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The Blue Ocean Strategy and Its Impact on Enhancing Organizational Readiness Towards Creativity (An Exploratory Study at Karbala Technical Institute)

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استراتيجية المحيط الأزرق وأثرها في تعزيز جاهزية المنظمة للإبداع: (دراسة استطلاعية في المعهد التقني كربلاء)

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Abstract **DOI: https://doi.org/10.71207/ijas.v21i86.5037**

This study examines the impact of the Blue Ocean Strategy on enhancing organizational readiness for innovation at Karbala Technical Institute. Using a descriptive analytical approach, data were collected from a sample of 122 faculty and administrative staff members using a structured questionnaire. Data were analyzed using simple and multiple regression methods using SPSS-23 and AMOS-23. The results showed a significant impact of the strategy and its dimensions (elimination, reduction, elevation, and innovation) on organizational readiness for innovation, with coefficients of determination ranging from 0.21 to 0.54. This confirms that adopting Blue Ocean principles contributes to enhancing innovation, knowledge sharing, and creative human capital. The study recommends strengthening institutional support programs, motivating employees with reward systems, and encouraging participation in academic and international activities to foster creativity and enhance competitiveness.

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المستخلص

تبحث هذه الدراسة في أثر استراتيجية المحيط الأزرق على تعزيز الجاهزية التنظيمية نحو الإبداع في المعهد التقني كربلاء. اعتمدت الدراسة المنهج الوصفي التحليلي، وجمعت البيانات من عينة بلغت (122) من التدريسيين والموظفين الإداريين باستخدام استبانة منظمة. جرى تحليل البيانات بواسطة أسلوبَي الانحدار البسيط والمتعدد باستخدام برنامجي (SPSS-23) و(AMOS-23). أظهرت النتائج وجود تأثير معنوي لاستراتيجية المحيط الأزرق وأبعادها (الحذف، التقليص، الرفع، الابتكار) في تعزيز الجاهزية التنظيمية للإبداع، حيث تراوحت معاملات التحديد بين (0.21–0.54). وتؤكد هذه النتائج أن تبني مبادئ المحيط الأزرق يسهم في ترسيخ الابتكار، وتبادل المعرفة، وتنمية رأس المال البشري الإبداعي. توصي الدراسة بضرورة دعم البرامج المؤسسية، وتحفيز العاملين بأنظمة مكافآت، وتعزيز المشاركة في الفعاليات العلمية والدولية بما يعزز القدرة التنافسية للمؤسسات التعليمية.

1.Introduction

The business environment has undergone fundamental changes as a result of economic openness, globalization, and technological advancements, leading to an escalation of competition Among organizations. Traditional methods for managing competition have Become insufficient, prompting organizations to adopt modern strategies that enable It to transition from narrow competitive spaces to broader spaces based on creativity. The Blue Ocean Strategy is one of the most important modern strategic frameworks., as it is based on creating new, untapped markets and redesigning the value proposition to achieve excellence while simultaneously reducing costs.

This strategy is increasingly important for educational and technical institutions, including the Karbala Technical Institute, as confirmed according to Kim and Mauborgne (2019), the Blue Ocean Strategy represents a leadership framework that fosters generates creative and innovative capabilities within organizations rather than being a result of them. Similarly, Shafiq et al (2017), emphasize that adopting Blue Ocean Strategy principles directly enhances organizational creativity performance. In the context of higher education, Erekson and Williams (2022) note that applying Blue Ocean principles helps universities create innovative learning environments and redefine academic value creation, which face growing challenges related to meeting labour market requirements and building human capital capable of innovation. Hence, the concept of organizational readiness for innovation has emerged as a fundamental pillar for enabling organizations to absorb change and adopt new ideas, contributing to enhancing sustainable competitiveness.

The majority of earlier research on the commercial and marketing aspects of Blue Ocean Strategy, while failing to deeply address its role in the Iraqi technical education environment and its relationship to organizational readiness towards creativity. Accordingly, this study aims to evaluate the effects of the Blue Ocean Strategy dimensions (deletion, reduction, elevation, innovation) on enhancing organizational readiness for innovation, diagnose the level of awareness of this strategy among decision-makers at the institute, and identify the most prominent challenges that may limit its effectiveness in achieving institutional excellence.

2.Theoretical Framework

2.1 The concept and importance of the blue ocean strategy

A: The Concept of Blue Ocean Strategy

The blue ocean strategy originated because successful economic units don't thrive through competition; instead, they emphasize the importance of innovation by creating new blue oceans and offering products and services that benefit both the economic unit and Their customers customer. Value innovation is a strategic entry that focuses on providing new goods to provide new value to the consumer rather than on the competition in order to achieve company success. (Hassan, N. F.:2022:1), Blue Ocean Strategy is defined as a management and strategic approach that seeks to break out of traditional competition in saturated markets (the red ocean) through innovation and the creation of new, uncontested market spaces. This is achieved by redesigning the value proposition to stakeholders and

linking it to cost reductions, enabling organizations to achieve higher performance and enhance their competitiveness in the long term (Tabari, Ziabari, Radmard & Radmard, 2014:1612).

