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GRATUATE SCHOOL OF SOCIAL SCINCE

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**THE ROLE OF KNOWLEDGE MANAGEMENT IN  
STRENGTHENING THE STRATEGIC INTELLIGENCE**

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MASTER THESIS

SUPERVISION

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SOSYAL BİLİMLER ENSTİTÜSÜ  
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**STRATEJİK İSTİHBARATIN GÜÇLENDİRİLMESİNDE  
BİLGİ YÖNETİMİNİN ROLÜ**

HAZIRLAYAN

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## **BİLİMSEL ETİK BİLDİRİMİ**

Yüksek Lisans tezi olarak hazırladığım “ The Role Of Knowledge Management In Strengthening The Strateguc Intelligence ” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu. Tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğim, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntılara kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

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This work entitled [**THE ROLE OF KNOWLEDGE MANAGEMENT  
STRENGTHENING THE STRATEGIC INTELLIGENCE**], prepared by [Dlshad Rasool  
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date of [8 / 6 /2017] and accepted by our juror as the Master Degree in the department of  
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**CONFIRMATION**

This thesis has been accepted by the jury determined in the..... / .... / 2017 Session of the  
Board of Directors of the Institute of Sciences of Bingöl University.

Director of the Institute

## ÖNSÖZ

Bu tezde, The Role Of Knowledge Management In Strengthening The Strategic Intelligence konusu incelenmiştir. Böylece, şirketlerin uyguladıkları fiyatlandırma stratejileri, müşterinin dikkatini çekmeye ve ürün satışını artırmaya yardımcı olacaktır.

Bu araştırmayı yazma sürecinde bana maddi ve manevi olarak yardımcı olan aileme çok teşekkür ederim. Ayrıca bana her konuda yardımcı olan değerli danışmanım hocama çok teşekkür ederim. Aynı zamanda Doç.Dr. Abdulvahap BAYDAŞ'ın araştırma projesindeki yönergeleri için, değerli arkadaşım Dr. Halit Mirhan, Dr. Esad Ali ve Kardeşim gibi sevdiğim Hişam beye, Fatoş hanıma teşekkürlerimi sunarım. Ayrıca anketi gerçekleştirirken benden yardım ve desteklerini esirgemeyen tüm çalışanlarımıza minnettarlık duyuyorum.

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## ÖZET

Bu araştırma stratejik istihbaratın güçlendirilmesinde, bilgi yönetiminin rolünü belirlemek amacıyla hazırlanmıştır. Araştırmanın amacına ulaşması için Salahaddin-Erbil Üniversitesi kolej kurullarının üyelerinin analitik incelenme ve teorik literatürle ilgili görüşleri araştırmacı tarafından alınmış ve örneklerle tespit etmeyi amaçlamıştır.

Araştırmanın model yapımı ile ilgili çalışmalar bağımsız değişken bilgi yönetimi tarafından benimsenen değişkenler ve varsayımlar arasındaki ilişkiyi belirlemeyi amaçlamıştır. Araştırmada konu alınan dört değişken şunlardır (bilgi üretimi, bilginin tanısı, bilginin paylaşımı, bilginin uygulanması). Ayrıca üniversitenin stratejik istihbaratı için kabul edilen değişkenler şunlardır: (gelecek için endikasyon göstergesi, ileriye dönük, motivasyon, yaratıcılık) örneklem Salahaddin Üniversitesi’de görev yapan 100 kurul üyesinden oluşmaktadır. Çalışma anketinin yaklaşık 'u, açık samimiyet ve kararlılığın doğrulanması için dağıtılmıştır.

Araştırma verileri SPSS kullanılarak analiz edilmiş ve elde edilen sonuçlar, örnek anketin tüm üyelerinin, üniversite performansının ölçülmesinde bilgi yönetiminin önemi ve araştırma sonuçlarının ışığında, bir dizi öneri ve öneriyi geliştirerek, kuruluşun niteliğine uygun olarak değerlendirilmiştir.

Anahtar Kelimeler: Bilgi Yönetimi, Stratejik İstihbarat, Salahaddin Üniversitesi.

## ABSTRACT

The research aims to determine The role of knowledge management in strengthening the strategic intelligence a sample of Analytical study of the views of members of college boards in the University of Salahaddin - Arbil, and to achieve this goal through a researcher from the theoretical literature and research and studies related to the construction of the scheme shows the hypothetical relationship between the variables, which was adopted by the independent variable knowledge management, distributed four variables are: (knowledge generation, diagnosis of knowledge, sharing of knowledge, the application of knowledge) as well as four variables representing the variables adopted for the strategic intelligence of the university are: (vision for the future by indication prospective, motivation, creativity). The sample consisted of 100 members of college boards in the University of Salahaddin approximately of the community of the study questionnaire was distributed to seek verification of the apparent sincerity and steadfastness. The research data were analyzed using SPSS and the results showed the agreement of all members of the sample survey on the importance of knowledge management in the measurement of university performance, and in light of the results of research by developing a set of recommendations and proposals that are appropriate to the nature of the organization.

**Key Words:** Knowledge Management, Strategic Intelligence, University of Salahaddin.

**List of abbreviation:**

<b>Symbol</b>	<b>Abbreviation</b>
<b>Km</b>	knowledge management
<b>SI</b>	strategic intelligence
<b>SPSS</b>	Statistical Package for the Social Sciences

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# CHAPTER ONE

## 1.1. INTRODUCTION

Knowledge management refers the process collection that rules the creation, utilization and dissemination of knowledge. Knowledge management manage, value and identify items which firms could know or knows experience and skills of archives, people, documents, relations with suppliers, clients and other materials and persons always comprised in electronic databases (Probst, Raub and Romhardt, 2000).

According to Gammelgaard and Ritter (2003) knowledge is the value chains of associated data those insights in working surroundings to assist the resultant performance of businesses. The exact knowledge leads to expand the businesses advantages that are exact activities of working fulfill the needs of customers. Comparatively the inaccurate knowledge may waste the resources that are expenses due to working errors.

Becerra-Fernandez et al (2004) has mentioned that the development of knowledge resources is one from the most essential barriers of knowledge management inside firms. Huge number of knowledge needed careful management of knowledge to share the most effective knowledge that handle with working activities and strategies. Thus Yaghoubi and Maleki (2012) have described that the formatted knowledge management theory referred knowledge management as an extent of practices used in a firm to create, collect, capture, apply and transfer of what people in the firm know and how they know what people in the firm known. Thus the main purpose of knowledge management is to share proper knowledge that extracted from different resources to right individuals at proper time to develop the values of businesses.

This research is made up of the four chapters , the chapter one describes introduction that gives the basic research background and concepts related to the research. The chapter two describes of the review of literature that analyzes several existing work related to select the role of knowledge management in strengthening the strategic intelligence with respect to Salahaddin University, the chapter three describes about the research methodology that explains in detail the research strategy, design, sampling plan, data collection, and analysis and interpretation techniques used in this study , the four chapter describes of the data analysis and interpretation part that analyzes the collected data using several statistical tools in order to test the proposed research hypothesis.

## **1.2. BACKGROUND OF RESEARCH**

The Background of Research describes d Alzoubi and Alnajjar (2010) have mentioned that intellectual capital is the major stone for education firms to acquire a sustainable competitive edge and differentiations these realizations reflect the actual knowledge picture in the process of business as a corporate asset which could make the difference in marketplace. Capitalizing, developing and empowering critical success factors in educational firms will lead towards the ways of enhancing base of knowledge environment which leads for using the opportunities in the sector. Universities must begin forgoing practices towards surviving in nowadays knowledge based competition.

Chaudhary (2005) stated that knowledge management enhances an integrated process for recognizing, capturing, sharing, evaluating and retrieving information assets of an organization. The success of organization in nowadays competitive marketplace relies on knowledge quality which every educational firm can study, modify, build, apply and improve on one side and on the other side how knowledge could be handled effectively. Rangnekar (2001) mention that encouraging staffs to accept, adopt and search best practices through recognizing and evolving model leaders who assist learning at the organizational levels and individual team is important to hit the target. While Pentland (2003) trust that information system can influence the knowledge building critical process and firms by altering the epistemic criteria used in building knowledge and by altering the material content that develops from the process of creation. Carnerio (2000) predicted that the KM is a major tool in competitiveness and innovation. As an outcome of that new insights and mechanisms must be regarded carefully by decision makers and leaders in the firm to construct knowledge firms successfully who can use knowledge accumulated and learned experiences to make a breakthrough in the process of education.

Rowley (2000) stated that educational institutions has often been identified as the major point for different processes of knowledge namely creation of knowledge, learning and dissemination. Effective management of knowledge is of essential significance for developing the efficiency and quality of research and education, for retaining better researchers and staffs, for developing cost efficiency, for evolving new curriculum and for exceeding the limits of space and time permitting for the satisfaction of expectations of student anytime and at anywhere.



Serban and Luan (2002) claimed that universities and colleges occur to share and create knowledge. Managing knowledge in higher education institutions Knowledge generation is critical because of many cultural and bureaucratic which indicate obstacles. There is a lack of social communication which impacts efficiency of the process of communication and the social networks creation and also lack of concern because of disengagement and complacency from the process of learning. Geng et al (2005) stated that in twenty first century the strength of successful university relies on its capability to manage, use and create knowledge in the most efficient way. Knowledge management in higher education is the art of developing value from chosen assets of knowledge which could develop the effectiveness.

According to Hoq and Akter (2012) universities are viewed as hubs of knowledge where different activities are undertaken for the preservation, generation, (application of knowledge) application and diffusion of knowledge. Students, researchers and teachers are essential parts of HE institutions and all of them are employed in above tasks. However from the perspective of knowledge management another set of people are regarded essential for implementing and setting the agenda of knowledge of university. They are the knowledge workers who perform across the workers university community sectors and offers assistance to COP (communities of practice), inter disciplinary and professional teams and individuals seeking to develop their skills of profession.

Debowsky (2006) has stated that universities are complicate HE institutions which carry out a number of activities rather than teaching in classroom. Among these research is the most essential activity which sets universities apart from other HE institutions. Research needs the existence of huge repositories of information and accessibility to offline and online information sources. The knowledge management systems in universities must acquire sufficient measures to enhance sharing and creation of knowledge among researchers as well as non-teaching and teaching staff, patrons, stakeholders and students.

Lang (2001) has mentioned that as far as the knowledge is regarded the main aim of universities is to have a clear understanding of desirable strategic knowledge and such knowledge sources in the community. A firm targeting to evolve a base of knowledge first requires to recognize knowledge sources feasible and then to manage and capture these resources appropriately. Although the acquired knowledge by researchers and teachers are captured regularly by books, compilations, scholarly journals, etc. this knowledge generally

remains distributed without essential correlations and links made among them. This is the task of knowledge management team to set up these correlations and links and handle the knowledge in a coherent way.

According to Hazeri and Sarafzade (2007) universities are the major centers for leveraging and Sharing of knowledge. Through the use of knowledge management universities must be capable to carry out much efficiently by spreading knowledge among cultures and extending the teaching and learning process to global universities. Therefore Loh et al (2003) has stated that universities required setting up what knowledge management is and arrange it into classifications so that they can acquire a conceptual understanding and prepare proper context for creation of software concepts. Due to the existence Diagnosis of knowledge in the sector of education several universities are viewing into the possibility of using corporate knowledge management systems.

Cranfield and Taylor (2008) has stated that in this case there are certain factors which influence the success of knowledge management in a university namely the academic staff's nature, leadership, taxonomy for knowledge management application within university, structure of management and university history. Hijazi and Kelly (2003) claim that knowledge management can help to solve issues between a university and industry such as arrange information technology with social dealings and networks, assist and motivate the use of knowledge management, permit transfer of knowledge across varied tasks, apply knowledge to management of workers and practice tacit knowledge within their environment.

King et al (2002) has stated that universities must have essential consideration for sharing knowledge to accomplish effectiveness in knowledge management. Efficient knowledge management is at the heart of the life of organization. For universities knowledge management is the core of their occurrence. Knowledge is shared not only with society and students but it is also shared between faculty professors and in collaboration with external firms. Barbara Friehs (2000) stated certain assignments for efficient knowledge management namely:

- 1) Codify new knowledge;
- 2) Mobilize the hidden tacit/implicit knowledge;
- 3) Create new knowledge;
- 4) Recognize the missing knowledge;
- 5) Reflect and estimate processes of learning;

- 6) Make knowledge much usable and accessible
- 7) Create culture of knowledge sharing to learn and experiment; and
- 8) Combine knowledge from firm and make it available to all.

Knowledge management supports educational institutions to develop their ability of sharing and collecting knowledge and information and use these to problem solving and assist the continual and research development of their work. Amato and Shin (2004) has mentioned that knowledge management of the educational institution must comprise and reflect information at entire levels initiating from management to student level to develop employees professional knowledge, to accomplish students and teachers quality. Knowledge management provides much efficient way to transfer effective models, methods, practice and ideas in creating network as an interaction field that will offer circulation of them as well as underpin development and innovation. The exchange of knowledge and information in network like transfer and better practice.

Zheng meetings, mutual newsletters, seminars, symposiums and conferences can serve as a tool for idea and knowledge et al (2010) has mentioned that there are several methods, system and techniques of knowledge management were evolved to assist the activities of knowledge management inside working surroundings. However the implementation of knowledge management may not be effective or may fail due to weakness of implementation success factors of knowledge management in working surrounding such as organizational culture and information technology infrastructure.

The implementation of knowledge management influenced by different factors manages the accomplishment of objectives of organization of knowledge management adoption. Mohamad et al (2013) has mentioned that the knowledge management implementation in HE institutions that is universities is essential. The universities are regarded as the major source of preparing skills of human to assist the firm in different fields. The concern of universities about developing the knowledge and skills of PG and UG students is to assure effective results of the process of learning. Kidwell et al (2000) has described that the classrooms are the base of knowledge transfer from professors to students and staffs liable about appropriate accurate materials using several sources of knowledge. The materials and processes of learning reflect the planning and strategies of university. The staffs indicate major component of exact knowledge to evolve the skills of students and assure the strategies

of university learning and the universities also assists professor's knowledge through exact sources of explicit knowledge.

Tadros et al (2013) has mentioned that knowledge management system is rapidly becoming a major factor of success for several universities. Using an incentives system to motivate professors to use their expertise, knowledge and involve with each other's. In the university the knowledge organizational structure must be flexible and their ability must be to match with the use of renewable knowledge and the university must also enhance sharing and exchange of knowledge among entire employees at the college. Alzoubi and Alnajjar (2010) have mentioned that proper strategy of knowledge management must be adapted by universities and committed by top management.

Salahaddin University must develop the applications and strength of pillars of knowledge management. Thus it can be inferred that university must provide effective surroundings to adopt the knowledge management systems to enhance strategic intelligence successfully. Strategic intelligence relates both to the collection, preparing, investigation, and dispersal of intelligence that is required for shaping arrangement and military arrangements at the national and global level and to qualities that prepare pioneers to be viable strategists.

Key intelligence relates to the accompanying arrangement of capacities that, as per Michael Maccoby, portray probably the most fruitful pioneers in business and government:

Foresight, the capacity to comprehend patterns that present dangers or open doors for an association;

Visioning, the capacity to conceptualize a perfect future state in light of foreknowledge and make a procedure to connect with others to actualize it;

System considering, the capacity to see, blend, and incorporate components that capacity all in all to accomplish a typical reason.

Motivating, the capacity to persuade distinctive individuals to cooperate to actualize a dream. Understanding what rouses individuals is based upon another capacity, identity intelligence.

Partnering, the capacity to create key collusions with people, gatherings and associations. This quality additionally relies on upon identity intelligence.

In "Transforming Health Care Leadership, A Systems Guide to Improve Patient Care, Decrease Costs, and Improve Population Health," Jossey Bass, 2013, Maccoby and his co-authors Clifford L. Norman, C. Jane Norman, and Richard Margolies apply strategic

intelligence to health care leadership and add to strategic intelligence leadership philosophy and W. Edwards Deming's four elements of "profound Knowledge": understanding variation, systems thinking, understanding personality, and understanding knowledge creation. The concept is further developed and applied in Michael Maccoby, "Strategic Intelligence, Conceptual Tools for Leading Change," Oxford University Press, 2015.

### **1.3 PROBLEM IDENTIFIED**

In this extremely competitive market, industries are struggling to fight and survive. One of the techniques or strategies intelligence adopted in such industries is University of Salahaddin with the support of KM. Efficient KM is believed to assist Ministry of Higher Education to accomplish sustainable viable benefits by properly adopting existing base for knowledge. Advantages of KM are seen in most of the MHR. Ford instrument are perfect examples; through efficient KM they have saved countless million dollars. At the same time, it is not that much easy to adopt KM and SI as mentioned by Halawi et al, 2008. It was accounted that 70 per cent of the reviewed KM failed. In spite of the high chance or number of failure, KM were utilized and measured significant in few industries (Alton and Chua, 2007). Therefore this research intends to focus on investigating in detail about the role of knowledge management in strengthening the strategic intelligence with specific reference to Salahaddin University.

### **1.4 AIMS AND OBJECTIVES OF THE STUDY**

#### **1.4.1. Aim**

The main aim of the research is the role of knowledge management in order to drive the strengthening the strategic intelligence Salahaddin university between colleges.

#### **1.4.2. Objectives**

Following are the objectives of the study

1. The need of this research is the role knowledge management with respect to Salahaddin University, colleges.

2. To develop a conceptual framework to role knowledge management depend on SI Salahaddin University, colleges.
3. The strengthening the strategic intelligence with respect to Salahaddin University, colleges.

To provide various strategies adopted for the role of knowledge management in strengthening the strategic intelligence with specific reference to Salahaddin University.

## **1.5 RESEARCH QUESTIONS**

The research questions of the study are:

- 1) What is the need for the role of knowledge management with respect to Salahaddin University?
- 2) How to adopt knowledge management to drive the SI with respect to Salahaddin University?
- 3) What are the various strategies to be adopted for the role knowledge management in order to drive the SI with specific reference to Salahaddin University?

