



Management Creativity and Its Relation to the Management of Change among the Managers of Youth and Sport Directorates

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Abstract

The research aims to identify the relationship between management creativity and the management of change among the managers of youth and sport directorates by identifying the skills of management creativity of the managers and identifying the management of change methods used by the managers of youth and sport directorates. The researcher used the descriptive survey approach, and the sample was selected randomly from the employees of the youth and sport directorates of Cairo, Alexandria and Giza, the total sample consisted of (134) individuals. The pilot study was conducted on (14) individuals to identify the importance of management creativity for the employees of the youth and sport directorates from the governorates outside the main sample, which consisted of (120) individuals. The researcher used a questionnaire for collecting data, and it included three main axes: (1) skills of management creativity of the managers, (2) the used methods of management of change used by the managers "traditional method" – "inclusive method", followed by the presentation and discussion of the results of each axis, of which the most important were addressing some of the problems facing the managers in more than one way and avoiding the familiar traditional ideas and implementing some laws, regulations and instructions with flexibility, also there were some managers who use the traditional method while dealing with employees at the directorate and do not use the creative skills and the inclusive method often. Finally the researcher forwarded some recommendations to the ministry of youth and sport, youth and sport directorates and the departments within.

Keywords: management creativity, employee performance, creative management

Introduction

Creativity is a human phenomenon that has existed since God has created mankind, as man has been always creating new inventions, and creativity is not exclusive to anyone. However, the organized scientific interest which concerned with creativity only began since the beginning of World War II in the last century. This was a subject of technological competition among the western countries during World War II and contributed to crystallizing this concept.

In order to keep the organization on top, it should always develop and improve itself, because development does not just depend on machinery and technology, but also on the development, improvement and advancement of man where the managers' role is in setting the basics for this approach. Human creativity, development and advancement have become crucial to the organizations whether for political, social, or

managerial aspects that this has become the organizations' standard for surviving. (2:13)

Sayed El-Hawary (2002) confirmed that the main point of interest of management is the human management, not the material management, and the successful management is concerned with human resources starting with the right selection. The right selection of human resources is the starting point to an effective management system. Therefore the management is interested in selecting the individuals with mental, creative and social skills. (8:215)

Raad Hassan El-Saran (2001) pointed that the definition of creativity is: the new and useful ideas related to solving problems in certain ways in unique forms, as creativity is the individual's perspective of a phenomenon in a new way which requires the ability to feel the existence of a problem that requires a treatment by thinking differently and creatively to find a suitable solution. (6:28)

Randa El-Zahry (2002) confirms that creativity supports the power of an organization to discriminate it from other organizations; traditional management is not possible a choice recently because of its grave consequences because it transforms the employees into bureaucrats and also deprives them of their creativity and thinking (7:231)

Abdel-Fattah El-Sairafy (2003) noted that management creativity is an objective itself and is considered as a way for improving the organizational climate by revealing the potentials and granting freedom of thinking for all individuals. However, the creating individual often faces a set of obstacles that can limit the process of creativity within any organization. (12:66)

Management creativity requires leadership that is committed to change that supports creativity, tolerates and encourages mistakes. The manager should help individuals overcome their fear of failure, develop the intelligent risk culture that leads to durable innovation, in addition to the reward and stimulation systems, and the connection between reward systems and creativity is to give recognition, appreciation and good performance. (30:67)

The personality traits of the creator are represented in many basic features and characteristics, of which the most important are self-confidence, the ability to execute different tasks, flexibility in performing the work, perseverance and not surrendering easily, tendency to find more than one solution to solve the problem, always taking the initiative, the ability to understand the motives of others, questioning about what is going on around, recognizing the incidents in a way that differs from the perception of others, the link between past and subsequent experiences, the reflection of new ideas, wandering to face the orders of the supervisors, resisting the interference of others in the personal affairs, possessing a high degree of intelligence, having the sense of humor. (12:60-62)