According to Yang and Yang (2011: 928); Masoud (2021: 3); and Naeem (2022: 1), the primary motivation for these companies to establish new markets lies in factors such as increased competition, market saturation, product imitation, and long-term changes in consumer purchasing habits. As a result, companies are growing in the "red ocean. "Then there are highly competitive markets where price wars replace innovation (Kim & Mauborney,2011:6; Vieira & Ferreira 2018:1650), defined blue ocean strategy as a strategic approach that focuses on overcoming direct competition in existing markets by reshaping the value propositions offered to customers and creating new, unsaturated market spaces. This allows for reducing competitive pressures and achieving simultaneous levels of differentiation and cost reduction. It is viewed as a strategic option that enables organizations to transition from a conflict-based "red ocean" to a "blue ocean" built on innovation and value excellence, in higher education, Blue Ocean Shift refers to a conscious and systematic process that helps educational institutions redefine their strategic positioning by recognizing unexplored opportunities and building sustainable competitive advantages (Erekson & Williams, 2022: 188; Alghamdi,2016:57),(Paliwal, M., & Singh, A.2020:4) Organizations face constant pressure to capture a larger share of the markets they manage and increase their profits with clear competitive advantages. Non-traditional and alternative markets are the only options for enterprises to maintain their competitive edge. At present in India, Bottom of the Pyramid (Bop) population, which includes the untapped market, is the largest potential emerging market. Therefore, by identifying Bop as a potential market, companies can increase their market share and bring benefits to all stakeholders.

B: The Importance of The Blue Ocean Strategy

According to (Grunig,2022:2), one of the key tactics for achieving market success is adopting a blue ocean strategy, which aims to redefine an industry by generating insights from alternative perspectives. This knowledge provides a roadmap for designing approaches that enable organizations to overcome traditional market and industry boundaries. Similarly, (Kim & Mauborney,2005:4; Kim & Mauborney,2019:10; Shafiq &Rashid,2017:77) emphasize that value innovation emerges in areas where managerial decisions simultaneously reduce cost structures and increase value for customers. In this sense, blue ocean strategy represents a comprehensive strategic framework that enabling organizations to distinguish themselves and secure a competitive advantage by establishing uncontested market spaces. This is achieved by offering innovative products or services that not only attract new customer segments but also foster customer loyalty, ultimately generating sustainable competitive advantages and long-term profitability through effective strategic leadership. Furthermore, the strategy is based on four core dimensions that transform companies' services into unrivalled, differentiated offerings, giving organizations a distinct and unique competitive advantage (Hassan, & Hawass, 2022: 6391; Agnihotri, 2016: 521; Ishwarite & Alberiti, 2022: 241).

When Blue Ocean Strategy was first proposed in 2005, its necessity was underscored by several factors, particularly the intensification of competition in established industries,

along with increasing cost and revenue pressures. These challenges have not disappeared; rather, they have persisted, and in some respects, have even intensified. Furthermore, the past decade has witnessed the emergence of unexpected global trends that have reinforced the importance of adopting a blue ocean approach. As (Kim & Mauborgne, 2015:109) point out, these developments make the creation of blue oceans an even more vital strategic requirement for organizations in their future endeavours. Key factors include:

- The growing demand for innovative and creative solutions among individuals. Increasing new creative solutions individuals.
- Increased influence and use of public speakers.
- On-site transformation in demand and future growth.
- Increased speed and ease of becoming a global player.
- Investing extra time for administrative practices and procedures that contribute to achieving the organization's goals.

2.2 Dimensions of The Blue Ocean Strategy:

According to ((Al-Ghazali, F. R. G.: 2021:3), the primary aim of the blue ocean strategy is to distance itself from bloody competition, and then create the blue ocean through the dimensions of this strategy represented by the following:

Exclusion. Organisations seek to cut out components of their Activates that the decision-maker deems unnecessary. If these components were cut out and unaffected by volume or quality, costs would be decreased. An example of this would be eliminating the company's product sales in a particular market, with the exception of some employees who mix up the organization's task involves paying very high salaries in addition to cutting out certain significant expenditures that may be avoided in order to lower manufacturing costs,It refers to eliminating factors or activities that no longer add real value to the customer or the organization, or that cause resource waste and increased costs without any strategic return (Vieira & Ferreira, 2018:1651).

Reduce: This refers to reducing the level of certain factors or activities within a sector or organization that may be exaggerated or inconsistent with the needs of Costumers, contributing to lower costs and achieving greater efficiency (Nasr al-Din, 2023:2692).

Raising: This dimension emphasizes enhancing elements that strengthen competitiveness and product quality. It may include expanding outlets for product distribution, improving how goods are displayed to consumers, or raising the quality standards of production outputs to better meet customer needs and expectations, it refers to raising the level ofsome essential elements of a product or service to exceed prevailing market standards, leading to improved quality, enhanced customer satisfaction, and increased competitiveness of the organization (Idris et al.,2019:6; Nasr al-Din, 2023: 2692).

