

The Relationship between Organizational Intelligence and Organizational Learning in Employee of Iran Sport and Youth Ministry

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ABSTRACT

In current competitive world, the organization has chance for survival that adapts itself with environmental changes. The environmental changes cause to follow the best strategies and approaches for adaptability with its environment and obtain complete advantage. Thus, one of the methods for reaching competitive advantage is to emphasis upon continued learning for obtained organizational aims with maximum effectiveness. (Shahabi, 2005 in narration of Sobhaninejad and et al, 2006). In other words, the concept of organizational learning was considered since 1990 significantly by some of organizations and scientific centers and is result as world with rapid changing and organizational competitive environment, similarly, organizational learning is one of the crisis indices that have ability to solve its problems. Therefore, organizational learning is regarded as guideline source that is appeared in all organized level or macro organizational level shows the kernel of organizational learning. What is basic for learning, is to encourage persons and individuals for learning as well as prepare organizational structures. (Malekzadeh, 2010) also, aware from organizational learning indices play an important role in increasing organizational learning. The indices for organizational learning based on Bick and Mottan model are: leadership based on landscape, obtain and distribute information, programming/ evaluation, creativity, pragmatism. In other words, in current world, promote of organizational learning is one of the undeniable necessities for more organizations to increase their abilities with analyzing data and increase their knowledge and awareness. Increase organizational intelligence causes the organizations analyze their environment with more perfect and rapidly and save the results obtained by suitable methods and available for users at appropriate situations. Organizational intelligence is resource that we need it from future to think, manage and organize differently. (McMaster, 1996). In other words, in the regard of sever global competition and globalization relation upon all management dimensions and since we see significant changes in the action of current world, the clever and creative managers can perceive strategic situation, thus, the intelligence is so important and opens its situation at future more than it. Also, for restoring organizational intelligence, attention to its indices is so necessary. Based on Albrecht model, the organizational intelligence indices are: strategic Landscapes, Shared Destiny, Application of Knowledge, Moral, Performance Pressure, Unification and Agreement, Desire to changes.

KEYWORDS: Organizational Intelligence, Organizational Learning, Ministry of Sport and Adolescents

1. INTRODUCTION

Also, the variety of sports, cultures, tastes and sport facilities complicated the task of Ministry of Sport (Sobhaninejad and et al, 2006). Doubtless, Ministry of Sport shall be equipped to high intelligence for moving its mental power in the regard of reaching to its organizational aims (Khazadeh, 2007). Similarity, as for rapid changes in environment and necessity of adaptability with organization with these changes, it is necessary to need in increasing organizational learning. As result, since to accept global changes is one of the important aspect of organizational intelligence and since organizational learning adapt with changes rapidly, thus it is undeniable the relation between organizational intelligence and organizational learning for accepting changes. Learning is one of the survival factors of organizations. Learning is readiness for accepting changes and for this reason; the organization has to be ready for it. In current organizations, the intelligent machines play an important role in addition to human forces. One of the factors that can combine two factors like human sources and machines is to establish relation between organizational intelligence and learning. Simic, (2005) defined organizational intelligence as: the thoughtful ability of an organization for solving its problems. His emphasis is upon to combine human and his technical ability for solve the,. Based on him, organizational intelligence consists of collection of information, experience and perceives new problems. Similarity, organizational intelligence is new concept in the course of texts and management. Its background dated in 1990s and its roots were searched in theories of knowledge management and organizational learning. At first, Matsuda coined organizational intelligence. He regarded organizational intelligence as human and machine intelligence. The model was defined by him, causes to process human knowledge and science based on machine in solving problem (Kim, 2003). Also, based on him, organizational learning is a dynamic process that causes the organization to adapt with changes rapidly. This procedure consists of produce new knowledge, skills and behaviors and is enhanced by sharing between staff. The results of these two elements create culture of learning and shared culture is between all staff (Petra and et al, 2002). Also, organizational learning have four elements in organization: 1) obtain knowledge that points to collect data

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and information from internal and external resources, 2) distribute information, for removing problems in different fields for independent decision, 3) interpret information, in this regard, the staff meaningful information and offer them proportionate with their background, 4) organizational memory or characterize, this element causes the organizational to adapt with environmental opposite demands (Mirmohammadaei, 1998).