Determining the employees' level of performance increases the competition between them, and this leads to increasing the individual's productivity and overall productivity within the organization. Competition results from the employees' realization that the management is aware of their points of strength and weakness; this makes the efficient individuals thankful and increases the desire of the less efficient ones to improve their performance in order to change the negative impression of the management about them. Determination of the employees' level of performance

also is used to decide the validity of the new employees. The manager's role is in determining the level of performance as the performance level is one of his/her basic skills, so he should be fair in the evaluation process and able to identify the problems that may be encountered during the evaluation and try to overcome them in creative ways. (187:28), (302:31), (223:29) (26:298), (27:323), (24:507), (24:156)

The studies of Tareq El-Sowaidan, Mohamed El-Adlony (2002), Nadia El-Sorour (2002), Fathy Jarwan (2002), Hussein Rashwan (2002), and Mohamed El-Tity confirmed that the creative areas that discriminate the creative person who is able to think creatively include the areas of (1) flexibility: the ability to take decisions in different ways, and looking to the problem with different perspectives and being neutral to the ideas of others, (2) originality: the ability to produce unique, new and useful ideas which do not repeat previous ideas, it is also an uncommon and long-term production, (3) fluency: producing a large amount of ideas within a certain period of time, (4) taking risk: is the extent of the individual's courage to expose himself/herself to failure or criticism, to make speculations, to work under ambiguities, and to defend his/her own ideas. (9:57), (19:118), (15:157), (3:43), (16:55)

Mohammed Youssef Al-Atiyat (2006) noted that the management of change is the process of transforming the organization from the current system to another through developing the tasks and behavior by following scientific and practical methods to promote the change that is to be achieved. Understanding and mastering the management of change is one of the basics of dealing in the recent times, especially when the changes affect the organization or the individuals, in order to face the big challenges to make sure of survival and success in the competition in the world, which requires a special understanding of the process of change. (17: 95)

Objectives

- Identifying the skills of management creativity of the managers of the youth and sport departments.
- Identifying the methods of management of change used by the managers of the youth and sport directorates.
- Determining the correlation between the management of change and the skills of creativity of the managers of the youth and sport directorates.

Questions

- What is level of the skills of management creativity of the managers of the youth and sport departments?
- What are the methods of management of change used by the managers of the youth and sport directorates?
- Is there a correlation between the management of change and the skills of creativity of the managers of the youth and sport directorates?

Terminology

- Management creativity: (procedural term)

It is a process that seeks to achieve a remarkable change in the level of administrative organization in youth and sport directorates by generation creative ideas and implementing them by the firm's individuals and groups. Creativity in management is related to the new management ideas and everything that is new and innovative, and has social impact on the institution, individuals or society.

- Management of change: (procedural term)

It is a process that aims to change ideas, attitudes, values and organizational structures to suit the new needs in order to cope with the challenges as a result of the dramatic changes in the social, cultural, economic, administrative and sport environments that help managers of the youth and sport directorates to achieve the goals using the new managerial method rather than the traditional one.

Literature review

Nadia Habib Ayoub (2000) (20): "The Effective Factors to the Creative Administrative Behavior of the Managers of the Commercial Banking Sector in Saudi Arabia", Zafer Hamad Mannaa El-Amry (2000) (11): "The Challenges of Change and the Management

Strategies", Ghada Abdel-Rahman El-Anqari (2001) (14): "The Relationship between the Leadership Behavior and the Managerial Creativity to the Employees", Taha Abdel-Qader El-Muallem (2002) (10): "The Skills of Administrative Creativity from the Perspectives of the Directors of Elementary Schools and Their Role in Developing the School Performance", Daniels (2002) (25): "The Management of Change in Six Victorian Secondary Colleges (Australia)", Helmy El-Belbissy (2002) (4): "Administrative Methods and the Management of Change: Applied Study on Shareholder Companies in Jordan", Wafaa El-Assaf (2004) (23): "The Fact of Creativity and Its Obstacles of the Directors of the Schools in Riyadh", Manal Hussein Al-Humaidy (2005) (18): "The Necessary Skills of Management Creativity for the Leader of the Change and the Extent of Its Availability for the Directors of the Secondary Schools from Their Perspectives and the Perspectives of Educational Supervisors in Al-Taif City", Hozan Mohammed Abdul-Wahab Nooh (2006) (22): "Elements of the Management of Change of the Department Heads and the Faculty Members in Um Al-Qura University in Mecca", Ragwa Samaran Al-Hazely (2010) (5): "Self-Management and Its Relationship to the Management Creativity of the Directors, Assistants and Teachers of the Secondary Schools in Mecca from Their Perspective".