Creation/Innovation: This refers to identifying fresh sources of customer value, generating new demand, and revising pricing models in light of innovative practices. Innovation can take the form of a new idea, method, or expression that reshapes the industry. For example, a firm might develop a unique brand identity supported by partners who embrace shared values of social responsibility, legitimacy, and ethical business conduct. It is defined as the creation of entirely new elements that were not previously present in the industry or field, contributing to the opening of new markets or creating

unique added value that enables the organization to differentiate itself from its competitors (Nasr al-Din, 2023:2692).

2.3 Organizational Readiness Towards Creativity

2.3.1 The concept and importance of organizational readiness towards creativity

A: The concept of organizational readiness towards creativity

One of the elements of the first employees change efforts is readiness. The term "readiness" was originally used by (Jacquison, 1957), which distinguished it from other theoretical models of the process by which change occurs (Holt et al., 2007:234). An organization's readiness attitude towards the need for innovation and the ability to transfer technology is known as organisational readiness. This attitude can be influenced by a variety of factors, such as people's perceptions of financial support, a clear task structure, a cohesive work team, or a certain level of technical skill required to adopt a certain level of creativity (Backer, 1995:22),Organizational readiness for change is defined as a collective psychological state that reflects the readiness, conviction, and collective ability of organizational members to successfully implement the desired change, This readiness is embodied in two basic dimensions: commitment, which reflects the motivation and acceptance of change, and collective efficacy, which expresses their confidence in their ability to implement the requirements of change and achieve its desired outcomes (Weiner, 2020: 216).

Table (1) Definitions of organizational readiness towards creativity

No.	source	Understand
1	(Lehman et al., 2002:201)	the ability to adapt to environmental innovations, which can include new technologies.
2	(Cunningham et al., 2002:377)	The urgent need for creativity, the employee's ability to perform his duties effectively, and the opportunity to participate in the growth of the organization.
3	(Luecke, 2003:18)	It is the process of preparing people and the organization for creativity, where leaders are respected, people feel personally motivated to develop, and the organization is not hierarchical, meaning that people are accustomed to collaborative work.
4	(Bernerth, 2004:39)	A state of mind that reflects the desire or receptivity to develop the way one thinks.

Source: Prepared by researchers

B: The Importance of Organizational Readiness Towards Creativity

Organisations today recognize that they have no excellent but to change from a traditional setting to a dynamic, ever-changing model where employees can focus their energies and the inevitable organisational creativity. As such, they must prepare for this, whether consciously or unconsciously, as it is an essential part of the organization's life cycle for any individual, group, or organisation (Gareis, 2010:314; Haque & Liu, 2016:985).

Consequently, the readiness of organizations for creativity is closely related to the **Strategy** that affects creativity, According to Amabile (1996), creativity serves as the cognitive foundation for innovation, while Anderson et al. (2014) argue that innovation is the practical realization of creative ideas. Therefore, assessing organizational readiness for creativity constitutes a preliminary and necessary stage before innovation can actually take place.by influencing the components that contribute to creativity, as there are three

main elements that contribute to individual or team creativity: experience, skill of creative thinking, and core motivation (Leana & Barry, 2000:7) .The main and broader work environment that influences creativity is organizational motivation and resources (e.g., financial resources - time availability - staff availability) (Chen , 2006:106).And the administrative practices followed by the organization, such as enabling difficult work and encouraging supervision, and thus, the more supportive the environment is to the organization, the more ready it is for organizational innovation compared to other organizations (Anderson et al., 2014:1302; Antony & Flynn, 2023: 584).

2.3.2 Dimensions of Organizational Readiness Towards Creativity

It is widely known that creativity is the key to the competitive advantage of organizations and an engine of economic growth (Porter, 1985), where creativity has also become increasingly an indispensable tool for organizations trying to deal with the complexity of the current competitive environment. Where recent studies of the literature related to creativity indicate that it plays a major role in organizational performance and competitiveness (Uzkurt et al., 2013:2) and a scale will be adopted (Uzkurt et al., 2013; Castañeda et al., 2012:221).

It includes five dimensions:

1- Orientation to learning and knowledge management

From the point of view of (Gonzalez & Skerlevaj, 2009: 68), organizational learning is one of the bases of sustainable competitive advantage that organizations possess, as one of the interesting learning outcomes is knowledge that are generated and that can facilitate creativity and development, as originality can be a new goods, service, production technology that is used, new operating procedures, or a novel strategy for managing the organization. (Skerlevaj et al., 2007:348).

2- Creative organizational culture and structure

Focusing on the relationships between organizational culture, climate, and creativity is important because it constitutes a wide range of features necessary for effective organizational creativity (i.e. selecting, implementing, and evaluating creative new ideas) as organizational culture and climatic conditions enhance individual creativity with the realization that there are many other components that need to be present. In order for individual creativity to become more effective in advance, but in addition, organizations syndicate the formation and exchange of knowledge with a lower level of formality and thus will achieve greater creativity (Chen et al., 2010:853). And the culture that affects creativity through attitudes and behaviours related to work, such as choosing those who have a creative direction, that is, those who enjoy high paths and have high capabilities, or by providing the appropriate climate, which represents a set of policies, practices, organizational procedures, and attitudes related to work. (Tesluk et al., 1997:28).