## **1.6 Limitations of the Study**

The limitations of the research are as follows:

1. Findings of the research is limited to Salahaddin university alone
2. This research focuses only on the role knowledge management with respect to
3. to carry out Salahaddin university
4. A finding of the study completely concentrates on the role of knowledge management to drive the SI with respect to Salahaddin University. Due to time concerns, only restricted numbers of participants are involved the primary data of investigation.

## **1.7 Structure of the Thesis**

This thesis is made up of the following 4 chapters:

- i. **Chapter 1:** This is the introduction chapter that gives the basic research background and concepts related to the research.

ii. **Chapter 2:** This chapter is the review of literature that analyzes several existing work related to select the role of knowledge management in strengthening the strategic intelligence with respect to Salahaddin University

iii. **Chapter 3:** This chapter describes about the research methodology that explains in detail the research strategy, design, sampling plan, data collection, and analysis and interpretation techniques used in this study .

iv. **Chapter 4:** This chapter discusses the data analysis and interpretation part that analyzes the collected data using several statistical tools in order to test the proposed research hypothesis.

In addition to that, this thesis has bibliography containing the sources that were used in collecting secondary data in the research and an appendix that has tools like questionnaires that were used in the gathering primary data for the research.

## **CHAPTER TWO: LITERRATURE REVIRE**

### **2.1 INTRODUCTION**

This chapter reviews the related literature on The role of knowledge management in strengthening the strategic intelligence. This chapter examines the different aspects of KM activities in the development of SU and come up with a conceptual framework with the context of the KM and SI. Knowledge is nothing but information incorporated with understanding and capability. The deployment of Knowledge Management was the creation, sharing and transfer of knowledge. KM is considered to be a class of systems associated to the data or information adopted to control the knowledge in the universities or organizations.

### **2.2 MEANING AND DEFINITION OF KNOWLEDGE MANAGEMENT**

Knowledge management can be analyzed from various perceptions. For example, a knowledge management is considered to be an ICT platform (information and communications technology - or technologies) or of an application system which incorporates and combines functions for the contextualized usage of the tacit and explicit knowledge, the element of the organization or throughout the organization which is focused by a KM proposal (Maier, 2013). KM which maintains networks of knowledge employees in the construction, capturing, assortment, conception, identification, achievement, estimation, connection, structuring, hallucination, formalization, preservation, allocation, maintenance, accessing, modification, search, progression and most importantly the application of knowledge the target of which is to support the dynamics of organizational efficiency and organizational effectiveness and organizational learning.

The significant challenge in knowledge management is how to build strategic planning for an organization's structure, strategy and systems the firm or organization could utilize what it knows to adapt and innovate. Knowledge management can be defined as a management practice which utilizes a firm or an organization's intellectual assets to attain its goals, objectives and the organizational mission (Wallace, 2007). Knowledge management can be defined differently as the methods or processes essential to codify, confine and transfer the knowledge across the firm or organization to attain competitive benefit. KM is considered to be a management restraint which searches to develop the organizational knowledge



dispensation. Knowledge Management engages a series of processes incorporating sharing, creating, storing, integrating and reusing knowledge.

### **2.3 MEANING AND DEFINITION OF STRATEGIC INTELLIGENCE:**

The author emphasizes the importance of the development of “personality intelligence (heart)” and “strategic intelligence (head)” in today’s leaders. Personality intelligence includes emotional intelligence, understanding personality, a “heart that listens” and self-understanding. Strategic intelligence includes foresight, systems thinking, visioning an ideal future, motivating others and partnering. He reminds the reader that the heart is a muscle and muscles require “painful exercise” to be strong.

Narcissistic: The Leaders We Need weaves a deep understanding of psychology through the concept of “social character”, the emotional attitudes and values developed within a cultural context. By focusing his analysis first on the changes in the social character of followers, he makes a strong case that effective organizations need a combination of leadership types: transformational visionaries, operational obsessives, and trust-creating bridge builders (Maccoby, 2007).

The more the success of organizations depends on people working together and sharing a common purpose, the more would-be leaders have focused on the human side. One result has been a confusing flood of books and articles offering formulas for effective leadership.

Among the most popular is the idea that effective leaders have something called (motivation) emotional intelligence? This includes qualities or competencies such as empathy and sensitivity to people’s feelings. If they want to criticize someone, managers with emotional intelligence do it privately. They are self-aware and able to control their impatience or anger so they don’t short-circuit conversation. While it is obvious that managers with these qualities can improve teamwork, some of the most successful technology leaders score very low on emotional intelligence.

Undoubtedly the people they work with would be happier if these leaders developed their emotional intelligence. But the reason they have done so well without it is that what they do have in abundance is a different kind of intelligence which has not been described by

psychologists. It could be called strategic intelligence. Based on the research experience with successful leaders, the researcher observed five interrelated elements or competencies that make up strategic intelligence. These are foresight, systems thinking, visioning, motivating, and partnering (Goleman, Boyatzis and McKee, 2013).

Visioning means using foresight and systems thinking to design an ideal. Visioning is not only a matter of riding a wave to the future, but also of directing its course. Some technical people are good at envisioning mechanical systems but not social systems. The latter are more complex. They are much harder to control because you can't design-in the behavior of individuals. Some visionary CEOs have foundered because they failed to understand how people would behave within the system they have created. This seems to be the case of Jürgen Schrempp, the embattled CEO of DaimlerChrysler. Despite disappointing financial results, he maintains that his vision is fine; he blames his subordinates for not implementing it. In contrast, a CEO with developed visioning ability, like Jack Welch of GE, focuses not only on the business vision but also on how a complex social system can be directed to a common purpose, such as being number one or two within a market. System thinkers simplify, clarify and communicate well, because they focus on the essentials.

Complexity theory suggests that complex self-organizing systems functioning at the edge of chaos are adaptive and successful only when all members internalize the same operating principles. When a decision is demanded, people don't need to be told what to do—they act according to the principles. These might call for bringing people together from all relevant disciplines to solve a product problem (Boyatzis, et al., 2013).

Motivating is the ability to get people to embrace a common purpose, to implement a vision. This involves a kind of listening, to learn what moves people. But this listening is not necessarily done with empathy. In fact, empathy can conflict with making tough decisions that hurt individuals but benefit the organization. Leaders who motivate are able to communicate in a way that inspires people. There is often an aesthetic element to their visions. They not only communicate information, but also a sense of meaning that inspires people to follow, even to sacrifice in terms of hard work, long hours and deferred rewards. Think of Steve Jobs offering young programmers the chance to be part of a team creating something that is “insanely great.” Or Bill Gates leading a mission to change the world and build a business engine while holding out stock options that promise financial independence.

These leaders have the same kind of strategic intelligence as the cathedral builders of the Middle Ages or military conquerors like Alexander the Great (Spinath, et al., 2010).

Earlier studies have indicated intelligence (narrowly defined as intelligence quotient) as the key factor influencing academic achievement (Douglas, 2006). It was believed that high Intelligence Quotient or strong scientific mind is the main measure of academic success (Abi-Samra, 2000). This belief had implications for curriculum design, teaching, and examining and research efforts. Literatures show that, for many years, the study of intelligence, as a predictor of success, focused mainly on the adaptive use of cognition (Piaget, 1972). Also our classrooms tend to be dominated by approaches that emphasize principles, facts, theories, generalization, and memorization associated with narrow specialization at the expense of generic skills, which promote originality, and social skills such as creativity and emotional intelligence (Gardner, 1983). However, theories like the Multiple Intelligences theory (Gardner, 1983): the Emotional Intelligence theory (Goleman, 1995: Mayer, Casino and Salovey, 1999): Triavehic theory (Sternberg, 1985) now suggest that success depend on several intelligences. Sternberg (1985), for instance, proposes that intelligence consists of three main parts:

[a] Analytical intelligence (reasoning and processing of information or I.Q) which is the cognitive or intellectual element

[b] Creative intelligence (creativity), which is a non-cognitive/intellective element.

[c] Practical intelligence (day-to-day interpersonal relationship such as in the concept of emotional intelligence) - a non-cognitive/intellective element.

The inference of relevance to this study from the above is that, the three: though distinguishable components of intelligence are interrelated and together (not just I.Q.) affect academic achievement. Schutte and collaborators (1998) emphasized that, even though emotions are at the core of Salovey and Mayer (1990) model, it encompasses social and cognitive function. Cooper and Sawaf (1997) model of emotional intelligence (E.I) contains “emotional alchemy” which includes the ability to spark creativity. One of the conclusions reached in the Barton.(reasoning capacity) together with the personality factors predicted achievement in all areas. Such conclusions, according to Abi-Samra (2000) have led to the

shift of the center of research concern to whole-child (Learner), not only the reasoning capacities, but also creativity, emotional intelligence and interpersonal skills in accounting for child academic success.

All even more immediate concern in this study is that, in the last ten years, attention has further shifted to generic skills like creativity and emotional intelligence, believed to be better predictors of success (Obanya. 2003). In fact, many studies (Goleman. 1995: Hemphill, 2004: Salovey and Mayer, 1990) are now pointing to the fact that creativity and emotional intelligence promote success more than the general intelligence. Goleman, (1995) argued that I.Q contributes only about 20% of life success. This implies that the remaining 80% of such success is accounted for by other aspects of intelligence as personality traits (E.I and Creativity).

This suggests that E.I and creativity can be good predictors of academic achievement and if taught and or enhanced could positively affect academic achievement in our schools. However, the simplicity of this suggestion is complicated by the problem of the appropriateness (explicitly) of the construct and context of the concepts under investigation. What is the definition of the creativity and or emotional intelligence, which influence academic achievement, and in what context? For example, O'Hara and Sternberg (1999) opined that creativity and intelligence are outcomes of the same cognitive process. To him this process is called creativity when it produces something novel. However, Barron and Guilford (1996) and Wallach and Kogan (1998) reported that correlations between intelligence, (narrowly defined as I.Q) and creativity are low enough to treat them as distinct concepts. He however found that even this low correlation is non-existence in people with I.Qs over 120.

Creativity is fundamental to self-reliance, the more self-reliant a person becomes, the better the quality of his/her life, family, community and society at large. Creativity enables human beings to get the most out of life experiences and resources. Creativity produces actionable ideas, new concepts, new designs and new opportunities while innovation adds values to the new products. According to Akinboye (2003) without creativity, a person is not able to access the fullness of information and resources available but is locked up in old habits, structures, patterns, concepts and perceptions. This is why creativity, generative perception, constructive and design thinking plus innovation should form the basis of any

education for sustainable development. Sternberg and Lubart (1996) described creativity as the confluence of intellectual activity, knowledge, motivation, thinking styles, personality and environment. Contrary to findings in this study, creativity should be related to intellectual activity and knowledge. The problem with our educational system is that students are not taught in a way that enhances creative thinking and the assessment procedures do not reward creativity

## **2.4 Role for effective knowledge management in Universities**

In an increasingly unstable world, organizational performance could be developed frequently by the utilization of new knowledge. The survival of the firms or organizations in confused situations will be greater among those that develop innovation to maintain performance. The purpose of this study is to investigate the validity of this perspective in connection to the Salahadin University by analyzing the knowledge management and innovation knowledge generation, diagnosis of knowledge, application of knowledge, sharing of knowledge practices in such institutions (Chaston, 2012). In an increasingly unpredictable and complex world, recently employed senior managers are not able to satisfy their role in certifying the performance goals and objectives are being faced except systems survive in the organization which allows the formation and transfer of knowledge.

The survival of effective and efficient knowledge management has developed into a crucial factor or issue in establishing organizational IS. It can be concluded that wherever new knowledge is needed, the higher is the need for efficient and effective information consumption in the organization. The need for new data or information is greatly important within knowledge-intensive areas. The effectiveness and efficiency of knowledge management is reliant upon the readiness of employees and managers to work together, sharing input knowledge of mutual advantage. Communication focused at offering and obtaining knowledge is normally escorted by greater organizational objective. Difficulties in implementing knowledge management are normally people related.

The most basic difference of knowledge management is between explicit and tacit knowledge. Under 'Refinement', it is recommended that implicit or tacit knowledge should be codified, explicated and organized into a suitable format and estimated in accordance with a

set of criteria for enclosure into the organization's official memory (King, 2009). Certainly, explicit knowledge requires only to be arranged estimated, and selected.

Knowledge is said to be a merge of insights, proficiency, experience, perception, decision which survive in the psyche of the knower, whereas Knowledge management is the way of creating, obtaining, sharing, capturing and utilizing knowledge to develop learning, performance and implementation in an organization. Establishment of knowledge management is all about, having knowledge gaining activities which assist continuous achievement of knowledge. Knowledge has been declared a fundamental strategic source for developing an organization's aggressiveness as knowledge is valuable, complicated to replicate and rare.

Hence, there is need to have the processes and strategies which will guarantee the employees leaving the universities do not go with difficult and rare to reproduce knowledge. Accordingly, business executives must have strategies to protect loss of very important knowledge particularly when the employees retire or depart (Cheruiyot, 2012). The purpose of this study was to bring into light the need to improve knowledge management as additional assess of the organizational success, sustainability and stability, outside the normal measures which incorporate financial statement analysis like loss and profit accounts and balance sheets. Hence, KM is an approach in which modern day organizations need to hold and accept because it has immense potential.

Universities do have a considerable level of activities of knowledge management, and it is necessary to identify these, and utilize them as establishments for supplementary development, more willingly than to create a whole new concept (Rowley, 2000). A sequence of dissimilar knowledge based activities is not satisfactory. Universities and the staff members should identify and react to the changing role in a knowledgeable society. Universities need to be unambiguously and deliberately organizing and controlling the processes related with the formation of their knowledge resources, and to recognize the value of their intellectual capital to their progressing role in the society, and in a broader universal marketplace for higher education.

A university atmosphere appears to be by its temperament particularly appropriate for the function of knowledge management methods and principles. In the present scenario, many

organizations began to introduce the knowledge management principles, tools or methods. To do this, it is very much true with the corporations, improving the corporate memories and knowledge repositories or and building a loyal culture. On the other hand, an interesting kind of organizations, that are appropriate for introducing knowledge management methods and approaches, appears to be universities (Mikulecká, et al, 2000). A university atmosphere appears to be by its temperament particularly appropriate for the function of knowledge management methods and principles. The main reasons are:

- Universities normally band a modern information communications.
- In general, to share the knowledge with others is very essential for the teachers and professors;
- to obtain knowledge from available sources as fast as achievable is a natural aspiration of students;
- There is normally a faithful environment at universities, no one is wavering nor being anxious of publishing or if not disseminating the knowledge.

As modern universities and organizations have a lot of activities on the arena of “educational market”, any process or method of improving the competitive benefit may be interesting and very useful for them to get success. Knowledge management appears in this direction to be one of recent escorting technologies. There are three fundamental promises how universities could develop the knowledge management principles and ideas. They are:

- To educate them in a proper study program;
- To utilize it for its management assessment support, in order to improve the internal document management and operation, to improve the level of knowledge dissemination and information etc.;
- To make use of it in the educational process itself for a qualitative change.

Each and every academic institution contributes to performance through knowledge. The produced knowledge and information is to be gathered at innermost and vital place and distributed among the society for advance growth. Knowledge management is a recent immerging field in the educational environment (Dhamdhere, 2015). Several upcoming seminars and conferences at International and national level are on Knowledge Management. Several International Universities are vigorously participating in Knowledge Management related activities and performing research. In Education field, it is becoming popular now,

because of the need to reveal the intellectual power existing in institution for sharing the experiences among them. It has enormous potential and must have an even and equal greater importance in the education area. Knowledge fabricates on knowledge and precedent events assists in creating new knowledge.

## **2.5 THE BEST PRACTICES TO BE ADOPTED BY UNIVERSITIES FOR EFFECTIVE ROLE OF KNOWLEDGE MANAGEMENT TO ENHANCE THE STRATEGIC INTELLIGENCE**

Mohayidin et al (2007) conducted a study on the application of knowledge management in enhancing the performance of Malaysian universities. The aspirations of government of making Malaysia a major global center of education in the region of Asia has put a strong pressure on local universities to develop education quality they provide. One of the main steps that have been recognized by government to accomplish this goal is to develop the local universities performance through the implementation and application of outstanding system of knowledge management. An efficient knowledge management needs each academicians to practice proper knowledge management in her or his learning and teaching activities which involves acquiring, generating, disseminating and storing knowledge efficiently to knowledge users particularly students.

According to study of CADe (Centre for Academic Development) of Putra Malaysia University in 2005 predicted that the knowledge management practices level in Malaysian universities were moderate and to meet global aspirations the practices of knowledge management required to be evolved further from different perspectives of facilities, culture and structure among academic players. The main aim of the study is to estimate the practice level among academicians to decide factors contributing to knowledge management practices effectiveness at individual, university and faculty level. The outcomes represent that info structure assistance, capacity of infrastructure, acquisition of knowledge and info-culture, generation, dissemination and storage are essential factors in shaping the initiatives of knowledge management. This is consistent with other studies which ensure that cultural issues and people are the most difficult issues to resolve but tend to generate the greatest advantages.

Chaston (2012) proposed a study on KM and open innovation in 2<sup>nd</sup> tier United Kingdom universities. The main objective of this study is to investigate the second tier United



Kingdom universities performance in relation to efficiency of their KM and participation in open innovation. The data were obtained using academic staff's mail survey in social science and faculties of business in second tier institution. The outcomes represent that some major role the efficiency of KM. A university employed in open innovation seems to have developed much efficient systems. It is inferred that universities seeking to survive in face of spending reduction of government could advantage from optimizing the efficiency of their KM and providing huge emphasis to new knowledge acquisition by describing open innovation.

Hoq and Akter (2012) have mentioned in their study that knowledge management has been regarded as one of the essential growth in fields of management science and information studies in present decades. By organizing, capturing, sharing and documenting knowledge of organization, knowledge management supports nowadays complex organization to make good decisions and solve their issues efficiently. As greater learning centers, universities must enhance infrastructure of information and make a favorable surrounding where non-teaching and teaching staff, researchers, students, stakeholders and patrons can take part in different activities of knowledge management. The knowledge workers role is very essential in universities. By advocating knowledge use and discovery, knowledge staffs can bring alterations in organizational cultures of university and individual behaviors associated to knowledge. Universities can play an essential role in enhancing unhindered growth of a knowledge based society by hiring competent and skilled workers and enhancing them to handle the assets of knowledge efficiently.

