Arab American University
Faculty of Graduate Studies
Strategic Planning and Fundraising Programme

The Impact of Emotional Intelligence on Strategic Intelligence "An Empirical Study in the Commercial Banks in Palestine"

Prepared By:
Deema Emad Addin Abed El Qader Odeh

Supervised By:
Dr. Majeed Mansour

This thesis was submitted in partial fulfillment of the requirements for the Master`s degree in Strategic Planning and Fundraising Programme
May, 2018

Thesis approval

The Impact of Emotional Intelligence on Strategic Intelligence
"An Empirical Study in the Commercial Banks in Palestine"

By:

Deema Emad Addin Abed El Qader Odeh

Supervisor: Dr. Majeed Mansour

This thesis was defended successfully on May 7.2018 and approved by

Committee members :   signatures :

1. Supervisor: Dr . Majeed Mansour :   ....

2. Internal Examiner: Dr . Raed Iriqat :   ....

3.External Examiner : Dr . Salamah Salem: ....

Declaration

I declare that this Master dissertation has been composed by me and is based on my own work, unless stated otherwise. I confirm that this Master's thesis is my own work and I have documented all sources and material used; no other person's work has been used without due acknowledgement.

All references and verbatim extracts have been quoted, and all sources of information, including graphs and data sets, have been specifically acknowledged. To my best knowledge, this Master dissertation has not been accepted in any other previous application for a degree, in whole or in part.

Name: ....

Signature: ....

Acknowledgment

Now as my thesis has been completed, I would like to extend my heartfelt thanks to all those who supported the study from the very beginning. I am also indebted to the people who have made the required information accessible to me. My gratitude especially goes to my supervisor, Dr. Majeed Mansour.

I would also like to deliver my great thanks to my colleagues and my friends.

Abstract

The Impact of Emotional Intelligence on Strategic Intelligence "An Empirical Study in the Commercial Banks in Palestine"

This study examines the impact of emotional intelligence on strategic intelligence: "An Empirical Study in the Commercial Banks in Palestine". The purpose of this study is to examine emotional intelligence by empirically investigating the effect of a set of emotional intelligence dimensions on strategic intelligence. To achieve this objective, a comprehensive model of the relations between emotional intelligence and strategic intelligence was developed then tested using a dataset of 229 banks managers out of 247 distributed questionnaire at the commercial banks in West Bank in 12 banks, a questionnaire consisted of 46 questions was designed for this purpose and divided into two axes; the first axis consisted of four main dimensions including the scales of : Self-Regulation, Self-Motivation, Self-Awareness, Social Skills, and the second axis consisted of three main dimensions including the scales of: Foresight, Visioning, and Motivation policy.

The descriptive analytical approach was adapted in this study, different statistical techniques were used to analyze the data, so once the data were collected, cleaned, verified and entered, they were analyzed using the following data analysis techniques: First, descriptive statistics including measures of the mean, standard deviation, percentages, and frequency were used to describe and summarize the characteristics of the sample individuals included in the study. Second, inferential statistics including multiple-regression were used to test the study hypotheses.

The findings have shown the following first, an empirical support that strategic intelligence is positively and significantly affected by emotional intelligence different dimensions particularly self-regulation, self-awareness and social skills. Second, it's clear that emotional intelligence dimensions were found to be the most applied and practiced in West Bank's commercial banks.

Third, managers in these banks should highly focus on direct employees to apply the vision of the bank, and on the necessary practices for adapting an effective strategic thinking and using the employees vision to unify all employees' efforts and core competencies and skills.

The main study recommendations were as the following:

First, the empirical evidence detected in this study support the general proposition of an EI-SI relationship. So, managers operating in researched banks are required to be "emotional intelligence leaders".

Second, managers are expected to look more in depth on how to include emotional intelligence practices in their bank's business strategy, structures, and systems that effectively integrate the activities of managing human resources, firm's relationships and enhancing strategic thinking for the sake of initiating and sustaining business value.

Third, the bank's should work on employees looks at the positive aspects in most of the circumstances that they face, well manage their mood, respect others opinion, even if they disagree with different opinions.

Table of Contents

Table of Definitions

Term	Definition	Reference
Emotional Intelligence	A set of capabilities that enables anyone to generate recognition, explicit, to understand their own evaluation, and others, and emotions to guide the thinking and acting that are experiencing emotional demands and pressures successfully.	(Van Rooy and Viswesvaran,2004)
Self- regulation	Is generative basis that is necessary though not sufficient for effective teamwork, which must be constructively regulated and sustained.	(Jais, 2015)
Self- awareness	Fundamental means to alleviate the path of self-development and psychological pressure for individuals psychologically healthy.	(Sutton & etal, 2011)
Self- Motivation	Having the drive and energy to attain challenging goals or targets". In the other hand, motivation is defined as "condition within an individual rather than without which incites to action, or any idea, need, emotion or organic state that prompts to an action.	(Higgs, 2004)
Social skills	One's ability to induce desirable responses in others, dealing with problems without demeaning those who work with one, to not allow own or others' negative feelings to inhibit collaboration, and to negotiate and manage affective conflict with tack and diplomacy.	(Rahim & Psenicka, 2005)
Strategic intelligence	A process of scanning the task environment and the operating environment, including competitors, customers and markets.	(Agha & etal, 2014)

List of Abbreviations

EI	Emotional Intelligence
SI	Strategic Intelligence
BI	Business Intelligence
CI	Competitive Intelligence
KM	Knowledge Management

List of Tables

Number	Caption	Page
1	Cronbach's alpha coefficients of the research variables.	48
2	The correction key according to a three-point Likert scale	51
3	Characteristics of the research sample	52
4	The means and the standard deviations of the study variables	55
5	The mean, the standard deviation and the level of practice of self- regulation dimension	56
6	The mean, the standard deviation and the level of practice of self-motivation dimension	57
7	The mean, the standard deviation and the level of practice of self-awareness variable	58
8	The mean, the standard deviation and the level of practice of social skills variable	59
9	The mean, the standard deviation and the level of practice of foresight variable	60
10	The mean, the standard deviation and the level of practice of visioning variable	61
11	The mean, the standard deviation and the level of practice of motivation variable	62
12	Results of Normality test for the study variables	62
13	Results of T test according to Gender Variable Group Statistics	64
14	Independent Samples Test	64
15	Results of One Way Anova Test according to age	65
16	Results of One Way Anova Test according to education	65
17	Results of Multiple Comparison of education level	66
18	Results of One Way Anova Test according to work experiences	67
19	Pearson correlation matrix of the relation between the emotional intelligence and strategic intelligence	68
20	Results of Multiple Regression Analysis for the third main hypothesis	69

List of Figures

Chapter One

Introduction

1.1 Background

The financial services industries are rapidly changing. Factors like globalization, diversification, mergers and acquisitions, alliances, rivalry and competition from non-financial sectors have encouraged most organizations to think again about their processes and procedures in a way to enhance their comparative advantage (Achua & Lussier, 2008).

Many organizations have been using the concept of Emotional Intelligence (EI) for the last previous years to help them gain competitive advantage and enhance the strategic intelligence of banks' leaders (Sadri, 2012). Surviving in the competitive and challenging world of today is not easy without strong efforts to adapt with the growing developments of science and technology; and the only way is to obtain sustainable competitive advantages in national and international markets (Hassan, 2010).

Taking into considerations the external and internal environmental challenges and changing of the operating organizations around where there is rapid technological progress, increased customer expectations of their wants and needs and the need for flexibility and customization, organizations have been forced to find a way to sustain their existence (Maqableh, 2016).

Accordingly, many organizations applied programs and policies for enhancing the performance of employees is the best way to create a positive working atmosphere that will affect their feelings of the performance and overcome any weakness or threat in the

internal and external environment, and achieve the organization overall strategic plan in an efficient and effective way (Sadri, 2012).

Applying the concept of strategic intelligence can enhance the competitiveness among existing rivalry of other competing organization and work as an entry barrier. The core issue of strategic intelligence is to rapidly respond to the emerging situations and financial risks especially in the banking sector and also the emerging need for well experienced leaders (Marchand & Hykes, 2007). In addition, applying strategic intelligence, organizations try to shuffling the employment and structures more efficient along with their own objects and goals which lead to transformation of info from limited, operational mode to a new, form which is easy to use for leader. While leaders' main concern that is affected by both internal and external challenging surroundings, they need the know-how of knowledge and learning to react properly and solve their problems in order to adapt to the internal and external environments (Kuosa, 2011).

Therefor the core competency of the strategic intelligence can guide managers and enable them to achieve the organization overall goals and objectives taking into consideration their accrual capabilities and the ability to adapt changes in both environments. So, in order to set the organizational goals and objectives to achieve, leaders need to apply the strategic intelligence to enhance their performance and skill of decision making (Maccoby & Scudder, 2011).

Therefor if the bank is looking for the best practices in the surrounding environment and adapt with the challenging changes of the present time, it needs to follow the development of strategic intelligence in leaders and administrators which is directly affected by the emotional intelligence. (Marchand & Hykes, 2007).

Emotional intelligence can cause a significant difference or change in work and life's successes or achievements. It plays an essential role in the bank productivity and employees' relationship which helps them to enjoy organizational culture. Manager's emotional intelligence has significant impact on outcome of work, at the same time, emotional intelligence results in customer and employees' encouragement to have a strong sense of motivation and satisfaction with their job which consequently leads to effective performance (Kuosa, 2011).

Banks are leaded through knowledge-based, and to determining gaps to fill and create new knowledge. They also follow new sciences strategies and use them in order to realize the main goals and objectives of the bank. New sciences strategies are the foundation for decision making, functioning, and strategic planning for the future that they rely on (Pellissier & Kruger, 2011).

Recently, a number of research fields have focused on EI (Emotional Intelligence) as an important factor that impact the leaders management and many other managerial fields. (Strohmeier, 1992) shows that a percentage of 88% of project managers and leaders spend more than half of their working time interacting and operating with others, and they are required to manage conflicts and challenge, lead the employee and build the relations with others during the project time span.

Project managers need to manage anger and stress effectively, where the success of an exertion is compromised by the stress of meeting the sited deadlines, changing requirements and different opinions or options in the project. So, if the project manager deals unprofessionally with his stress, he will damage his reputation as well as the reputation and image of the project management organization (Kirkland, 2011; Sadri,

2012). Daniel Goleman (1998), entitled: "Working with Emotional Intelligence" suggested that emotional intelligence is composed of two parts: personal competence and social competence.

Personal competence determines how we manage ourselves; it consists of: Self-awareness, which means knowing one's internal status, preferences, and resources; Self-management, means managing one's internal status and impulses; and Self-motivation, which means guiding ourselves or facilitating reaching goals. Social competence determines how to deal with relationships. It consists of the following characteristics: empathy which means awareness of others feelings, needs, and fears. And social skills that describe the ability to adapt and the ability to deal with the feelings of others, including the desired responses in others (Esmaeili, 2014).

The importance of emotional intelligence and strategic intelligence is to add a new valuable information to scientific research about strategic intelligence to be useful for leaders and experts as a main factor for development and improvement of the performance of employees in private banks in West Bank. Thus, the main objective of this study is to identify the impact of emotional intelligence on strategic intelligence in the commercial banks in West Bank in Palestine.

The study structure is divided into five chapters: chapter one includes the introductory of the research with an explanation of research problem, questions, importance, objectives and outline, whereas chapter two includes a comprehensive literature review of previous studies and the research theoretical framework, chapter three includes the research methodology which consists of the operational definitions, hypotheses, study type and scale, the population and sample unit and the explanation of how the data gathered and measured, chapter four includes the data analysis output that

resulted from the SPSS statistical tools and discussion and chapter five includes the research results, recommendations, limitations and conclusion.

1.2 Statement of Problem

In competitive business environment, the organizations especially the banking sector should be able to survive. The Great challenge of banks is to create a good strategic intelligence which is affected by the emotional intelligence. Thus, emotional intelligence is considered one of the most important ingredients to increase the efficiency of modern organizations. Also it is very important for the growth and performance of the bank, it plays a crucial role in the performance of competitive business organizations and managers.

In order to maintain high performance and competitive advantage, the bank's should develop emotional intelligence. The theory of EI should promote perception between the departments concerned to improve performance.

This thesis will investigate the impact of the emotional intelligence on the strategic intelligence in the Palestinian Banks; because this may provide opportunities for the sustainable advantage to reach to point of success.

1.3 Research Objectives

The objectives of this study are classified into a main objective and sub objectives as follows:

The main objective of this study is to understand the impact of emotional intelligence on strategic intelligence in the commercial banks in West Bank.

This study summarize the following sub- objectives, in order to achieve the main objective:

1. To determine the level of emotional intelligence dimensions in the commercial banks in West Bank.
2. To determine the level of strategic intelligence dimensions in the commercial banks in West Bank.
3. To determine the impact of emotional intelligence dimensions on strategic intelligence in the commercial banks in West Bank.
4. To determine the relationship between emotional intelligence dimensions & strategic intelligence dimensions.

1.4 Research Questions

The researcher can present the research main question and sub questions as follows:

Question One:

What is the level of emotional intelligence in the commercial banks in West Bank?

Sub- questions:

1. What is the level of Self-regulation in the commercial bank in West Bank?
2. What is the level of self-awareness in the commercial bank in West Bank?
3. What is the level of self –motivation in the commercial bank in West Bank?

4. What is the level of social skills in the commercial bank in West Bank?

Question Two:

What is the level of strategic intelligence according to the (foresight, visioning, motivation policy) in the commercial bank in West Bank?

Sub- questions:

1. What is the level of strategic intelligence according to foresight in commercial bank in West Bank?

2. What is the level of strategic intelligence according to visioning in commercial bank in West Bank?

3. What is the level of strategic intelligence according to motivation policy in commercial bank in West Bank?

1.5 Research Hypotheses

Based on the research objectives and study framework, the study hypotheses have been drawn as follow:

H0.1: There is no significant difference in the impact of emotional intelligence on strategic intelligence according to (gender, age, education level, and working experience) in banking industry in West Bank.

Sub- Hypotheses

H0.1.1: There is no significant impact of emotional intelligence on strategic intelligence according to gender in banking industry in West Bank.

H0.1.2: There is no significant impact of emotional intelligence on strategic intelligence according to according to the age in banking industry in West Bank.

H0.1.3: There is no significant impact of emotional intelligence on strategic intelligence according to according to the educational level in banking industry in West Bank.

H0.1.4: There is no significant impact of emotional intelligence on strategic intelligence according to according to the work experiences years in banking industry in West Bank.

H0.2: There is no statistically significant impact of emotional intelligence dimensions: (self- regulation, self- awareness, self- motivation, and social skills) on strategic intelligence in banking industry in West Bank.

H0.3: There is no significant impact of emotional intelligence on strategic intelligence in banking industry in West Bank.

1.6 Study Borders:

- **Place Border:** West Bank.
- **Time Border:** 2018/2019 Semester
- **Human Border:** Banks managers allocated to different departments.

