agility of education management staff of Shoush County, as in table 4-17, claim H1 is accepted and claim H0 is rejected.
Hypothesis 2: speed of reacting to environmental changes is one of the factors affecting agility of Shoush County's education management staff.

According to Fisher's exact test with P<0.01, a significant statistical relationship exists between flexibility and agility of the staff.
H_0: There is no significant relationship between speed and agility of education management staff of Shoush.
H_1: There is a significant relationship between speed and agility of education management staff.
According to the results of Chi-test, significant relationship between speed and agility of education management staff of Shoush County, as provided in table 4-17, claim H1 is accepted and H0 rejected.
Hypothesis 3: organizational culture is one of the factors affecting agility of the management staff in Education Bureau of Shoush County.
Between organizational culture and staff agility of education management of Shoush County, a significant relationship exists.
According to the results of Chi-square test and a significant positive relationship between organizational culture and agility of Shoush County education management staff, as in table 4-17, the claim propounded in this hypothesis is accepted.
Hypothesis 4: mutual cooperation is one of the factors affecting agility of education management staff of Shoush County.
According to Chi-square test with P<0.01, there is a significant statistical relationship between their mutual cooperation and agility.
Also, chi-square test results showed a positive significant relationship between mutual cooperation and agility of education management staff of Shoush County, as shown in table 4-17, and the propounded claim is accepted.
Hypothesis 5: responsiveness is one of the factors affecting education management staff of Shoush County.
According to Chi-square test with P<0.01, there is a positive statistical relationship between staff responsiveness and their agility. Based on the results of Chi-square test a significant statistical relationship between education management staff's responsiveness and agility, as in table 4-17, is shown and the propounded claim is accepted.
Hypothesis 6: little integration and complexity in organizational structure are among the factors affecting agility of Shoush County's education management staff.
According to Chi-square test with P<0.0, between little integration and complexity in organizational structure and their agility, a significant statistical relationship exists. Also, results of Chi-square test shows a positive statistical relationship exists between little integration and complexity in organizational structure and agility of education management staff of Shoush County, as in table 4-17, and the propounded claim is accepted.
County, as in table 4-17, and the propounded claim is accepted.

Hypothesis 7: managerial practices are among factors affecting the agility of education management staff of Shoush County.

Based on Chi-square test with P<0.01, there is a significant statistical relationship between managerial functions and staff agility. According to the results of Chi-square test, a significant positive relationship exists between managerial functions and staff agility of education management staff of Shoush County, as in table 4-17, and the propounded claim is accepted.

Assessing study hypotheses

1- First hypothesis: management functions are among factors affecting staff agility in Shoush education management.

According to statistically performed test of hypothesis, we find that managerial functions are among factors that affect agility of education staff. Leadership style of managers not only affect staff agility, but also it has positive significant relationship with five other dimensions of agility. That is, as management functions increase, their tendency toward becoming agile leads to increased agility in four other dimensions of agility. Other important point in leadership style of managers is that managers less often make use of counseling for performing affairs. Also less often have managers used praise and acclamation as a motivating factor. Results of this study is in agreement with works of Katouzian and Partovi (1999), Youssef *et al* (1999), Line *et al* (2006), Beru *et al* (2002), and Dire and Sheffer (2003) and Katouzian and Partovi (1999) concluded in their studies that managerial functions have significant effect on increasing efficiency and production because management theories are well transferred to staff. Also, Dire and Sheffer (2003) note that the effective cooperation between management and staff can lead to increased trust and efficiency within organization or company. These functions can be divided into three parts: relation-oriented functions, cooperative leadership, work-based. Sherihi *et al* (2007), besides using the principles and techniques in this important part, organizational management can lead to increased motivation and efficiency of the staff under its authority, and can also lead to increased service in shorter time and with less cost. Management functions have been propounded in various definitions and concepts, in which all have a specific goal i.e. increasing organizational effectiveness and efficiency and leading staff toward those goals with high satisfaction and motivation.

Also, it was observed that managerial functions in different frameworks, embrace all operational parts of an organization. So, it could be concluded that they have considerable impact on improving performance of organizational employees and the final predetermined goal of subject organization or bureau. Next, it is necessary to note that management must put more focus on management functions such in its performance process.

2- Second hypothesis: organizational culture is one of the factors affecting the agility of education management staff of the county of Shoush.

Organizational culture is one of the factors affecting staff agility. It must be emphasized that this hypothesis is consistent with the works of Tsurdelis *et al* (2003), Line *et al* (2006), Beru *et al* (2002), and Sherihi *et al* (2007), and considerable emphasis has been put on this topic's great importance.