Sinha, Arora and Mishra (2012) conducted a study on a framework for a KM platform in HE institutions. Efficient implementation of KM is regarded as highly essential and facilitating organization to acquire a competitive benefit. The educational institutes are not behind they have also realized that knowledge is a driving force for innovation and change in organization which is a tool of survival in nowadays dynamic surroundings. As an outcome educational institutions are practicing radical alterations and are at different stages of planning and implementing strategies based on knowledge in effort to develop their SI, competitiveness, better eservice and effectiveness of organization to the nation by generating professional leaders for future.

However the initiatives of knowledge management are both risky and costly propositions. The resources of finance put a limitation on what can be extended on activities of knowledge. This necessitates a re-look at initiatives of knowledge management in institutions of education. This study provides a structure which can be adopted for enhancing a platform of knowledge management in HE institutions. It lists the practices to implement a solution or portal of knowledge management and argues the sub divisions of portal which can provide to stakeholders needs of an academic institution. It also argues the factors impacting the knowledge management initiatives success in a HE institution which support them to differentiate themselves in academic sector.

According to the study of Hameed and Badii (2012) knowledge management offers link between areas such as leadership, IT, organizational strategy and behavior which are essential in education sector. Knowledge management is concerned with making proper knowledge feasible to proper processor such as computer or human at proper time in right presentation for right cost. The purpose of the present research is to recognize how efficient KM is in HE institutions (Salahadin University).

Most higher education institutions do not have an appropriate knowledge management strategy in place. Higher education institutions in Pakistan must implement and formulate appropriate strategy of knowledge management which must recognize knowledge sources, users, storage and processes strategy. This study indicates the major principles and factors needed and desired for successful implementation of KM in HE institutions. The outcome results clearly denote non-existence of knowledge management infrastructure in higher education institutions. For efficient implementation of knowledge management such infrastructures must be set up in higher education institutions in the form of knowledge management department and information officer/chief knowledge.

Based on the findings of survey on knowledge management factors application/themes in higher education institutions, significance of different knowledge management factors and impediments to implementation of knowledge management several suggestions are provided to develop the effectiveness of knowledge management practices in higher education institutions for increase in the process of learning. Thus it can be inferred that activities of learning are needed to be set up and organized in higher education

institutions to develop the effectiveness of knowledge management practices and develop the process of learning.

Mosivand and Amraei (2014) proposed a study on the effect of knowledge management initiatives on productivity Payme Noor Hamedan university personnel. The development based on knowledge is of huge significance for professionals to finish such a term is known. The development based on knowledge, the economy engine, production and science of knowledge, create wealth and value in society is developing. On the other side nowadays as the rapid means of transferring great value information in enhancing the pace of advancement in varied fields of cultural, economic, community and social plays. Now to reconstruct the economy, resulting in developed productivity is the major firms and universities and agencies in economy of network are. It is clear that workers have the knowledge since they are the most essential investment which they can have an essential role in developing productivity.

This study investigates the influence of initiatives of knowledge management to develop the productivity of staff. According to the survey outcomes between strategy elements, IT, transfer of knowledge, productivity and process creation there was no relationship. The only factor in developing personnel productivity, corporate culture and structure of organization involve HRM (Human resource management). Thus it can be inferred that knowledge management has been efficient in developing productivity. It is suggested that firms offers essential conditions for knowledge management implementation.

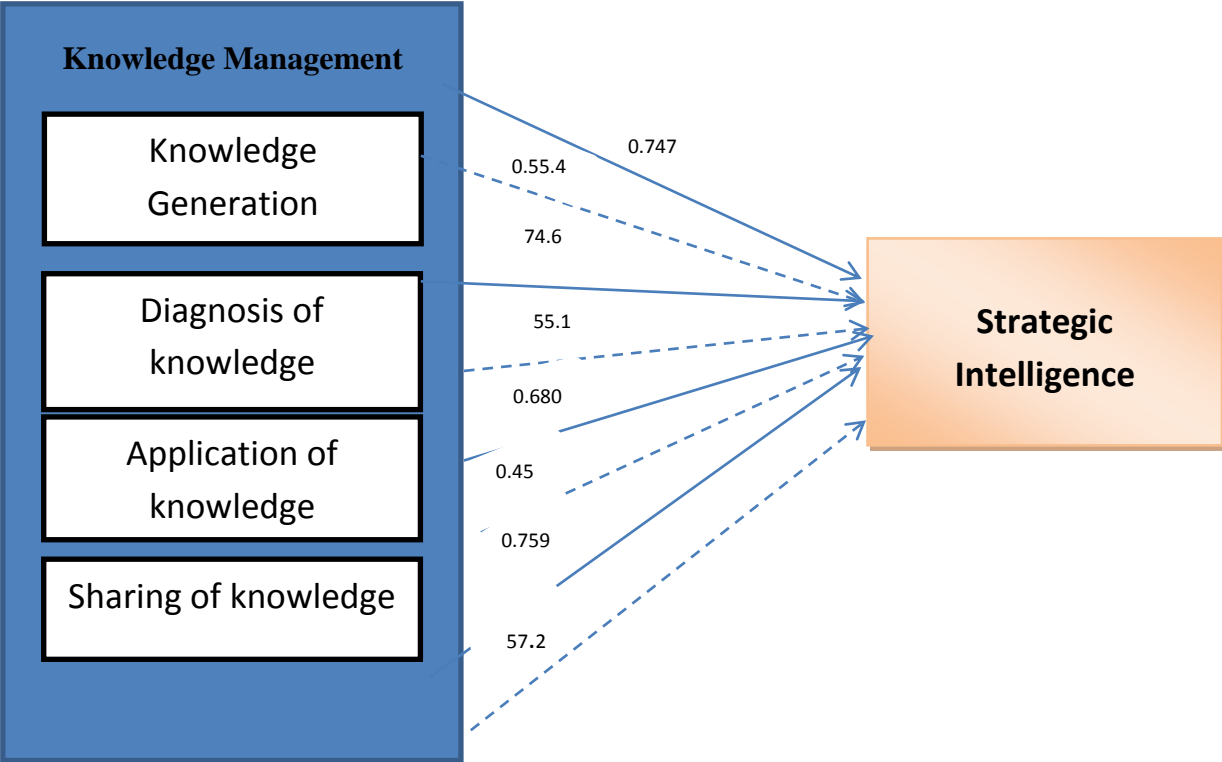
In the study of Nawaz and Gomes (2014) HE are involved highly in knowledge however they are acquiring the liability of knowledge sharing, creation, dissemination, transferring, reuse, learning and storing. The main aim of this study is to examine how knowledge is handled and helpful in HE institutions. In this study two models have been learnt that is innovation knowledge and strategic knowledge. Innovation knowledge explains the general knowledge source is strategic knowledge whereas strategic knowledge is the general knowledge source is explicit and tacit.

These two conceptual models of innovation knowledge and strategic knowledge are compared. These differences will be made by handling the usefulness of KM in HE institutions. This study emphasizes on how KM add value to HE institutions. Thus HE institutions must recognize the dimensions of knowledge required to offer quality programs

based on research that evolve students into knowledge staffs. The main aim of Jamil and Lodhi (2015) study is to investigate the knowledge management practices role in developing universities performance particularly in Pakistan context. This study estimates the technology’s moderating role in framework of knowledge management. Furthermore it depended on research and development, industry linkages and employee commitment to build the performance of universities. The outcomes showed that the process of knowledge management and infrastructure of knowledge management are essential predictors of universities performance. It was also predicted that technology moderates the relation of dimensions of knowledge management and performance of universities. The study highlighted that with proper attention towards infrastructure of knowledge management, the technology and process of knowledge management, universities can perform better than their rivalries. This study not only offers an empirical structure on the practices of knowledge management in a developing economy but also a knowledge source showing the most essential factors in developing the performance of universities.

**2.6 Conceptual Framework**

Figure 1: Conceptual Framework



Source: Author

Figure 1 illustrates the conceptual framework to the role of knowledge management in strengthening the strategic intelligence. Variables for effective knowledge management system are information quality, management support, system quality, organizational readiness and service quality.

Rivière and Khorramshahgol (2004) have stated that the most essential consideration for knowledge management is information quality. Poor quality of information has been and still is a major issue for business managers and decision makers and it has a huge influence on bottom line of any organization. Additionally processes must be set up for quality information to assure consistency and integrity of knowledge presentation and knowledge. This applies to both knowledge/information that enters into knowledge management from different sources and knowledge generated by applying techniques of knowledge discovery or repositories of knowledge. Another essential factor to ensure quality of information is users. The users of a knowledge management must be involved in deciding what moves into the knowledge management, what output is anticipated from it and what will be a context based format for presenting knowledge and information.

Du Plessis (2006) has stated that top management support is important for successful management of knowledge. A leader has to share a vision on management of knowledge and offers such a program with ongoing assistance. A leader has to be briefed continually on the program of knowledge management and what it entails and how it is going to accomplish the vision of knowledge management. The top management role is essential. The support of top management of knowledge management will enhance the message that knowledge management is related to execution of organizational strategy. It is essential to assure that top management perceives what knowledge management is about and what advantages it will provide to the firm. Top management support must initiate a program of knowledge management realizing completely what they are asking for and what it will entail. Meir (2009) has mentioned that the top management support contributes to legitimacy of knowledge management initiatives. Legitimization represents the employee's specific beliefs and activities validation in a firm. As an essential sign from executives, top management support is essential to assure employees about the legitimacy of organization of beliefs and activities. Therefore top management support for initiatives of knowledge management will motivate adoption of employees and commitment to initiatives.

Alavi and Leidner (2001) have mentioned that system quality is the speed, ease, effectiveness and completeness of upload/storage function of knowledge management system. As for knowledge codification and sharing it is essential to have a knowledge management's system structure that enhances easier and rapid codification of knowledge. Advanced retrieval and storage components can efficiently develop the memory of organization, repository knowledge management system. Al-Busadi et al (2007) predicted that system quality in terms of speed, integration and use is essential for behavior of knowledge sharing. Thus greater system quality enhances knowledge sharing to repository knowledge management systems.

According to Mohd Zin and Egbu (2010) a common small sightedness for implementation of knowledge management is the readiness level in firms to adopt the strategies of knowledge management. The implementation risk of knowledge management can be reduced if a firm is ready to implement knowledge management thus an assessment is required to figure out the readiness level in firm for implementation of knowledge management, The assessment of the readiness level of organization could serve as a guide to leaders as they implement and plan initiatives of knowledge management. Wei et al (2009) targeted to assess the readiness of organization for knowledge management through perceived importance level and actual implementation of certain success factors of knowledge management, process of knowledge management and strategies of knowledge management but the study estimates the impact of those factors on performance of organization.

According to DeLone and Mclean (2003) service quality includes the quality of information system worker assistance to end users system. It is assessed by 5 indicators namely responsiveness, reliability, empathy, training and assurance. Users of any system have same criteria for estimating quality service. The effectiveness measurement is undermined by avoiding quality service. For efficient knowledge management system deployment, the quality service is essential. Responsive, reliable, available and understandable IT support worker is important to encourage users of knowledge management system. Also training is required to develop the information system success (Turban et al, 2001).

Thus it can be concluded that implementing the knowledge management strategy is not only demanding similarly it is also riskier if organizations do not make the significance of

knowledge and what they own. Therefore it is essential to perceive the knowledge role to deploy in the firm successfully. It is examined that to support decision makers for making proper decisions, data has to be free of mistakes, include entire details required or accurate, complete, provided in same way and so on

## **2.7 HYPOTHESIS**

The following hypotheses of the research are to be proposed and tested based on the above framework in order to for role of knowledge management to enhance the strategic intelligence in Salahadin University:

With specific reference to university

The first hypothesis:

There are significant differences between knowledge management and strategic intelligence community, and the dimensions of knowledge management and strategic intelligence relationship appear individually, as shown by the study at the University of Salahuddin, and it is divided to the following assumptions:

1. There is statistically significant relation between the dimension of knowledge generation and strategic intelligence in the faculties of the University of Salahuddin.
2. There is a statistically significant relation between knowledge diagnosis dimension and strategic intelligence in the faculties of the University of Salahuddin.
3. There is statistically significant relation between the dimension of the strategic application of knowledge and intelligence in the faculties of the University of Salahuddin.
4. There is statistically significant relation between the dimension of knowledge sharing and strategic intelligence in the faculties of the University of Salahuddin.

The second hypothesis:

There is statistically significant relation between management knowledge and strategic intelligence community, and the dimensions of knowledge management and strategic intelligence in the individual colleges at Salahaddin University, and it is divided to the following assumptions:

1. There is statistically significant relation between the dimension of knowledge generation and strategic intelligence in the faculties of the University of Salahuddin.

2. There is statistically significant relation between the diagnosis of knowledge and strategic intelligence in the faculties of the University of Salahuddin dimension.

3. There is statistically significant relation between the dimension of the strategic application of knowledge and intelligence in the faculties of the University of Salahuddin.

4. There is statistically significant relation between the dimension of knowledge sharing and strategic intelligence in the faculties of the University of Salahuddin

The third hypothesis:

There are statistically significant differences between the responses of respondents about the impact of knowledge management in strategic intelligence back to the personal and functional variables (gender, age, number of years of service, years of service as a member of the faculty, scientific title, the school obtained).



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The main objective of this study is to choose an effective method for knowledge management to drive strategic and intelligence from the faculties of the University of Salahuddin in the Kurdistan region –Iraq. The study focuses on higher education systems and methods of effective knowledge management to be followed by colleges in order to make teaching aids successful delivery. Thus presenting a research study with the University of Salahuddin and combines primary as well as secondary data and the following section explains how to collect datum by the researcher and what methods are used and what are the established methods. The study is a numerical study. This chapter provides an overview of the approach to exploration, plan, and the sampling method, and the types of information, and strategies for collecting data and information included in direct examination and measuring devices used to test the proposed research theoretical valuation.

#### **3.2 RESEARCH PARADIGM**

As Johnson and Christensen (2010), explains instructive exploration is concerned with researching and appreciating social situations that are reminiscent and instructive in nature, essentially identifying with formalized and/or suddenly happening social, social, psychological techniques that could be termed as preparing. In doing this manner, it oversees informative request that can be explored in a worthy way, and the procedures that enable such tasteful examination and the utility of results arising from such examination (Dash, 1993). Investigators who use positivism method for their data collection get the exploratory framework as an issue of data period. Along with these, it must be seen inside the arrangement of the models and suspicions of science. These suspicions, as Conan et al (2000) said conspicuous, are determinism, instigation, miserliness, and disentanglement.

Interpretivism falls on the social truth is observed and deciphered by the person according to the ideological positions he/she has. Hence, data is individual that is experienced rather than picked up from or constrained from outside.

### **3.2.1 Paradigm followed**

This study makes use of the positivism method of research paradigm. The study aims to find an effective way to manage knowledge and strategic intelligence in the faculties of the University of Salahuddin. The study is based on the framework to achieve the strategic intelligence in those colleges will communicate the quality of information and support management and quality system, and prepare the regulatory and quality of service. The study also extolled the premise to find the relationship between the effective knowledge management and strategic intelligence at the University of Salahuddin, and thus is used numerical method for analysis and data collection.

The knowledge management (KM) structure is essential for the firms that mean to actualize the KM framework in their association. It will get to be as the rules with a specific end goal to avoid the mistakes and increase different advantages as far as time and exertion and also cost contribution. Various researchers have proposed a few KM systems. A significant number of these systems are prescriptive, giving guidance on the sort of KM technique without giving particular points of interest on how those methods must to be proficient. For instance, Wiig's (1997) KM system proposes three KM columns that speak to the significant capacities expected to oversee learning. The columns depend on an expansive comprehension of information creation, indication, utilize, and exchange.

The Leonard-Barton (1995) model highlighted a KM that contains four center capacities and four information building exercises that are significant to knowledge based organization (KBO). Arthur Andersen and APQC (1996) have propelled a model including seven KM forms that can work on an association's information: make, recognize, gather, adjust, sort out, apply, and share. The system progressed by Van der Spek and Spijkervet (1997) distinguishes a cycle of four information administration stages: conceptualize, reflect, act, and review. Chih-Ping et al (2002) proposed another structure by incorporating. It comprises of three viewpoints, information assets, learning administration exercises, and information impacts. In spite of the fact that Chih-Ping et al. (2002) has led a survey on these systems, the cases utilized as a part of the study were just in light of exceptionally information serious organizations. In this way, learning administration performed in different commercial ventures, for example, worldwide motivation environment where there is fast mechanical headway and changes are not examined.

Colleges are the principle instruments of society for the steady quest for information. Learning administration in instructive settings must to give an arrangement of outlines to connecting individuals, procedures, and advancements and examine how firms colleges' can advance arrangements and rehearses that individuals share and oversee learning (Petrides and Nodine, 2003). There are two sorts of learning included in advanced education settings: scholarly information and hierarchical information. Scholarly learning is the basic role of colleges and universities. Hierarchical learning alludes to information of the general business of a foundation: its quality and shortcomings, the business sectors it serves, and the variables basic to authoritative achievement (Coukos-Semmel, 2003). This paper proposes techniques for the development of KM nature in the University of Salahuddin in order to effective and efficient development strategic intelligence. Every measurement is portrayed further in the accompanying segments. It is trusted that learning administration can be utilized to support instructive organization that thus supports educating and learning (Petrides and Guiney, 2002).

### **3.3 RESEARCH APPROACH**

Research methodology is the system from where the investigator gathers the essential information. It is generally isolated into subjective information collection and quantitative information collection (Silverman 1993).

Quantitative investigation is generally joined with the positivist/post positivist standard. It commonly incorporates assembling and changing over data into numerical structure so that quantifiable estimations can be made and conclusions can be drawn effortlessly.

Subjective investigation is the approach typically associated with the social constructivist perfect model that underlines the socially developed nature of reality. It is about recording, looking at and attempting to reveal the more profound significance and methodicalness of human direct and encounter, including conflicts and feelings, practices and emotions. By and large, they clearly perceive an issue or subject that they have to explore and might be guided by a speculative lens (Berg 2007).

After studying various models and other information the researcher chooses to use the positivism method for the primary data collection. The use of primary data collection will allow the researcher to collect the massive data from the large number of target respondents so that the researcher can witness data validity and reliability.