1.7 Significance of the study

Emotional Intelligence may became a critical success factor in the organization, Managers should be used a strategy to improving emotional intelligence, that it helps them to improve strategic intelligence, Thus affect directly and indirectly on Organizational skills. It has been noticed that most studies related to emotional

intelligence and strategic intelligence have taken place in a limited number of developing countries, thus conducting a study of this type in the Middle East, especially Palestine will help in broadening the conceptualization of emotional intelligence and strategic intelligence.

The topic of the current research is new, researchers haven't studied this topic despite the availability of many scientific references. Therefore, for more familiarity with performed researches, the purpose of this study is to present clear definitions and agreed upon descriptions of the types of activities an emotional intelligence, to enhance strategic intelligence in the commercial banks in West Bank.

Chapter Two

Literature Review and Theoretical Background

2.1 Introduction

This chapter aims to give an overview of the relevant studies associated with the research topic as well as a theoretical basis for developing the research framework and hypotheses. Therefore, the literature review is meant to support the goal of this study, which in turn helps construct the operational concepts of the study.

Firstly, the research reviews emotional intelligence and its impact on strategic intelligence. Secondarily, the study explains methodology separately as a theoretical framework. This chapter also reviewed the literature review that were allocated from different references about the study's subject, which are the emotional intelligence and its impact on strategic intelligence to better understand the concepts of emotional intelligence and strategic intelligence in order to have a clear view about their components and measurements.

The chapter starts talking about emotional intelligence, the concept of emotional intelligence and dimensions of emotional intelligence.

2.2 Emotional Intelligence (EI)

2.2.1 The Concept of Emotional Intelligence:

Emotional intelligence is the main element that determines success in life and it plays an essential role in the interaction between managers in their work environment, the organizations must focus on emotional intelligence as a inconstant challenge for

Sufficiency of better degrees of performance and development of a competitive franchise (Korahi, 2010).

The most significant researches which dealt with the idea of emotional intelligence study of Uli (2012) which found that organizations should know the important role of emotional intelligence in developing human wealth that results a high-strategic thinking. Moreover, Hassan (2010) study stated that emotional intelligence is vital element for organization's performance and development and plays a significant role in performance of competitive organizations nowadays. This study also sees emotional intelligence as the capability to observe one's and other people's feelings and emotions, to distingue between them, and use the information to lead one's thinking and activities.

Ashkenazy & etal (2005) also prepared a study indicated that emotional intelligence is an individual features, including the capability to know one, see, understand, and supervise the emotions in one and in others. The study of Van Rooy and Viswesvaran (2004) defined the emotional intelligence as a group of capabilities which allows anyone to generate recognition, explicit, to understand their own evaluation, and others, and emotions to lead the thinking and acting which are experiencing emotional demands and pressures successfully. Whereas Higgs (2004) described emotional intelligence as a group of both skills and distinctive relations may also be present in the context of effective performance.

According to Hunter (2000) the intelligence is the capability to understand the cause properly with concepts and solves difficulties. The earliest suggestion of the term emotional intelligence (EI) is a kind of social intelligence that includes the capability to

observe one's own and other's emotions, to distingue between them, and to use the information to lead one's thinking and activities (Salovey & Mayer, 1997).

Based on this definition, again they defined the emotional intelligence more widely as "the ability to perceive accurately, apprise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (Salovey & Mayer, 1997).

According to Goleman (1998) in his study "emotional intelligence" introduced stimulating information about the brain, feelings, and behavior. Believing that the emotional skills related to understanding skills are the main key of success in personal, professional and social of people. Also, emotional intelligence is defined as recognized way for evaluation of a person's success level that is growing more widespread nowadays (Mehdizadeh and Hosseini, 2011).

Another emotional intelligence definition presented by (Law & etal, 2004) as a group of interpersonally and interpersonally connected to human abilities and skills; it must have a power to except several personal and social results. One of important personal outcomes is life satisfaction of persons with high emotional intelligence. According to that, persons with an elevated emotional intelligence can recognize their emotions and others' emotions; which can help them to improve attitudes and behaviors for good results upon their understanding (Law & etal, 2004).

The range of emotional intelligence involves verbal and non-verbal evaluation and term of emotion, the organizing of self-emotion and others' emotion, and the use of

emotional content in problem solving (Angelidis and Ibrahim, 2011). Also, emotional intelligence has been defined as a group of capabilities which enable an individual to produce, know, explain, and assess their own and others' emotions in order to lead thinking and activity that effectively manage emotional demands and stresses (Van Rooy & Viswesvaran, 2004).

It is associated with capability to precisely know and manage both one's own and others' emotions (Holian, 2006). Goleman (1998) explained that emotional intelligence is a snag to fearlessness, development, procedure of expanding ones mindfulness about one's feelings and connections.

Depending on the study of Higgs and Dulewicz (2002) which described the emotional intelligence as a variety of both skills and distinctive relations may well be in the case of efficient performance. With regard to measuring the emotional intelligence, according to Jais (2015), there are four components: self-regulations, self-awareness, self-motivation and social skill (relationship management).

Depending on the study of Alnidawy (2015), the results provide evidence that emotional intelligence has three dimensions which are: well- being, self- control, and emotionality. Faiz (2015) explained that there are four components of emotional intelligence: self-emotions appraisal, other-emotions appraisal, utilization of emotions, and organizing emotions. On the other hand, Al-Kahtani (2013) assumed that the emotional intelligence is measured by self- emotion appraisal, others- emotion appraisal, use of emotions, and regulation of emotions.

Depending on Azam & etal (2013) which proposed that the emotional intelligence has the following dimensions which are: emotional self-awareness, self-confidence, emotional self-control, achievement, developing the others, conflict management.

Research of Davies etal. (1998) founds that the four dimensions of emotional intelligence are:

1. Appraisal and expression of emotion in one's self: the capability to recognize his/her deep feelings and to be able to express emotions naturally.

2. Appraisal and recognition of emotion in others, which associate with one's capability to recognize the others' emotions.

3. Regulation of emotion, relating to the person's ability to regulate his/her emotion.

4. Using emotion facilitates performance, relating to person's ability to use and directing emotions towards personal performance and constructive activities (Law & etal., 2004).

According to Salovey & Mayer (1997) who divided the term of emotional literacy to five areas, the first one understands the self-emotional (self-awareness). The second is management of self-excitement to the suitable way. The third is self-motivation (controlling the postponement in the satisfactions of demand, capability to keep in a steady, good mental situation). The forth, to assessing emotional condition of others. Finally, to having a good relation with other people.

A study of Higgs and Dulewicz (2002) indicates that emotional intelligence has seven factors that are as the following: self-awareness: being aware of one's emotions

and being capable of coping them. Emotional resilience: being capable of preserving one's performance when under pressure. Motivation: having the ambition and energy to achieve challenging aims or targets. Inter-personal sensitivity: viewing sensitivity and sympathy toward others. Influence: capability of impact and encouraging others to agree with your view or suggestion. Intuitiveness: capability of making decisions, utilizing cause and instinct when suitable. Conscientiousness and integrity: being harmonious in one's talk and behaviors, and conducting according to predominant moral standards.

According to Petrides and Furnham (2000), Saklofske et al. (2003) and Schutte etal. (1998) studies, the emotional intelligence is measured by four components: mood regulation, emotion appraisal, social skills, and emotion utilization (Chang and Huang, 2011).

In conclusion, there are many models of theories that can be applied to measure the emotional intelligence of leaders. In the current study just one model that will be used, this model is widely used as a conceptual model in other studies. This finding will provide many references, which can be used, compared and discussed in this study.

2.2.2. Dimensions of emotional intelligence

The dimensions of emotional intelligence are:

2.2.2.1. Self-Regulations

Self- regulated organization has significant and various benefits. Self-regulations are established from the industry; they are better coordinated with the wants and

requirements of the customer and the capability and the capacity of the organization (Russell & Giner- Sorolla, 2011).

Self- regulation is generative foundation that is essential though not enough for efficient teamwork that should be usefully organized and sustained. Researchers stated that self-management is basically the core factor which can affect the performance of the employees and other people of organizations (Jais, 2015).

According to Riga & Millward (2010) it is suggested that efficient teamwork is created by a social self- identification procedure, on which there are "emergent states" across influential (adherence, unity), motivational (drive to guarantee and preserve positive self-esteem), cognitive (shared knowledge) and behavioral (intra-team and inter-team procedures) dimensions. Self-regulations can be measured as self-control, trustworthiness, adaptability, and innovativeness.

2.2.2.2. Self- Awareness

Self- awareness has been observed for a long time by researchers and practitioners as a fundamental means to alleviate the path of self-development and psychological pressure for individuals psychologically healthy (Sutton & etal, 2011). Self-awareness is important as it helps to identify the feelings and values of others, This self-reflection helps them to be aware of both the limitations and strengths, that they're frank about it (Korahi, 2010). They tend to be very deliberate in the sense that they take the time to think about the things that interest them, and how their work and their lives relate to these things. It can also be used for self-awareness to know strengths and weaknesses, where it is one of the best ways to see the emotions and inner feelings (Faiz, 2015).

According to Rasheed (2015) self-awareness refers to getting to recognize one's self as an individual and the significant things in life that affect us in various ways. Self-awareness can be measured as independence, self-realization, constancy, self-confidence, and emotional feeling of self.

2.2.2.3. Self- Motivation

Self-motivation appears from realization of person's need, is a main element in achievement any specified goals. Many researchers are attempting to demonstrate that motivation causes performance. There are many motivational techniques to increase productivity like job enrichment, flextime, management by objectives, gain sharing plans. Theories also have grown, goal setting, expectancy, equity, and achievement motivation can expect performance (Hunter, 2000).

According to Higgs (2004), the Motivation is "Having the drive and energy to attain challenging goals or targets". In the other hand, motivation is defined as "condition within an individual rather than without which incites to action, or any idea, need, emotion or organic state that prompts to an action" (Salamon, 1998). Such as "comprehensive employee recruitment and selection procedures, incentive compensation, and performance management systems and extensive employee involvement and training, can improve the knowledge, skills, and abilities at firm's current and potential employees, increase their motivation, reduce shrinking, and enhance retention of quality employees while encouraging non-performers to leave the firm" (Huselid, 1995, Moriones & de Cerio, 2001).

There are several different measures of self-awareness. Study of Fida & etal (2014) showed that self- motivation can have other measurements or definitions as independence, achievement drive, commitment, initiative and optimism.

2.2.2.4. Social skills

Social skills are the main factor that lead employee to control and manage a variety of emotional effectively in most relationships (Goleman, 2004), so we can consider the person who has social skills as an effective consultant, because he has capability of handling and solving problems and conflicts in his domain, and that what create team work and cooperation within an organization. Also, can clearly interpret of the situation and social network other than skilled persuade and lead (Al-Kahtani, 2013).

Goleman (2014) presented a definition of social skills as "friendliness with a purpose". His definition explain many ideas the most important one is the ability of the person to reflect and encourage others without pressure, to manage problems and conflicts in effective way, to listen openly, and to have ability to lead and inspire others.

Another definition by Rahim and Psenicka (2005) "one's ability to induce desirable responses in others, dealing with problems without demeaning those who work with one, to not allow own or others' negative feelings to inhibit collaboration, and to negotiate and manage affective conflict with tack and diplomacy".

Study of Fida & etal (2014) also indicates that social skill can be measured through different concepts like: independence influence communication, leadership and team capabilities.

This section will talk about strategic intelligence, definition, levels, approaches and dimension.

2.3 Strategic Intelligence (SI)

2.3.1. Definition of strategic intelligence

In successful organizations, the strategic intelligence has the same meaning applied in intelligent systems of Armed Forces, but the core issue is to ensure how the organizations are able to better control the future challenges, take advantage of opportunities which through by will reach the organizational success (Guster & Brown, 2012).

Strategic intelligence is an important part of business consultations, which lead to assume the task of growing with great, multifaceted or complicated topics of conversion and changes in the external environment of the organizations in a more comprehensible and clear method. In most of literature, it has been knowledgeable to express strategic intelligence as the group, processing, analysis, and distribution of information that has high strategic relation (Kuosa, 2011).

According to Marchand and Hykes (2007) strategic intelligence should give useful information for organizations about their business environment that are needed to adapt with changes and form suitable strategies which will add value and build the future development and enrichment of earnings to the new markets within the same domain or scope of industries.

Strategic intelligence also defined as a process of scanning the task environment and the operating environment, including competitors, customers and markets (Agha & etal, 2014).

Fleisher & Bensoussan (2007) stated that strategic intelligence is the collecting, analysis, and distribution of data and information related to strategic decision making.

Strategic intelligence known as a structure that contains numerous components which are important to set a clear vision in the near future; these components can be summed up by the following components: foresight, visioning, and motivation (Maccoby & Scudder, 2011).

Pellissier & Kruger (2011) conducted a research showed that strategic intelligence is the desires of the firm to recognize its business environment to allow it to obtain insight into its current procedures, expect and handle alteration for the future, design suitable strategies that will make business value for customers, and develop profitability in current and new markets.

Based on the above information, the main result of strategic intelligence is strategic leadership. Strategic leadership is a procedure affecting the promising perspectives for success applied by leaders and managers; nevertheless, it's effect on organizational culture, resources distribution, guidance by strategy and results on the unclear and untrustworthy complicated universal environment (Gbosbal & Kim, 1986).

Intelligence is directly related to a leader's capability of:

1- Dealing with problems systematically.

2- Recognizing the business environment.

3- Being elastic.

4- Not following traditional rules.

5- To be analytic, and not disapproving alteration but promoting it (Guichard, 2011).

Also strategic intelligence is a structure that contains of different components which are important to predict and expect the changes in the future (Agha etal., 2014).

Organizations have always to gain the competitive advantage to continue and raise in the changing and challenging external environment. Their capacity of competing with others is straight relative to their elasticity, management effectiveness and open mindedness to alteration and invention (Karakaya and Yilmaz, 2013).

According to Tham and Kim (2002) strategic intelligence may be defined as what an organization wants to recognize its business external environment to allow it to take an opportunity and vision to its current operations, foresee and manage change for the future, plan suitable strategies and set an appropriate structure which will generate business worth for customers, and enhance profitability in existing and new markets. Both of them suppose that the importance of strategic intelligence is realized by the enhancing of the abilities and skills of leaders and employees to know about possible changes in their business or industry environment which could need the reconsidering of business operations and practices.

Yilmaz (2013) study suggested the following thinking intensely, rationally and analytically, critical thinking abilities, thinking tactically, thinking ingeniously, learning from failure; can have learning nimbleness for strategic intelligence. Guichard (2011) also applied these major explanations of intelligence in his model and research.

As well as Agha & etal. (2014) study emphasize that the firms apply the main strategic intelligence components (foresight, visioning, and motivation policy), in solving organization problems through the direction and goals of business and to motivate the workers to participate in decision making and handling the responsibilities of their organizations. Moreover, they concluded there are important positive influences of strategic intelligence on organization performance, positive influences of strategic intelligence on strategic flexibility, and positive influences of strategic intelligence on organization performance in the attendance of strategic flexibility as a moderator variable.