Also, based on conducted studies, organizational culture has a high impact on effectiveness and increased efficiency of organizational staff and emphasizes that the position of organizational culture in accomplishment of predetermined goals was very high. For example Tsurdelis (2003) showed in his works that organizational culture can have a positive impact on environmental support for experimenting, learning, innovation, and utilizing novel ideas, as well as creating a positive perspective in staff and managers. Thus, it is important to note that educating and teaching acceptance of culture of change, given the norms and values prevalent in the society, is incumbent and necessary, because given the conducted studies, it can be very effective in tapping human resources and leaves positive effects concerning the intended goals.

Of course, accuracy in creating a suitable bed of organizational culture should not be used without plan and planning. Maskel (2001) believes that for conducting and creating the culture of change, it is necessary to note that to create appropriate change, the closest person to client or customer must have authorities reflecting changes in organization/company methodologies in facing needs. The organization must clarify its goals as to what goals it has and where it intends to go.

3- Third hypothesis: mutual cooperation is one of the factors affecting the agility of education management staff in Shoush.

This hypothesis is consistent with the views of Youssef *et al* (1999), Maskell (2001), Beru *et al* (2002), Dire and Sheffer (2003), and Sherihi *et al* (2007) and proves that paying attention to this subject can be a solution for improving organizational performance.

This can be considered one of the too important concepts in this study because lack of mutual cooperation between staff can cause damaging consequences that lead to failure in securing the goals.
Given the statistical test we find that mutual cooperation is one of the factors affecting staff agility.
Due to the high mean of this hypothesis, management must create an appropriate context to increase staff efficiency as well as further effectiveness of activities.
Achieving this important goal is not secured unless all capacities are used. Mutual cooperation can lead to integration and procedural union within the organization.

4- Fourth hypothesis: little integration and complexity in organizational structure is one of the factors affecting education management staff of Shoush.

This hypothesis has been consistent with the works of Sharifi and Zhang (1999), Youssef *et al* (1999), Line *et al* (2006), and Sherihi *et al* (2007). Sharifi *et al* (1999) define integration and complexity in their study as follows: simple communications between system components and individuals, easy utilizations of information of communication between system components, which are considered having criteria such as intra-organizational and inter-organizational integration, integration of individuals, technology and organization, and low structural complexity of the organization.
With the above definition we find that little integration and complexity in organizational structure is an effective factor in improving performance and efficiency of the organization. Planners must be more careful with regard to creating simple structures within the organization in order to establish simpler and faster communication between organizational bureaus and better and faster flow of work and activity.
It is necessary to note that the high importance of this hypothesis proves that management must take more care in definition of formation of bureau structure and reduce bureaucratic complexities as it has a considerable impact on achieving predetermined goals.

5- Fifth hypothesis: responsiveness is one of the factors affecting education management staff agility in Shoush.

This hypothesis complies with theories of Tsurdelis *et al* (2003), Peru *et al* (2002), Sherihi *et al* (2007) believe that responsiveness is the ability of recognizing changes and opportunities and responding proactively to these changes and opportunities that involves responding to changes in demands of customers and clients, responding to the market and work environment, responding to society and environmental demands and degree of conformity of business goals and changes, which are a necessity for creating a balance between the relationships of organization and work environment.

6- Sixth hypothesis: flexibility is one of the factors affecting the agility of education management staff in Shoush.

This hypothesis is consistent with theories of Tsurdulis *et al* (2003), Witch (1982), Lawrence and Lorch (1967), Dudi (1997), and Shrihi *et al* (2007). As Witch (1982) explained in his study, organizational flexibility is the organization's ability in adjusting and conforming inner structure and processes in responding to environmental changes. Also, Sherihi et al (2007) have specified concepts and specifications of flexibility as follows:

1- Flexible product model
2- Flexible production systems
3- Flexible structures and organizational functions
4- Flexible in work environment
5- Flexible work approaches

Given with conducted studies, we find that flexibility is one of the factors affecting agility of bureaucratic employees. According the results obtained, it should be noted that managers must show more endeavor in flexibility and try to maintain the required flexibility in all activity areas.