3- Creative human capital

(Ghosh, 2015: 1126) Creativity expresses a complex and pervasive structure that has been defined in different ways, where creativity refers to the successful implementation of creative ideas presented within the work environment through the organization's possession of creative people, as individual creativity is a function of skills related to the field of the individual, which includes (realistic knowledge and technical skills in a

specific field of knowledge) and skills related to creativity (cognitive style and work style). (Lee et al., 2010:16).

In addition, the relationship between creative human capital and regional economic growth is in continuous progress, as organizations are located in areas with a high concentration of creative human capital in order to gain competitive advantages as well as in order to promote new ideas and innovations that help organizations progress and distinguish themselves from other organizations (Florida, 2008:623).

4- Organizational support for innovation and development

In a dynamic work environment, employee creativity is seen as a potential source of competitive advantage for their organizations, as creativity helps employees improve the performance of their organization by using creativity to search for new technologies, processes, or new product ideas. (Akgunduz et al., 2018:106; Abd Ellah Mejbil et al., 2013:398) Organizational support is also a good source of creative ideas and there is often a new approach to solving problems when there is organizational support and when organizations are overwhelmed with issues related to technological changes or management structure, the opinions of employees are sought for Organizations reach the right solutions. (Lbrahim et al., 2016: 510). These employees are probable to work harder, exert more exertion, and motivate themselves to get the knowledge and experience necessary to belong to the organization (Tsai et al., 2015:27).

5- Leadership and management style that supports creativity:

The leadership style includes a mixture of qualities, skills and behaviours that leaders use when they interact with subordinates, or what leaders do and how they behave. Different situations and there are three styles of leadership. The autocratic leadership style means that the leader has absolute authority in the group or organization and is unique in making decisions and bears responsibility for the results and achievements of the organization and asks subordinates to implement orders and decisions (Khattak et al., 2017:698).

3.Study Methodology

3.1the problem of the study

Rapid transformations in the business environment have intensified competition among organizations, placing educational and technical institutions directly at the forefront of the challenges of change and development. The Karbala Technical Institute is a clear example of such institutions that require innovative strategies to enable them to meet the needs of society and the labour market. Despite the emergence of the Blue Ocean Strategy as a tool to overcome traditional competition, the level of awareness of its implementation and the extent of its contribution to enhancing organizational readiness for innovation in Iraqi educational institutions remain insufficiently clear. Hence, the research problem emerges with the following questions:

1. What is the level of awareness and implementation of the Blue Ocean Strategy at the Karbala Technical Institute?
2. To what extent are the dimensions of the strategy (exclude, reduction, the increase, innovation) available in enhancing organizational readiness for innovation?

3. Which of the strategy dimensions has the greatest impact on achieving organizational readiness for innovation?

3.2 the importance of the study

The importance of the current study lies in the importance of the variables that it dealt with, because the variables under study (the blue ocean strategy, organizational readiness towards creativity) are among the important and modern topics that extend to the core of the active and influential role in the business environment, for this the importance was determined at the theoretical and field levels as follows:

1- Directing the managers' attention to the study variables (the blue ocean strategy and organizational readiness towards creativity) and their effective role in crystallizing the foundations for building successful organizations that seek creativity and provide the best investment and financing decisions in society.

2- Exposing the hidden role of the variables in the organization's strategies related to the link between (the blue ocean strategy and organizational readiness towards creativity) as a modern direction for management with a strategic goal, which gives the organization the ability to continue by achieving its readiness, creativity and superiority in its field of work.

3- Describe the effective impact of the intellectual and applied interaction in the organization's community, which shows the decision-makers in the organization how and the importance of achieving readiness, by knowing the role of the blue ocean strategy in crystallizing its orientations towards that goal.