Liebowitz (2006) emphasized on the concept of strategic intelligence that is a concept utilized for intelligence actions such as the strategic planning and the strategic management. Strategic intelligence determines the importance of decision-making and it focuses on practical actions.

Pirttimäki (2007) stated that strategic intelligence can assist strategic management processes through participating in gathering, analyzing and spreading of data, he also argued that when the degree of decision making is higher, it becomes more necessary for the information to be accurate and followed by more conclusions and proposals.

Strategic intelligence plays an important role at every stage of bank strategies and operations. The importance of this type of intelligence in risk management is highlighted by banks, and describes risks, threats and opportunities in a way that helps managers define bank programs and policies. This kind of intelligence makes banks able to deal with the future challenges, and offers opportunities to strengthen banks and their success. This intelligence plays a key role in every area of management and decisions of banks regarding future plans, provides support for operational objectives by predicting future challenges, and highlights its importance in its role in a clear understanding of emerging threats, and the ability to give insight to allow the development of strategies, and to give an early warning of the need for new capabilities and priorities of different powers. (Clar & etal, 2008).

2.3.2. Levels of strategic intelligence

Most of the previous researches emphasized the strategic intelligence consist of three main levels:

2.3.2.1. Business Intelligence

Business Intelligence (BI) is an important concept that covers a wide part of interest for businessman nowadays. Business intelligence has both inner and outer groups that cope with the capability of the organization to define their direct competitors as well as recognizing what powers may be at work versus them (Jones, 2005).

As Liebowitz (2006) indicated that business intelligence can take the shape as a set of abilities, technologies, tools and strategies that can clarify for the managers how

to deal with business conditions in an efficient manner. Lastly, how does the business include the data that it gathers into valuable information yielding and achieving the competitive advantage. The area of business intelligence is often gloomy and can simply pass the muddled limits of business morals in addition to federal law. Applying present academic literature, case studies and an interview with the business intelligence supplier, we have outlined the main features of business intelligence that business requires to recognize in today's competitive environment (Morgan & etal, 2004).

Guster & Brown (2012) defined business intelligence as an efficient tool to enhance the process of decision-making, which would be useful in any organization, they defined it as the business management uses it, to determine the applications and technology in the fields of collection, presentation, penetration and analyze data in order to add value and take the optimal business decisions.

According to Gbosbal and Kim (1986) who defined the concept of Business Intelligence, (BI) "as a tool that is used to monitor, evaluate, and enhance business information and to share recent knowledge and intelligence for the process of effective decision-making".

Pirttimäki (2007) study emphasized on the meaning of business intelligence that it is related to the data, information know how that is related to the business environment, an organization, markets, customers, competitors, then process of operating, proposals, and recommendations for the administration and decision- makers.

2.3.2.2. Competitive Intelligence

Competitive Intelligence (CI) is the core component of value adding, continuous improvements and systematic flow of information, to reach the organization's inner and outer environment in order to improve the operational decision-making and also to set a superior future for the institution and enhance its current status (Maccoby, 2008).

As defined by the French School of Management, competitive intelligence is the art of collecting, penetrating and saving information for the use of employees at all the organization levels, to imagine the future of the organization and working on the current situation verses the among rivalry (Pellissier & Kruger, 2011).

According to McGonagle and Vella (2002) Competitive intelligence (CI) includes the utilization of public bases to improve data on competition, competitors, and the market environment. It then converts, by analysis, that data into intelligence. Competitive intelligence is all information you can lawfully and morally classify, find, and then access.

Other studies revealed that competitive intelligence is the systematic process of obtaining data from competitors and understanding that information in order to facilitate organizational learning the know-how, improving, decision making, and determining the organization overall goal in the industry and other markets (Xu, 2007).

Study of Fleisher & Bensoussan (2007) determined and defined the concept of competitive intelligence (CI) as the procedure by which institutions collect data and information regarding their main challengers and the reasonable environment and take it into consideration when the operations that need to apply and decision-making are

being planned. They also considered that the main components of competitive intelligence are signs, actions, insights, and data into noticeable designs and orientations regarding to the business and competitive environment. In their analysis, researchers are main members of the process as they utilize their abilities, knowledge, capabilities and senses to describe these relations, accordingly empowering their associations to contend more efficiently and gain the competitive advantage. This activity can be done by scanning the external environment, for example analyzing the organization's yearly report and other files or implementing a completely digitalized war gaming experience (Fleisher & Bensoussan 2007).

Also Pirttimäki (2007) study indicated that the main advantage of the concept of the competitive intelligence is to guide and help organizations to assess its competitive and market conditions.

2.3.2.3. Knowledge Management

Researchers see knowledge management (KM) as the most important systematic, integrated process for recognizing, managing and sharing all intellectual property, starting from databases, to documents, policies and existing experiences (Agha & et al, 2014). Whereas, Jones (2005) defined knowledge management as a process through which organizations gain skills in the field of learning (internal knowledge), coding knowledge (external knowledge) and distribute knowledge.

According to Esmaeili (2014) the concept of knowledge management means the process of establishing the necessary issues to identify data, information and knowledge

required by the organization from both inner and outer environment and enhances the procedure of decision making.

Also knowledge management describes the way that an institution can use its knowledge to create, keep serious knowledge, figure amity and a deep feeling of fitting, and rise and enhance employee output and productivity. The study also revealed that the utilization of a strategic intelligence framework could importantly improve decision-making for long term decisions (Liebowitz, 2006).

2.3.3. Strategic Intelligence Approaches

Organizations can implement a various approach to develop exchange and intelligence regarding the future trends. According to Xu (2007) the most two well-known and used approaches to strategic intelligence are functional approach and process approach.

2.3.3.1 Practical or functional approach

The Practical approach is like the conventional model. Practically arranged organizations have numerous information of internal and external insight that the capacity departments will gather and some of the time use to choose the best optimal solution (Guster & Brown, 2012).

For instance, the sales department gather data regarding to the client contacts, exchanges and services; the marketing department behaviors reviews on showcase patterns and consumer loyalty; the R&D breaks down innovation advancements and new items thought; the assembling cracking capacity concentrates on process

advancement and item building; the data innovation unit screens IT industry patterns and specialized improvements; and human resource departments screen work force change and enrollment (Xu, 2007).

Hippenmeyer & etal. (2004) study revealed that strategic intelligence in a practically situated and kept to differentiate pools of information for which each data gathered group will be connected to their existed attitudes, regarding the organization orientation and policies for success and systems for progress. These data gathering can be distinguished by divisions or departments that gathered data, (competitive, products and goods, market, and so forth) in light of the need of official group. These data generally are shared and utilized between different levels of managers in the different departments of the organizations.

According to Annie (2001) three main challenges in the functional approach can be used to deal with strategic intelligence. First, to outline what to expect or predict in the future. To start with, the pools of data and information are formed and deciphered in by the need of each department inside the organization, so there isn't a more extensive, overall management analysis or functional clarification of the data. Second, individuals' unobserved supposition can influence the explanation of data, blind sides and taboos. Third, regarding to the current standards, there is normally no reasonable procedure and processes or efficient equipment for sharing data amongst capacities and, even the reason they are conveyed, they may not be utilized because of data culture accumulating.

Usually several leaders in functionally directed organizations observe the standards of strategic intelligence as restricted to parts like attainments, market analysis, competitor evaluation, and new technology estimation (Xu, 2007).

2.3.3.2. Process approach

The process approach depends on an alternate presumption. Firstly, not all high leveled knowledge liability in the organization ought to be sorted out to deal with the necessities of the organization leaders. Secondly, the process of sharing strategic intelligence empowers a decent variety of understandings and perspectives about what to expect in the near future. This is very important where alterations in ventures, clients, and markets are gathering so quickly that they can't appropriately figure them new attitudes about the future business techniques and strategies (Hippenmeyer & etal. 2004). Thirdly, software related to information management makes different hotspots for inner and outer intelligence valid to group of directors following up on regular issues anyplace. Fourthly, the present challenge is not about keeping strategic intelligence to the highest level of the organization or having storehouses of data yet; to appropriate data comprehensively and along the side over the institution so it is lined up with functional approaches to deal with appointing duties regarding any actions. In this setting strategic intelligence must could be described as an essential part of organizations major information culture instead of combining it as an additional function (Xu, 2007).

The process approach of the strategic intelligence includes seven main steps, which are:

1- Tasking and Focus.

2- Planning the Strategic Research Project.

3- Information Collection.

4- Collating and Evaluating Data.

5- Analysis.

6- Evolving some practical notions and hypotheses.

7- Reporting the outcomes of strategic research.

1- Tasking and Focus

Strategic intelligence is interested in investigating difficulties in a method which gives comprehension of the organization, reason, and kind of the point with the goal that associations can create extensive plans to manage it, not just respond by focusing on individuals (Strain, 2013).

2- Strategic Research Project

Dealing with the plans and assets expected to the task that has been specified is the function of an intelligent design. In the work of strategic intelligence, the accentuation will alter as the organizer understands the unpredictability engaged with the research needed to cope with an analysis project (Yates & Akhgar, 2013).

3- Information Collection

Gathering, monitoring and evaluating data require different set of principles and practice, both within and outside of government circles (Strain, 2013).

4- Collecting and Evaluating Data

Collecting and evaluating data require following the same previous group of basics and practice, regardless the form of intelligence (Annie, 2001).

5- Analysis

In the case that the subjects are unpredictable and the information of generally fluctuating quality, at that point it takes after that the analyst requires invest some impressive effort and time in working to know exactly what sorts of analysis suit what categories of data (Fleisher & Bensoussan 2007).

6- Developing Concepts and Hypotheses.

Developing workable concepts of the strategic intelligence concepts and main dimensions (Yates & Akhgar, 2013).

7- Reporting the Results of Strategic Research.

The final step or approach is reported all the achieved results through the followed above steps (Yates & Akhgar, 2013).

2.3.4. Strategic intelligence Dimension

Strategic intelligence is can be described as a method or a system that includes some important dimensions to brief view regarding the future; these dimensions can be summarized as these three dimensions:

1- Foresight

2- Visioning

3- Motivation policy

Each of the three dimensions mentioned above relies upon personality intelligence and leadership and. Profound self-information; learning of others, an unmistakably verbalized reason, set of qualities, standards, and convictions plan pioneers to investigate the future, concentrate on important patterns, and make a foundational view. They convey this view to real life by selecting and creating key and operational accomplices who supplement their aptitudes, bolster the view, and offer the logic (Sutton & etal, 2011).

Through personality intelligence, they use a comprehension of the estimations of those accomplices and can persuade and engage them to work together, to accomplish a common reason, (Maccoby & Scudder, 2011).

2.3.4.1. Foresight

Most importantly, foresight components can be grouped regarding the general objective or basis that underlies their usage. As a rule, most organizations prescience components are grounded in two fundamental thought processes: either there are

particular attributes of an organization's business process that characteristically request such a long haul introduction, or for vision components are embraced as a positive advance to adapt to vulnerabilities in their corporate condition. As it were, there are the two reasons inside and outer to an organization that gives an impetus to doing foresight, (Becker & etal, 2001).

According to Maccoby (2008) foresight is the capacity to get a handle on the powers forming what's to expect in the future. This was achieved by Bill Gates, the youthful software engineer, who got it when he comprehended the progress that the PC could achieve toward becoming and what it intended to land the position to compose that initially working framework, DOS, for IBM's first PC. He was likewise demonstrating he comprehended the significance of banding together with an association which would affect the future, he also stated that precaution is the capacity to sense what in the assortment of patterns – social, financial, and political; foresee new chances and avoid hazards that may reclassify corporate or business.

Accordingly, vision is not just about using present standards of the business in an unexpected method, in spite of the fact that it may incorporate that. Pioneers with prescience are anxious to figure out how to investigate what's to come. They need to realize what will be changeable and what principal alterations, thus, are essential to the organization (Maccoby, 2008).

Both Elbashir & Williams (2007) explained that foresight components are an undeniably essential device during the time spent creating examination and development procedures.

Innovation is currently observed to happen in larger varied substances − be it inside sectorial, provincial, national, or even global development frameworks. Against this foundation, foreknowledge has an immense potential to bring issues to light and to create better learning of those interdependencies among the distinctive on-screen characters and the conceivable long haul difficulties and openings emerging out of this, and in addition furnishing them with a state of section during the time spent molding their regular future (Becker & etal, 2001).

Albeit all firm premonition exercises share this last objective, it is helpful to order prescience as far as its more middle of the road capacities and effects for the firm: an) expectant insight, i.e. giving foundation data and an initial cautioning of late advancements; b) course setting, i.e. setting up expansive rules for the firm system; c) deciding needs, i.e. recognizing the most alluring lines of innovative work as an immediate contribution to particular (financing) choices; d) procedure definition, i.e. taking an interest in the plan and execution of vital choices; e) advancement stimulating, i.e. invigorating and supporting advancement forms among the distinctive accomplices, (Becker & etal, 2001).

2.3.4.2. Visioning

The way toward making the perfect social-business framework with a reason is called visioning. This needs the pioneer to not just make a picture of the perfect future, yet to likewise impart it and connect with everybody inside an institution so it alters job. It's a procedure that occurs after some time. It needs drawing individuals' attention to know the perfect, and convincing them to cooperatively move toward that path (Maccoby, 2008).

Vision must be a foundational image of a perfect future that depicts the arrangement of the considerable number of parts of the organizations and firms (values, frameworks, individuals, initiative, structures, abilities, competencies and so forth.) It is important to accomplish that future case. Fruitful visioning makes a guide for individuals to take after by putting an arrangement of controlling rule that they can utilize to settle on choices and Instruct their conduct in the association (Maccoby & Scudder, 2011).

According to Daft R. (2005) who emphasized on the most important challenges and responsibilities for managers is to take into consideration the communication as a shared vision for the institution and determining organization culture. Managers can utilize shared vision to create organizational learning ability. Honing leader would then have the capacity to assist advance hierarchical learning with the mutual vision as an instructor on what to gain from the inward and outer condition. The conduct and administration writing has dedicated a great deal thoughtfulness regarding procedures and innovation in authoritative learning. Along these lines the part of shared vision is assuming an imperative part as an improvement instrument to assemble an authoritative learning capacity (Xu, 2007).

To force for adherents, the vision must be one they can identify with and share, (Daft, 2005). Verifiably the part of initiative was for the most part connected with highest administration and had a key undertone. Contemporaneous perspectives are moving, where leadership is progressively recognized on every single hierarchical level and circles in human life. The significance of leadership in an operational group setting ought not to be named simply optional (Pirttimäki, 2007).

Since management is interested in several interactions, leadership is interested in the mutual impact procedure to accomplish an objective or recognize a vision. The psychological agreement founded by leadership is a descriptive expression that shows a large diversity of relationships between leaders and followers in an organization (Daft, 2005).

The precise effective relation is essential for operational performance. Teamwork is a way of life in the postmodern organization. Team is the basic structure by which work is achieved . Because of this orientation, many more organizations are seeking operational employees who have team leadership skills (Achua & Lussier, 2008).