### **3.3.1 Research Approach Followed**

This study makes utilization of the quantitative technique for methodology. The quantitative examination makes utilization of the measurable strategies and numbers. It tumbles to be depended on numerical estimations of demanding parts of noticeable certainty and it gets from exact occasions to look for basic picture or to test easygoing speculations and it additionally finds measurements and breaks down that are applicable easily by different investigators. This examination uncovers the results of the study by method for factual datum.

Huang (1998) proposed four noteworthy procedures to frame a society of learning sharing and coordinated effort. They are: (1) making learning obvious, (2) expanding information power, (3) building information base, and (4) adding to an information society. From a scholarly information point of view, the learning group must to begin at the singular level, make departmental learning, make spaces of information crosswise over offices that share scholastic intrigues or trains, make institutional information arranges and coordinates with different foundations and partnerships (Galbreath, 2000, 28).

This exploration presents three procedures to build up information ecologic inside of the scholastic structure: singular procedure, institutional technique and system methodology. The capitalization of aggregate information starts with partaking in learning groups: from person, through groups and gatherings, to associations. Singular procedure for the most part manages the instructor's individual expert development. KM offers educators some assistance with developing their showing capacity, ability and experience through e-learning, instructing portfolio, also, activity research. When singular information is caught, organizations and forms must be built up to constrain its dispersal all through the association. Learning administration is then raised to the hierarchical level. Institutional procedure underscores information sharing through school-based educator training, authoritative learning, sharing society, and instructor group. Learning sharing is not restricted to the

association. System methodology calls for foundation of information guide for educating, learning database and instructional asset focus. Quantitative data will be used as the positivism method. The collected numerical data will be evaluated by using the numerical methods.

### **3.4 RESEARCH DESIGN**

Author Thomas (2003) portrays that the research design is characterized to as the general technique that the examiner choose to join the different parts of the study in a clear and honest to goodness way, thusly, ensuring the investigator will sufficiently address the examination issue; it constitutes the arrangement for the collection, estimation, and examination of data.

Descriptive examination arranges offer responses to the request of who, what, when, where, and how joined with a particular investigation issue; a descriptive study can't conclusively decide answers to why. Descriptive investigation is used to secure information concerning the status of the situations and to portray "what exists" with respect to variables or conditions in a situation.

An exploratory design is driven around an examination problem when there are some or no earlier studies to termed to or rely on to anticipate a conclusion. The point is on getting bits of learning and shared characteristic for later examination or grasped when exploration issues are in a preliminary period of examination. Exploratory examination layouts are routinely utilized to safeguard a comprehension of how best to get forward in taking over an issue or what methodology would suitably apply to gathering information about the issue (Festinger, 2010).

#### **3.4.1 Research design followed**

The study makes utilization of the descriptive research plan. The descriptive examination endeavors to clarify completely a circumstance, issue, and situation, look at or program, gives information about the living states of a the general population, or portrays dispositions towards the problem.

### **3.5 SAMPLING DESIGN**

Kirsch (199) clarifies that sampling is the sort by which the outcomes are made to the whole populace by taking a look at a section. Sampling sorts are named either non-probability or all aspects of the masses have a known non-zero probability of being picked. Probability techniques join unpredictable reviewing, exact sampling, and stratified sampling method. In probability sampling, parts are browsed the people in some nonrandom way.

Probability routines incorporate random sampling, orderly examining, and stratified method. In non-probability examining, individuals are chosen from the populace in some nonrandom way. These incorporate convenience examining, judgment sampling method, quota sampling and snowball examining. The advantage of probability sampling is that sampling mistake can be measured. Sampling method is the sum to which a model may fluctuate from the occupants. At the point when closing to the masses, results are accounted for give or take the sampling frame. In non-probability sampling, the degree to which the sample respondents fluctuate from the populace dwells obscure.

#### **3.5.1 Sampling Method Chosen**

This study makes utilization of the simple random sampling in picking the examples. Simple random sampling method is the purest type of probability examining. All aspects of the people have a proportional and known probability of being picked. Right when there are generous masses, it is every now and again troublesome or hard to recognize every part of the people, so the pool of available subjects gets the opportunity to be uneven (Merriam, 2009). The target respondents will be chosen by using the simple random sampling method.

#### **3.5.2 Sample size**

The study collected data from 105 faculty members in the colleges of the University of Salahuddin.

#### **3.5.3 Target population**

The study aims to lecturers of the faculty members at the University of Salahuddin.

### **3.5.4 Sample unit**

The sample unit will be of the University of Salahuddin.

### **3.5.5 Sampling plan**

The data will be collected by handing out the close-ended questionnaires to the respondents to their corresponding place of work.

## **3.6 DATA COLLECTION METHOD**

Glinger and Morgan (2000) say that data Collection is a crucial part of any kind of examination study. Imprecise data collection can influence the delayed consequences of a study and finally incite illogical results.

Data aggregation methodologies for effect appraisal change along a continuum. At the other end of this range are numerical methods and at the opposite side of the scale are Qualitative schedules for data collection (Paneerselvam, 2004).

### **3.6.1 Primary data collection**

As Loudon et al (2006) explained that data that has been assembled from direct experience is known as primary data. Primary data has not been used or processed yet, is more strong, sound, and target. Primary data has not been changed or altered by individuals and thus its authenticity is huger than secondary data. Noteworthiness of Primary data can't be disregarded. Data will be collected by suing the close-ended questionnaires that has demographic information and Likert scale questions.

### **3.6.2 Secondary data collection**

Vander Stoep and Johnston (2009) explain that data assembled from a source that has already disseminated in any structure is called as secondary data. The review of writing in any examination is engaged around secondary data for the most part from books, journals and periodicals.

Secondary data can be less real yet its methodical ness is there. At times, it is difficult to get essential data; in these cases, getting information from secondary sources is more

straightforward and possible. On occasion primary data does not exist in such situation one needs to confine the investigation on secondary data.

### **3.7 DATA ANALYSIS AND INTERPRETATION**

Grinnel and Unrau (2008) calls attention to that the effort and the time required for data examination and understanding relies on upon the study's technique and reason used. Examination and comprehension might take from various days to various months. In a couple of private examinations of investigation including only an individual inquiry data examination and comprehension might be done in a little measure of seconds (Dominick and Wimmer, 2010).

### **3.8 STATISTICAL TOOLS EMPLOYED**

The statistical tools that are used for the analysis of the primary data to be collected are;

- i. Graphical method
- ii. Sample percentage method
- iii. Correlation
- iv. Regression
- v. One way Anova.

#### **i. Graphical method**

After the statistics of works have been gathered in a correct way the data are made, evaluated and appeared by using descriptive graphical systems. As a result, the data must be made into plans so that estimation is requested into unrivaled one of the portrayals (Ott and Longnecker, 2008, 62).

#### **ii. Simple percentage analysis**

The evaluation of random extent is utilized as a part of looking at between more than two arrangements of data. In this strategy, the rates are utilized to symbolize association rates can likewise be used to differentiate similar terms.

$$\textit{Percentage} = \textit{No. of responses} \times 100 \div \textit{Total number of responses}$$



### **3.9. SOFTWARE TOOL USED**

According to Gupta (2000, 142) SPSS is the acronym for Statistical Package for Social Sciences. It is a popular quantifiable task used as a piece of assorted investigative requests. In 1968, the SPSS first frame was made and SPSS was built up by Norman Nie a science student of Stanford University. SPSS is one of the boundless used tasks for making truthful examination in investigation and sociology schedules. The different boundlessly used and benefitted SPSS characters are data get ready and organization, quantifiable examination, making decided data, data documentation, case determination; record reshaping and data collection and so on.

### **3.10 VALIDATION METHODS**

#### **3.10.1 Validity**

Validity is one of the genuine concerns in an investigation. Validity is the way of an examination that makes it solid and exploratory. Validity is the usage of exploratory procedures in investigation to make it lucid and commendable. Using key data as a piece of examination can improve the legitimacy of investigation. Direct information obtained from an example that is illustrative of the objective masses will yield data that will significant for the entire target people. The researcher in this study keeps up legitimacy by guaranteeing that the inquiries in poll are important to the goals of the study and writing survey (Cormack, 2000).

#### **3.10.2 Reliability**

According to Sharon (2010) reliability is the sureness that the investigation is adequate legitimate to be trusted on. This conclusion should be drawn from a case whose size, sampling procedure and variability is not imperfect. Reliability improves with using essential data. In the equivalent examination said above if the researcher uses exploratory technique and study the outcomes would be extremely strong. On the other hand, if the researcher relies on upon the data available in books and on web the investigator will assemble information that does not identify with the honest to goodness truths.

### 3.11 Ethical considerations

Hunter and Dantzker (2011) explain that exploration morals incorporate the utilization of essential good models to blended perspectives of focuses including examination, including legitimate investigation. These join the framework and execution of investigation including human experimentation, creature experimentation, diverse parts of insightful humiliation, including investigative terrible conduct, (for instance, blackmail, formation of data and copyright infringement), shriek blowing; regulation of investigation and so on. Researchers face moral circumstances in every progression of the exploration process from picking members to report findings at the end of the study (Houser, 2008, 53). The investigator has attempted to be moral by getting a former authorization from every one of the respondents before looking over them and clarifying them the reason for the survey data collection.

### 3.12 PILOT STUDY

**Table 1 opinion of pilot study**

	<b>Name</b>	<b>Academic Title</b>	<b>major</b>	<b>Worke place</b>
1	<b>D.Khalid Hamadamen Merxa</b>	Assistant profesor	Strategic management	Salahaddin university
2	<b>D.Ahlam Ibrahim wali</b>	Assistant profesor	Strategic management	Salahaddin university
3	<b>Ahang Khalid omer</b>	Assistant profesor	Markting management	Salahaddin university
4	<b>Mhabat nury Abdullah</b>	Assistant profesor	Markting management	Salahaddin university
5	<b>Mudhafar Hamad Ali</b>	Assistant profesor	Human Resource management	Salahaddin university

### **3.14. SUMMARY**

It is capable of understand the research methodology chapter of this quantitative research in Nature. The sample size is 105 faculty members at the University of Salahuddin body. The respondents will be surveyed for the study-using questionnaire containing closed-ended questions. The research design adapted in this study is descriptive research and the sampling technique involved is simple random sampling. This section besides explaining the statistical tool required for testing the proposed research hypothesis has explained how the researcher has managed to maintain validity and reliability despite several limitations involved in conducting the research.

## CHAPTER 4 DATA ANALYSIS

Description of the sample study:

This section reviews the description of the study sample through three paragraphs.

The **first paragraph** is to describe the characteristic of the surveyed organizations.

The **second paragraph**, include the rationale for choosing the field respondent address.

The **final paragraph** is to describe the individual characteristics of respondents.

First:- Describe the characteristics field of the respondent:

This sample study is important subjects, because it contributes directly to the success or the study failed to determine, as the primary source for the special study data, including field of study faculties of Salah al-Din Arbil University, consisting of (14) College as shown in the table (2). It seeks these colleges to provide services to meet the sample requirements, and is the achievements and results of the faculties of the University of Salahuddin in the region. Outgrowth of the role of the education sector in the service sector, which lead to enhance the educational level of citizens and the sample in all its aspects. As well as, it included members of respondents deans and their meanings and heads of departments in the colleges, the University of Salahuddin totaling 100 individuals being her spine, it was distributed (105) questionnaire form they have been retrieval (100) form of them.

Table (2) the names of colleges and the year of its establishment, and the number of workers affiliated with the labor ministry.

**Table 2 the names of colleges of Sallahaddin University**

S	College Name	The founding of the year
1	College of Science	1982
2	College of Engineering	1986
3	College of Agriculture	1996
4	College of Education	1976
5	College of Arts	1980
6	College of languages	2004
7	College of Administration and Economic	1976
8	College of Law and Political sciences	1986
9	College of Basic Education	2001
10	College of Physical Education	1982
11	College of Islamic sciences	2002
12	College of Fine Arts	2004
13	College of Education / Shaqlawa	2014
14	College of Education / Maxmur	2014

Source: prepared by the researcher based on the questionnaire form data

Second: - The rationale for choosing the respondent field:

It was selected colleges of the University of Salahuddin as a field of study of the following grounds:

In fact, these colleges surveyed have a significant role in the sample. As it is the cornerstone for the provision of services and to produce sample products and meet the needs, and the role they play in providing these services for all segments of the sample, which is the main engine of economic wheel.

Consistent with the nature of the study, which requires understanding and aware to deal with paragraphs resolution.

Appropriateness of variable studies with the nature of the work of the College in terms of its reliance on a range of dimensions of management knowledge, which is very important for the achievement of strategic intelligence, as well as dependence on the dimensions of strategic intelligence.

Third: - Description of the individual characteristics of respondents: The third description is to describe the individual characteristics respondents in terms of sex, age, total years of experience, and the number of years of teaching service, academic achievement, and scientific title. The represent results of the analysis in the following paragraphs describe the personal characteristics of the individual respondents under the data derived from the questionnaire form, which was distributed to respondents, and comes.

1. Distribution of individuals according to the respondents on sex:

Table (3) Individuals respondents in terms of sex characteristics, that a major proportion of the deans, their assistants and heads of departments in the colleges charted are male which is 89%, while the percentage of females (11%) of (11) individuals. This table illustrates that the male assigning tasks to the deans and their assistants. Even heads of departments in the colleges surveyed more which shows that there is little opportunity for component feminist to exercise administrative functions, and weak confidence levels. By the departments of the colleges, Including owned female energies and possibilities to fill

administrative positions has, in spite of a law of the Kurdistan Parliament to give administrative positions for females by 25%, but has not been applied yet.

**Table 3 the distribution of the respondents according to sex**

S	Gender	Repetition	Percent
1	Male	89	89%
2	Female	11	11%
Total		100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data

## 2. Distribution of individuals according to groups age respondent's:

The results Seen from the table (4) that the majority of retail respondents are age groups (36-45) formed (37%), Followed by age group (55-46 years).

The proportion of (31%) and age group (55 years and above) and accounted for (19%) came category (35-25) hit rate (13%). These ratios confirm that (68%) of the deans and their assistants and heads of departments in the colleges surveyed were of the age groups (36 years and above), which shows the maturity and understanding to deal with their cadres and students. As well as, their understanding of dealing with paragraphs of resolution, relying on their abilities and experience Academy.

**Table 4 the distribution of the respondents according to age groups**

S	Age groups	Redundancy	Percentage
1	35-25	13	13%
2	45-36	37	37%
3	55-46	31	31%
4	55years and above	19	19%
Total		100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data

3. Distribution of individuals according to respondents to the total number of years of Experience.

Table (5) shows that there is (69%) of the members of the respondents have a total Experience (15 years and above) followed by category (19%). Then the Group, which has (9-5) year experience, has the 11%. While the percentage for the group who has (less than 5 years) (1%). These percentage indicates that the (88%) of managers have more than (10 service years), which reflects the talents and gain relevant skills and expertise in the area of specialization and deal with the obstacles properly and make decisions appropriate in a timely manner.

**Table 5 the distribution of the respondents according to the total number of years of experience**

S	The total number of years of	service redundancy	Percentage
1	Under 5 years old	1	1%
2	5-9	11	11%
3	9-14	19	19%
4	15 years and above	69	69%
Total		100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data



4- Distribution of individuals according to the respondents on the number of years of teaching experience.

The table (6) indicates the distribution of individual respondents according to the years of teaching experience. The categories of the (over 10 years), is the highest rate 70%. While the group that was served between totaled (6.10) have (16%). However, the group has (5-1) was 14%, which means the lowest rate. This shows that (84%) of responding have more than (6 service) years teaching , so that the respondents have a good experience in the field of service provision, problem solving and disposal of crises and cope with the rapid changes and this supports their abilities to manage knowledge. As well as their ability to achieve strategic intelligence and understanding of the questionnaire phrases of two variables.

**Table 6 Distribution of respondents to cease its experience as general manager**

S	Number of years' service as director-general	Repetition	Percent
1	From 1-5 years	14	14%
2	6-Oct	16	16%
3	More than 10	70	70%
	Total	100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data

5. Distribution of individual according to the Qualification respondents.

According to the table (7) the group of obtaining the certificate PhD ranked first in percentage of (69%). Then group with a master's degree has been reached (29%). While, group which obtaining the Higher Diploma is reached (2%). As well as, majority of responding members are holding the university degree and have good academic qualifications to make appropriate decisions. This is in line with the management and leadership tasks assigned, and gives a good indication for answers respondents for their ability to understand the questionnaire phrases and absorb their variants.

**Table 7 sample of distribution according to the Qualification respondents**

S	Academic achievement	repetition	Percent
1	Higher Diploma	2	2%
2	M.A	29	29%
3	Doctorate	68	69%
Total		100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data

6. Distribution of individuals according to the respondents on scientific Title:-

With regard to the specialist the table (8) shows that the specialist of assistant Professor has (54%) which means the highest rate, and teachers have (37%), and professor has (9%) for members of respondents. These indications of the existence of competence in high levels, and supports identify responder's individuals based on relevance to the subject of study in terms of the tasks assigned to them according to the scientific title.

**Table 8 the distribution of the respondents according to scientific Title**

S	Jurisdiction	Repetition	Percentage
1	Teacher	37	37%
2	Assistant Professor	54	54%
3	Professor	9	9%
Total		100	100%

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS N = 100 data The second topic: the variable descriptions of the study and diagnosis.

This section is intended to describe variables of the study and diagnosis to identify the differences in the views of respondents, giving a comprehensive idea about their views on the nature of variation study based on statistical tools and descriptive variables analysis through the extraction percentages. As well as, the duplicates, averages, standard deviations, coefficient of variation and ratios of the agreement respondents. So, that paragraph be any positive sense "that the respondents agree with the content" if they are larger than "60 percent agreement rate and be negative in the sense of paragraph "The respondents disapprove of the content," If the agreement is lower than "60%". This applies to all paragraphs of the resolution for each dimension of the variables of the study, and will determine the degree of approval of the paragraphs of resolution through the value of the arithmetic average of these paragraphs table(9):

**Table 9 Weighted average Likert scale Quintet**

Weighted average	The degree of approval
1 to 1.80	very low
From 1.81 to 2.60	Low
From 2.61 to 3.40	Medium
From 3.41 to 4.20	High
From 4.21 to 5.	very high

Source: Darwish, Shnkr Sabri, (2014), the analysis of organizational citizenship behavior patterns related to the adoption of the social responsibility of the organization and their impact on environmental management practices in the hotel industry, Master's Thesis, University of Salahuddin, College of Management and Economics, p. 134. And as follows.