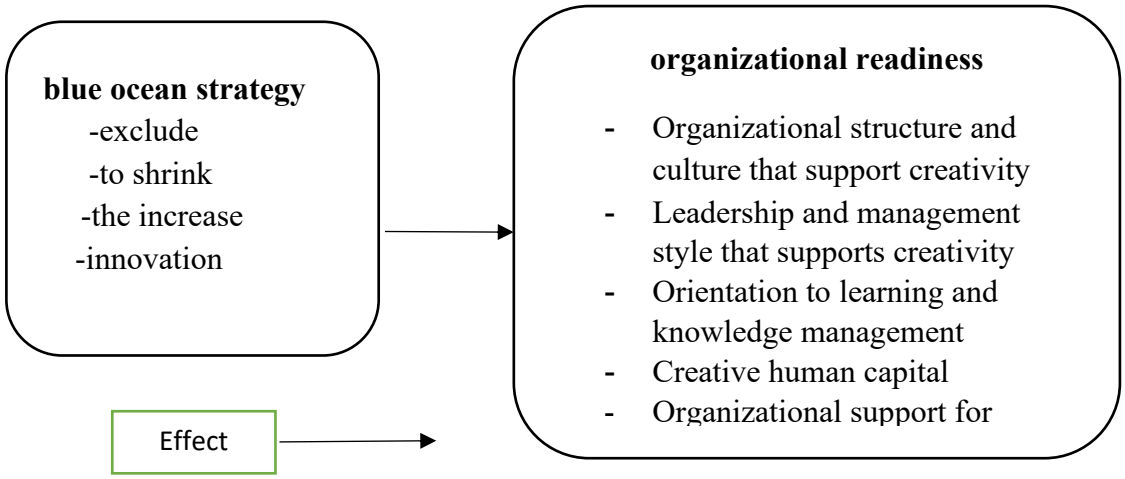
3.3 Objectives of the study

The research aims to:

1. Analyse the relationship and impact between the Blue Ocean Strategy and its dimensions and organizational readiness towards creativity.
2. Diagnose the level of strategy implementation at the Karbala Technical Institute and the extent of its contribution to enhancing institutional innovation.
3. Identify the most influential dimensions of the Blue Ocean Strategy in achieving organizational readiness towards creativity.
4. Provide practical recommendations for decision-makers to support innovation programs and organizational readiness based on the study's findings.

3.4 the hypothesis of the study

The hypothetical scheme of the study presents a conceptual and intellectual construction for the subject of the study, which was built in the light of the problematic and objects of the current study, in which the main and sub-variables of the study were identified. The second variable is the enhancement of organizational readiness towards creativity and its sub-dimensions (Organizational structure and culture that support creativity, Leadership and management style that supports creativity, Orientation to learning and knowledge management, Creative human capital, Organizational support for innovation and development.



Source: Prepared by researchers

Figure (1) Research model

3.5 The hypotheses of the study

The study depends on a number of hypotheses that reflect the objectives to be reached through the use of acceptance hypotheses (H1), as follows:

1. H1: There is a significant impact of the Blue Ocean Strategy dimensions (exclude, reduction, the increase, innovation) on enhancing organizational readiness towards creativity.
2. H2: There is a significant impact of the combined dimensions of Blue Ocean Strategy on enhancing organizational readiness towards creativity.
3. Sub-hypotheses (derived from H1):

1. H1a: There is a significant effect of the exclusion dimension in enhancing organizational readiness towards creativity.
2. H1b: There is a significant impact of the reduction dimension on enhancing organizational readiness towards creativity.
3. H1c: There is a significant impact of the increase dimension on enhancing organizational readiness towards creativity.
4. H1d: There is a significant impact of the innovation dimension on enhancing organizational readiness towards creativity.

3.6 Research Limits

Spatial Limits: The spatial boundaries of the study are confined to the Karbala Technical Institute, affiliated with the Middle Technical University. This location was chosen because it represents an educational and technical environment facing challenges related to developing its institutional capabilities and enhancing organizational readiness towards creativity.

Human Limits: The study population was limited to the teaching and administrative staff at the Karbala Technical Institute. A sample of teaching and administrative staff representing various administrative levels (senior, middle, and operational) was selected to determine their opinions and awareness of the dimensions of the Blue Ocean Strategy and its role in enhancing organizational readiness towards creativity.

Scientific (cognitive) Limits: The research is scientifically limited to its objectives**.**

3.7 Study Tools

A variety of appropriate scientific tools and techniques were used to achieve the study's objects and cover its theoretical and field topics, including the following: The

following computer programs were used to implement the above tools: ASPSS.23, Amos V.23.

4.Practical Side

First, Simple Regression Analysis

1- The first main hypothesis: (there is no significant effect of the blue ocean strategy in its dimensions of organizational readiness towards creativity in its dimensions) and for the purpose of testing the second main hypothesis, the study will depend on simple regression analysis using beta coefficient, value (F) and coefficient of determination (interpretation) (R2).

Four sub-hypotheses are derived from this hypothesis:

Table (2) Regression equations and (R2) values and F-value calculated for the first sub-hypothesis from the first principal

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		10.434	1	10.434	102.636	.000[b]
	Residual		11.955	120	0.130		
	Total		22.390	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.699[a]	0.489	B	Std. Error	Beta		
	(Constant)		1.119	0.405		4.761	0.000
	X1		0.540	0.083	0.574	9.521	0.000

The source was prepared by the two researchers based on the output of the electronic calculator

A. The results of the simple linear regression showed that the tested strategy had a significant impact on organizational readiness towards innovation, as the results of the analysis of variance (ANOVA) showed a calculated F-value reached (102.636) at a significance level (Sig=0.000), which is statistically significant at a significance level of 0.01. This confirms the validity and explanatory power of the regression model and indicates a real effect of the independent variable on the dependent variable. Furthermore, The coefficient of determination (R^2) was 0.489, indicating that the independent variable explains 48.9% of the changes in the dependent variable, while the remaining percentage is attributed to other variables not included in the model. Likewise, the value of the regression coefficient (B=0.540) indicates that a one-unit increase in the strategy leads to an increase of (0.540) in organizational readiness. Accordingly, the null hypothesis can be rejected, and the alternative hypothesis, which states that there is a statistically significant effect of the independent variable (X1) on the dependent variable, can be accepted. This supports the theoretical framework of the study and strengthens its applied findings.