2.3.4.3. Motivation policy

Motivation means to encourage people to adopt a general goal and to perform vision. The people in an institution, which is recognized as a social system; have goals of their own they can strive in or outside of the system. It's up to leaders with strategic intelligence to concentrate them and involve their productive energy toward that general goal (Maccoby, 2008).

Motivation should to be dealt with in terms of the four R's: reasons, rewards, relationships, and responsibilities. A leader with strategic intelligence recognizes what motivates various employees and colleagues, and communicates a sense of meaning that each kind of person is involved by. This sort of leaders uses all the 4 R's (Maccoby, 2008).

2.4 Empirical Studies

This section will cover the studies that talked about emotional intelligence and strategic intelligence.

2.4.1. Studies about emotional intelligence:

Kumari & Priya, (2018) conducted a study in Dehradun- India titled "The Role of Emotional Intelligence in Organizational Commitment: a Study of Banking Sector", the study followed the descriptive correlation method; its aim was to recognize the relation in emotional intelligence and organizational commitment between public sector bank employees in Dehradun (U.P.). The sample consisted of (83) banks manager, the results revealed that managers; emotional intelligence was positively connected with organizational commitment. Moreover, analyses revealed a significant positive relationship between managers' commitment and emotional intelligence dimensions: self-awareness, self-management, social awareness and relationship management.

Another study carried out in New Delhi- India in (2017), by Basu & Makkar talked about the influence of emotional intelligence on workplace behavior, the study purpose was to examine the influence of emotional intelligence (EI) on the workplace conduct of the employees in the banking sector in India, the sample included 30 employees attended both public and private sectors, the results showed that there is a deep and big relation between emotional intelligence and workplace conduct of employees in the banking sector, findings also revealed that there was a variation in the influence of EI on workplace conduct of the employees in both private and public sectors.

Also Nnabuife & etal, (2016) prepared a study about emotional intelligence and employee performance in chosen commercial banks in Anambra- Nigeria, its goal was to determine the relation between emotional intelligence and employee performance of selected Banks in Anambra State, .the study followed the correlation survey design, the sample consisted of (109) commercial banks employees who attended (18) commercial banks in Anambra State, the researchers used the emotional intelligence questionnaire as a study tool. The findings showed that sympathy has a strong negative relationship with employee turn-over. The study also recommended that administration need to set rules that will include employment of emotionally intelligent employees.

A study about " Emotional Intelligence among Bank Employees" was conducted by Sahi & Pahuja in (2012) in Jalandhar, India, the study aimed to check the emotional intelligence among bank employees, the sample was included (100) bank employees, the study revealed that employees of selected banks were fully aware of this comparatively new concept, the study also showed that there was important variation between male and female on different emotional intelligence traits. However, females recorded the best on total emotional intelligence than males. As far as levels of EI between employees were not emotionally stable.

Hashem (2010) prepared a study about the impact of managers emotional intelligence on marketing creativity in Jordan commercial banks, the study aimed to recognize the influence of emotional intelligence among managers on marketing inventiveness in Jordan commercial banks, the study followed the descriptive analytical approach, the sample was consisted of (500) employees working in (13) commercial banks in Jordan. The study findings concluded that there was great influence of

emotional intelligence and its elements, such as self-awareness, and emotions control, motivation, social skills, empathy, on marketing creativity in Jordan commercial banks. In addition, this influence doesn't vary regarding employee's personal and functional variables (gender, age, education, marital status and experience).

2.4.2. Studies about strategic intelligence:

Baee & etal, (2017) conducted a study in Iran, named "The Relationship between Manager's Strategic Intelligence and Organization Development in Governmental Agencies" its aim was to examine the relationship of strategic intelligence of with institution progress and the connection between the components of strategic intelligence and in governmental agencies in Iran, the study used the descriptive and correlational method, the sample included (493) managers working in the governmental agencies, the findings revealed that there was a positive important connection between strategic intelligence of manager and organization development, also there was an important connection between some components of strategic intelligence like knowledge, wisdom and practical intelligence with organization development. But there was no important connection between emotional intelligence, creativity and invention with organization development.

Al- Zu'bi conducted a study in Jordan in (2016) entitled " Aspects of Strategic Intelligence and its Role in Achieving Organizational Agility: An Empirical Investigation "its goal was to determine the dimensions of strategic intelligence including visioning, foresight, partnership, intuition, and creativity, on accomplishing organizational nimbleness in the sector of Mining and Extraction Industries in Jordan. The study followed the descriptive method, the sample consisted of (8377) employees

working in industrial companies, the study showed that all the components of strategic intelligence had an influence on accomplishing organizational nimbleness, but the impact was more on dimensional creativity.

Also Keikha carried out a study in Zahedan- Iran, in (2016) about the effect of strategic intelligence of managers on the performance of private banks employees, the study used the descriptive and correlational method, the sample was consisted of (217) employees of private banks in Zahedan, the study used two questionnaires (the Strategic Intelligence and Performance- Evaluation of Employees). The study findings concluded that strategic intelligence and its dimensions like (competitive intelligence, business intelligence and knowledge management) have great effects on employees' organizational performance.

Another study named "The role of strategic intelligence in the development of managers competencies portfolio" the study prepared by Salih & Abdulrahman in (2015) in Jordan, its purpose was to recognize the role of strategic intelligence in the development of managers competencies portfolio, the study used the descriptive statistical method, the sample included (120) managers representing (3) managerial stages of management (upper, middle and first line/operational) working in (5) commercial banks in Amman City. The results showed that the improvement of the managers' qualifications portfolio resulted in improving efficacies and depend on approximately a third on variables and activities of strategic intelligence.

Pellissier & Kruger, prepared a study in South Africa in (2011) aimed to study the role of strategic intelligence as a strategic management tool. The study was implemented on the long-term insurance industry in South Africa, the study used the

descriptive method, the sample consisted of (82) employees who working in insurance companies in South Africa, the results concluded that strategic management is significantly used in institutions in the long-term insurance industry, but, smaller organizations were at an inappropriate condition regarding giving of information to management. Findings also showed that the most of institution in the long-term insurance industry approve that strategic intelligence is a significant element to strategic decision- making.

Due to the lankness of empirical studies regarding the research title; The impact of emotional intelligence on strategic intelligence, there was only one study that show the relation in a direct way as below:

As Esmaeili (2014) wrote from "a study on the effect of the strategic intelligence on decision making and strategic planning," that strategic intelligence has a positive and significant impact on the strategic decision making and strategic planning in the organizations; utilizing the intelligent systems. Furthermore, the efficient elements on the strategic intelligence were known as human resource intelligence, organizational process, technological, informational, financial resources, competitor, and customer intelligence.

Comment on Previous Studies:

In an organizational environment that is known by insecure and uncertainty, such as the West- bank sector specially in the financial sector, a need for new, advanced strategic thinking instead of traditional, approximate strategic planning is realized as

critical and focal to generating and preserving competitive advantage and sustainability, and accordingly strategic intelligence by following the best decision making process.

As the case study of commercial banks in West Bank, planning is one method that several banks committed to reshaping their strategic planning operations, are utilizing with some success. Nevertheless, strategic planning needs many different plans, tactics and strategies to be implemented and evaluated.

The relation between the elements that allow strategic thinking and the degree of "emotional intelligence" of business leaders (banks managers) is also treated. The commercial banks study results and outcomes underpin the opinion that while strategic thinking abilities can be encouraged and widespread through the bank top and middle level, it will require banks managers with a high grade of emotional intelligence to guide the way and take the best strategic decision.

This study suggests that emotions and feelings (self-regulations, self-awareness, and self-motivation) play a critical role, and have direct impact on the leadership, and decision-making process. Besides, it is known that emotional intelligence, the capability of recognize and handle temperaments and self and others' emotions, participate in efficient control and decision-making process in organizations as was applied in my study in the banks sector.

This result was agreed with (Kumari & Pria, 2018) study which indicated that there were significant positive relationship between workers' commitment and emotional intelligence dimensions: self-awareness, self-management, social awareness and relationship management, and (Hashem, 2010) study which showed that there was

great influence of emotional intelligence and its elements, such as self-awareness, and emotions control, motivation, social skills, empathy, on marketing creativity in Jordan commercial banks. In addition, this influence doesn't vary regarding employee's personal and functional variables. However, this study showed that there were no differences due to the variables (gender, age and qualification), and this is different with my current study, which showed differences due to these variables. This study also agreed with (Sahi & Pahuja, 2012) study which revealed that there was important variation between male and female on different emotional intelligence traits. However, females recorded the best on total emotional intelligence than males. As far as levels of EI between employees were not emotionally stable.

Regarding the studies on strategic intelligence, the results of this study were agreed with (Baee & etal, 2017) study which showed that there was a positive important connection between strategic intelligence of manager and organization development, also there was an important connection between some components of strategic intelligence like knowledge, wisdom and practical intelligence with organization development, it also agreed with the study of (Keikha, 2016) which revealed that strategic intelligence and its dimensions like (competitive intelligence, business intelligence and knowledge management) have great effects on employees' organizational performance.

However, the results of this study differed with (Al- Zu'bi, 2016) study which showed that all the components of strategic intelligence had an influence on accomplishing organizational nimbleness, but the impact was more on dimensional creativity. Four major important views of emotional intelligence; evaluation and

explanation of emotion, using emotion to improve and effect conceptual procedures and decision making, awareness about emotions, and administration of emotions, are debated in the above literature reviews and dimensions and approaches .

Finally, I suggest how emotional intelligence contributes to efficient leadership and effective decision-making process through focusing on three main variables of the emotional intelligence: self-regulations, self-awareness, and self-motivation; and their direct impact on the   strategic Intelligence main variables: foresight, visioning, motivation policy that are the core component and skill of the effective decision-making process, accordingly creating foresight and visioning in decision making process and change; and setting up and preserving a valuable identity for the bank.

Chapter Three

Methodology

Introduction

This chapter will explain the main decisions taken with regard to research design research population, sample and unit of analysis. It also shows the various aspects of data collection methods and the instrument by which primary data was collected. In addition, this chapter answers the research questions through employing descriptive as well as inferential statistics to test the research hypotheses.

3.1 Research Design

Across-sectional study of which a survey that used as a self-completion questionnaire.

3.2 Data and Information Collection Methods and Statistical Testing

Data for this study were obtained from two sources:

3.2.1 Sources of Secondary Information

Books, journals, publications, case studies, and archival records were sourced as secondary sources, where the e-library of the **Arab American University**, provided creditable resources.

3.2.2 Sources of Primary Data

This source is used to gather the data for the first time. The primary data was collected through a questionnaire of 46 questions.

3.3 Instruments

The questionnaire is used as the instrument to gather information from the target population for research study. The questionnaire included items to measure the respondents' views toward each indicator of emotional intelligence (self-regulation, self-motivation, self-awareness and social skills) and strategic intelligence (foresight, visioning and motivation policy). Basic information regarding to the (12) banks and the respondent were requested. This questionnaire used a Likert- type scale with five scale categories: 1- strongly disagrees, 2- disagree, 3- neutral, 4- agree,5- strongly agree.

This structured questionnaire consists of forty six questions distributed in three sections. Section 1 includes four demographic items about the respondent including respondent's gender, Age, his/ her educational level and working experience.

Section 2 contains thirty items about emotional intelligence variables. Respondents were asked to evaluate the extent to which the bank develops and applies emotional intelligence.

Section 3 contains sixteen items about strategic intelligence variables. Respondents were asked to evaluate the extent to which the bank develops and applies strategic intelligence.

3.4 Validity and Reliability

Validity is about accuracy and whether the instrument measures what it is intended to measure. Reliability is about consistency and stability; it is the expectation

that there will not be different findings each time the measures are used, assuming that nothing has changed in what is being measured (Sekaran & Bougie, 2010).

Face validity: a number of specialized experts and academics in the field judged the whole questionnaire to avoid weaknesses, and if there was any redundant questions, and to ensure that the questionnaire was well designed and the items was measured the relevant dimensions. Inappropriate items or questions were removed. The questionnaire was reviewed by 5 academic lecturers.

Reliability: The second step was to measure the reliability. The reliability refers to the possibility of obtaining the same results if the measurement re-evaluated under the availability of similar circumstances and by using the same tool for the measurement tool. The reliability of data was measured by Cronbach's coefficient alpha which is a statistical measure that indicates whether the items that were supposed to measure the same thing are positively correlated to one another.

Cronbach's alpha reliability coefficient is normally ranging between 0.0 and +1.0. The closer Cronbach's alpha is to 1, the higher the internal cohesion reliability.

The Cronbach's alpha coefficients for the independent variables, emotional intelligence, are self- regulation dimension of 0.881, self- motivation dimension of 0.807, self- awareness dimension of 0.843, social skills dimension of 0.824. The Cronbach's alpha coefficients for dependent variables, strategic intelligence, are foresight of 0.890, visioning of 0.797 and motivation of 0.906.

Table (1): Cronbach's alpha coefficients of the research variables.

Cronbach's Alpha Coefficients Construct	Number of items	Cronbach's alpha
Emotional Intelligence	**30**	**0.935**
Self-regulation	9	0.881
Self-motivation	9	0.807
Self-awareness	6	0.843
Social skills	6	0.824
Strategic Intelligence	**16**	**0.926**
Foresight	5	0.890
Visioning	6	0.797
Motivation Policy	5	0.906
Total value	**46**	**1.861**

3.5 Research Model:

The research model was designed by the researcher as follows:
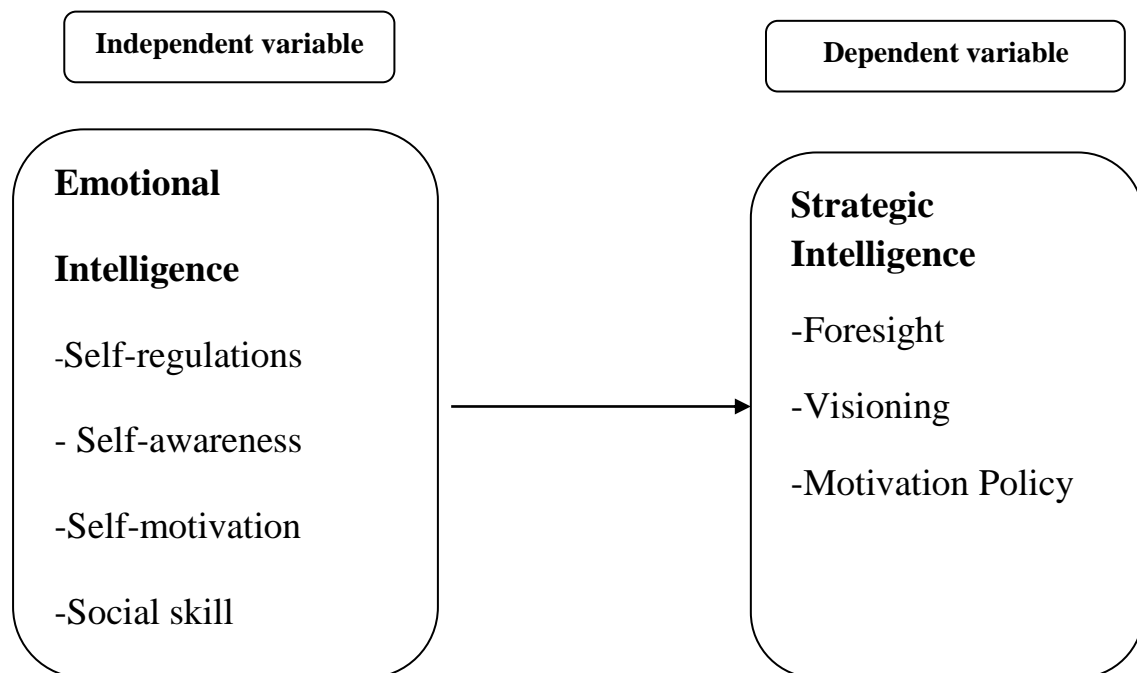
Figure (1): Research Model

3.6 Population of the Study and Unit of Analysis

The target population of this study consisted of 12 banks as a case study in west bank, which includes 247 banks managers allocated to different departments. These managers are in charge with dealing with the core business will be targeted and exactly will be in senior positions in banks branches.