Procedures

Methodology

The researcher used the descriptive approach using the survey method for its relevance to the nature of the research.

Research Sample

The sample was randomly selected from the staff of the youth and sport directorates in Cairo, Alexandria and Giza. The following table shows the characterization of the research sample.

Table (1)
Description of the research sample

Sample items	Research sample		Pilot study		Main study	
	Number	Percentage %	Number	Percentage %	Number	Percentage %
Cairo	45	33.58	5	11.11	40	88.89
Alexandria	50	37.31	5	10	45	90
Giza	39	29.10	4	10.26	35	89.74
Total	134	100%	14	10.45%	120	89.55%

Table (1) shows that the research sample consisted of 134 individuals, where the pilot study consisted of 14

individuals (10.45%) and the basic study consisted of 120 individuals (89.55%).

Measurements

Data collection tools:

The researcher used a questionnaire and followed the following steps to design it:

- 1- A survey on the theoretical studies, scientific research and related references was conducted.
- 2- A pilot study was conducted on (14) individuals, Attachment (1).
- 3- The axes and statements of the questionnaire were determined according to the objectives set.
- 4- The questionnaire in its preliminary form, Attachment (3) was presented to the specialized experts at the scientific departments in the fields of management and sport management, Attachment (2).
- 5- The form was modified according to the experts' recommendations, where the percentage of agreement

of the experts on the questionnaire in its final form, Attachment (4) ranged between (90%: 100%) after cancelling some statements from each axis.

Scientific transactions of the questionnaire form:

D) Form validity:

The form validity was calculated in two ways:

a) Content validity:

The researcher used the experts' validity to determine the extent of relevance and clarity of the axes and statements, where some statements were cancelled and others were modified according to the recommendations of the experts.

b) Questionnaire validity:

Tau-equivalent reliability:

Table (2)

Tau-equivalent reliability (correlation coefficient of the statement within the total sum of the axis to which it belongs after cancelling the score of the statement) for the statements of the first axis skills of management creativity of the managers of youth and sport directorates" (n = 14)

Statement number	Statement content	Tau-equivalent reliability
First axis: originality		
1	The manager constantly looks for new and creative ideas	0.894**
2	The manager always seeks to renew the ideas of previous managers	0.896**
3	The manager tries to solve the problems he is facing with some innovation and creativity	0.698**
4	The manager surprises his/her staff with new ideas about the ways used to accomplish the work	0.874**
5	The manager ignores some routine techniques when needed	0.641**
6	Solving the problems in normal ways	0.789**
7	The ability to focus and not to be influenced by external factors	0.875**
8	Adapting to new instructions easily	0.984**
9	Collecting as many information as possible to identify the problem	0.741**
10	Participating to find solutions to existing problems	0.912**
Second axis: flexibility		
11	The manager adapts easily to the staff of the directorate	0.921**
12	The manager addresses the problems he/she is facing in more than one way	0.710**
13	The manager avoids the traditional methods in his/her work	0.897**
14	Flexibility in implementing laws, regulations and instructions	0.854**
15	Eliminating routine while presenting alternatives to address the problem	0.715**
16	Suggesting ideas and discussing them with the employees	0.784**
17	Dealing with change flexibly and adaptively	0.897**
18	Promoting team work in the different sections	0.810**