Y=1.119+0. 0.540 X1

Since = organizational readiness, X1 = exclusion strategy

Table (3) Regression equations and values of (R2) and F value calculated for the second sub-hypothesis from the first principal

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		3.434	1	3.434	35.450	.000[b]
	Residual		18.955	120	0.123		
	Total		22.390	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.367[a]	0.216	B	Std. Error	Beta		
	(Constant)		2.033	0.370		6.561	0.000
	X2		0.460	0.072	0.466	5.890	0.000

The source was prepared by the two researchers based on the output of the electronic calculator

B. The results of regression analysis (No. 2) indicate that there is a statistically significant effect at the 1% level of the contraction strategy on organizational readiness. The value of the beta coefficient reached (0.466), meaning that an increase of one unit in the contraction strategy dimension leads to an increase of (0.466) in the organizational readiness variable. the calculated F-value was (35.450) is greater than the tabulated F value (6.82), confirming the significance of the regression model for this hypothesis. Moreover, the coefficient of determination (R^2 = 0.216) indicates that the contraction strategy explains 21.6% of the variation in organizational readiness, while 78.4% of the variation is attributable to other factors not included in the model. Therefore, the second null hypothesis can be rejected, and the alternative hypothesis, which states that there is a statistically significant effect of the independent variable (X2) on the dependent variable, can be accepted. This aligns with the theoretical framework of the study and supports its analytical findings.

Y = 2.033 + 0.466 X_2

Where: Y = Organizational Readiness, X_2 = Strategy Contraction.

Table (4) Regression equations and values of (R2) and the calculated F-value for the third sub-hypothesis of the first principal

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		6.477	1	6.477	42.450	.000[b]
	Residual		16.487	120	0.125		
	Total		22.390	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.508[a]	0.247	B	Std. Error	Beta		
	(Constant)		2.040	0.370		7.512	0.000
	X3		0.412	0.066	0.501	5.559	0.000

The source was prepared by the two researchers based on the output of the electronic calculator

C. Table (3) presents the results of the simple linear regression analysis for testing the third sub-hypothesis derived from the first main hypothesis. The results indicate a statistically significant effect of the independent variable (X3) on the dependent variable. There is a

significant effect of the strategy of increasing organizational readiness towards creativity. It appears from the equation and table of the results of regression analysis (No. 3)) there is a significant effect at the level (1%) of the strategy of increasing organizational readiness. The values of the beta coefficient were (0.412). The calculated (F) value was (42.45) which is greater than the tabulated F value of (6.82). This indicates the significance of the regression model for this hypothesis, and the coefficient of determination reached (0.247), meaning that the increase strategy explains 24.7% of the changes that occur in organizational readiness. And 76.3% of the changes are due to the contribution of other factors that were not included in the model. Thus, the third sub-null hypothesis is rejected and the alternative hypothesis is accepted. That is, there is a significant effect of the strategy of increasing organizational readiness towards creativity.

Y=2.040+0.412 X3

Since =Y organizational readiness, X3 = increase strategy

Table (5) Regression equations and values of (R2) and the calculated F-value for the fourth sub-hypothesis of the first principal

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		11.152	1	11. 152	115.278	.000[b]
	Residual		11.238	120	0.87		
	Total		22.390	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.700[a]	0.474	B	Std. Error	Beta		
	(Constant)		1.273	0.370		6.862	0.000
	X4		0.619	0.058	0. 700	9.786	0.000

The source was prepared by the two researchers based on the output of the electronic calculator

d. There is a significant effect of the innovation strategy on organizational readiness towards innovation. It appears from the equation and results table of regression analysis No. (4) that there is a significant effect at the level (1%) of the innovation strategy on organizational readiness. The values of the beta coefficient amounted to (0.619), meaning that the change in the value of the increase strategy by one unit leads to a change of (0.619) in the organizational readiness variable. The calculated (F) value was (115.27), which is greater than the tabulated value of F (6.82). This indicates the significance of the regression model for this hypothesis, and the coefficient of determination reached (0.47), meaning that the innovation strategy explains 47% of the changes that occur in organizational readiness, and that 53% of the changes are due to the contribution of other factors that were not included in the model. Thus, the third sub-null hypothesis is rejected and the alternative hypothesis is accepted. That is, there is a significant effect of the innovation strategy on organizational readiness towards creativity.