First, the management knowledge variable description and diagnosis:-

The current study in this paragraph is questionnaire form concerning the measurement of management knowledge dimensions four phrases, namely, (10) and represented by Ferry (X25-X1). In addition, the tables following percentages and occurrences circles standard deviations, coefficient of variation and ratios agreed to respondents on the dimensions of this variable, as follows:-

The first dimension: the generation of knowledge

this dimension phrases (X7-X1) are arranged in descending order according to the proportions of the agreement and, as shown in the table (10) as follows:

1. The phrase "1" ranked first on according to the proportion of the agreement occupied which each 79.2%, which, is greater than 60% greater rate and longer has focused views of the study sample towards individuals. In addition, it reached the arithmetic average of 3.96, a larger than standard average 3 and reached the standard deviation of 0.942. The coefficient of variation was 23.78, indicating that the study sample agree positive degree on the content of this phrase, which states, our college has a group of faculty members who contribute to the generation of knowledge.

1. The phrase "7" was ranked sixth on the agreement in accordance with the ratio, which reached 60.2%, which is greater than 60% and is the lowest rate was centered views of the study sample. And also averaged arithmetic sample 3.01, a larger than standard average 3 and reached the standard deviation of 0.893, with a coefficient of variation of 29.66 which indicates that the study sample agree positive degree on the content of this paragraph, which states "in our colleges in the generation of knowledge on the style of future simulation".

2. Ferry occupied "x2, x3, x6, x4, x5" ranked second, third, fourth, fifth and sixth respectively on according to the proportion of the agreement, reaching 64.2 68.8%, 67.8%, 72.4%, 74.4%, respectively, which is greater than 60%. As well as, the average is the arithmetic of these paragraphs 3.34, 3.21, 3.39, 3.62, 3.72. Respectively, in descending order, and all of them larger than standard average 3, and reached the standard deviation, respectively, 0.942 1.037, 0.931, 0.919, 0.854, reaching a coefficient of variation respectively

31.04, 29.34, 27.46, 25.38, 22.95, and suggesting that the study sample positive agree more on the content of these phrases.

It is clear from the table (10) that the study sample agree with the content after the structure flexible system by an agreement reached 69.28%, which is greater than 60% arithmetic and average which stood at 3.46, a larger than average standard 3. As well as, the standard deviation of 0.931 reached, and reached the difference 27.09 coefficient, and this It means that the study sample positive disagree much on this dimension, and so is this standard statistical function.

**Table 10- Frequency distribution, percentages, values of the mean, standard deviation, coefficient of variation and the percentage of agreement for the answers individuals responders about the special dimension of knowledge generation as one of the phrases know**

Sub variables		Strongly agree		agree		natural		Disagree		Strongly disagree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Knowledge generation	X1	30	30%	46	46%	16	16%	6	6%	2	2%	3.96	0.942	23.78	79.2
	X2	14	14%	55	55%	21	21%	9	9%	1	1%	3.72	0.854	22.95	74.4
	X3	15	15%	46	46%	26	26%	12	12%	1	1%	3.62	0.919	25.38	72.4
	X4	8	8%	46	46%	24	24%	16	16%	6	6%	3.34	1.037	31.04	66.8
	X5	4	4%	40	40%	32	32%	21	21%	3	3%	3.21	0.942	29.34	64.2
	X6	6	6%	47	47%	32	32%	10	10%	5	5%	3.39	0.931	27.46	67.8
	X7	2	2%	29	29%	42	42%	22	22%	5	5%	3.01	0.893	29.66	60.2
<i>Total</i>												3.46	0.931	27.09	69.28

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

The second dimension: - the diagnosis of knowledge this dimension phrases (X13-X8) was organized in descending order according to the proportions of the agreement. As shown in the table (11) as follows:

1. The phrase "9" ranked first on according to the proportion of the agreement occupied, reaching 71.8%, which is greater than 60% greater rate and longer has focused views of the study sample towards individuals. As well as, the average arithmetic 3.59, which is greater than the standard, average 3 and reached the standard deviation of 1.138. The coefficient of variation was 31.69, indicating that the study sample agree positive degree on the content of this phrase, which states, utilize our college in determining the knowledge skills of talented individuals.

2. The phrase "12" ranked sixth on the agreement in accordance with the ratio, which reached 66.6%, which is greater than 60% and is the lowest rate was centered views of the study sample toothbrushes. And also averaged arithmetic sample 3.33, a larger than standard average 3 and reached the standard deviation of 0.842, with a coefficient of variation of 25.28 which indicates that the study sample agree positive degree on the content of this phrase, which states adopt our college in the diagnosis of knowledge on a comparison of internal reference and external.

3. Ferry occupied "x11, x8, x10, x13" second, third, fourth and fifth, respectively, ranked according to the percentage of the agreement, which reached 67%, 67.6%, 67.8%, 70.4%, respectively, which is greater than 60%. As well as, the average is the arithmetic of these paragraphs 3.35, 3.38, 3.39, 3.52. Separately, in descending order, and all of them larger than standard average 3, and reached the standard deviation, respectively, 0.892, 0.928, 0.898, 0.926, and was the difference in a row 26.62 coefficient, 27.45, 26.48 , 26.30, and suggesting that the study sample positive agree more on the content of these phrases. It is clear from the table (11) that the study sample agree with after the social context by agreement amounted to 68.5%, which is greater than 60% arithmetic and average which stood at 3.42, a larger than standard average 3. as well as the standard deviation of 0.937 reached, and reached the difference 27.30 coefficient, which means that study participants agree largely positive on this dimension, and so is this standard statistical function.

**Table 11: Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for the answers individuals responders about the special dimension of knowledge diagnosed phrases as knowle**

Sub variables	Code	Strongly agree		Agree		Natural		Disagree		Strongly disagree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Diagnosis of knowledge	X8	6	6%	45	45%	35	35%	10	10%	4	4%	3.39	0.898	26.48	67.8
	X9	1	1%	13	13%	47	47%	23	23%	13	13%	3.59	1.138	31.69	71.8
	X10	8	8%	45	45%	29	29%	13	13%	5	5%	3.38	0.928	27.45	67.6
	X11	9	9%	52	52%	24	24%	12	12%	3	3%	3.52	0.926	26.3	70.4
	X12	5	5%	41	41%	37	37%	16	16%	1	1%	3.33	0.842	25.28	66.6
	X13	6	6%	43	43%	33	33%	16	16%	2	2%	3.35	0.892	26.62	67
<i>Total</i>												3.42	0.937	27.3	68.5

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

The third dimension: - the application of knowledge this dimension phrases (X19-X14) are arranged in descending according to the proportions of the agreement. As shown in the table (12) as follows:

1. The phrase "17" ranked first on according to the proportion of the agreement occupied, reaching 67.8%, which is greater than 60% greater rate and longer has focused views of the study sample towards individuals. As well as, the average arithmetic 3.38, which is greater than the standard, average 3 and reached the standard deviation of 1.080. the coefficient of variation was 31.95, indicating that the study sample agree positive degree on the content of this phrase, which states, our college is keen to collaborate with researchers and consultants for the dissemination and application of knowledge within the college.

2. Ferry ranked "19" ranked sixth on the agreement in accordance with the ratio, which reached 65.6%, which is greater than 60% and is the lowest rate was centered views of

the study sample toothbrushes. Moreover, averaged arithmetic sample 3.28, a larger than standard average three. It reached the standard deviation of 0.965, with a coefficient of variation of 29.42 which indicates that the study sample agree positive degree on the content of this phrase, which states "are our college continuous follow-up to the ranges of the application of knowledge to support new ideas and invest"

3. ferry occupied "x18 x14, x16, x15" second, third, fourth and fifth, respectively, ranked according to the percentage of the agreement, as it stood at 66%, 67%, 67.5%, 67.6 respectively, a greater than 60%. As well as, the average is the arithmetic of these paragraphs 3.30, 3.35, 3.38, 3.38, respectively, in descending order, and all of them larger than standard average three. It also reached the standard deviation, respectively, 1.068, 1.058, 0.940, 1.126 and reached the coefficient of variation respectively 22.81, 32.36, 31.58, 27.81, 33.31 and suggesting that the study sample positive agree more on the content of these phrases.

**Table 12 Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for the answers individuals responders about the special dimension of knowledge application phrases . (n =100)**

Sub variables	Code	Strongly agree		Agree		Natural		Dis agree		Strongly disagree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Application of knowledge	X14	8	8%	43	43%	31	31%	15	15%	3	3%	3.38	0.94	27.81	67.6
	X15	10	10%	39	39%	29	29%	15	15%	7	7%	3.3	1.068	32.36	66
	X16	10	10%	43	43%	25	25%	16	16%	6	6%	3.35	1.058	31.58	67
	X17	11	11%	45	45%	21	21%	17	17%	6	6%	3.38	1.08	31.95	67.6
	X18	18	18%	31	31%	26	26%	21	21%	4	4%	3.38	1.126	33.31	67.6
	X19	9	9%	33	33%	39	39%	15	15%	4	4%	3.28	0.965	29.42	65.6
Total												3.34	1.039	31.07	66.9

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data.

Fourth Dimension: Sharing knowledge these dimension phrases (X25-X20) are arranged in descending order according to the percentages of the agreement km is shown in Table (13) as follows:



1. The phrase "20" ranked first on according to the proportion of the agreement occupied, reaching 72%, which is greater than 60% greater rate and longer has focused views of the study sample towards individuals. As well as the average arithmetic 3.60 which is greater than the standard average 3 and reached the standard deviation of 1.005. The coefficient reached to 27.91 difference, suggesting that the study sample agree positive degree on the content of this phrase, which states, exchange co-workers within our college knowledge and experience to work in an effort to serve the scientific status of the college.

2. Fifth place the phrase "24" ranked according to the percentage of the agreement, which reached 58.2%, which is greater than 60% and is the lowest rate was centered views of the study sample toothbrushes. As well as sample 2.91 average arithmetic therewith is smaller than the standard, average three, and reaching the standard deviation is 1.129, with a coefficient of variation of 38.79. This indicates that the study sample agrees positive degree on the content of this phrase, which states "provide our college different tools and techniques to facilitate the sharing of knowledge and exchange, e-mail and the like."

3. Ferry occupied "x25 x23, x22, x21" second, third, fourth and fifth, respectively, ranked according to the percentage of the agreement, which reached 64.2%, 65.8%, 68.8%, 71.6%, respectively, which is greater than 60%. As well as, the average is the arithmetic of these paragraphs 3.21, 3.29, 3.44, 3.58, respectively, in descending order, and all of them larger than standard average three. Moreover, it reached the standard deviation, respectively, 1.094, 1.094, 1.085, 1.007, and was the difference in a row 34.08 coefficient, 33.25, 31.54, 28.12 and suggesting that the study sample positive agree more on the content of these phrases.

It is clear from the table (13) that the study sample agree with after Organizational learning by agreement reached 66.76%, which is greater than 60% arithmetic and average which stood at 3.33, a larger than standard average 3. As well as, the standard deviation of 1.069 reached, and reached the difference 32.28 coefficient, and this It means that the study sample positive disagree much on this dimension, and so is this standard statistical function.

**Table 13 Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for the answers individuals responders about the special dimension of knowledge sharing as one of the phras**

Sub variables	Code	Strongly agree		agree		Natural		Disagree		Strongly disagree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Knowledge sharing	X20	17	17%	44	44%	24	24%	12	12%	3	3%	3.6	1.005	27.91	72
	X21	17	17%	43	43%	23	23%	15	15%	2	2%	3.58	1.007	28.12	71.6
	X22	12	12%	30	30%	31	31%	21	21%	6	6%	3.21	1.094	34.08	64.2
	X23	13	13%	33	33%	30	30%	18	18%	6	6%	3.29	1.094	33.25	65.8
	X24	8	8%	24	24%	30	30%	27	27%	11	11%	2.91	1.129	38.79	58.2
	X25	17	17%	34	34%	30	30%	14	14%	5	5%	3.44	1.085	31.54	68.8
<i>Total</i>												<i>3.33</i>	<i>1.069</i>	<i>32.28</i>	<i>66.8</i>

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

Table (14) the mean, standard deviation and coefficient of variation and the percentage of agreement for the answers individuals responders around the dimensions of knowledge management variable values (n = 100).

**Table 14 When comparing the dimensions of knowledge management through**

Dimensions of knowledge management	Arithmetic mean	Standard deviation	Coefficient of variation	proportion of agreement	Ranking
			%	%	
Knowledge generation	3.46	0.931	29.09	69.28	1
Diagnosis of knowledge	3.42	0.937	27.3	68.5	2
Application of knowledge	3.34	1.039	31.07	66.9	4
Knowledge sharing	3.33	1.069	32.28	66.76	3

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data.

When comparing the dimensions of knowledge management through the table (14). It is clear that after the (adjustment Organizational) comes first prize in enriching the variable management knowledge depending on the ratio of the agreement, responders reaching 72.82%). Moreover, supported by the arithmetic mean values and standard deviation (3.64) (1.056). Correspondingly, as for after the social context is clear that they come last rank and indicate to the lowest level of harmony between the dimensions and the percentage of agreement of respondents to this dimension (69.1) and the coefficient of variation was (29.07) and supported by the arithmetic mean values and standard deviation (3.45) (1.003 ) Respectively.

## Second: Description variable strategic intelligence and diagnosis:

This section includes a questionnaire form in the current study (22) statements concerning the measurement of strategic intelligence. It also includes three dimensions, namely, (a future vision in terms of predictability, motivation, creativity) and represented by ferry (Y20-Y1). Moreover, it shows the tables following frequencies and percentages and circles, standard deviations, and coefficient of variation and ratios agreed to respondents about this variable, as follows:

1. The phrase "2" ranked first according to the proportion of the agreement, as agreed upon rate of 72.4%, which, is greater than 60% greater rate and longer has focused views of the study sample toothbrushes. And also averaged arithmetic 3.62 which is greater than the standard average 3 and reached the standard deviation of 0.826, indicating that the study sample agree positive with a high degree on the content of this phrase that "when our college include the ability to take advantage of personal experience and potential self-dealing with future events."

2. Ferry occupied "3" ranked eighth on the agreement in accordance with the ratio, which reached 60.6%, which is greater than 60% and is the lowest rate was centered views of the study sample toothbrushes. And also averaged arithmetic sample 3.03, a larger than standard average 3 and reached the standard deviation of 0.858, with a coefficient of variation of 28.31 which indicates that the study sample agree positive degree on the content of this phrase, which states our college based on scenarios to describe alternative future events and invest environmental changes".

3. phrase "Y1, Y7, Y6, Y8, Y4, Y5" ranked second, third, fourth, fifth, sixth and seventh respectively on according to the proportion of the agreement, which reached 61.4%, 61.6%, 67%, 68.2%, 69.2%, 71.4% respectively, a greater than 60%. As well as the average is the arithmetic of these paragraphs 3.07, 3.08, 3.35, 3.41, 3.46, 3.57, respectively, in descending order, and all of them larger than standard average 3, and reached the standard deviation, respectively, 1.057, 0.929, 1.029, 0.996, 1.019, 0.795 and reached coefficient difference respectively 30.16, 34.43, 30.71. , 29.20, 29.49, 29.26, and suggesting that the study sample positive agree more on the content of these phrases.

It is clear from the table (15) that the study sample agree with this after by an agreement reached 66.47%, which is greater than 60% arithmetic and average which stood at 3.32, a larger than standard average 3. as well as the standard deviation of 0.938 reached, and reached the difference 28.41 coefficient, which means that individuals the study sample positive disagree much on this dimension, and so is this standard statistical function.

**Table 15 Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for answer about individual respondents own dimension as one of the strategic vision for the future phra**

Sub variables	Code	Strongly agree		Agree		Natural		Dis agree		Strongly dis agree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Vision for the future	Y1	8	8%	51	51%	32	32%	8	8%	1	1%	3.57	0.795	22.26	71.4
	Y2	12	12%	48	48%	30	30%	10	10%	0	0%	3.62	0.826	22.81	72.4
	Y3	2	2%	28	28%	45	45%	21	21%	4	4%	3.03	0.858	28.31	60.6
	Y4	3	3%	32	32%	41	41%	18	18%	6	6%	3.08	0.929	30.16	61.6
	Y5	6	6%	33	33%	31	31%	22	22%	8	8%	3.07	1.057	34.43	61.4
	Y6	10	10%	45	45%	24	24%	18	18%	3	3%	3.41	0.996	29.2	68.2
	Y7	12	12%	45	45%	24	24%	15	15%	4	4%	3.46	1.019	29.45	69.2

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

The second dimension: the stimulus the dimension of the order of liquidity resources phrases (Y15-Y9) are arranged in descending order according to the proportions of the agreement. As shown in the table () as follows:

1. Ferry ranked "15" on the first place according to the proportion of the agreement, as agreed upon rate of 69.4%, which is greater than 60% greater rate and longer has focused views of the study sample toothbrushes. As well as the arithmetic average of 3.47 was a larger than standard average 3 and reached the standard deviation of 0.989, indicating that the study sample agree positive with a high degree on the content of this phrase, which include "our college is keen to expand the circle of contacts inside and outside the college."

2. The phrase "9" eighth ranked according to the percentage of the agreement, which reached 57.2%, which is greater than 60% and is the lowest rate was centered views of the study sample toothbrushes. Moreover, averaged arithmetic sample 2.86, a larger than standard average 3 and reached the standard deviation of 1.017, with a coefficient of variation of 40.97. This indicates that the study sample agree positive degree on the content of this phrase, which states that "reward faculty members in our college using a variety of incentives as a result of for their work and their achievements".