3.7 Response Rate

A total of 247 questionnaires were distributed to the banks managers who are handling and dealing with the core business of the 12 banks. The numbers of the questionnaires were distributed by the researcher under the cooperation of human resources department in these banks 229 of the 247 were returned. However, 28 of the 229 questionnaires were eliminated due to missing data or not suitability for the analysis. Thus, the total number of usable questionnaires was 201 out of 247, with a response rate of 81.3 %. The table below shows the sample distribution.

3.8 Data Analysis Techniques

This study used different statistical techniques to analyze the data, so once the data were collected, cleaned, verified and entered, they were analyzed using the following data analysis techniques: First, descriptive statistics including measures of the mean, standard deviation, percentages, and frequency were used to describe and summarize the characteristics of the members of the sample included in the study. Second, inferential statistics using multiple-regression were used to test the hypotheses of the research.

Data accuracy was insured through a double review process for each questionnaire returned. The data were coded and entered into SPSS database. At the conclusion of the data entry process information was checked for accuracy. No errors in entry were detected.

To determine the Level of Practice of the questionnaire items, ordinal scale was developed to give meaning to the arithmetic mean in order to benefit from them in the next chapter, data analysis chapter.

Chapter Four

Data Analysis

4. Data Analysis

4.1 Data Analysis Introduction

This chapter aims to show the analysis resulted from collected data; firstly, the population characteristics related to demographic characteristics of participants. Secondly, this chapter shows the descriptive statistics of the variables used. Thirdly, it states the assumptions of regression analysis and finally the findings in regard of the hypothesis inferential statistics techniques mainly multiple regression analysis.

4.2 Demographical Data

Four demographic variables listed in Table 2 were asked to provide more information about the respondents. The variables are also useful for describing the nature of the bank's.

Table (2) shows the scale of the Level of Practice of the items.

Table (2): The correction key according to a three-point Likert scale

Scale	Level of Practice
1 - 2.33	Low level
2.34 - 3.66	Average level
3.67 - 5	High level

4.3 Participants Profile

The table below shows the demographic characteristics of the research respondents.

Table (3): Characteristics of the research sample

Respondent's characteristics	Frequency	Percentages
Gender		
Male	185	92
Female	16	8
Total	**201**	**100%**
Age		
Less than 30 years	27	13.4
30-39 years	78	38.9
Above 39	96	47.7
Total	**201**	**100%**
Educational Level		
Diploma	42	20.9
Bachelor	113	56.2
Master	39	19.4
Doctorate	7	3.5
Total	**201**	**100%**
Working experience		
Less than 3 years	0	0
3 to 6 years	15	7.4
7 to 10 years	98	48.8
Above 10	88	43.8
Total	**201**	**%100**

The following diagrams show the sample distributions:
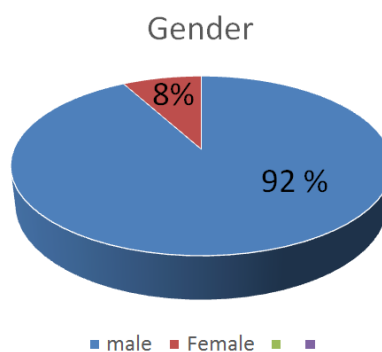
Figure (2): Sample distribution according to variable gender

Figure (2) shows that the male has taken a 92% from the total sample and the female has only 8% where the males had taken the largest percentage of the research sample. The researcher attributes this finding to the fact that most managerial positions dominated by males.
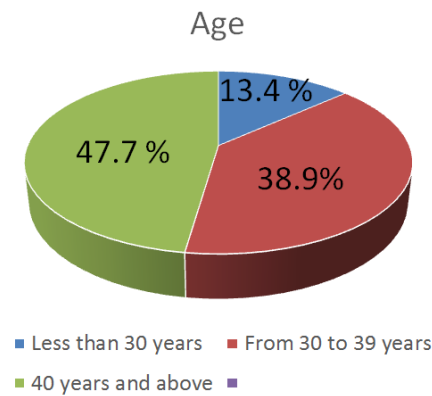
Figure (3): Sample distribution according to variable age

Figure (3) shows that the Age of (less than 30 years has taken only 13.4%, (from 30 to 39 years) assigned to be 38.9% and (40 years and above) had taken the largest percentage of 47.7%.
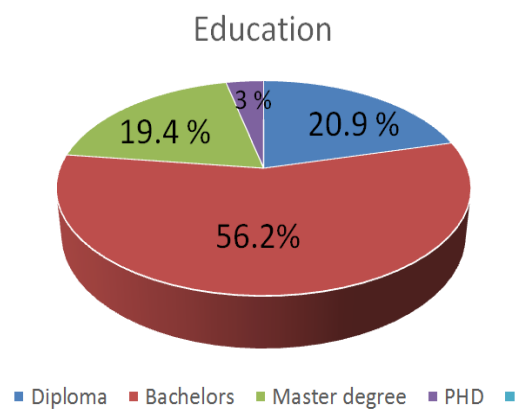
Figure (**4**): Sample distribution according to variable Education

Figure (4) shows the education level of Diploma, Bachelors, Master and PhD of which the percentage values were 20.9%, 56.2%, 19.4% and 3.5 % respectively where the Bachelors had the largest percentage.
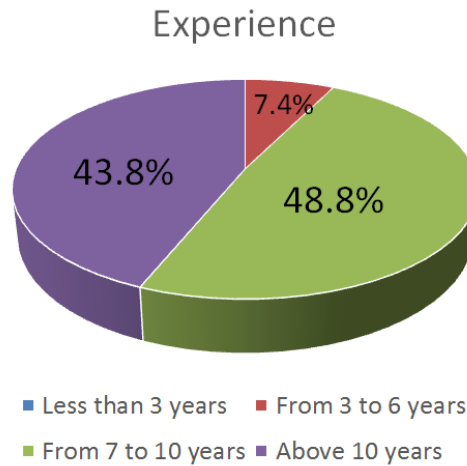
Experience

Figure (5): Sample distribution according to variable work experience

Figure (5) shows the work experiences years of less than 3 years, from 3 to 6 years, from 7 to 10 years and 10 years and above, which its percentage values were 0%, 7.4%, 48.8% and 43.8% respectively where the dimension of from 7 to 10 years had taken the largest percentage.

4.4 Descriptive Statistics

Descriptive statistics were used to summarize the overall trends in the primary data. These will include measures of central tendency (means) and variability (standard deviations) independent variables emotional intelligence (self-regulation, self-motivation, self-awareness, social skills) and the dependent variables strategic intelligence (foresight, visioning, motivation policy). Table (4) shows the descriptive statistics of the study variables.

To answer the question: "What is the level of emotional intelligence and strategic intelligence in banking industry in West Bank.

Table (4): The means and the standard deviations of the study variables

Type of variable	Variables	Mean	S. D	Level
Independent variables	**Emotional Intelligence**	**3.75**	**.55**	**High**
	Self-regulation	3.81	.708	High
	Self-motivation	3.93	.491	High
	Self-awareness	3.65	.73	Average
	Social skills	3.63	.65	Average
Dependent variables	**Strategic Intelligence**	**3.80**	**.70**	**High**
	Foresight	3.79	.87	High
	Visioning	3.85	.70	High
	Motivation policy	3.77	.86	High

As shown in the above table, the Level of Practice of the overall emotional intelligence and strategic intelligence variables were high which gave an indication that the participating respondents have a positive manner towards the variables of emotional intelligence and strategic intelligence and the participating bank widely develop and practice these dimensions.

For more in-depth analysis, the researcher used descriptive statistics (mean and standard deviation) for all items of each dimension of independent variables (self-regulation, self-motivation, self-awareness and social skills) and dependent variables (foresight, visioning and motivation policy) as shown in tables below:

4.4.1 Independent variables:

Self-regulation dimension: Table (5) shows the descriptive statistics of the self-regulation items.

To answer the question: "What is the level of self-regulation in banking industry in West Bank.

Table (5): The mean, the standard deviation and the level of practice of self-regulation variables

Self-regulation dimension Items (1 - 9)	Mean	Std. Deviation	Level of Practice
1. I can control my negative feelings	3.75	1.245	High
2. I can control my feelings when facing any difficulties	3.73	.835	High
3. I try to look at the positive aspects in most of the circumstances that I face	3.56	.979	Average
4. I well can manage my mood	3.53	.980	Average
5. I forget past bad experiences I been through	4.17	.884	High
6. I can control tantrums	3.77	1.232	High
7. I can control myself when I hear a disturbing news	4.17	.782	High
8. I have the ability to recognize my mistakes and apologize for them	3.94	.870	High
9. I have the ability to apologize for my mistakes	3.71	.993	High
Self-regulation dimension Variable	**3.81**	**.708**	**High**

The overall mean value for self-regulation (3.81) with a high level of practice. The highest mean value is for item number 5 and 7 with a value of (4.17). On the other hand, the lowest mean value is for item number 4 with a value of (3.53).

All items of Self- regulation dimension have a high level of practice except item number three and four, which indicates that the banks are paying a great attention on this dimension (self-regulation) of emotional intelligence.

Self-motivation: Table (6) shows the descriptive statistics of Self- motivation dimension items.

To answer the question: "What is the level of self-motivation in banking industry in West Bank".

Table (6): The mean, the standard deviation and the level of practice of self-motivation variables

	Self-motivation dimension Items (10 - 18)	Mean	Std. Deviation	Level of Practice
10.	I have priorities in my life and show the enthusiasm for	3.95	.740	High
11.	I have the ability to take a risk in my decisions	3.88	.806	High
12.	I expect well the results of my decisions	3.96	.599	High
13.	I have the ability to accomplish tasks effectively	4.32	.639	High
14.	I have the ability to accomplish important tasks	4.13	.688	High
15.	I can implement innovative solutions	4.33	.723	High
16.	I have the ability to accomplish the required tasks under high pressure	3.61	.905	Average
17.	I can create new practical solutions to accomplish effectively	3.25	1.153	Average
18.	I have the ability to participate in important projects despite any difficulties	3.95	.971	High
Self-motivation dimension Items		**3.93**	**.520**	**High**

The overall mean value for self-motivation dimension is (3.93) with a high level of practice. The highest mean value is for items number 15 with a mean value of (4.33). While the lowest mean value is for item number 17 with a mean value of (3.25) and an average level of practice. These results indicate that the banks are focusing on creating a good self-motivation for its managers in order to enhance their emotional intelligence.

Self-awareness: Table (7) shows the descriptive statistics of **self-awareness** items.

To answer the question: "What is the level of self-awareness in banking industry in West Bank.

Table (7): The mean, the standard deviation and the level of practice of self-awareness variable

Self-awareness Items (19 – 24)	Mean	Std. Deviation	Level of Practice
19. I can know the feelings of others from their body language	3.31	1.047	Average
20. I have the ability to understand others' feelings correctly	3.87	1.008	High
21. I have the ability to respond to the requirements of others	3.60	.878	Average
22. I have the ability to respond to the emotions of others	3.99	.784	High
23. I give hand to others to feel better when they pass through a crisis	3.65	1.148	Average
24. I sympathize with the suffering of others effectively	3.49	.996	Average
Self-awareness Variable	**3.65**	**.736**	**Average**

The overall mean value for self-awareness is (3.65) with an average level of practice. The highest mean value for self-awareness is for item number 22 with a mean value of (3.99). While the lowest mean value is for the item number 19 with a value of (3.31).

Social skills: Table (8) shows the descriptive statistics of **social skills** items.

To answer the question: "What is the level of social skills in banking industry in West Bank".

Table (8): The mean, the standard deviation and the level of practice of social skills variable

Social skills Items (25 – 30)	Mean	Std. Deviation	Level of Practice
25. I have the ability to open up to people effectively	3.76	.718	High
26. I have the ability to establish good relationships with others	4.03	.857	High
27. Others love me, even if they disagree with	3.45	1.000	Average
28. Others respect my opinion, even if they disagree with	3.54	.900	Average
29. I have the ability to pay attention and focus when I listen to others	3.53	.917	Average
30. I have the ability to interact with others' feelings	3.52	.970	Average
Social skills Variable	**3.63**	**.654**	**Average**

The overall mean value for social skills is (3.63) with an average level of practice. The highest mean value for social skills is for item number 26 with a mean value of (4.03), while the lowest mean value is for the item number 27 with a value of (3.45) and an average level of practice.

4.4.2 Dependent variables:

Foresight: Table (9) shows the descriptive statistics of **foresight** items.

To answer the question: "What is the level of foresight in banking industry in West Bank.

Table (9): The mean, the standard deviation and the level of practice of foresight variable

Foresight (31 – 35)	Mean	Std. Deviation	Level of Practice
31. I have the capability to read the future to develop strategies for the long run	3.67	1.213	Average
32. I monitor the external environmental changes and its effects on decision making process	3.77	1.178	High
33. Foresight help me to face complications and future changes in decision making process	3.71	.948	High
34. I have the capability to figure out the opportunities and use it to achieve organizational goals	3.82	.904	High
35. I have the capability to use my personal experience and my qualifications to deal with upcoming events	4.00	.957	High
Foresight Variable	**3.79**	**.873**	**High**

The overall mean value for foresight is (3.79) with a high level of practice. The highest mean value for foresight is for item number 35 with a mean value of (4.00). While the lowest mean value is for the item number 31 with a value of (3.67) and high level of practice.

Visioning: Table (10) shows the descriptive statistics of **visioning** items.

To answer the question: "What is the level of visioning in banking industry in West Bank.

Table (10): The mean, the standard deviation and the level of practice of visioning variable

Visioning (36 – 41)	Mean	Std. Deviation	Level of Practice
36. I have comprehensive vision that enables me to identify the direction of businesses	4.17	.863	High
37. I use the employee vision to unify all employees' efforts toward achieving organization purposes	3.42	1.116	Average
38. I use vision to take the right decisions	3.80	1.101	High
39. I use the employee vision to figure out the unseen to deal with	4.16	.930	High
40. I have the capability to convert the vision into reality under the umbrella of organizational goals and missions	3.85	.811	High
41. I have the capability to convince the employee and motivate them to achieve organizational goals	3.73	1.117	High
Visioning Variable	**3.85**	**.703**	**High**

The overall mean value for visioning is (3.85) with a high level of practice. The highest mean value for visioning is for item number 36 with a mean value of (4.17). While the lowest mean value is for the item number 37 with a value of (3.42) and an average level of practice.