Y=1.273+0.619 X4

Since =Y organizational readiness, X4 = innovation strategy

Table (6) Regression equations and values of (R2) and the calculated F value for the first main hypothesis

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		10.032	1	10.032	122.438	.000[b]
	Residual		12.703	120	0.87		
	Total		22.735	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.700[a]	0.543	B	Std. Error	Beta		
	(Constant)		.564	0.284		2.300	0.000
	X		.676	0.062	0. 733	10.788	0.000

The source was prepared by the two researchers based on the output of the electronic calculator

After confirming the validity of the previous sub-hypotheses, the main hypothesis is tested. The table of regression analysis results (No. 5) shows that there is a significant effect at the (1%) level of the blue ocean strategy on organizational readiness towards creativity. The values of the beta coefficient amounted to (0.543), meaning that any change in the value of the independent variable, the blue ocean strategy, leads to a change in the same direction with an amount of (0.543) of the dependent variable, organizational readiness, towards creativity. While the remaining percentage (46.7%) is due to other variables. the results of the analysis of variance (ANOVA) showed a calculated F-value of (122.438) at a significance level of (0.000), which is statistically significant at a significance level of (0.01). Not included in the model. Therefore, the null hypothesis can be rejected, and the alternative hypothesis, which states that the overall independent variable has a statistically significant effect on the dependent variable, can be accepted. This strengthens the credibility of the study's theoretical model and supports its scientific and applied conclusions.

Y=0.564+0.676 X

Table (7) Regression equations and (R2) values and F-value calculated for the main hypothesis

Model			Sum of Squares	Df	Mean Square	F	Sig.
1	Regression		12.791	1	12.791	49.106	.000[b]
	Residual		9.678	120	0.68		
	Total		22.469	121			
	R	R Square	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	.787[a]	0.659	B	Std. Error	Beta		
	(Constant)		.356	0.234		1.300	.200
	X1		.345	.067	.331	3.788	.000
	X2		0.64	.077	.077	2.065	.266
	X3		0.54	.074	.065	.0677	.456
	X4		0.389	.063	.0435	6.424	.000

The source was prepared by the two researchers based on the output of the electronic calculator

After confirming the previous sub-hypotheses, the main hypothesis was tested. The regression analysis results for the preceding tables show a statistically significant effect

(at the 1%) of the Blue Ocean Strategy dimensions on organizational readiness for innovation. This indicates the regression model's relevance to this hypothesis, and this result supports rejecting the null hypothesis of the second main hypothesis and accepting the alternative hypothesis.

2- The second major hypothesis: there is no significant effect of multiple dimensions of the blue ocean strategy on organizational readiness towards creativity. For the purpose of testing the second major hypothesis, the study will rely on multiple regression analysis using the beta coefficient for all dimensions, the value of (F), and the coefficient of determination (interpretation) R2.It appears from the equation and table of the results of the multiple regression analysis No. (6) that there is a significant effect at the level (1%) of the dimensions of the blue ocean strategy (the strategy of exclusion, the strategy of contraction, the strategy of increase and the strategy of innovation) combined in organizational readiness towards creativity. The calculated (F) value was (49.106) which is greater than the tabulated value of F (6.82). This indicates the significance of the multiple regression model for this hypothesis, and the coefficient of determination reached (0.659), meaning that the blue ocean strategy explains (65.9%) of the changes that occur in organizational readiness. Thus, the null hypothesis of the second main hypothesis is rejected and the alternative existence hypothesis is accepted.

$$Y=0.365+ 0.345\ X1+ 0.064\ X2+ 0.054\ X3 + 0.389\ X4$$

The results of the statistical analysis (simple and multiple regression) revealed that the Blue Ocean Strategy, through its four dimensions (elimination, reduction, elevation, and innovation), has a significant positive influence on enhancing organizational readiness for creativity. The findings indicated that the innovation dimension exerted the strongest influence, followed by elevation, reduction, and finally elimination. These outcomes suggest that the implementation of Blue Ocean principles contributes to activating employees' creative capabilities and increasing their readiness to embrace organizational change. This aligns with the values of Scientific Management Theory, which emphasize improving efficiency and minimizing waste, as well as with Fayol's administrative theory concerning planning and organization. Furthermore, the results indicate that organizational readiness for creativity is not an automatic consequence of strategy implementation; rather, it is an interactive process that depends on the availability of a supportive environment, effective leadership, and a flexible organizational culture responsive to development initiatives.

It is contingent from the above results that the existence hypothesis is valid for the second main hypothesis and the rejection of the alternative hypothesis (the null hypothesis), meaning that there is a significant effect of the dimensions of the blue ocean strategies together on organizational readiness towards creativity.

The fourth topic

5.Conclusions and recommendations

First: the conclusions

The Technical Institute in Karbala, the society under study, adopted the blue ocean strategies in a different way. He focused on the contraction strategy, which came in first,

then the innovation strategy, which came in second, the increase strategy, which came in third, and the exclusion strategy, which came in last, as it seems to us:

1. Strengthening transformational and creative leadership at the Institute by training academic and administrative leaders on the principles of strategic thinking associated with the Blue Ocean, contributing to raising organizational readiness.
2. Designing an integrated knowledge management system that enables the exchange of creative expertise across units and departments, in line with Fayol's principles of administrative coordination and integration.
3. Motivating employees to innovate internally through qualitative rewards linked to their contribution to developing new procedures or improving educational services.
4. Reorganizing resources in accordance with the value-for-cost principle underlying the Blue Ocean strategy, reducing unproductive activities and focusing efforts on areas with high creative returns.
5. Enhancing an institutional culture that supports experimentation and change by involving employees in administrative decision-making and managing development initiatives.