3. Phrase "Y11, Y12, Y10, Y13, Y14" ranked second, third, fourth, fifth and sixth respectively on according to the proportion of the agreement, which reached 64.6%, 64.8%, 67.8%, 68%, 69.2%, respectively, which is greater than 60%. As well as, the average is the arithmetic of these paragraphs 3.23, 3.24, 3.39, 3.40, 3.46. Respectively, in descending order, and all of them larger than standard average 3 and reached the standard deviation, respectively, 1.053, 1.138, 1.034, 1.119, 0.999, and was the difference in a row 32.60 coefficient, 35.12, 30.50, 32.91, 28.87, and suggesting that the study sample positive agree more on the content of these phrases.

It is clear from the table (15) that the study sample agree with this after by an agreement reached 65.85%, which is greater than 60% arithmetic and average which stood at 3.29, a larger than standard average 3. as well as the standard deviation of 1.072 reached, and reached the difference 32.87 coefficient, which means that individuals the study sample positive disagree much on this dimension, and so is this standard statistical function.

**Table 16 Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for answers about individual respondents own dimension stimulus phrases as one of the strategic dimes**

Sub variables	Code	Strongly agree		agree		Natural		Dis agree		Strongly dis agree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Motivation	Y9	6	6%	28	28%	28	28%	22	22%	16	16%	2.86	1.172	40.97	57.2
	Y10	11	11%	42	42%	27	27%	15	15%	5	5%	3.39	1.034	30.5	67.8
	Y11	14	14%	36	36%	37	37%	8	8%	5	5%	3.46	0.999	28.87	69.2
	Y12	16	16%	37	37%	23	23%	19	19%	5	5%	3.4	1.119	32.91	68
	Y13	10	10%	40	40%	23	23%	18	18%	9	9%	3.24	1.138	35.12	64.8
	Y14	11	11%	31	31%	33	33%	20	20%	5	5%	3.23	1.053	32.6	64.6
	Y15	13	13%	41	41%	29	29%	14	14%	3	3%	3.47	0.989	28.5	69.4

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

**Table 17 Frequency distribution and percentages and values of the mean and standard deviation and coefficient of variation and the percentage of agreement for answer about individual respondents own creativity stimulus phrases as one of the strategic the dime**

Sub variables	Code	Strongly agree		Agree		Natural		Dis agree		Strongly dis agree		arithmetic average	standard deviation	Coefficient of variation	percentage of agreement
		5		4		3		2		1					
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%				
Creativity	Y16	7	7%	34	34%	28	28%	26	26%	5	5%	3.12	1.037	33.23	62.4
	Y17	10	10%	27	27%	37	37%	20	20%	6	6%	3.15	1.048	33.26	63
	Y18	9	9%	35	35%	35	35%	18	18%	3	3%	3.29	0.967	29.39	65.8
	Y19	7	7%	45	45%	26	26%	22	22%	0	0%	3.37	0.906	26.88	67.4
	Y20	12	12%	45	45%	23	23%	17	17%	3	3%	3.46	1.009	29.16	69.2
<i>Total</i>												3.27	0.993	30.38	65.56

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS

**Table 18 the mean, standard deviation and coefficient of variation and the percentage of agreement for the answers individuals responders around the dimensions of strategic intelligence variable values (n = 100)**

Dimensions of the strategic intelligence	The arithmetic mean	standard deviation	coefficient of variation	ratio of the agreement	
			%	%	Ranking
Future vision	3.32	0.938	28.41	66.47	1
Stimulus	3.29	1.072	32.78	65.85	2
Creativity	3.27	0.993	30.38	65.56	3
the average					

Source: prepared by the researcher, depending on the results of the questionnaire form and SPSS data

At the macro level of the variable strategic intelligence, indicates data table (18) to the question of how the applicability of the dimensions of strategic intelligence in the surveyed organizations and the public rate. It is clear that (69.64) of the respondents agree



on this variable, and enhance this ratio the mean, standard deviation and coefficient of variation of the values (3:48), (1:03), (29.66), respectively.

When comparing the dimensions of strategic intelligence through a table (). It is clear that after the (collective commitment) comes first prize in enriching strategic intelligence variable depending on the ratio of the agreement responders reaching 71.42%). Moreover, supported by the arithmetic mean values and standard deviation (3.57) (1.050). Individually, as for after liquidity resources is clear that they come last rank and indicate to the lowest level of harmony between the dimensions and the percentage of agreement of respondents to this dimension (67.05) and the coefficient of variation was (29.91) and supported by the arithmetic mean values and standard deviation (3.35) (1.002 ) Respectively.

### The third topic

Test specimen study hypotheses statistically This section is designed to analyze the specimen study and validate its hypotheses and test the relationship and influence, and the contrast between the two variables based on key assumptions and sub-study, as contained in the study of the general framework and as follows:

First: suggestion testing and analysis of the first President.

Touch the alliance to diagnose degree of the correlation between the independent variable of (administration knowledge) adopted and variable (strategic intelligence). That provides that (no significant correlation statistically significant differences between the dimensions of knowledge management and intelligence strategy individually and collectively in the surveyed organizations). And diagnose its parameters in order to test the level of macro and micro, as was the use of simple and multiple correlation coefficient manner (Spearman) as an appropriate statistical tool to learn about the correlation between the two variables of metadata, including the study and will verify the validity of this hypothesis and it also comes with.

**Table 19 the relationship between knowledge management and strategic intelligence at the macro level of the organizations surveyed**

Approved changing	Strategic Intelligence (Y)	
Independent variable		
Knowledge management (X)	correlation coefficient	potential value(Sig)
	0.842**	0.000

\*Moral relationship at the level of (0.05) 100 N =Source: prepared by the researcher based on the statistical results

2- Relationship every dimension of individual management knowledge and strategic intelligence in the colleges surveyed. For the purpose of access detailed indications about the direction, and the nature of the relationship between the dimensions and the knowledge of the administration (b knowledge generation, the diagnosis of knowledge, application of knowledge, sharing of knowledge). In addition, strategic intelligence in light of the sub-hypotheses hypothesis key first has been the analysis of correlations as follows:

A- First sub-hypothesis: there was a significant relationship between knowledge generation and strategic intelligence at the level of statistical significance (0.05).

The results of Table (20): indicates the existence of significant differences between the knowledge generation and strategic intelligence positive relationship. Because the value of the amount of the correlation coefficient (0.747), and p-value (0.000), a moral value at level (0.05). This could be the evidence from the foregoing that the colleges researched keen to generate knowledge in response to the problems and changes in their environment. In addition, based on this relationship was accepted sub hypothesis emanating from the first main hypothesis.

B- The second sub-hypothesis: there was a significant correlation between the diagnosis of knowledge and strategic intelligence at the level of statistical significance (0.05).

The results (Table) and there is a significant moral positive relationship between knowledge and all the dimensions of strategic intelligence diagnosis is supported by the value of the amount of the correlation coefficient (0.746), and p-value (0.000), a moral value at level (0.05). These results indicate that the diagnosis knowledge contributes to dimensional strategic intelligence in the surveyed organizations, and it was accepted sub-second hypothesis emanating from the first main hypothesis.

C Sub-third hypothesis: There is a correlation between the application of knowledge and strategic intelligence in the surveyed organizations at a level of statistical significance (0.05).

The results of table () shows that the existence of a strong significant differences between the application of strategic intelligence relationship, and inferred. Through the value of the amount of the correlation coefficient (0.680), and p-value (0.000), a moral value at level (0.05). This shows the confirmation application knowledge in colleges to learn to support new ideas and investment, and therefore accept this hypothesis at the abstract level (0.05).

D- Sub-fourth hypothesis: there was a significant relationship between knowledge sharing and strategic intelligence at the level of statistical significance.

The results of table (20): shows that there is a significant moral positive relationship between knowledge sharing and strategic intelligence. This idea is supported by the value of the amount of the correlation coefficient of (0.759), and p-value (0.000), a moral value at level (0.05). Where the relationship between knowledge sharing and strategic intelligence stronger relationship and compared with the relationships. This shows the interest of colleges share knowledge to gain knowledge and develop their cadres process through create an appropriate regulatory environment and the establishment of training and education and educational sessions to enrich the knowledge base and their accumulation, in order to achieve the strategic intelligence, but it was accepted sub hypothesis fourth at the abstract level.

**Table 20 the results of the analysis of correlations between the dimensions of knowledge management and strategic intelligence in the surveyed organizations**

Accredited changing Independent variable	Strategic Intelligence	Potential value	Statistical decision
		(Sig.)	
Knowledge generation	**0.747	0	Morale
Diagnosis of knowledge	0.746**	0	Morale
Application of knowledge	0.680**	0	Morale
Application of knowledge	0.759**	0	Powerful spirits

Moral relationship at the level of (0.05) N = 100

Source: prepared by the researcher based on the statistical results

It is clear from the table (20) after sharing his knowledge stronger correlation compared to other relationships, which amounted association coefficient (0.759). Follow generation of the knowledge worth (0.747). Then a knowledge and application of the knowledge to values (0.866), (0.746) (0.680). Respectively, and thus the correlation analysis results on the micro level, strongly support the results of correlation analysis between the variables of the study, and it will be accepted hypothesis first major, which provides that (there is a statistically significant correlation between the dimensions of knowledge management and intelligence strategic individually and Communities).

Second: - The second assumption is the main test and analysis to test the validity of the second main hypothesis. Which states that "the existence of a significant effect of the dimensions of management knowledge and strategic intelligence individually and collectively in measured colleges," was used regression coefficient (Regression Coefficient simple manner) (Enter) being the appropriate statistical tools to demonstrate the influence of the variables of the study? It will be verification of the validity of those assumptions, so as follows:-

1- Analysis of the impact of knowledge management and strategic intelligence at the macro level of the colleges surveyed: It has been using simple regression analysis to identify the impact of the independent variable (knowledge management) in the approved variable (strategic intelligence) and at the macro level for those variables where the results of the analysis are described in.

**Table 21 the impact of knowledge management at the strategic intelligence**

Independent variable	Strategic Intelligence (Y)			
	C- Fixed	$\beta_1$	R <sup>adj</sup>	F
Approved changing				
Knowledge management (X)	<b>0.050</b>	<b>0.957</b>	<b>%70.6</b>	<b>23.92</b>
	<b>t=0.234</b>	<b>t=15.469</b>		
	<b>Sig.=0.815</b>	<b>Sig.=0.000</b>		<b>Sig=0.000</b>

Moral influence at the level of (0.05) N = 100

Source: prepared by the researcher based on the statistical results of SPSS

The results of the model simple linear regression showed in the table (21) the effect of knowledge management in achieving strategic intelligence. It is found that there is a significant effect of knowledge management in strategic intelligence, which is supported by the value of (F) calculated (23.92), a moral value at the level of significance (0.05). So, a model gradient acceptable in the interpretation of the relationship, ie, knowledge management influence in the strategic intelligence at colleges positive and morally researched and interpreted by the administration of knowledge represented (70.6%) of winning influence in achieving strategic intelligence, and this is illustrated by the value of the coefficient of determination (Radj).

2- Analysis the impact of every dimension of individual management knowledge in achieving strategic intelligence in the colleges in measured colleges:-

Moreover branching out of second assumption main hypotheses subsidiary, I provides for the existence of a significant effect of every dimension of knowledge management and of (knowledge generation, the diagnosis of knowledge, application of knowledge, sharing of knowledge) and strategic intelligence. In order to give detailed indications of influence between the variables of the study in the light of the hypotheses Sub-second main hypothesis

has been analyzing the impact of each dimension of knowledge management in achieving strategic intelligence in private and as follows:-

A- First sub-hypothesis: There are significant differences between the knowledge generation and strategic intelligence at the level of statistical (0.5).

The table (22) Indicate that there is a significant effect of generating knowledge data in strategic intelligence, and is supported by the value of (F) calculated (12.378). A moral value at the level of significance (0.05) has been interpreted by the coefficient of determination (Radj). Representing (55.4%) of the variation winning in strategic intelligence, with the remainder, amounting to (44.6%) goes back to the other variables and the value (B) has reached (0.670). This indicates that the change in a flexible organizational structure and one unit leads to a change in strategic intelligence by (0.670). In addition, inferred from the value of (t) calculated (11.126) as a moral value at the level of significance (0.05), and indicate the value of hard (the c) the existence of strategic intelligence by (0.747), even if the value of knowledge generation zero. Under it was the first to accept the premise of the sub-key hypothesis II.

B- The second sub-hypothesis:- There are significant differences between the diagnosis of knowledge and strategic intelligence at the level of statistical significance (0.05). The results of the table (22) are a significant effect for the diagnosis of knowledge in strategic intelligence. And supported by value (F) calculated (15.206), a moral value at the level of significance (0.05), has been interpreted by the coefficient of determination (Radj) representing (55.1%) of the discrepancy in strategic intelligence, with the remainder the) 54.9 (%goes back to the other variables, and the value (B) has reached (0.781). This indicates that the change in the diagnosis of knowledge and one unit leads to a change in strategic intelligence by (0.781), and through follow-up value (t) calculated (11.076). It appears as a moral value when a significant level (0.05), and indicate the value of hard (c) the existence of strategic intelligence by (0.746). Even if has value is zero knowledge diagnosis. Under it was accepted the second sub-hypothesis of the main third hypothesis.

C- Sub-third hypothesis: - There are significant differences between the application of knowledge and strategic intelligence at the level of statistical significance (0.05). The table (22) Shows the results there is a moral to the application of knowledge in strategic

intelligence influence, and supported by the value of (F) calculated (84.183). A moral value at the level of significance (0.05), which indicate the presence of a significant effect of the application of knowledge in strategic intelligence. This explains the value of the coefficient of determination (Radj) amounting to a rate (45.7%) of the discrepancy in the strategic intelligence, with the remainder, amounting to 54.3% goes back to the other variables, and the value of the coefficient (B) has reached (1.025). It indicates that the change is incremented by one unit in the application of knowledge will lead to a change in strategic intelligence by (1.025). Moreover, inferred from the value of (t) calculated (9.175) as a moral value at the level of significance (0.05), and indicate the constant (the c) the presence of the effectiveness of the credit decisions by (0.680), even if the zero-knowledge application value. Under it was accepted third sub-hypothesis of the main hypothesis II.

D- Sub-fourth hypothesis: There are significant differences between the sharing of knowledge and strategic intelligence at the level of statistical significance(0.05).

The results of table (22) show that there is a significant effect for the sharing of knowledge in strategic intelligence, supported by value (F) calculated (133.413). As well as, a moral value at the level of significance (0.05), which indicate the presence of a significant effect of the sharing of knowledge in strategic intelligence. This illuminates the value of the coefficient of determination (Radj) amounting to a rate (57.2%) of the discrepancy in the strategic intelligence. This is the largest value compared to other dimensions of values, with the remainder, amounting to (42.8%). Although, goes back to the other variables, and the value of the coefficient (B) has reached (.759). It refers to the change by one unit in the sharing of knowledge will lead to a change in strategic intelligence by (0.759), and inferred from the value of (t) calculated (11.550). As a moral value at the level of significance (0.05), and indicate the constant (the c) the existence of strategic intelligence by (0.883). Even if the value of sharing knowledge is zero. Under this hypothesis was accepted Sub-fourth of a second major premise.

**Table 22-The effect of the dimensions of knowledge management in achieving strategic intelligence**

Independent variable	Strategic Intelligence (Y)			
Approved changing	C-Stabile <sup>l</sup>	$\beta_1$	R <sup>adj</sup>	F
Knowledge generation	0.747	0.670	%55.4	12.378
	t= 2.778	t= 11.126		Sig.=0.000
	Sig.=0.000	Sig.=0.000		
Diagnosis of knowledge	0.746	0.781	55.1%	12.268
	T(3.359)	T(11.076)		Sig.=0.000
	Sig.=0.000	Sig.=0.000		
Application of knowledge	0.680	1.025	%45	84.183
	T(4.038)	T(9.175)		Sig.=0.000
	0.000	Sig.=0.000		
Knowledge sharing	0.759	0.883	57.2%	133.413
	T(4.111)	T(11.550)		Sig.=0.000
	Sig.=0.000	Sig.=0.000		

Moral link at the level of (0.05) N =100

Source: prepared by the researcher based on the statistical results of SPSS



Third: the main premise of the third test and analysis:-

The third hypothesis states (and no significant variation is statistically significant in both management knowledge and strategic intelligence depending on your personal attributes) were used to test (Independent - Samples T- Test) to learn about the discrepancy between the variables of the study depending on personal attributes, which consists of two categories just like sex. The test was used variation in one direction or the variance (One – Way Anova) to identify statistical differences between the variables of the study depending on personal attributes that consist of more than two categories such as age, length of service and others. Accordingly, the results of these tests indicate the following:

1-Contrast feature by sex: The adoption of the test (Independent Samples T- Test) to learn about the differences between the categories feature sex toward the variables of the study being made up of only two categories (male and female). The results of the analysis in the table (23) indicate that the values of (t) calculated for each of the administration of knowledge and strategic intelligence has reached (11.662, 13.343). Moreover, consecutive terms of arithmetic mean values, which amounted to (3.42) for males and (3.17) for females have variable knowledge management, and (3.34) for males. For females with strategic intelligence variable. It is suggesting that there were no statistically significant differences between the study sample views towards both knowledge management variable and variable strategic intelligence depending on the different feature sex between respondents. It can be confirmed by the moral level of the calculated values (P-Value), which amounted to (0.129, 0.996). Respectively the largest of the default moral to study the level of the (0.05). This indicates lack of moral differences towards the variables of the study and that can be attributed to feature sex. Therefore, there is no justification for a posteriori tests.

**Table 23-differences feature by sex:**

Study variables	Comparison categories	Averages	standard deviation	Calculated value of t	P-Value
Knowledge management	Male (89)	3.42	0.616	11.662	0.129
	Female (11)	3.17	0.764		
Study variables	Male (89)	3.34	0.723	13.343	0.966
	Female (11)	2.97	0.642		

Source: prepared by the researcher according to the results of the statistical analysis

2- The variation as a feature Age: - showing results in the table (24) and related to the analysis of variance to identify the differences as feature-old. There were no significant differences between the colleges surveyed towards all of the variables of management knowledge, strategic intelligence. As the values of (F) calculated for each of amounted to (0.813, 0.292). Respectively the terms of moral level and calculated values (P-Value). Which in amount of (0.490, 0.831). Correspondingly the largest of the default moral to study the level of the (0.05), which confirms the lack of a statistically significant variation between the study sample views towards both knowledge management and strategic intelligence depending on the difference between the feature-old respondents, and therefore there is no justification for a posteriori tests.