19	The ability to change in time	0.854**
20	Giving interest to the opinions of others and recognizing their contributions in the achievements	0.975**
Third axis: taking risk		
21	The manager rushes to implement new ideas in the work	0.772**
22	The manager tries to solve the problems if they are not resolved from the first time	0.845**
23	The manager waives regulations and laws whenever the situation requires this	0.698**
24	Adopting the creative ideas suggested by the employees	0.890**
25	Avoiding the familiar and traditional ideas	0.689**
26	Taking risk by doing high-risk business	0.708**
27	Identifying the mechanisms that help increase the employees' confidence	0.784**
Fourth axis: fluency		
28	The manager depends on the method of discussion when facing problems	0.665**
29	The manager always presents several proposals for solving any problem	0.743**
30	The manager acts flexibly in emergency situations	0.745**
31	The manager distributes business to more than one employee to ensure the best results	0.854**
32	Suggesting many ideas in a short period of time	0.756**
33	Possessing a high rate of intelligence	0.874**
34	Giving interest to self-development to acquire some skills and modern scientific methods in managing the work and the management of others	0.784**
35	Increasing communication between the manager and the employees	0.698**
36	Linking previous and subsequent experiences in different situations	0.758**
37	Being patient in dealing with complex difficulties	0.698**

**** Significant at the level of 0.01 = 0.661, * significant at the level of 0.05 = 0.532**

Table (2) shows that the values of correlation coefficients are high where the values of the tau-equivalent reliability ranged between (0.665 and 0.984), and these values are significant at the level of 0.05. This

confirms that all statements of the axis measure what is measured by the axis; therefore they are valid and measure what they were set for.

Table (3)
Tau-equivalent reliability (correlation coefficient of the statement within the total sum of the axis to which it belongs after cancelling the score of the statement) for the statements of the second axis “methods of the management of change used by the managers of youth and sport directorates” (n = 14)

Statement number	Statement content	Tau-equivalent reliability
First axis: traditional method		
38	Literal commitment to the regulations and laws issued by the senior management	0.808**
39	Scarcity of participation in training courses related to the field	0.843**
40	Lack of using modern technologies	0.806**
41	Ignoring the appropriate methods to make a difference	0.678**
42	Ignoring the modern and creative ideas	0.840**
43	Lack of interest in developing new skills	0.960**
44	Depending on the old methods during implementing the activities	0.751**
45	Practicing the old methods of management despite the rapid changes recently	0.847**
46	Depending on the existing experiences rather than increasing the knowledge development in the field	0.785**
47	Lack of improving the services to the benefit of the institution and individuals	0.987**
48	Lack of optimal utilization of available resources during implementing the meetings and festivals	0.956**
49	Lack of connection between the reward systems and the creativity of employees	0.740**
50	Evaluating the new ideas and creative suggestions unfairly	0.713**
Second axis: inclusive method		
51	Studying the case before taking the decision	0.912**
52	Setting future goals for the departments in line with the contemporary changes	0.908**
53	Creating an open atmosphere for solving the problems	0.756**
54	Visiting employees in their work places to see their perspectives on changing	0.689**
55	Participating in finding solutions to the existing problems in the various sections	0.754**
56	Seeking for the best level of achievement	0.920**
57	Helping to provide the necessary resources to achieve the objectives of activities and meetings	0.812**
58	Recognizing the crises and problems in different situations	0.750**
59	Encouraging the employees to attend seminars which are concerned with the creative and innovative aspects of the staff	0.702**
60	Realizing the incidents in a way different from the perception of others	0.723**

** Significant at the level of 0.01 = 0.661, * significant at the level of 0.05 = 0.532

Table (3) shows that the values of correlation coefficients are high where the values of the tau-equivalent reliability ranged between (0.678 to 0.987), and these values are significant at the level of 0.05. This confirms that all statements of the axis measure what is measured by the axis; therefore they are valid and measure what they were set for.

II) Reliability

Method of application and re-application:

The researcher calculated the reliability of the form through application and re-application after a period of (15 days) where the application was executed on 12/10/2016 and the re-application was executed on

27/10/2016 with a sample of 14 officials who were randomly selected from the original population.

Table (4)

Differences between application and re-application in the total number of axes of the questionnaire (n = 14)

S.	Subject	Application		Re-application		Differences between the means		(t) value	Reliability coefficient
		X	±P	X	±P	X	±P		
1	First axis: skills of management creativity of the managers of youth and sport directorates	94.83	12.48	94.43	12.12	0.41	1.64	1.74	0.99
2	Second axis: methods of the management of change used by the managers of youth and sport directorates	57.61	7.93	57.47	7.75	0.14	0.71	1.41	0.99

Table (4) shows that there are no statistically significant differences between the application and re-application as the (t) value ranged between (1.41 and 1.74), and this value is less than the tabulated (t) value at the level of 0.05, while the correlation coefficient (reliability

coefficient) between the two applications of all axes was (0.99). These values represent a good indicator for the reliability of the form whenever re-applied again.