Motivation: Table (11) shows the descriptive statistics of motivation items.

To answer the question: "What is the level of motivation in banking industry in West Bank.

Table (11): The mean, the standard deviation and the level of practice of motivation variable

Motivation (42– 46)	Mean	Std. Deviation	Level of Practice
42. I have the capability to direct employees to implement the bank vision	3.50	1.136	Average
43. I create positive competition between employees to receive more achievements	3.94	.829	High
44. I use several kinds of incentives to motivate employee	3.93	1.037	High
45. I encourage effective communication among employee and formulating team works	3.83	1.101	High
46. I encourage employees to contribute in decision making and bear on responsibilities	3.67	.945	High
Motivation Variable	**3.77**	**.865**	**High**

The overall mean value for motivation is (3.77) with a high level of practice. The highest mean value for motivation is for item number 43 with a mean value of (3.94). While the lowest mean value is for the item number 42 with a value of (3.50) and high level of practice.

4.5 Normality Test

Table (12):Results of Normality test for the study variables

Variable	Skewness Statistic	Tolerance	VIF
Self-regulation	-1.098	.506	1.976
Self-motivation	-1.071	.424	2.358
Self-awareness	-.997	.365	2.743
Social skills	-1.237	.473	2.113
Foresight	-1.255		
Visioning	-.663		
Motivation policy	-1.027		

It can be figured out that the Skewness values were within the normal values (-2.0, 2.0), suggesting that the data of the independent variables is approximately normal (George & Mallery, 2003; Trochim & Donnelly, 2006; Gravetter & Wallnau, 2014)

According to (Field, 2009), multi- collinearity, (strong correlation between more than two predictor/independent variables in a regression model), is an important issue which needs addressing in multiple regression analysis, where perfect collinearity takes place when one independent variable is at least perfectly linear combination with the other variables. I.e. when two independent variables are perfectly correlated, β values are interchangeable.

When using multi collinearity, the assessment process between the independent variables and each account will be a challenge, thus, standard error for β coefficients is increasing which affects the stability of the regression coefficients.

However, there are two relate indicators in finding the multicollinearity, variance inflation factor (VIF) and tolerance, as the variance of regression coefficient estimated is increased due to collinearity, the related measure to the VIF is the tolerance statistic which is its reciprocal (Field, 2009).

The rule of thumb, multicollinearity becomes a cause for concern, when tolerance is smaller than .10 or when VIF is larger than 10 (Hair & etal., 1998). Table 13 shows the tolerance and VIF values for each of the independent variable.

The Collinearity Statistics as shown in the above table indicate that the tolerance for all independent variables is larger than 0.10. And the VIF is smaller than 10. The

tolerance and VIF among the independent variables were found be within prescribed limits. Thus, the multicollinearity isn't a cause for concern in the regression analysis.

4.6 Test Hypotheses

4.7.1 First Main Hypothesis:

H0.1: There is no significant difference in the impact of emotional intelligence on strategic intelligence according to the demographic variables in banking industry in West Bank.

- **Gender as a demographic variable:**

Table (13) shows that there is differences recorded regarding the gender, for the benefit of males who gain the higher mean.

Table (13): Results of T test according to Gender Variable Group Statistics

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
Strategic Intelligence	male	185	3.838799	.6903854	.0507581
	female	16	3.443750	.8422727	.2105682

Table (14): Independent Samples Test

		Levene's Test		t-test for Equality of Means						95% confidence interval of the differences	
		F	Sig	t	Df	Sig (2)	M. Diff	Std. Error Diff		Lower	Upper
SI	**Equal V.Assu**	1.722	.191	2.157	199	.032	.3950	.1831		.0338	.7562
	Equal V. not Assu			1.824	16.789	.086	.3950	.2165		-.0623	.8524

Equal V.Assu: Equal variance assumed.
Diff: differences.   SI: strategic intelligence.   M: Mean.

- **Age as a demographic variable:**

The table below shows that there is no statically differences regarding the Age which is explained in the sig value of 0.719 which is more than the assumed significance value (0.05).

Table (15): Results of One Way Anova Test according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.334	2	.167	.330	.719
Within Groups	100.306	198	.507		
Total	100.640	200			

- **Educational level as a demographic variable:**

The below table show that there are statically differences regarding the Education level which explained in the sig value of 0.046. which is less than the assumed significance value (0.05)

Table (16): Results of One Way Anova Test according to education

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.005	3	1.335	2.722	.046
Within Groups	96.635	197	.491		
Total	100.640	200			

Table (17): Results of Multiple Comparison of education level

(I) EDUCATION	(J) EDUCATION	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
diploma	bachelor	-.2768530	.1265713	.030	-.526462	-.027244
	master	-.2704314	.1557467	.084	-.577576	.036713
	doctorate	.2574074	.2859286	.369	-.306466	.821281
bachelor	**diploma**[*]	**.2768530**[*]	**.1265713**	**.030**	.027244	.526462
	master	.0064216	.1300719	.961	-.250090	.262934
	doctorate	.5342604	.2727945	.052	-.003712	1.072233
master	diploma	.2704314	.1557467	.084	-.036713	.577576
	bachelor	-.0064216	.1300719	.961	-.262934	.250090
	doctorate	.5278388	.2874953	.068	-.039125	1.094802
doctorate	diploma	-.2574074	.2859286	.369	-.821281	.306466
	bachelor	-.5342604	.2727945	.052	-1.072233	.003712
	master	-.5278388	.2874953	.068	-1.094802	.039125

*. The mean difference is significant at the 0.05 level.

As shown in the table above we found that there are differences in educational level belongs to Diploma and Bachelor which indicated in the mean difference value of 0.2768530 and sig value of 0.030.

- **Work Experiences as a demographic variable:**

Table (18): Results of One Way Anova Test according to work experiences

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.290	2	.145	.286	.751
Within Groups	100.350	198	.507		
Total	100.640	200			

The above table shows that there are no statically differences regarding the Work Experience which explained in the sig value of 0.751, which is more than the assumed significance value (0.05). This can be due to the revolution in information today which can full the lack of experience, so the years of experience did not form a difference in the subjects' responses.

4.7.2 Second Main Hypothesis:

H0.2 There is no statistically significant impact of emotional intelligence dimensions: (self- regulation, self- awareness, self- motivation, and social skills) on strategic intelligence in banking industry in West Bank.

The table below shows the overall relationship between all variables and testing the first main hypothesis of **there is no significant relationship between the emotional intelligence and strategic intelligence in banking industry in West Bank.**

Table (19): Pearson correlation matrix of the relation between the emotional intelligence and strategic intelligence

	Strategic Intelligence	Self Regulation	Self Motivation	Self Awareness	Social Skill
Strategic Intelligence	1				
Self-Regulation	.774**	1			
Self-Motivation	.679**	.662**	1		
Self-Awareness	.790**	.622**	.691**	1	
Social Skills	.791**	.529**	.593**	.709**	1

**. Correlation is significant at the 0.01 level (2-tailed).

The table above shows that there are strong relationship between study variables regarding the r values at significant value of 0, it is clearly shown that the greatest relationship had recorded between social skills and strategic intelligence due to the r value of 0.791 and the lowest r value was recorded to the relationship between social skills and self-regulations. Due to the value of .529 .

4.7.3 Third Main Hypothesis:

H0.3: There is no statistically significant effect of emotional intelligence on strategic intelligence.

The results of testing this main hypothesis are demonstrated in tables as follows:

Table (20):Results of Multiple Regression Analysis for the third main hypothesis

Variables	Model summary			ANOVA		Coefficients(a)		Standardized coefficients
	R	R Square	Adjusted R Square	f-value	Sig	T	Sig.(P-value)	Beta
	.911 a	.829	.826	238.087	.000 b			
Constant						-1.115	.266	-
SR						9.807	.000	.407
SM						-.081	.936	-.004
SA						5.296	.000	.259
SS						9.204	.000	.395

The dependent variable is strategic intelligence.

The value of coefficient of determination R^2=0.829 indicates that emotional intelligence account 82.9% of the variation in strategic intelligence. So, changing in the strategic intelligence causes from the changing in emotional intelligence, which mean on the other word that the emotional intelligence dimensions had explained 82.9% of the changing in strategic intelligence.

The adjusted R^2=0.826 concerns the generalizability of the model. It allows generalizing the results taken from the sample to the whole population. It is noticed that the value of adjusted R^2 is very close to the value of R^2. If the adjusted R^2 is excluded from R^2 (0.829 -0.826), the value will be 0.003. This little shrinkage (0.003) means that if the model has been fitted when the whole population participates in the study, there will be 0.3% less variance in the outcome.

The next part of output is the analysis of variance (ANOVA) which is used to statistically test the main null hypothesis. It is concluded that the F-ratio for the data is 238.087 which is significant at $p<0.05$ (Alpha in this case equals sig=.000). This result indicates that there is less than a 0.05 chance that an F-ratio of this value would happen

by chance alone. In conclusion, there is a statistically significant effect of emotional intelligence (self-regulation, self-motivation, self-awareness and social skills) on strategic intelligence and thus reject the null hypothesis and accept the alternative hypothesis.

The other part of multiple regression analysis is about testing the effect of each predictor included in the model on the dependent variable. Standardized beta coefficients β and α significance levels were used to test the effect of emotional intelligence (self-regulation, self-motivation, self-awareness and social skills) on strategic intelligence. In other words, the value of standardized beta coefficient can identify the most and least dimension of emotional intelligence that affects the strategic intelligence.

Table (21) shows the standardized coefficients for each emotional intelligence dimensions. On the one hand, three of these variables (self-regulation, self-awareness and social skills) the β coefficients were statistically significant and relatively high respectively and due to their significant level of which is less than (0.05)

Highlighting the strongest effect of emotional intelligence on strategic intelligence, it is clear that the self-regulation dimension has the strongest effect with a β value of (0.407) and significance level of (0.000). Accordingly, the level of effect of these variables depends on the β value, the higher β value the higher effect on dependent variable.

4.7 Inferential Statistics: Hypotheses Testing

Both the null hypothesis (denoted by H0) and the alternative hypothesis were involved in the hypothesis tests. The null hypothesis was assumed to be true but tested for possible rejection. The probability value (p-value) obtained from the statistical

hypothesis test formed the basis of the decision-making process. If the p-value was less than or equal to a predetermined level of significance (α-level), the null hypothesis would be rejected and the alternative hypothesis would be supported. By contrast, if the p-value was greater than the α-level, the null hypothesis could not be rejected and no support was claimed for the alternative hypothesis.

In order to determine if emotional intelligence variables have significant effect statistically on strategic intelligence. Two main hypotheses were tested, the first one related to the demographic variables which had been tested using SPSS tools such as t-test, one way ANOVA and Levens' test. The second hypothesis concern about the multiple regression techniques which are defined as "a method of analysis for assessing the strength of the relationship between each of a set of explanatory variables (independent variables), and (dependent) variable" were used. The model fit was tested by the model summary of the multiple regressions, and the analysis of variance (ANOVA).

Two main hypotheses were suggested to investigate the effect of emotional intelligence on strategic intelligence. Four sub-hypotheses stemmed for each one of the main hypotheses.

Chapter Five

Discussion, Conclusions and Recommendations

5.1 Introduction

In an era where emotional intelligence is considered to be the corner stone to achieve sustainable strategic intelligence, it is imperative for banks to realize how to develop and explore such a good practice for emotional intelligence.

Emotional intelligence practices are seen as a way to develop and maintain such a great strategic thinking in a bank, in this chapter we will highlight the spot on the previous analysis which gave a clear image of what practices and dimensions are affects Strategic thinking even positively or negatively.

5.2 Discussion

In this section, the researcher discuss the main results stated in the previous chapter (Data Analysis) in order to answer the questions of the research problem regarding the nature of the influence of emotional intelligence on strategic intelligence and to identify the most influential dimensions of emotional intelligence in enhancing strategic intelligence.

One of the main purposes of this study is to investigate the impact of emotional intelligence on strategic intelligence in commercial banks in West Bank; the findings of the study indicated that there is a statistically significant and positive relationship between both constructs. This finding is consistent with previous related studies (e.g. Khandekar and Sharma, 2006; Hernaus & etal. 2008; Cegarra- Navarro & etal. 2012;

Andrade & Ho, 2009). The emotional intelligence dimensions that had the strongest effects on strategic intelligence as a whole are: self-regulation (β= .407), followed by social skills (β= .395) and self-awareness (β= .259) and overall R square was (0.829). Self-motivation did not have any significant impact on enhancing strategic intelligence due to its significant level and beta values (β=-.004, sig=.936)

On the one hand, this result confirmed what earlier studies have found concerning the presence of a significant and positive relationship between emotional intelligence and strategic intelligence as mentioned before.

Depending on what was mentioned above, it is clearly defined that the commercial banks in West Bank are positively enhancing emotional intelligence practices regarding the self-regulation, self-awareness and social skills of what their mangers are control their selves in forgetting past bad experiences they have been through, control their selves when hearing a disturbing news, they have the ability to recognize their mistakes and apologize for it, they can control over their negative feelings, also they can control over their tantrums, they have the ability to respond to the emotions of others, they have the ability to understand others' feelings correctly, they have the ability to establish good relationships with others and finally they have the ability to open up to people effectively.

Highlighting on the concept of Strategic intelligence, managers in the 12 banks are having the competency to utilize their personal knowledge and their qualifications to confront future events, they are having the ability to discover the opportunities and use them to realize organizational objectives, they can monitor the external environmental changes and its effects on decision making process, they are having the capability to

convert the vision into reality, they have a wide vision that empowers them to specify the direction of businesses, also the banks create a encouraging cooperation among managers to receive more achieved purposes, furthermore, the managers using several kinds of incentives to motivate managers and finally encourage operative communication between managers and make team works.

According to the results related to the study demographic variables, they showed the following:

- The Level of Practice of the overall emotional intelligence and strategic intelligence variables were high.

- The overall mean value for self-regulation (3.81) with a high level of practice.

- The overall mean value for self-motivation dimension is (3.86) with a high level of practice.

- The highest mean value for self-awareness is for item number 22 with a mean value of (3.99).

- The overall mean value for social skills is (3.63) with an average level of practice. The highest mean value for social skills is for item number 26 with a mean value of (4.03).

- The overall mean value for foresight is (3.79) with a high level of practice. The highest mean value for foresight is for item number 35 with a mean value of (4.00)

- The overall mean value for visioning is (3.85) with a high level of practice. The highest mean value for visioning is for item number 36 with a mean value of (4.17).

- The overall mean value for motivation policy is (3.77) with a high level of practice. The highest mean value for motivation policy is for item number 43 with a mean value of (3.94).