Second: Recommendations

In light of the conclusions. The previous findings of the study were formulated a set of recommendations, which it hopes will be the focus of attention (senior and middle management) at the Technical Institute of Karbala, so that it contributes to reaching the best through the use of the blue ocean strategy to influence the improvement of organizational readiness towards creativity and in line with the content of the study. The study is as follows:

1. Empower academic and administrative staff through training programs and workshops that focus on developing creativity and innovation skills and linking them to labour market needs.
2. Strengthen incentive systems at various levels to encourage employees to embrace creative initiatives and contribute to raising their organizational readiness.
3. Expand the academic participation of faculty members and staff in local and international conferences and seminars to exchange experiences and best practices.
4. Develop an institutional culture based on openness, teamwork, and knowledge exchange, supporting the utilization of the latent potential of human capital.
5. Redesign the Institute's strategies to align with Blue Ocean principles, focusing on untapped areas to secure a sustainable competitive advantage.

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Questionnaire appendix

The first variable: Blue Ocean Strategy **1. Exclusion (the company excludes routine procedures)**
The Institute's management periodically reviews investment expenditures in the market.
The Institute's management has complete records of all its necessary and unnecessary resources and work.
The institute's management is eliminating some unnecessary processes to achieve a competitive advantage.
The Institute's management achieves competitive advantage by eliminating everything that is not necessary for production processes.
The Institute's management excludes routine procedures when submitting ineffective systems to the Institute.
2.Reducing costs and increasing profits depends on reducing waste and loss in production requirements and the time allocated to produce them.
The Institute's management is reducing unnecessary activities in the various production stages.
Your institute is distinguished from its peers by reducing all applications to the environment and society.
The institute's management disposes of ideas that are impossible to implement or useless, even if they are economically and technically good.
Gaining students' trust depends on eliminating poor and substandard quality programs.
Reducing costs and increasing profits depends on reducing waste and loss in system production requirements and the time allocated to their production.
3. The principle of increase and improvement is considered a successful policy at the Technical Institute
Improving the quality of services provided to employees and students leads to an increase in their deposits.
Increasing the quality of service provided increases employees' confidence in the institute.
Attracting competent administrative staff and adopting modern technical methods improves the form and quality of the technical institute's services.
The principle of increase and improvement is a successful policy at the institute.
4. Innovation (the Institute's management has the ability to quickly adapt to environmental developments, changes and new situations)
The institute's management uses innovative solutions to problems facing the work environment.
The Institute's management is characterized by its ability to find creative ways to conduct its work.
The work environment at the institute is generally characterized by renewal and innovation.
The Institute's management works to encourage innovation, especially in designing new services.
The Institute's management has the ability to quickly adapt to environmental developments, changes, and new situations.
The Institute's management adopts a policy of providing new ideas and services in line with the needs and desires of society.
The second variable: Organizational readiness, which includes five dimensions, as follows:
1. The organizational structure and culture that supports creativity:
There is a commitment from the directorate's management to innovation and development.
The directorate management gives employees the freedom to carry out the tasks assigned to them.
The directorate's management has organizational flexibility in work.
The Directorate's management follows an open-door policy in communicating with its employees and external parties.
There is integration between the functions in the directorate to accomplish the work.
The directorate's work strategy helps innovate and create a shared vision.
The directorate has a clear approach to solving problems that arise as a result of development within the organization.
The Directorate has a clear approach to solving problems that arise as a result of development within the organization.
2. Leadership and management style that supports creativity
Our directorate's decision makers give their full support to innovation and development processes.
Our management is open to ideas for development.
The leaders in our department provide us with the education, training, and motivation we need.
The directorate management gives employees autonomy.
The directorate's management relies on creativity and innovation to address any work obstacles.

The Directorate's management is working to set a specific timeframe for filling any position (with the aim of benefiting from the various energies)
3. Organizational support for creativity and development
The directorate management encourages employees to come up with creative ideas.
The Directorate's management continuously implements necessary improvements and rewards innovators.
The Directorate's management has a vision for the technologies needed to keep pace with developments in the technological environment that serve its educational goals.
The directorate management enables employees to discuss problems as a team and find new solutions.
4. Creative human capital
I believe that the employees within the directorate have creative knowledge and the ability to bear responsibilities.
I see that employees have the desire to participate in development processes.
I believe that employees have the skills required to contribute to solving problems.
I believe that employees have a desire to learn, train and develop themselves.
The employees of the Directorate are proficient in the tasks assigned to them within their specialization.
5. Orientation towards learning and knowledge management:
There is a clear direction by the directorate's management to motivate employees to acquire knowledge and work to generate and develop it as a general culture.
The Directorate's management provides a suitable environment for the exchange of knowledge and experiences among employees.
The Directorate's management supports employees in learning processes to achieve the best performance assigned to them.