**Table 24-variation by age feature**

Study variables	Sum of squares		degree of freedom	Average squares	F value and the calculated	level of significance
	Between aggregates	Within aggregates				
knowledge management	Between aggregates	1	3	0.329	0.813	0.5
	Within aggregates	39	96	0.4		
	Total	40	99	-		
Strategic Intelligence	Between aggregates	0.5	3	0.2	0.292	0.8
	Within aggregates	51	96	0.5		
	Total	51	99	-		

Source: prepared by the researcher according to the results of the statistical analysis

3-The variation by characteristic number of years of total service:-

Showing results in the table (25) and related to the analysis of variance to identify the differences as feature number of years of total service. The lack of significant differences between the colleges surveyed towards all of the variables of knowledge management and strategic intelligence, since the values (F) calculated for each of them had reached (1.197, 0.722). In terms of the moral level of the calculated values (P-Value), which amounted to (0.315, 0.541), and a row which is greater than the default level of significance for the study of the (0.05). This confirm the absence of statistically significant variation between the study sample views towards both knowledge management and strategic intelligence depending on the different feature of the total number of years of service among respondents, and therefore there is no justification for a posteriori tests.

**Table 25-by contrast characteristic number of years of total service**

Study variables	Sum of squares		Degrees of freedom	Average squares	Calculated value of F	level of significance
knowledge management	Between aggregates	1.5	3	0.5	1.197	0.3
	Within aggregates	38	96	0.4		
	Total	40	99	-		
Strategic Intelligence	Between aggregates	1.1	3	0.4	.722	0.5
	Within aggregates	50	96	0.5		
	Total	51	99	-		

Source: prepared by the researcher according to the results of the statistical analysis

4- Differences according to the feature of a number of years of experience as general manager:-

The results in the table (26) is related to the analysis of variance to identify differences according to feature a number of years of service as director-general. The lack of significant differences between the colleges surveyed towards both strategic vigilance and business intelligence and decision-making variables administrative. Since the values of (F) calculated for each of them reached (.141, .269) and consecutive terms of the moral level of

the calculated values (P-Value), which amounted to (0.869, 0.296). Respectively the largest of the default moral to study the level of the (0:05), which confirms that there were no statistically significant. Moreover, the differences between the study sample views towards both knowledge management and strategic intelligence depending on the different feature a number of years of service as director-general of the sample, and therefore there is no justification for a posteriori tests.

**Table 26-by contrast feature a number of years of service teaching**

Study variables	Sum of squares		degrees of freedom	Average squares	Calculated value of F	level of significance
knowledge management	Between aggregates	0.1	2	0.1	.141	0.9
	Within aggregates	40	97	0.4		
	Total	40	99	-		
Strategic Intelligence	Between aggregates	1.4	2	0.7	1.331	0.3
	Within aggregates	50	97	0.5		
	Total	51	99	-		

Source: prepared by the researcher according to the results of the statistical analysis

5- Differences by educational attainment feature: -

The results in the table (27) is related to the analysis of variance to identify the differences by educational attainment feature. Moreover, the lack of significant differences between the colleges surveyed towards both management knowledge, strategic intelligence, as the values of (F) calculated for each of them have reached (0.376, 0.408). In addition, consecutive terms of the moral level of the calculated values (P-Value), which amounted to (0.770, 0.747) and a row which is greater than the default level of significance for the study

of the (0.05). This confirms that there were no statistically significant differences between the study sample views toward both management knowledge and Fitness Strategic depending on the difference in academic achievement between respondents feature, and therefore there is no justification for a posteriori tests.

**Table 27-differences by educational attainment feature**

Study variables	Sum of squares		degrees of freedom	Average squares	Calculated value of F	level of significance
knowledge management	Between aggregates	0.5	3	0.2	0.376	0.8
	Within aggregates	39	96	0.4		
	Total	40	99	-		
Strategic Intelligence	Between aggregates	0.6	3	0.2	0.408	0.7
	Within aggregates	51	96	0.5		
	Total	51	99	-		

Source: prepared by the researcher according to the results of the statistical analysis

6- Differences as feature scientific title: -

Showing results in the table (28) and related to the analysis of variance to identify the differences by jurisdiction feature. Therefore, the lack of significant differences between the colleges surveyed towards both management knowledge, strategic intelligence, as the values of (F) calculated for each of the amounted to (0.551, 1.559). In addition, consecutive terms of the moral level of the calculated values (P-Value), which amounted to (0.578, 0.216). Respectively the largest of the default moral to study the level of the (0.05), which confirms that there were no statistically significant differences between the study sample views toward both management knowledge and Fitness Strategic depending on the different characteristic between the scientific title of the sample, and therefore there is no justification for a posteriori tests.

**Table 28-feature differences by scientific title**

Study variables	Sum of squares		Degrees of freedom	Average squares	F value and Calculated	level of significance
Knowledge management	Between aggregates	0.448	2	0.224	0.551	0.578
	Inside aggregates	39.402	97	0.406		
	Total	39.85	99	-		
Strategic intelligence	Between aggregates	1.603	2	0.801	1.559	0.216
	Inside aggregates	49.875	97	0.514		
	Total	51.477	99	-		

Source: prepared by the researcher according to the results of the statistical analysis

Based on the results of previous analysis of variance between the variables study and depending on the personality traits of the members sample. The table showing that there are no significant differences in both management knowledge and strategic intelligence. These can be a source of personal characteristics (sex, age, number of years of total service, and the number of years of general manager, educational qualification, and title) of the members of the sample study; the proposition is rejected major third. Also, provide that (not significant variation statistically at the colleges surveyed towards the variables of the study depending on personal characteristics).

## **CONCLUSION AND RECOMMENDATION**

### **RESULTS**

This chapter shows number of findings that the researcher has reached according to the theoretical part and data analysis, in which the chapter involves two parts. The first one is the results in the theoretical part while the second one covers the practical parts.

#### **Theoretical conclusion**

- Knowledge has grown rapidly as a result of real developments that have occurred in society, business and increase of the communication and information systems, which led the organization for attention as the new main supplier for the creation of revolution in the economy and a main source of competitive advantage in the administration. Many studies and research in the past explained that the study of knowledge as a social psychological phenomenon, in which most of the attention of are in sociology and psychology, which In fact, these studies are not representing the knowledge based on the nowadays definition of organizational knowledge that belong to the organization, but it's a specialized science of the organization.
- Knowledge is a major organized resources which increases in its value with the use and it is different from the traditional resources. It is the most important economic resource that can deal with the opportunities and problems because it is been recognized that has the most important power, so it involved full investment of the information and skills of workers. Researchers have found that knowledge are mostly implicit and need disclosed, and the work of administration is turning the raw components which are not activated into substantive knowledge and a needed operations required to raise its vale which is integrated with strategies to apply the available knowledge for the organization benefits. In fact, organizations are different

in their requirements for any kind of knowledge and any knowledge intensity, as well as the best mixture a portfolio of the types of knowledge that the main activities taking place very smoothly.

- There are an important role for the entrances to the knowledge-based organizations and the institutional knowledge, which they focus on the skills that is increasing in demand day by day as it is the standard of knowledge.
- The concept of the knowledge come late compared with the cognitive thought due to the fact that the philosophy of science preceding the application, which means the tools that used with the knowledge came too late. Therefore, the knowledge management consider as the latest managements concepts which forms an important role in nowadays business managements that leads to accelerating of administration by growing the interest of the organization in adapting this concept.
- That knowledge management is a philosophy before it can be a process or cultural thing, and this conclusion is generated by large and dangerous repercussions that promise by this philosophy on the organizational reality of business organizations and the future of the industrial advisory ecologically. It is a different philosophy of what had prevailed from the philosophy of industrial organizations system as part of its traditional understanding, they came to take the philosophies of business and built in according to the systems, recast organizational relationships in ways and new methods, and in so doing found different implications for the management of knowledge and different perspectives revolve mostly around being cultural way to work in the market or as an integrated, but without an overall concept, and that the general trend is towards developing an integrated and comprehensive concept of it.
- The knowledge management subjects are topics reflected the need for contemporary organizations because it has ability to retain considerable flexibility, which enable it to respond to the developments and changes, especially those that cannot be controlled. Therefore, the philosophy of knowledge management come to convey understanding of experts administration to administration experience, and nowadays what is an



important input into the competitive studies, which is based on intellectual resources, being tough resources for transport, imitation and quotation. Accordingly, it has diversified doorways, which focused on knowledge management, and it is difficult to separate them there is not a single entrance fits all organizations, so there has become a wake-up call to the integrated view or Standard, being more meaningful to get to the good management of knowledge.

- The knowledge management nowadays constitutes a strategic necessity and not a choice from a range of strategic options facing the organization, it is more worthy and fastest-style, which will enable rapid adjustment to catch up with more advanced similar world organizations.
- Knowledge management plays a vital role to achieve the need of the Organization for ready-to-apply knowledge, as it requires sharing the knowledge as well as other different process methods and tools that work on converting unclear organizational knowledge to fundamental knowledge which can be utilized to achieve its goals.
- Measuring of knowledge management requires use of standards in the calculation of the value of knowledge management initiatives, which requires the necessary needs for new standards for the management of non-traditional knowledge and quantitative measurements, as well as the difficulty of measuring their strategies, because it is still a matter of deep debate and discussion.
- The philosophy knowledge management takes care of administrative management of intangible resources of the organization, both internally and externally to their advantage for the purpose of the organization's success.

## **1. Practical conclusion**

- Smart strategy areas: this study proved that deans and heads of departments have good level of intelligently strategy which it was 65.95%, and were the order of the

strategic elements according to the importance of these elements and the responses of the samples which involves future vision, motivation, creativity.

- Knowledge management areas: this study proved that deans, vice deans and head of departments have good level of knowledge managements which it was 67.86%, were the order of the smart strategic elements according to the importance of these elements and the responses of the participants which involves the generation of knowledge, knowledge identification, sharing of the knowledge and the apply knowledge.

## **2. Conclusion according to the individual characteristics in the studied collages and departments**

- Most of the deans, vice deans and heads of departments in the studied colleges are males, and this shows a weakness of gender balance and this could be due to the presence of social restrictions that do not encourage women to work in the business sector.
- The age of most of the deans, vice deans and heads of departments in the studied collages and departments were from the senior age. This enhances the capacity of those ministries to take effective decisions and adapt to the changes because of the sufficient experience in this field which makes them more able to use the available knowledge management as well as their ability to utilize the factors to achieve the strategic intelligence.
- Also, this study shows that the vast majority of managers in the studied ministries was university graduates and has sufficient experience in the ministry work management and these properties are agreed with the pairing academic knowledge and field experience in business requirements.
- In addition, this study shows that the vast majority of managers in the studied ministries have got more than 10 years of work experience and this reflects on the

talents and gains the appropriate skills and expertise in the area of specialization and deal with the obstacles properly.

- What is more, it shows that the vast majority of deans, vice deans and heads of the departments in the studied ministries have an assistant professor scientific title. Therefore, they have good experience in providing service and solve problems and face crises and adapt to the rapid changes and this supports the ability to apply knowledge management as well as their ability to achieve the intelligent strategy.

### **3. Conclusion of the relation between knowledge management and intelligent strategy**

- This study showed that there is a significant relationship between the knowledge management and intelligent strategy on the overall level. It shows the benefits of the studied ministries of the smart system in achieve intelligent strategy and install it through the deans, vice deans and heads of the departments to clarify the importance of knowledge management and its application on the potential positions.
- The research illustrates that all the relationships between knowledge managements and intelligent strategy were significant which confirms the validity of the model study as well as the dimensions of knowledge management contribute to the achievement of strategic intelligence effectively.
- The results show that there is a significant relationship between sharing the knowledge individually and intelligent strategy which come first among all aspects. It is clear that the studied ministries are keen on the learning process to generate knowledge and to increase the knowledge of its members.
- The average variables of the study are higher than the hypotheses average of the study based on Likert scale Quintet. This indicates a better understanding of the participants which could be reflected to the easy understanding of the study variables.

#### **4. The conclusion of the effect of knowledge management on the intelligent strategy**

- The results indicated a slight reduction in the organizational cleverness because of it is single and group effect on the intelligent strategy. The results above show that the studied ministries have gained benefits from the knowledge management and intelligent strategy through managing administration across these ministries which they were able to make significant changes in structure, objectives, strategies and policies to achieve a balance between the ministry and its environment.
- The study results showed that there is a significant relationship between systematic learning and intelligent strategy by more than good level, which comes first compared to the other aspects, due to the importance of the organizational learning process in the generation of knowledge and increase the knowledge base of the ministries and used in the re-drafting of strategies and goals.

#### **5. Conclusions based on the individuals who responded to the study variables**

- Due to the fact that the Iraqi organizations working in similar environment and conditions and facing similar challenges and have the same opportunity, that leads to uniformity in the sample researched about the variables of research response, this shows that there is no significant differences among the studied organizations.
- There is no significant difference to the variable of gender, age, educational level and years of experience in both knowledge management and intelligent strategy in the studied ministries. Thus, it can be said that they have equal or similar knowledge management and intelligent strategy.

#### **Suggestion and future studies**

This chapter aim to present a number of recommendations regards to the study results and conclusions. Also, it presents a number of the suggestions for future studies.

## Suggestions

1. After the design of the study and the possibility of working by knowledge management philosophy, there should be the need to build a knowledge management literature in the studied organizations in particular and the Iraqi organizations in general. This should be based on the ability to change and concentrate on the knowledge assets rather than increase in physical assets and this could be done through following points;
  - By encouraging the administration of organizations to focus in knowledge assets which it has ready to use and invest value. This should be detected precisely, to maintain and use most of it. This is because of being a major source of wealth creation. Also, concentrate on the benefits of the knowledge by training the staff to gain suitable knowledge, especially in colleges of Salahaddin University.
  - Persuade the administration colleges and the authorities of the importance of intellectual assets and intangible assets to be managed by building a knowledge management system efficiently, providing clues and evidence to organizations in this area.
  - By asking the experts and university professors in the development and consolidation of the practices of knowledge management and building solid bases of knowledge of organizations which could be consider as a way to work in markets.
  - By using good systematic and administrative skills such as a clear management style which allows flexibility for experts in activating and motivating employees to brain storm suggestions and ideas, as well as minimizing the traditional style of management.
  - Establish a department specified in the knowledge called knowledge management which appears in the organizational structure of each organization. And, it will undertake the management of knowledge assets and promote literature shearing knowledge of the organization. In addition, the need to reconsider and analyses of the

job description, especially technical ones in line with the requirements of the new knowledge era.

- The studied colleges are considered for the preparation of the current administrative leadership, including develops has the prospects of strategic thinking and methods and explains her adopted knowledge management tools at the present time, and I mean by the second generation of knowledge management tools, and cited by the study in intellectual aspects is the need to generate new knowledge.
2. By encouraging scientific research on the intelligent strategy variable and saturated this sector of the scientific analysis, which contributes to the identification of the directions of this variable and use cases carefully, because this variable still need to research and analysis to make it more realistic for the application.
  3. Develop a mechanism for the process of intelligent strategy in the studied colleges and find mechanisms that are looking at the integration of knowledge externally and complementary knowledge internally. This is because there are vulnerable noticeable weakness in this area, and these actions must be under the responsibility of senior management, middle and even operational, with no need to find new departments concerned with this subject , but must be checked with the old departments and remind them of these goals.
  4. Quest to find a general literature in college and lead the current administrations in college. There are two roles of the collage administration, the first is the completion of the functions that I found for it, and the second is the cognitive and strategic in terms of establishing cultures and work to implement the message of knowledge management and functions of intelligent strategy process role.
  5. The two studied organizations should consider and formulate a clear strategy for the knowledge management because they showed weakness in determining of the strategy that these organizations followed and type of administration, as it should be integrated this strategy with its business strategy to achieve competitive benefits.

6. Necessary focusing on the development of intelligent strategy in a sample study through;

- Special programs to promote a culture of strategic intelligence and enhance the elements in the deans, vice deans and heads of departments and training in decision-making, and the use of simulation programs using a computer to train them on how to use intelligent strategy.
- Hire overseas specialists and experts in the field of intelligent strategy to train deans, vice deans and heads of departments on how to use the intelligent strategy, the decision-making process and ways on how to deal with opportunities. Also, they should be given Professional Certificate in intelligent strategy.
- Pay a detailed attention to the intelligent strategy and it should be considered one of the important subjects (old modern) in the field of administrative work, which helps in the success of organizations.
- Providing scientific references in the field of intelligent strategy for researchers and scholars to facilitate the preparation of research and studies.
- Include the subject of intelligent strategy rapporteur within the study plan of the department of Business and Administration, information Technology and Engineering at universities.
- Free access to the online journals and paper researches to understand the term intelligent strategy and the subject of knowledge management, especially that there are special sites only on intelligent strategy.

### **The future studies**

According to the study outcomes, the researcher has suggested some future studies and this suggestion are summarized in the following points below;

1. A Study the main role of the intelligent strategy in health and industrial sectors and especially during crises.
2. A Study the role of intelligent strategy in achieving a sustainable advantage and competitive properties for universities.
3. A Study the effect of the shearing knowledge in the intelligent strategy.
4. A study shows the role of intelligent strategy in the management of human capital
5. Re-conduct the same search after the addition of another new variants have not yet been tested in other sectors.
6. The focus of future researches on the sharing of knowledge and its effect on the intelligent strategy.



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## **SUMMARY**

Knowledge management is essential part of nowadays firms to use the expertise wealth, bright ideas and latent insights to equip themselves with a vision to foresee the future. The Salahaddin University must develop the applications and strength of knowledge management system and clear strategy of KM must be committed and adapted by top management. The skills and knowledge must be combined within pillars of knowledge management into personal practices of teaching. The universities must be aware of several implementation of knowledge management determinates such as differentiated between the levels of qualification, the differences of experience years of employees and efficient infrastructures of Strategic Intelligence. Therefore, it can be inferred that Salahaddin University must indicate effective surroundings to adopt the implementation of knowledge management successfully.