5.3 Conclusions

This study has developed a theoretical framework to examine the impact of the emotional intelligence on strategic intelligence in commercial banks in west bank.

The findings have provided empirical support for the contention that SI is positively and significantly affected by EI different dimensions particularly self-regulation, self-awareness and social skills. Clearly, these EI dimensions were found to be the most applied and practiced in west bank's commercial banks. On the other hand, managers in these banks should highly focus on having the proficiency to lead the managers to apply the bank vision, also what the necessary practices for making an effective strategic thinking of which using the managers' vision to combine all the managers' powers to achieve the bank purposes in order to reach a superior strategic thinking and finally having the competency to view the future to develop long term strategies.

5.4 Recommendations

Based on the data analysis and the discussion demonstrated before, the following recommendations are suggested:

1. The   evidence   in this study support the general proposition of an EI-SI relationship. managers working in the in researched banks are required to be

"emotional intelligence leaders," who should be aware of the relationship between emotional intelligence and strategic intelligence in order to successfully develop their banks strategic position.

2. Managers are expected to look more in depth on how to include emotional intelligence practices in their bank's business strategy, structures, and systems that effectively integrate the activities of managing human resources, firm's relationships and enhancing strategic thinking in order to create and sustain business value.

3. The bank should work on managers views at the positive aspects in most of the circumstances that they face, well manage their mood, respect others opinion, even if they disagree with different opinions, having the ability to pay attention and focus when they listen to others and finally having the ability to interact with others' feelings; this will lead to have an effective emotional intelligence and its positively reflecting in a good strategic intelligence.

4. Make a soft skills training especially in emotional intelligence for managers to achieve the Strategic Intelligence

5. Empowering the women by giving them more chances to work as managers or seniors in banks to improve her existence in the bank.

5.5 For Future Research

1- The researcher proposed to implement such a study in other sectors even in the same scope or in other domains such as learning sector in Palestine or construction sector since no literature is found for this context and no one try to

investigate in this area. This will offer an opportunity to compare different sectors results and implications.

2- The researcher also suggested going further on this study by investigating other emotional intelligence dimensions that are not considered in this study.

References

Books:

Clar, G. et al., (2008). "Strategic Policy intelligence tools, Enabling better RTDI policy-Making Europe's regions, steinbeis- Edition, Stuttgart! Berlin.

Daft, R. (2005). Management, Vanderbilt University, 9th Edition, Australia.

Field, A. (2009). Discovering statistics using SPSS. London: SAGE.

Fleisher, C. & Bensoussan, B. (2007). Business and competitive analysis: Effective application of new and classic methods. New Jersey: Financial Times Prentice Hall.

George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.). Boston: Allyn & Bacon.

Goleman, D. (1998). Working with emotional intelligence. Bantam.

Gravetter, F., & Wallnau, L. (2014). Essentials of statistics for the behavioral sciences (8th ed.). Belmont, CA: Wadsworth.

Hair, J. Anderson, R. Tatham, R. & Black, W. (1998). Multivariate Data Analysis (3rd ed). New York: Macmillan.

Higgs, M., & Dulewicz, V. (2002). Making sense of emotional intelligence. PreVisor UK Ltd.

Korahi, H. J. (2010, 12). Impact of Emotional Intelligence on Performance of Employees. Postmodern Openings.

Liebowitz, J. (2006). Strategic intelligence: business intelligence, competitive intelligence, and knowledge management. CRC Press.

McGonagle, J. J., & Vella, C. M. (2002). Bottom line competitive intelligence. Greenwood Publishing Group.

Sekaran, U. Bougie, R. (2010). Research methods for Business, 5th Ed.

Trochim, W., & Donnelly, J. (2006). The research methods knowledge base (3rd ed.). Cincinnati, OH: Atomic Dog.

Yates, S. & Akhgar, B. (2013). Strategic Intelligence Management: National Security Imperatives and Information and Communications Technologies, Elsevier Inc. London.

Journals:

Achua, C., & Lussier, R. N. (2008). An Exploratory Study of Business Students' Discretionary Social Responsibility Orientation. Small Business Institute Journal, 1.(1)

Agha, S., Atwa, E., & Kiwan, S. (2014). The Impact Of Strategic Intelligence on Firm Performance and The Mediator Role of Strategic Flexibility: An Empirical Research in Biotechnology Industry. International Journal of Management Science, 1(5), 65-72.

Al- Zu'bi, H. (2016). Aspects of Strategic Intelligence and its Role in Achieving Organizational Agility: An Empirical Investigation, International Journal of Academic Research in Business and Social Sciences, Vol. 6, No. 4.

Al-Kahtani, A. (2013). Employee emotional intelligence and employee performance in the higher education institutions in Saudi Arabia: A Proposed theoretical framework. International Journal of Business and Social Science, 4.(9)

Alnidawy, A. (2015). The Effect of Emotional Intelligence on Job Satisfaction: Applied Study in the Jordanian Telecommunication Sector. International Journal of Business Administration, 6(3), 63.

Andrade, E., & Ho, T. (2009). Gaming emotions in social interactions. Journal of Consumer Research, 36, 539-552.

Angelidis, J., & Ibrahim, N. A. (2011). The impact of emotional intelligence on the ethical judgment of managers. Journal of Business Ethics, 99(1), 111-119.

Ashkenazy, E., Cohen, A., Ophir-Cohen, M., & Tirosh, E. (2005). Emotional status and development in children who are visually impaired. Journal of Visual Impairment & Blindness (JVIB), 99.(08)

Azam, N., Tanveer, A., & Ansar, I. (2013). An Assessment Study on the ''Factors Influencing the Individual Investor Decision Making Behavior". Journal of Business and Management, 9.(5)

Cegarra- Navarro, J., Sanchez–Vidal, M., & Cegarra–Levia, D., (2012). Gaps between managers' and employees' perceptions of work- life balance. The International Journal of Human Resource Management, 23(4), 645-661.

Elbashir, M., & Williams S., (2007). BI impact: The assimilation of business intelligence into core business processes. Business Intelligence Journal 12: 45–54.

Esmaeili, M. (2014). A Study on the Effect of the Strategic Intelligence on Decision Making and Strategic Planning. International Journal of Asian Social Science, 4(10), 1045-1061.

Faiz, M. H. (2015). The impact of emotional intelligence dimensions on employee engagement. International Journal of Management and Commerce Innovations, 1(3), 376-387.

Hashem, T. (2010). Impact of managers emotional intelligence on marketing creativity in Jordan commercial banks, Journal of Innovative Marketing, 6 (3).

Huselid, M. A. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. Academy of management journal, 38(3), 635-672.

Jones, N. E. (2005). Knowledge management and business intelligence: the importance of integration. Journal of knowledge management, 9(4), 45-55.

Keikha, A. (2016). Investigating effects of Strategic Intelligence of Managers on the performance of employees (Case Study: Private Banks in city of Zahedan), International Journal of Scientific & Engineering Research, Volume 7, Issue 3.

Kirkland, H. (2011). "The relational determinants of legislative outcomes: Strong and weak ties between legislators." The Journal of Politics 73.3. 887-898.

Kumari, P. & Priya, B. (2018). The Role of Emotional Intelligence in Organizational Commitment: a Study of Banking Sector, Global Journal for Research Analysis, Volume-4, Issue-11.

Law, K., Wong, C., & Song, L. (2004). The construct and criterion validity of emotional intelligence and its potential utility for management studies. Journal of applied Psychology, 89(3), 483.

Maqableh, M. (2016). "The Impact of Emotional Intelligence on Job Performance via the Mediating Role of Job Satisfaction." International Journal of Business and Management 11.2: 69.

Moriones, A., & de Cerio, J. M. D. (2001). Quality management and high performance work practices: Do they coexist?. International Journal of Production Economics, 73(3), 251-259.

Rahim, A., M., & Psenicka, C. (2005). Relationship between emotional intelligence and effectiveness of leader role: A dyadic study in four countries. International Journal of Organizational Analysis, 13(4), 327-342.

Rasheed, S. P. (2015). Self-Awareness as a Therapeutic Tool for Nurse/Client Relationship. International Journal of Caring Sciences, 8.(1)

Sahi, A. & Pahuja, A. (2012). Emotional Intelligence (EI) among Bank Employees: An Empirical Study, Afro Asian Journal of Social Sciences, Volume 3, No. 3.2 Quarter II.

Salih, A. & Abdulrahman, M. (2015). The Role of Strategic Intelligence in the Development of Managers Competencies Portfolio: A study with Reference Jordanian Commercial Banks, International Journal of Economics, Commerce and Management, Vol. III, Issue 12.

Strohmeier, S. (1992). Development of interpersonal skills for senior project managers. International Journal of Project Management, 10(1), 45-48.

Uli, J. N. (2012). The role of emotional intelligence on job performance. International Journal of Business and Social Science, 3.(21)

Van Rooy, D. L., & Viswesvaran, C. (2004). Emotional intelligence: A meta-analytic investigation of predictive validity and nomological net. Journal of vocational Behavior, 65(1), 71-95.

Yılmaz, D. (2013). Resistance to change and ways of reducing resistance in educational organizations. European journal of research on education, 1(1), 14-21.

Essays:

Annie, B., (2001). Electronic Commerce: Concepts, Methodologies, Tools, and Applications. Florida Institute of Technology, USA.

Baee, A. Malafeh, N. Ahmadi, M. & Baee, F. (2017). The Relationship between Manager's Strategic Intelligence and Organization Development in Governmental Agencies in Iran (Case Study: Office of Cooperatives Labor and Social Welfare), International Review of Management and Marketing, 7 (2), 244-249.

Basu, S. & Makkar, S. (2017). The Impact of Emotional Intelligence on Workplace Behaviour: A Study of Bank Employees, Human Resource Management, Podar World College, Mumbai, India.

Becker, B. E., Huselid, M. A., & Ulrich, D. (2001). The HR scorecard: Linking people, strategy, and performance. Harvard Business Press.

Chang, C. C., & Huang, C. K. (2011). Associations between emotional intelligence and doctor burnout, job satisfaction and patient satisfaction. Medical education, 45(8), 835-842.

Davies, M., Stankov, L., & Roberts, R. (1998). Emotional intelligence: In search of an elusive construct. Journal of personality and social psychology, 75(4), 989.

Fida, R., Vellone, E., Jaarsma, T., Strömberg, A., Arestedt, K., Rocco, G., ... & Alvaro, R. (2014). The European Heart Failure Self- care Behaviour Scale: new insights into factorial structure, reliability, precision and scoring procedure. Patient education and counseling, 94 (1), 97-102.

Gbosbal, S., & Kim, S. K. (1986). Building effective intelligence systems for competitive advantage. Sloan Management Review (1986-1998), 28(1), 49.

Goleman, D. (2004). What makes a leader. November, 21, 2012.

Goleman, D., Emmerling, R., Cowan, K., & Adler, M. (1998). Bringing emotional intelligence to the workplace. New Brunswick, NJ: Consortium for Research on Emotional Intelligence in Organizations, Rutgers University.

Guichard, J. L. (2011). An Application of Ancient Chinese Philosophical Beliefs of Leadership as Defined Within Sun Tzu's The Art of War: Creating an Instrument to Measure the Strategic Intelligence of a Leader (Doctoral dissertation, Regent University).

Guster, D. & Brown, C. (2012). The application of business intelligence to higher education: Technical and managerial perspectives. Journal of Information Technology Management, 23(2), 42-62.

Hassan, S. K. (2010, 12). Impact of Emotional Intelligence on Performance of Employees . Postmodern Openings.

Hernaus, T. Skerlavaj, M. Dimovski, V. (2008). "Relationship between organizational learning and organizational performance: The case of Croatia." Transformations in Business & Economics 7(2): 32-48.

Higgs, M. (2004). Can emotional intelligence be developed?. The International Journal of Human Resource Management, 15(1), 95-111.

Hippenmeyer, P., Morgan, R., & Ouellette, D. (2004). Business Intelligence: Overview and Case Reports.

Holian, R. (2006). Management decision making, ethical issues and "emotional" intelligence. Management Decision, 44(8), 1122-1138.

Hosseini, F. H., & Anari, A. M. Z. (2011). The Correlation between Emotional Intelligence and Instable Personality in Substance Abusers. Addiction & health, 3(3-4), 130.

Hunter, J. E. (2000). Select on intelligence. Handbook of principles of organizational behavior, 3-14.

Jais, M. M. (2015, 10). Emotional Intelligence and Job Performance: A Study Among Malaysian Teachers. 7th International Economics & Business Management Conference.

Karakaya, A., & Yılmaz, K. (2013). Problem Solving Approach at Organizational Development Activities: A Research at Karabuk University. Procedia-Social and Behavioral Sciences, 99, 322-331.

Karakaya, A., Yilmaz, K. (2013), Problem solving approach at organizational development activities. Procedia- Social and Behavioral Sciences, 99, 322-331.

Khandekar, A., & Sharma, A. (2006). Organizational learning and performance understanding Indian scenario in present global context. Educational Training,48(8/9), 682-692.

Kösedağı, Y. (2015). The relationship between emotional intelligence of managers, innovative corporate culture and employee performance. Procedia-Social and Behavioral Sciences, 210, 270-282.

Kuosa, T. (2011). Different approaches of pattern management and strategic intelligence. Technological Forecasting and Social Change, 78(3), 458-467.

Maccoby, M. (2008). Creative downsizing requires strategic intelligence. Research Technology Management, 51(4), 60.

Maccoby, M., & Scudder, T. (2011). Strategic intelligence: A conceptual system of leadership for change. Performance Improvement, 50(3), 32-40.

Marchand, D., & Hykes, A. (2007). Leveraging What Your Company Really Knows: A Process View of Strategic Intelligence. IN Xu, M. ed. Managing Strategic Intelligence–Techniques and Technologies. University of Portsmouth, UK: Idea Group Inc.

Mehdizadeh, A. & Hosseini, F. (2011). The Correlation between Emotional Intelligence and Instable Personality in Substance Abusers, Addict Health; 3 (3-4): 130–136.

Mikolajczak, M., Roy, E., Luminet, O., Fillée, C., & de Timary, P. (2007). The moderating impact of emotional intelligence on free cortisol responses to stress. Psych neuroendocrinology, 32(8), 1000-1012.

Nnabuife, I. Nnenne, N. & Osisioma, E. (2016). Emotional Intelligence and Employee Performance in Selected Commercial Banks in Anambra State- Nigeria, European Journal of Business, Economics and Accountancy, Vol. 4, No. 3.

Pellissier, R. & Kruger, J. (2011). A study of strategic intelligence as a strategic management tool in the long- term insurance industry in South Africa, European Business Review, University of South Africa. European Business Review, 23(6), 609-631.

Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. Personality and individual differences, 29 (2), 313-320.

Pirttimäki, V. (2007). Business intelligence as a managerial tool in large Finnish companies, Tampere University of Technology, publication (646).

Riga, A & Millward, L. (2010). Effective self-regulating teams: A generative psychological approach, University of Surrey, Guildford.

Russell, P., & Giner- Sorolla, R. (2011). Social justifications for moral emotions: when reasons for disgust are less elaborated than for anger. Emotion, 11(3), 637.