II) Reliability using (Cronbach's Alpha)

Table (5)

Cronbach's Alpha coefficient for the statements and axes of the questionnaire (n = 14)

Axes	Areas	Tau-equivalent reliability	
		For the areas	For the axes
First axis: skills of management creativity of the managers of youth and sport directorates	Originality	0.672	0.769
	Flexibility	0.667	
	Taking risk	0.740	
	Fluency	0.709	
Second axis: methods of the management of change used by the managers of youth and sport directorates	Traditional method	0.687	0.713
	Inclusive method	0.745	

Table (5) showed that the values of Chronbach's Alpha coefficient for the items ranged between (0.667 and 0.740), and the Chronbach's Alpha coefficient for the first axis was (0.769), while the values of the Chronbach's Alpha coefficient ranged between (0.687

and 0.745) and the Chronbach's Alpha coefficient for the second axis was (0.713), this confirms that the axes are homogenous and reliable.

Temporal domain: the main study was applied on the research sample from 7/11/2016 to 19/1/2017

Statistical treatments:

- Frequency and percentage
- Arithmetic mean
- Correlation coefficient

- Reliability using Chronbach's Alpha
- Chi squared test
- Total consistency percentage

Presentation and Discussion of the Results

Table (6)
Significance of differences between the “Youth and Sport Directorate in Alexandria”, “Youth and Sport Directorate in Cairo” and “Youth and Sport Directorate in Giza” in the arithmetic mean of the first axis “skills of management creativity of the managers of youth and sport directorates”

Statement number	Statement content	Youth and Sport Directorate in Alexandria	Youth and Sport Directorate in Cairo	Youth and Sport Directorate in Giza	Chi squared
First axis: originality					
1	The manager constantly looks for new and creative ideas	2.60	2.33	1.97	8.68*
2	The manager always seeks to renew the ideas of previous managers	2.60	2.50	2.03	8.13*
3	The manager tries to solve the problems he is facing with some innovation and creativity	2.00	2.23	1.74	5.16
4	The manager surprises his/her staff with new ideas about the ways used to accomplish the work	2.58	1.85	1.74	18.09*
5	The manager ignores some routine techniques when needed	2.56	2.00	1.69	17.36*
6	Solving the problems in normal ways	2.04	1.78	1.74	2.34
7	The ability to focus and not to be influenced by external factors	2.60	1.80	1.86	18.26*
8	Adapting to new instructions easily	1.78	1.73	1.43	3.73
9	Collecting as many information as possible to identify the problem	2.38	1.83	1.60	15.79*
10	Participating to find solutions to existing problems	2.84	1.83	1.60	53.66*
Second axis: flexibility					
11	The manager adapts easily to the staff of the directorate	2.49	2.48	2.40	0.18
12	The manager addresses the problems he/she is facing in more than one way	1.93	2.68	2.43	15.56*
13	The manager avoids the traditional methods in his/her work	2.07	2.25	2.14	0.67
14	Flexibility in implementing laws, regulations and instructions	2.11	1.80	1.86	2.33
15	Eliminating routine while presenting alternatives to address the problem	2.44	2.08	1.94	6.56*
16	Suggesting ideas and discussing them with the employees	2.42	1.80	1.91	10.47*
17	Dealing with change flexibly and adaptively	2.20	1.85	1.63	7.23*
18	Promoting team work in the different sections	2.38	1.83	1.94	9.57*
19	The ability to change in time	2.09	1.83	1.94	1.61
20	Giving interest to the opinions of others	1.69	1.95	2.09	7.42*