7-Seventh hypothesis: the speed of reacting to environmental changes is one of the factors affecting the agility of education management staff of Shoush.
This hypothesis is consistent with views of Sherihi *et al* (2007), Sharifi and Zhang (1999-2000), Tsuruludis *et al* (2003), Youssef *et al* (1999), Beru *et al* (2000), Dire and Shaffer (2003). Sherihi *et al* (2007), given the results obtained from conducted studies, prove that managers must have more focus on increasing their speed in reacting to changes, offering services in the least time, and education of personnel.
Factors affecting staff agility

If we want to formulate the effective factors and parameters that lead to agility of staff, the following aspects can be mentioned, respectively, given the fulfillment of criteria:

a) Positive view of personnel regarding change that affects the following dimensions directly:
1) Culture of changer with the highest mean of dimensions.
2) Managerial functions that affects system specification and networking.
3) Mutual cooperation that is effective on the index of technologies of increasing knowledge and skill.
   b) Modern technologies and information systems that affect the following dimensions directly:
1) Management functions
2) Speed
3) Little integration and complexity
c) Reaction to environmental changes and clients' tastes that affect the following dimensions directly:
1) Responsiveness
2) Speed
3) Little integration and complexity
d) Human relations between staff that directly influences the following dimensions:
1) Little integration and complexity
2) Mutual cooperation

CONCLUSION

With regard to the obtained results, showing that management functions, organizational culture, mutual cooperation, integration and complexity, responsiveness, and flexibility, reaction speed is one of the important factors in organizational agility. Thus, the obtained results in this study show that a need for taking care in planning with the purpose of achieving an appropriate structure for agility in organizations is felt. Conclusions of this work, showing acceptance of all hypotheses, tell us that appropriate planning must be conducted as soon as possible in formulating the technical and bureaucratic structure of Shoush Education Bureau.

Recommendations

a- Conclusions from study hypotheses

1- Recommendation resulted from the first hypothesis: with regards to acceptance of the first hypothesis and a positive correlation of flexibility with four other dimensions of staff agility, it is recommended that managers of the bureau take step in increasing flexibility with the purpose of influencing other dimensions and increasing staff agility. Having the least average among dimensions, management agility calls for more contemplation regarding the provision of authority and cooperating with staff.

2- Recommendation resulted from the second hypothesis: with respect to the acceptance of the second hypothesis and presence of high averages of learning duty performance in shortest time, and time of conformity with change among staff create an opportunity for managers and decision makers in order to utilize these opportunities by increasing personnel skills. The dimension of reacting to environmental changes, the criterion of performing changes in the shortest time has a low average that is affected by organizational structure and managers' thoughts, and thus, it is recommended that attempts be made to fulfill that.

3- Suggestion from the third hypothesis: with regard to the acceptance of the third hypothesis and presence of cultural potential among staff for agility, it is recommended that this created opportunity and dominant organizational culture be used for increasing staff agility by changing organizational structure of the bureau.

4- Recommendation from fourth hypothesis: with regard to the acceptance of hypothesis 4, attempts for creating work teams and group activities are recommended.

5- Suggestion from fifth hypothesis: with respect to the acceptance of hypothesis five, it is recommended that senior managers of the bureau embark on reviewing their organizational goals with the purpose of conforming business goals to changes.

6- Suggestion from sixth hypothesis: with respect to the acceptance of hypothesis six and need for fundamental changes in the bureau, it is recommended that with respect to low mean of the index of performance easiness, duty processing and flowing of processes be conducted.

7- Suggestion from seventh hypothesis: with respect to the acceptance of hypothesis seven it is recommended that managers make use of cooperative management methods as well as authority delegation and try to create motives in persuasion and punishment.

Other recommendations of the author:
   a) Shoush education management must create the context for staff flexibility. That is because flexibility has the least dimension among dimensions. Giving authority to staff and involving them in decision makings can increase management functions and lead to staff flexibility.
   b) Given the strong potential of staff, their orientation to modern technologies is one of the strengths and by creating contexts for utilizing this perspective, agility can be increased in the bureau.
   c) Bureau's attempt to increase personnel knowledge for tapping the power of IT and IS in further agility.

Recommendations to prospective researchers:
   a) Effect of organizational structure on organizational agility
   b) Effect of management styles on organizational agility
   c) Effect of information technology on organizational agility
   d) Considering the quality of move-to-agility in financial organizations of the country
   e) Comparing the effect of staff and queue on agility
   f) The effect of agility on organizational processes
   g) The effect of agility on customer satisfaction
   h) The effect of agility on managerial decision making
   i) The effect of training on agility

Study limitations

With respect to the fact that the concept of agility is one of the new concepts in managements and managers have little knowledge of that, the researcher face many bottlenecks in justifying concepts. To solve them, more fluent and simpler concepts must be used in the questionnaire.

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