Sadri, G. (2012). "Emotional intelligence and leadership development." Public Personnel Management 41.3: 535-548.

Saklofske, D. H., Austin, E. J., & Minski, P. S. (2003). Factor structure and validity of a trait emotional intelligence measure. Personality and Individual differences, 34(4), 707-721.

Salovey, P., & Mayer, J. D. (1997). Emotional intelligence. Imagination, cognition and personality, 9(3), 185-211.

Schutte, N. S., Malouff, J. M., Hall, L. E., Haggerty, D. J., Cooper, J. T., Golden, C. J., & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. Personality and individual differences, 25(2), 167-177.

Solomon, I. D. (1988). Strategies for implementing a pluralistic curriculum in the social studies. The Social Studies, 79(6), 256-259.

Strain, N. (2013). Strategic Intelligence in the Management of Organizations, the USV Annals of Economic and Public Administration, Vol. 13. Issue 2 (18).

Sutton, S. Elbashir, M. & Collier, P. (2011). The Role of Organizational Absorptive Capacity in Strategic Use of Business Intelligence to Support Integrated Management Control Systems, American Accounting Association, Vol. 86, No. 1, pp. 155–184.

Tham K.D., Kim H.M. (2002)"Towards Strategic Intelligence with ontology-based enterprise Modeling and ABC". Proceedings of the IBER Conference, Las Vegas, NV.

Xu, M. (Ed.). (2007). Managing Strategic Intelligence: Techniques and Technologies: Techniques and Technologies. IGI Global.

APPENDICES

Appendix 1: The Evaluators

#	Name	Academic Rank	Specialization	Affiliation
1.	Dr. Shaher Obaid	Associate Professor	Business Administration	Al- Quds Open University
2.	Dr. Ateiah Mosleh	Associate Professor	Business Administration	Al- Quds Open University
3.	Dr. Sam Foqaha	Associate Professor	Marketing	An- Najah National University
4.	Dr. Shareef Abukarsh	Associate Professor	Finance	Arab American University
5.	Dr. Raed Iriqat	Assistant Professor	Business Administration	Arab American University

Appendix 2: Questionnaire

<div dir="rtl">

الجامعة العربية الأمريكية

كلية الدراسات العليا

تخطيط استراتيجي وتجنيد أموال

تحيه طيبة و بعد ,,,

أتوجه إليكم بجزيل الشكر والعرفان، راجية من حضرتكم التعاون في انجاز هذه الدراسة، حيث أن الاستبانة المرفقة عبارة عن أداة لجمع البيانات اللازمة عن مدراء البنوك التجارية في الضفة الغربية، لإجراء دراسة بعنوان: **أثر الذكاء العاطفي على الذكاء الاستراتيجي لمدراء الفروع والأقسام في البنوك التجارية العاملة في الضفة الغربية.** ونظرا لمدى أهمية رأيكم في هذا المجال التمس من حضرتكم تعبئة هذه الاستبانة بكل موضوعية مع التأكد بأن جميع الإجابات سوف تكون محاطة بالسرية التامة ولن يتم استخدامها إلا لأغراض البحث العلمي فقط.

""شاكرين لكم حسن تعاونكم""

الباحثة:

ديمة عودة

</div>

<u>أولا</u> : البيانات الشخصية والوظيفية:

يرجى التكرم بوضع إشارة (**X**) أمام البديل المناسب لكل من العبارات التالية:

1. **الجنس :** ☐ ذكر ☐ أنثى

2. **العمر :** ☐ أقل من30 سنة ☐ من 30- 39سنة ☐ أكثر من 39 سنة

3. **المؤهل العلمي:** ☐ دبلوم ☐ بكالوريوس ☐ ماجستير ☐ دكتوراه

4. **الخبرة العملية:** ☐ أقل من 3 سنوات ☐ من 3-6 سنوات ☐ من 7-10 سنوات

☐ أكثر من 10 سنوات

Please Mark by (X) the appropriate box that applies to you:

No.		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Emotional Intelligence Scale						
Self- Regulation Scale						
1.	I can control my negative feelings					
2.	I can control my feelings when facing any difficulties					
3.	I try to look at the positive aspects in most of the circumstances that I face					
4.	I well can manage my mood					
5.	I forget past bad experiences I been through					
6.	I can control tantrums					
7.	I can control myself when I hear a disturbing news					
8.	I have the ability to recognize my mistakes and apologize for them					
9.	I have the ability to apologize for my mistakes					
Self-Motivation Scale						
10.	I have priorities in my life and show the enthusiasm for					
11.	I have the ability to take a risk in my decisions					
12.	I expect well the results of my decisions					
13.	I have the ability to accomplish tasks effectively					
14.	I have the ability to accomplish important tasks					
15.	I can implement innovative solutions					
16.	I have the ability to accomplish the required tasks under high pressure					

No.						
17.	I can create new practical solutions to accomplish effectively					
18.	I have the ability to participate in important projects despite any difficulties					
Self - Awareness Scale						
19.	I can know the feelings of others from their body language					
20.	I have the ability to understand others' feelings correctly					
21.	I have the ability to respond to the requirements of others					
22.	I have the ability to respond to the emotions of others					
23.	I give hand to others to feel better when they pass through a crisis					
24.	I sympathize with the suffering of others effectively					
Social Skills Scale						
25.	I have the ability to open up to people effectively					
26.	I have the ability to establish good relationships with others					
27.	Others love me, even if they disagree with					
28.	Others respect my opinion, even if they disagree with					
29.	I have the ability to pay attention and focus when I listen to others					
30.	I have the ability to interact with others' feelings					
Strategic Intelligence Scale						
Foresight Scale						
31.	I have the capability to read the future to					

	develop strategies for the long run				
32.	I monitor the external environmental changes and its effects on decision making process				
33.	Foresight help me to face complications and future changes in decision making process				
34.	I have the capability to figure out the opportunities and use it to achieve organizational goals				
35.	I have the capability to use my personal experience and my qualifications to deal with upcoming events				
Visioning Scale					
36.	I have comprehensive vision that enables me to identify the direction of businesses				
37.	I use the employee vision to unify all employees' efforts toward achieving organization purposes				
38.	I use vision to take the right decisions				
39.	I use the employee vision to figure out the unseen to deal with				
40.	I have the capability to convert the vision into reality under the umbrella of organizational goals and missions				
41.	I have the capability to convince the employee and motivate them to achieve organizational goals				
Motivation Policy Scale					
42.	I have the capability to direct employees to implement the bank vision				
43.	I create positive				

	competition between employees to receive more achievements				
44.	I use several kinds of incentives to motivate employee				
45.	I encourage effective communication among employee and formulating team works				
46.	I encourage employees to contribute in decision making and bear on responsibilities				

ثانيا : يرجى التكرم بوضع إشارة (X) أمام البديل المناسب لكل من العبارات التالية :

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	المعيار	الرقم
					مقياس الذكاء العاطفي	
					المحور الأول: التنظيم الذاتي	
					أستطيع السيطرة على مشاعري السلبية	.1
					أستطيع التحكم في مشاعري عند مواجهة أي صعوبات	.2
					أحاول النظر إلى النواحي الإيجابية في الظروف التي امر بها	.3
					أستطيع إدارة مزاجي بشكل جيد	.4
					أتناسى ما مر بي في الماضي من تجارب سيئة	.5
					أستطيع السيطرة على أي نوبات غضب أمر بها	.6
					أستطيع السيطرة على نفسي عند سماعي لخبر مزعج	.7
					أعترف بأخطائي التي ارتكبتها	.8
					أعتذر عن الأخطاء التي ارتكبتها	.9
					المحور الثاني: التحفيز الذاتي	
					أتحمس لتحقيق أولوياتي في الحياه	.10
					لدي القدرة على أن أجازف في قراراتي	.11
					أقدر بشكل جيد نتائج قراراتي	.12
					لدي القدرة على إنجاز المهام على أكمل وجه	.13
					لدي القدرة على إنجاز الأعمال الهامة	.14
					أستطيع وضع حلول ابتكارية	.15
					لدي القدرة على إنجاز المهام المطلوبة تحت ضغط العمل	.16

					أستطيع اكتشاف حلول عملية جديدة لإنجاز الأعمال بطريقة صحيحه	.17
					لدي القدرة على المشاركة في المشاريع الهامة بالرغم من أي صعوبات	.18
					المحور الثالث: الوعي الذاتي	
					أستطيع معرفة مشاعر الآخرين من تعبيراتهم الجسدية	.19
					لدي القدرة على فهم مشاعر الآخرين بالشكل الصحيح	.20
					لدي القدرة على الاستجابة لرغبات الآخرين	.21
					لدي القدرة على الاستجابة لانفعالات الآخرين	.22
					أساعد زملائي في أزماتهم	.23
					أتعاطف مع معاناة الآخرين بطريقة صحيحه	.24
					المحور الرابع: مهارات التواصل الاجتماعي	
					لدي القدرة على الانفتاح على الزملاء بشكل فعال	.25
					لدي القدرة على إقامة علاقات جيدة مع الآخرين	.26
					يحبني الآخرون وإن لم يتفقوا معي	.27
					يحترم الاخرين رأيي وإن لم يتفقوا معه	.28
					لدي القدرة على التركيز عندما أستمع للآخرين	.29
					لديّ القدرة على التفاعل مع مشاعر الآخرين	.30
					مقياس الذكاء الاستراتيجي	
					المحور الأول: البصيرة	
					لدي القدرة على تنبؤ بالمستقبل من خلال تحليل المعلومات السابقة و المتوفرة و ذلك لوضع استراتيجيات طويلة المدى	.31
					أتابع المتغيرات الخارجية وتأثيرها على عملية صنع القرار	.32
					التبصر (القدرة على التنبؤ من خلال تحليل المعلومات المتوفرة) يساعدني في مواجهة المخاطر والتغيرات المستقبلية في عملية صنع القرار	.33

					لدي القدرة على اكتشاف الفرص واستغلالها لتحقيق أهداف البنك	34.
					خبرتي ومؤهلاتي تمكنني من التعامل مع الأحداث القادمة	35.
المحور الثاني: التصور						
					لدي رؤية شاملة بحيث تمكنني من تحديد توجهات البنك	36.
					أقوم بتوحيد جهود الموظفين لتحقيق غايات البنك من خلال رؤيتهم المؤسسية	37.
					أنا استخدام بعد النظر لاتخاذ القرارات الصحيحة	38.
					أقوم بتحليل رؤية الموظفين لمعرفة ما هو قادم لتعامل معه	39.
					لدي القدرة على تحويل بعد النظر إلى حقيقة واقعية تحت مظلة أهداف ومهام البنك	40.
					لدي القدرة على إقناع الموظفين وتحفيزهم لتحقيق أهداف البنك	41.
المحور الثالث: التحفيز						
					لدي القدرة على توجيه الموظفين لتطبيق رؤية البنك	42.
					أقوم بإيجاد المنافسة الإيجابية بين الموظفين لتحقيق المزيد من الإنجازات في العمل	43.
					استخدام عدة أنواع من الحوافز لتحفيز الموظفين	44.
					أشجع التواصل الفعال بين الموظفين و تشكيل فريق العمل	45.
					أقوم بتشجع الموظفين على المشاركة في صنع القرار و تحمل المسؤوليات	46.

ملخص الدراسة باللغة العربية

تهدف هذه الدراسة الى اختبار مدى تأثير الذكاء العاطفي على الذكاء الاستراتيجي، وهي دراسة تطبيقية في البنوك التجارية في فلسطين. والغرض من هذه الدراسة هو اختبار الذكاء العاطفي من وجهة نظر الأداء المتوازن من خلال التحقق تجريبيا تأثير مجموعة من أبعاد الذكاء العاطفي على الذكاء الاستراتيجي.

ولتحقيق هذا الهدف، تم تشكيل نموذج شامل يوضح العلاقة بين الذكاء العاطفي و الذكاء الاستراتيجي تم اختباره باستخدام بيانات تتكون 229 استبيان تم توزيعه على مدراء الدوائر والفروع في القطاع المصرفي من اصل 247 استبيان معد في القطاع المصرفي، والذي شمل 12 بنك تجاري. تكون الاستبيان من 46 سؤال والذي تم وضعه لهذا الغرض، وانقسم إلى 7 ابعاد رئيسية بما في ذلك: مقياس التنظيم الذاتي، التحفيز الذاتي، والوعي الذاتي، ومهارات التواصل الاجتماعي، البصيرة، التصور، والتحفيز.

واستخدمت هذه الدراسة أساليب إحصائية مختلفة لتحليل البيانات، وذلك من خلال جمع البيانات والتحقق منها وإدخالها، تم تحليلها باستخدام تقنيات تحليل البيانات التالية: أولا، الإحصاءات الوصفية بما في ذلك تدابير المتوسط الحسابي، واستخدم الانحراف المعياري والنسب المئوية لوصف وتلخيص خصائص مكونات العينة المشمولة بالدراسة.

ثانياً، استخدمت الإحصاءات الاستنتاجية باستخدام الانحدار المتعدد لاختبار فرضيات البحث.

تبين نتائج الدراسة بوجود دعم لنموذج الدراسة يوضح بأن الذكاء الاستراتيجي يتأثر بشكل ايجابي وكبير بالذكاء العاطفي وبأبعاده المختلفة وخاصه التنظيم الذاتي والوعي الذاتي ومهارات التواصل الاجتماعي.

ثانياً تبين ان ابعاد الذكاء العاطفي هي الأكثر تطبيقا وممارسه في المصارف التجارية في قطاع الضفة الغربية.

ثالثاً، يتوجب على المديرين في هذه البنوك التركيز بشكل كبير علي امتلاك القدرة على توجيه الموظفين لتنفيذ رؤية البنك، وتوضيح الممارسات اللازمة لإتباع التفكير الاستراتيجي الفعال والذي من شأنه استخدام رؤية البنك وتوحيد جميع الجهود والكفاءات والمهارات الأساسية لدى الموظفين.

وكانت اهم توصيات الدراسة الرئيسية كما يلي:

أولاً، ان الأدلة التجريبية المكتشفة في هذه الدراسة والتي من شأنها تأكيد العلاقة بين متغيرات الدراسة تتطلب على المدراء العاملين في البنوك التجارية بأن يكونوا "قاده الذكاء العاطفي."

ثانياً، من المتوقع ان ينظر المدراء بتعمق أكبر في كيفيه شمل و إدراج ممارسات الذكاء العاطفي في استراتيجية الاعمال في البنوك التجارية، تحديد الهيكل التنظيمي للبنك، والنظم التي تدمج بفعالية أنشطة اداره الموارد البشرية وعلاقات البنك بالشركاء تعزيز التفكير الاستراتيجي من أجل خلق القيم تجاريه والحفاظ عليها.

ثالثاً، ينبغي أن تقوم البنوك بالنظر إلى الموظفين من الجوانب الايجابية في معظم الظروف التي

يواجهونها، وإدارة حالتهم النفسية بشكل جيد، واحترام رأي الآخرين، حتى لو اختلفوا مع الآراء

الأخرى.