	and recognizing their contributions in the achievements				
	Third axis: taking risk				
21	The manager rushes to implement new ideas in the work	2.44	2.48	2.37	0.26
22	The manager tries to solve the problems if they are not resolved from the first time	2.27	2.70	2.51	5.39
23	The manager waives regulations and laws whenever the situation requires this	2.36	2.28	1.91	5.96
24	Adopting the creative ideas suggested by the employees	2.24	1.78	1.74	6.99*
25	Avoiding the familiar and traditional ideas	1.82	2.03	2.06	1.57
26	Taking risk by doing high-risk business	2.16	1.75	1.86	4.58
27	Identifying the mechanisms that help increase the employees' confidence	2.38	1.80	1.91	8.63*
	Fourth axis: fluency				
28	The manager depends on the method of discussion when facing problems	2.80	2.53	2.14	10.49*
29	The manager always presents several proposals for solving any problem	2.87	2.75	2.34	27.47*
30	The manager acts flexibly in emergency situations	2.31	2.30	1.97	4.00
31	The manager distributes business to more than one employee to ensure the best results	2.16	1.80	1.40	11.55*
32	Suggesting many ideas in a short period of time	2.09	2.08	2.23	0.59
33	Possessing a high rate of intelligence	1.93	1.80	1.71	1.10
34	Giving interest to self-development to acquire some skills and modern scientific methods in managing the work and the management of others	2.07	1.85	1.97	1.04
35	Increasing communication between the manager and the employees	1.64	1.83	1.94	3.01
36	Linking previous and subsequent experiences in different situations	1.96	1.83	1.94	0.51
37	Being patient in dealing with complex difficulties	2.02	1.95	2.09	0.70

* Chi squared significant at the level of 0.05 = 5.99

Table (6) showed that there is no significant differences between the research groups in all the statements of the first axis except the highlighted ones in the table where the differences in the statements no. (1, 2, 4, 5, 7, 9, 10, 15, 16, 17, 18, 24, 27, 28, 29, and 31) were in favor to the Youth and Sport Directorate in Alexandria, statement no. (12) was in favor to the Youth and Sport

Directorate in Cairo, statement no. (20) was in favor to the Youth and Sport Directorate in Giza, and the value of Chi squared of the statements ranged between (0.18 : 53.66).

Abdullah Al-Saleem (2002) pointed that creativity is "the ability of the individual to achieve a production

characterized with a high level of fluency, flexibility, originality, taking risk, sensitivity to problems, ability to analyze, and other ideas, which appear in response to an existing problem or a certain situation. This ability can be (developed and improved, and it is a general ability that does not belong to certain individuals and not others". (13:21)

Taha Abdel-Qader Al-Muallem (2002) believes that management creativity is the axis of administrative work and its cornerstone, because man without creativity cannot develop himself/herself towards the better, so administrative work must be developed and improved to keep up with the time and its requirements. (10:225)

There are many concepts that explain the meaning of management creativity, where Omaima Al-Qassem (2002) refers to management creativity as "the ideas and practices presented by the managers and the staff that aim at creating more efficient and effective administrative processes and methods in accomplishing the objectives of different institutions and serving the community". (1:5)

Nawaf Al-Mutairi (2004) noted that management creativity in organizations is based on practicing administrative work with different and more positive thinking and methods, thus creating a positive environment for working individuals. The importance of management creativity in contemporary organizations is highlighted by emphasizing the constant change. (21:58)

These results are consistent with the study of Ghada Abdel-Rahman Al-Anqari (2001), Manal Hussein Al-Ahmady (2005), who confirmed the need for a number of creative skills for the leader, of which the most important are originality, flexibility and fluency.

The researcher found that the creative skills of the leader or the manager contribute to solving administrative problems easily, and helps to achieve organizational development in the institution, so more interest should be given to them and work on their development, especially for young people.