**\*Appendix:**

**Survey Questionnaire English**



T.C

Bingöl University-Turkey  
Faculty of Administration and Economics  
Business Administration Department

**Subject / Questionnaire Form**

Dear Gentlemen, deans and heads of departments and their assistants Honorable

Good greeting...

I hope you specialize part of your valuable time, to answer the paragraphs of the questionnaire, which is in your hands, thanking you for your cooperation, and I have great confidence in your desire to answer completely and objectively all the paragraphs contained therein. The purpose of this questionnaire is to measure the variables of this Master's thesis entitled "The role of knowledge management in strengthening the strategic intelligence" Analytical study of the views of members of college boards in the University of Salahaddin - Arbil. As a part of master's degree in business / management of the College of Management and Economics at the University of Bingöl-Bingöl-Turkey requirements. Hope you kindly fill the paragraphs of the questionnaire, due to your experience and expertise, in functional tasks and scientific experiences, in order to contribute achieving the objectives of this study, note that your answers will be treated with the strictest confidence to serve the purposes of scientific research.

Note:

- Please answer all questions, because leaving any of them mean disqualification form for analysis.
- Please tick (✓) in the field that represents your point of view.

Thank you for your cooperation and willingness to answer questions.

From the God's reconciling

Supervisor  
Assistant Professor  
Dr. Abdulvahap Baydas

Researcher  
Master's student  
Dilshad Rasool Aziz

First: Identification data for the College:

1. The name of the college .....
2. Years founding .....
3. The number of staff of this college .....
4. Type of college study ( ) Scientific ( ) Humanist

Second: Identifying data on the respondent:

Please tick (✓) in the box that is appropriate for your situation:

1. Gender:  
Male  Female
  
2. Age:  
From 25-35  From 36-45   
From 46-55  More than 55
  
3. Total years of service:  
1-5  5-9   
10-14  15-and more
  
4. Total years of service as a lecturer:  
1-5  6-10  More than 10
  
5. Academic achievement:  
High Diploma  M.A.  Doctorate
  
6. Academic Title:  
Professor  Assistant Professor  Teacher

Third: The variables of the study:

First: knowledge management: is the process of polarization of knowledge and stored structured methodology, dissemination, generation, and its application, in synergistic formulas, to enhance learning and innovation, and improve the performance and decision-making.

A. Knowledge generation:

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Our school has a group of faculty members who contribute to the generation of knowledge.					
2.	Information flow easily in our college between faculty members which facilitates knowledge generation process.					
3.	Our college contributes to the generation of new knowledge in response to problems.					
4.	Our college is interested to establish and form working groups interdisciplinary participation of experts from inside and outside the college.					
5.	Our college-based scientific methods for the detection of tacit knowledge in the minds of teaching and their thoughts.					
6.	Our college track specific strategies for lessons learned and knowledge.					
7.	Our college confirms in the generation of knowledge on the style of future simulation (scenarios)					

B. Diagnosis of knowledge:

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Our college is based in the diagnosis of knowledge on certain sites, specialized knowledge of the contents of design, within the college.					
2.	Our college utilize in determining the knowledge skills on talented individuals.					
3.	Our college is seeking to identify knowledge through manuals and handbooks to clarify the nature of knowledge and the foundations interact with them.					
4.	Our college diagnosis knowledge through the diagnosis of the basic capabilities of the faculty members.					
5.	Our college based in the diagnosis of knowledge on a comparison of internal and external reference.					
6.	Our college adopt, in the diagnosis of knowledge, the internal knowledge portfolio versus external knowledge.					

### C. Application of knowledge:

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Our college depends on the application and use of knowledge, on teams' in-house expertise, diverse cognitive and independent.					
2.	Our college eager in the application and use of knowledge on the creative initiatives.					
3.	Our college utilize experts' knowledge, to train teams within the college.					
4.	Our college eager, cooperation with researchers and advisers, to dissemination and application of knowledge within the college.					
5.	Faculty in our college is facing difficulties in the application of knowledge freely.					
6.	Our college continuous follow-up for the application of knowledge, to support new ideas and investment.					

### D. Sharing of knowledge:

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Within our college co-workers exchange their knowledge and experiences about the work, for the purpose of scientific status service of the College.					
2.	Faculty members in our college does not hesitate to share their feelings and perceptions with their colleagues.					
3.	Our school provides different tools and techniques, to facilitate knowledge sharing and exchange it, like an Internet and e-mail, and similar matters.					
4.	Information flow easily in the divisions of our college, regardless of their faculty members.					
5.	Our college offers rewards sharing knowledge effectively to motivate faculty members to spread their knowledge in college.					
6.	Faculty members in our college, is likely encourage to work as teamwork and cooperation, rather than just individual performance.					

**Second:** Strategic Intelligence: is the operations group aimed at searching for information and treatment, then publish and protection, to be accessible to the right person at the right time, to be able to make the right decision.

**A. Vision for the future by indication Prospective:**

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Prospective help in the face of the complexities and future changes to the process of decision-making.					
2.	Our school has the ability to take advantage of the personal experience and the self-possibilities to dealing with the future events.					
3.	Our college rely on alternative scenarios to describe future events and the investment environment changes.					
4.	Our school is always working to develop strategic options and rationalize the process of differentiation between the strategic alternatives					
5.	Our college discover work problems before they occur and then prepare to them or prevent their impact.					
6.	Our college is working to unify the efforts of faculty members toward the college through its vision.					
7.	Our college has the ability to persuade members of the teaching staff and motivate them to faith and future vision.					

**B. Stimulus (motivation):**

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Our college has the ability to direct faculty members to implement the vision and perceptions of college that have been set.					
2.	Faculty members in our college reward by using a variety of incentives, as a result of their work and their achievements.					
3.	Our college encourages interaction between faculty members, and formation of working groups among them.					
4.	Our college encourage faculty members to participate in decision-making and collective responsibility.					
5.	Our college encourages competition, on the basis of fair among employees, to make more achievements.					
6.	Our college stimulate faculty members, through financial rewards, and appreciation certificates, and letters of appreciation and recognition, and promotions.					
7.	Our college is keen to plant self-censorship among faculty members' values.					

C. Creativity:

		Totally agree	Agreed	No knowledge	I do not agree	Totally not agree
Sequence	Expressions					
1.	Our college is keen to expand the circle of contacts inside and outside the college.					
2.	Our college is constantly looking for new initiatives that are risky.					
3.	Our college provide faculty members with innovative solutions to problems that facing the college.					
4.	Our college trying to find new ideas and alternatives to solve the problems they face.					
5.	Our college deal in a decentralized manner to put forward new ideas.					
6.	Our college has the ability to negotiate and deal with others to achieve their goals.					

## Survey Questionnaire Arabic



جامعة بينغول - تركيا

كلية الإدارة والاقتصاد

قسم إدارة الأعمال

الموضوع/ استمارة الاستبانة

حضرة السادة عمداء و معاونهم و رؤساء الأقسام المحترمون

تحية طيبة.....

نأمل أن تقدموا جزءاً من وقتكم الثمين في الإجابة على فقرات الاستبانة التي بين أيديكم، شاكراً لكم حسن التعاون، وثقتي كبيرة في حرصكم على الإجابة بموضوعية تامة لجميع الفقرات الواردة فيها. إن الغرض من هذه الاستبانة هو قياس متغيرات الرسالة الموسومة " دور ادارة المعرفة في تعزيز الذكاء الاستراتيجي " دراسة تحليلية لأراء اعضاء مجالس الكليات في جامعة صلاح الدين - اربيل. وهي جزء من متطلبات نيل شهادة الماجستير في إدارة الأعمال/ كلية الإدارة والاقتصاد في جامعة بينغول - بينغول-تركيا.

نرجوا من سيادتكم التفضل بملء فقرات الاستبانة نظراً لما تتمتعون به من خبرة ودراية في مهامكم الوظيفية وخبراتكم العلمية، بحيث يسهم في تحقيق أهداف هذه الدراسة، علماً بأنه سيتم التعامل مع إجاباتكم بسرية تامة خدمة لأهداف البحث العلمي.

ملاحظة:

- يرجى الإجابة على جميع الاسئلة لأن ترك اي منها يعني عدم صلاحية الاستمارة للتحليل.
- يرجى وضع علامة (✓) في الحقل الذي يمثل وجهة نظرك.

شكراً على تعاونكم وإستعدادكم على الإجابة  
ومن الله التوفيق

الباحث

المشرف

طالب الماجستير

الأستاذ المساعد

دلشاد رسول عزيز

الدكتور عبدالوهاب بايداش

اولا: بيانات تعريفية عن كلية

- ١- اسم الكلية.....  
٢- سنة تأسيس.....  
٣- عدد الموظفين التابعين لهذه الكلية.....  
٤- نوع الدراسة الكلية ( ) علمي ( ) انساني

ثانيا: بيانات تعريفية عن المستجيب :

فضلا ضع العلامة (✓) في المربع التي يتناسب مع حالتك :

(١) الجنس

- ذكر  انثى

(٢) العمر

- من ٣٥-٢٥  من ٤٥-٣٦  
 من ٥٥-٤٦  اكثر من ٥٥ سنة

(٣) عدد سنوات الخدمة الاجمالية:

- ٥-١  من ٩-٥  
 من ١٤-١٠  ١٥ سنة فاكثر

(٤) عدد سنوات الخدمة تدريسي:

- من ٥-١  من ٦-١٠  اكثر  
 من ١٠ سنوات

(٥) التحصيل الدراسي :

- دبلوم عالي  ماجستير  دكتوراه

(٦) اللقب العلمي :

- استاذ  استاذ مساعد  مدرس



ثالثا: متغيرات الدراسة:

١- ادارة المعرفة: عملية منهجية منظمة لاستقطاب المعرفة و تخزينها ، ونشرها ، وتوليدها ، وتطبيقها ، بصيغ تداوبية، لتعزيز التعلم والابداع ، وتحسين الاداء واتخاذ القرار .

ت	العبارات	اتفق تماما	اتفق الى حد ما	لا اتفق تماما
١	تمتلك كليتنا مجموعة من اعضاء هيئة التدريس الذين يسهمون في توليد المعرفة.			
٢	تدقق كليتنا المعلومات بسهولة بين اعضاء هيئة التدريس مما يسهل عملية توليد المعرفة.			
٣	تساهم كليتنا في توليد معرفة جديدة استجابة للمشاكل .			
٤	تهتم كليتنا بتأسيس و تشكيل فرق عمل متداخلة الاختصاصات بمشاركة خبراء من داخل كلية وخارجها.			
٥	تعتمد كليتنا طرائق علمية للكشف عن المعرفة الضمنية بداخل عقول التدريسي واذهانهم وفكرهم.			
٦	تتبع كليتنا استراتيجيات محددة للحصول على دروس تعلم ومعرفة.			
٧	تؤكد كليتنا في توليد المعرفة على اسلوب محاكاة مستقبلية (سيناريوهات)			
٨	تستند كليتنا في تشخص المعرفة على تصميم مواقع معينة وتخصصها لمضامين معرفية داخل الكلية.			
٩	تستعين كليتنا في تحديد المعرفة بمهارات الافراد المتميزين.			
١٠	تسعى كليتنا الى تحديد المعرفة من خلال أدلة وكتيبات لتوضيح طبيعة المعرفة وأسس التفاعل معها.			
١١	تشخص كليتنا المعرفة عن طريق تشخيص القدرات الأساسية لاعضاء هيئة التدريس.			
١٢	تعتمد كليتنا في تشخيص المعرفة على المقارنة المرجعية الداخلية والخارجية.			
١٣	تعتمد كليتنا في تشخيص المعرفة على محفظة المعرفة الداخلية ازاء المعرفة الخارجية.			
١٤	تعتمد كليتنا في تطبيق واستخدام المعرفة على فرق الخبرة الداخلية المتنوعة معرفيا والمستقلة .			
١٥	تحرص كليتنا في تطبيق واستخدام المعرفة على المبادرات الابداعية .			
١٦	تستعين كليتنا بخبراء المعرفة لتدريب فرق العمل داخل كلية.			
١٧	تحرص كليتنا التعاون مع الباحثين والاستشاريين لنشر وتطبيق المعرفة في داخل الكلية.			
١٨	يواجه هيئة التدريس في كليتنا صعوبات في تطبيق المعرفة بحرية .			
١٩	تقوم كليتنا بمتابعة مستمرة لمديات تطبيق المعرفة لدعم الأفكار الجديدة واستثمارها.			
٢٠	يتبادل زملاء العمل داخل كليتنا معارفهم وتجاربهم عن العمل			

					سعيًا لخدمة المكانة العلمية للكلية .
٢١					لا يتردد اعضاء هيئة التدريس في كليتنا بمشاركة مشاعرهم وتصوراتهم مع زملائهم.
٢٢					توفر كليتنا أدوات وتقنيات مختلفة لتسهيل تقاسم المعرفة وتبادلها كالألترنيت والبريد الإلكتروني وما شابه ذلك.
٢٣					تتدفق المعلومات بسهولة في تقسيمات كليتنا بغض النظر عن اعضاء هيئة التدريس فيها .
٢٤					توفر كليتنا مكافآت تقاسم المعرفة بفاعلية في تحفيز اعضاء هيئة التدريس أن ينشروا معرفتهم في كلية.
٢٥					اعضاء هيئة التدريس في كليتنا على الأرجح يشجعوا على العمل كفريق والتعاون بدلاً من مجرد الأداء الفردي.

٢- الذكاء الاستراتيجي: مجموعة عمليات تستهدف البحث عن المعلومات ومعالجتها ثم نشرها وحمايتها ، لتكون في متناول الشخص المناسب وفي الوقت المناسب لتمكنه من اتخاذ القرار الصائب .

ت	العبارات	اتفق تماما	اتفق	اوافق الى حد ما	لا اتفق	لا اتفق تماما
١	يساعد الاستشراف في مواجهة التعقيدات والمتغيرات المستقبلية لعملية اتخاذ القرار.					
٢	لدى كليتنا القدرة على الاستفادة من الخبرة الشخصية والامكانيات الذاتية في التعامل مع الاحداث المستقبلية.					
٣	تعتمد كليتنا على السيناريوهات لوصف الاحداث المستقبلية البديلة واستثمار التغييرات البيئية.					
٤	تعمل كليتنا دائما على بلورة الخيارات الاستراتيجية المتاحة وترشيد عملية المفاضلة بين البدائل الاستراتيجية					
٥	تكتشف كليتنا مشكلات العمل قبل وقوعها ومن ثم التهيؤ لها او الحيلولة دون وقوعها .					
٦	تعمل كليتنا على توحيد جهود اعضاء هيئة التدريس باتجاه كلية من خلال رؤيتها .					
٧	تمتلك كليتنا القدرة على اقتناع اعضاء هيئة التدريس في كلية وتحفيزهم على الايمان برؤيتها المستقبلية .					
٨	تمتلك كليتنا القدرة على توجيه اعضاء هيئة التدريس لتنفيذ رؤية وتصورات الكلية التي تم وضعها .					
٩	تكافئ اعضاء هيئة التدريس في كليتنا باستخدام حوافز متنوعة نتيجة لاعمالهم وانجازاتهم .					
١٠	تشجع كليتنا التفاعل بين اعضاء هيئة التدريس وتكوين فرق العمل بينهم .					
١١	تحت كليتنا اعضاء هيئة التدريس على المشاركة في صناعة القرارات وتحمل المسؤولية الجماعية .					
١٢	تشجع كليتنا التنافس على اسس عادلة بين العاملين لتقديم المزيد من الانجازات .					
١٣	تحفز كليتنا اعضاء هيئة التدريس من خلال المكافآت المالية ، وشهادات تقديرية ، وكتب الشكر والتقدير ، والترقية .					

ت	العبارات	اتفق تماما	اتفق	اوافق الى حد ما	لا اتفق	لا اتفق تماما
١٤	تحرص كليتنا على زرع قيم الرقابة الذاتية بين اعضاء هيئة التدريس .					
١٥	تحرص كليتنا على توسيع دائرة الاتصالات داخل الكلية وخارجها .					
١٦	تبحث كليتنا باستمرار عن المبادرات الجديدة التي تتسم بالمخاطرة .					
١٧	تزود كليتنا اعضاء هيئة التدريس بحلول ابداعية للمشكلات التي تواجه كلية .					
١٨	تحاول كليتنا ايجاد الافكار والبدائل الجديدة لحل المشاكل التي تواجهها .					
١٩	تتعامل كليتنا بأسلوب اللامركزي لطرح الافكار الجديدة .					
٢٠	لدى كليتنا المقدرة على التفاوض والتعامل مع الاخرين لتحقيق اهدافها .					

## CURRICULUM VITAE

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## ACADEMIC QUALIFICATIONS

University / Institute	Degrees	Faculty	Major Subjects	Graduate Date
University of Salahaddin	Bachelor	Economic and Administration College	Business Administration	2012

## TRAINING COURSES

No.	Course Name	Institute	Duration	Date
1.	Administrative Course	Erbil, Ministry of Planning	3 Days	2013
2.	Computer Learning Course (Word-Excel)	Erbil, European Training and Technology Center	3 Months	2013
3.	English Learning Course	University of Salahaddin, Languages Center	6 Months	2014

## ÖZGEÇMİŞ

### KİŞİSEL BİLGİLER

<b>Adı Soyadı</b>	Dlshad Rasool Aziz
<b>Doğum Yeri</b>	IRAK
<b>Doğum Tarihi</b>	6-12-1990

### LİSANS EĞİTİM BİLGİLERİ

<b>Üniversite</b>	University of Salahuddin – IRAK
<b>Fakülte</b>	IDARE VE EKONOMİK
<b>Bölüm</b>	İŞLETME BÖLÜMÜ

### YABANCI DİL BİLGİSİ

<b>İngilizce</b>	KPDS (.....) ÜDS (....) TOEFL (....) EILTS (....)
...	Çok iyi

### İŞ DENEYİMİ

<b>Çalıştığı Kurum</b>	Ministry of Higher Education & Scientific Research
<b>Görevi/Pozisyonu</b>	Memur
<b>Tecrübe Süresi</b>	5 Yıl

### KATILDIĞI

<b>Kurslar</b>	-
<b>Projeler</b>	-

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