Table (7)

Significance of differences between the "Youth and Sport Directorate in Alexandria", "Youth and Sport Directorate in Cairo" and "Youth and Sport Directorate in Giza" in the arithmetic mean of the second axis "methods of the management of change used by the managers of youth and sport directorates"

Statement number	Statement content	Youth and Sport Directorate in Alexandria	Youth and Sport Directorate in Cairo	Youth and Sport Directorate in Giza	Chi squared
	First axis: traditional method				
38	Literal commitment to the regulations and laws issued by the senior management	2.69	2.90	2.89	7.07*
39	Scarcity of participation in training courses related to the field	2.73	2.80	2.77	0.95
40	Lack of using modern technologies	2.58	2.70	2.66	1.30
41	Ignoring the appropriate methods to make a difference	2.58	2.88	2.86	8.67*
42	Ignoring the modern and creative ideas	2.93	2.95	2.94	1.03
43	Lack of interest in developing new skills	2.82	2.90	2.89	2.08
44	Depending on the old methods during implementing the activities	2.82	2.95	2.94	3.59
45	Practicing the old methods of management despite the rapid changes recently	2.87	2.85	2.83	0.04
46	Depending on the existing experiences rather than increasing the knowledge development in the field	2.73	2.90	2.89	2.34
47	Lack of improving the services to the benefit of the institution and individuals	2.69	2.80	2.77	1.41

48	Lack of optimal utilization of available resources during implementing the meetings and festivals	2.60	2.75	2.74	2.81
49	Lack of connection between the reward systems and the creativity of employees	2.42	2.68	2.66	7.56*
50	Evaluating the new ideas and creative suggestions unfairly	2.64	2.55	2.49	0.48
Second axis: inclusive method					
51	Studying the case before taking the decision	2.53	2.75	2.77	3.46
52	Setting future goals for the departments in line with the contemporary changes	2.69	2.73	2.83	1.72
53	Creating an open atmosphere for solving the problems	2.62	2.80	2.31	7.17*
54	Visiting employees in their work places to see their perspectives on changing	2.60	2.83	2.49	4.19
55	Participating in finding solutions to the existing problems in the various sections	2.64	2.73	2.51	2.54
56	Seeking for the best level of achievement	2.64	2.68	2.46	0.92
57	Helping to provide the necessary resources to achieve the objectives of activities and meetings	2.60	2.63	2.46	2.19
58	Recognizing the crises and problems in different situations	2.73	2.85	2.69	0.81
59	Encouraging the employees to attend seminars which are concerned with the creative and innovative aspects of the staff	2.58	2.65	2.37	1.83
60	Realizing the incidents in a way different from the perception of others	2.73	2.65	2.63	0.83

* Chi squared significant at the level of 0.05 = 5.99

Table (7) showed that there is no significant differences between the research groups in all the statements of the second axis except the highlighted ones in the table where the differences in the statements no. (38, 41, 49 and 53) were in favor to the Youth and Sport Directorate in Cairo, and the value of Chi squared of the statements ranged between (0.04 : 8.67).

This is in line with the findings of Nawaf Al-Mutairi (2004) who confirmed that the inclusive method can be used to adopt a system based on management creativity through live interaction, generating ideas, finding solutions to the current problems and expecting the future problems. These methods are administrative and organizational procedures within the organization as a whole and represent creative effort of management,

which aims to motivate workers and contribute to their effective participation in monitoring and solving problems of work, where there is no neglect of the individual's role at work or reduce of his abilities, all of this creates the individual's strength and ability to think and judge logically, thereby acting on developing a method of creative thinking. (21:58-62)

The results of this study conform to the study of Nadia Habib (2001), where the use of the traditional method to deal with problems contributes to discouraging and preventing the creative behavior.

The relationship between the skills of management creativity and the management of change methods in the youth and sport directorates

Table (8)
Correlations coefficients between the skills of management creativity and the methods of management of change used in the youth and sport directorates

Axes		Originality	Flexibility	Taking risk	Fluency	Total of creativity axes
Traditional method	Cairo	-0.03	-0.15	-0.16	-0.15	-0.13
	Alexandria	-0.11	-0.13	-0.14	-0.10	-0.14
	Giza	-0.06	-0.10	-0.12	-0.17	-0.11
Inclusive method	Cairo	0.23	0.05	0.01	0.08	0.10
	Alexandria	0.30	0.39	0.40	0.21	0.39
	Giza	0.32	0.33	0.36	0.31	0.35

* Significant at the level of 0.05 = 0.195

Table (8) shows that there is a correlation at the level of 0.05 between the traditional method and the skills of management creativity in the areas of originality, flexibility, taking risk and fluency in the youth and sport directorates in Alexandria, Cairo and Giza. This means that the higher the managers' administrative creativity, the lower the use of the traditional method.

The relationship was positive and has statistical significance at the level of 0.05 between the inclusive method and the skills of management creativity in the areas of originality, flexibility, taking risk and fluency in the youth and sport directorates in Alexandria, Cairo and Giza at the level of 0.05. This means that the higher the managers' administrative creativity, the higher the use of the inclusive method.

The results of the recent study are consistent with the results of the study of Abdullah Al-Saleem (2002) (13), which confirmed that the most creative elements of management creativity are originality, fluency, risk acceptance, sensitivity to problems, in the meantime, the work environment plays an important role in contributing to achieving creativity if it works on the freedom and psychological security of its members, encourages new ideas and provides the necessary support. (13:26)

Nawaf Al-Mutairi (2004) pointed that the change is a trait in each and every aspect of life, especially in the life cycle of organizations where creativity is a duty based on the sustainability, and management creativity is one of the basic elements of the process of change. These developments can be achieved only through new ideas and modern methods that respond to these continuous changes. The interest of administrative organizations to creative abilities highlights the

importance of the correlation between management of change and creativity. (21:62)

The researcher finds that the more the managers use the traditional method, the less they have the skills of management creativity; therefore they should not rely on this sterile method and adhere to the inclusive method and try to develop the creative skills of the managers.

Conclusions

Through the presentation and discussion of the results, we conclude the following:

I- The first axis: skills of management creativity of the managers of youth and sport directorates

- Managers are constantly looking for new and creative ideas
- The manager sometimes seeks to renew the ideas of others
- The manager does not try to solve the problems they face with some innovation and creativity
- The manager ignores some non-routine methods when needed
- The manager solves the problems in normal ways
- The ability to focus and not to be influenced by external factors
- The manager tries to resolve the problems when he/she fails to solve them in the first time
- The manager does not abandon the laws and regulations however the situation was

II- The second axis: the methods of change management used by managers in the departments of youth and sports

* Traditional method

The literal commitment to the regulations and laws issued by the senior management

The lack of participation in the training courses in the field

The lack of using modern technologies

Ignoring the appropriate ways to make a difference

Ignoring the new and creative ideas

The lack of interest in developing new skills

Reliance on the old methods during the implementation of activities

* Inclusive method

The situation is not being studied before making the decision

It is not reliable for developing future goals for the managements to cope with the contemporary changes

Visiting the employees in their departments to find out their points of view with their favorite methods of change

Participating in finding solutions to the problems of the various managements

Recommendations

Through the presentation and discussion of the results and the conclusions, we recommend the following:

Ministry of Youth and Sport

- Developing new methods and means to promote the activities and programs of the governmental institutions and agencies

- Launch a prize for creative management of youth and sport directorates where the idea of the award and its philosophy are based on the ability of managers of using modern management methods and their creative abilities in solving the problems.

- Stimulating the youth energies and the creative initiatives in the ministry, providing the participants with the theoretical framework for creative thinking and

giving them the practical skills that enable them to manage business and initiatives in a creative way.

- Stimulating the government agencies for creativity and youths' initiatives and providing the suitable environment to the management creativity between the reality and the aspirations of youths in sports institutions.

- Highlighting the successful models of youths' initiatives and creativity, facilitating, adopting and supporting the ideas, projects, and innovations youths.

- Activating the role of clubs in the various youth fields and the need for youth forums related to creativity and initiatives to be more specific to achieve the goal in the greatest extent.

Youth and Sport Directorates

- Working on developing the creative skills of the managers of youth and sport directorates.

- Applying all that is new in this area by holding courses that enable managers to experience it.

- Raising the level of management creativity through holding conferences and workshops.

- Giving interest to the people with great experience and try to strengthen their directions towards the skills of management creativity and the inclusive method.

- Holding symposia in which the managers participate to discuss the reasons for the difference between their perspectives.

- Increasing the training courses for their positive impact on the management creativity of the managers.

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