The researcher did not see the research as organizational intelligence and learning with his study and discussion of its background for sport organizations in state and abroad. In non sport organizations, a few studies were conducted includes, Jamalzadeh, Gholamia and Seyf (2009) considered the relation between organizational intelligence and learning between staff and scientific members of Islamic Azad University. The results showed that the dimensions of organizational intelligence (strategic landscape, shared destiny, desire to change, moral, unification, and application knowledge and performance pressure) have positive and meaningful relation between two options. Also, shared destiny, desire to change and moral compiled high percent of variable variance for organizational learning. Mendelson and Ziegler (2007) showed that the organizational intelligence has more effect upon financial performance of organizations. The organizations have high organizational intelligence, have more advancement and profitability. Also, capture external information and make accurate decisions. Lefter, Preacherman and Vasilache (2008) conducted research namely dimensions of organizational intelligence in Romanian Companies, human outlook. The results showed that 13% had familiar with organizational intelligence only and the staff of small companies did not recognize it. Whereas, the analyzing data showed that the organizational intelligence had in medium and higher level. Cakir and Ada (2008) conducted research as can develop organizational intelligence at school with education during service? at Turkey. The results showed significant difference before and after workshop.

Similarly, the effective response in today wavy environments depend on their skills, as result, promote and restore organizational learning is based on enhance organizational intelligence and utilize opportunities and fight with environmental threats.

Also, as for one of the important aspects of organizational intelligence is to accept global changes and since definition of organizational learning is to adapt with changes rapidly, thus relation between organizational intelligence and learning is undeniable in this regard. One of the survival factors is to prepare for accepting change. And for this reason, organization has to prepare for change. The learning is to preparedness for it. In today organizations, in addition to human huge resources, there are intelligent machines that play a vital role. One of the factors combine complex human resources with machine is to establish relation between organizational intelligence and learning.

Physical education and sport play vital role in health of population, happiness and social vitality and increase hope to life. As result, economical, cultural and social importance cause to gain in this regard more. In this regard, it is better to recognize factors that affect upon learning to increase organizational learning. As for above said about relation between organizational intelligence and learning, it is obvious that if managers can increase organizational intelligence, the learning will increase. It is tried to increase relation between organizational learning and intelligence and which factor will effect upon increasing organizational learning and will cite a pattern for increasing organizational learning at staff of Ministry of Sport and Adolescence. Thus, the prominent question is that is there relation between organizational intelligence and organizational learning? Similarly, can predicate organizational learning based on organizational intelligence? In other words, do recognize what is relation between organizational learning and intelligence?

METHODOLOGY

The method is descriptive and correlative and locates at applied researches. The statistical society consists of the experts occupied in Ministry of Sport who are 408 based on referring to this Ministry. Number of sample is 198 based on Kakran model with confidence level 95% who selected randomly and between administrative sections. For measuring organizational intelligence, Albrecht questionnaire (2003) was used that measured 7 indices. Also, for measuring organizational learning, Bick and Mottan questionnaire (1995) was used that measured 5 indices. In this research, the perpetuity of questionnaire was discussed in elementary study. At last, perpetuity of organizational intelligence ($\alpha=94\%$) and organizational learning ($\alpha=91\%$) were calculated. For determining justifiability, the questionnaire distributed between some of sport experts and confirmed it. At last, the data obtained were analyzed by descriptive and deductive statistics like Pearson correlation test, Spearman correlation test, linear regression and multipurpose regression test.

General hypothesizes

General hypothesis:

There is positive relation between organizational learning and intelligence in staff of Ministry of Sport.

Inclusive hypothesizes:

There is positive relation between strategic landscape of organizational intelligence and learning.

There is positive relation between shared destiny of organizational intelligence and learning.

There is positive relation between spirit of organizational learning and intelligence.

There is positive relation between organizational spirit and learning.

There is positive relation between unification of organizational spirit and organizational learning.

There is positive relation between knowledge of organizational intelligence and learning.

There is positive relation between pressure performance of organizational intelligence and learning.

The indices of organizational spirit are suitable predications of organizational learning.

Test of hypothesizes

Discuss normality of distribution variables

Since meaningful level for strategic landscape, shared destiny, desire to change, unification, performance, application knowledge and organizational learning is greater than or equal to 05, thus distribution of data is normal. But since meaningful level for spirit is less than 05, thus distribution is not normal.

The prominent hypothesis

There is positive relation between organizational intelligence and learning.

For test, Pearson correlation test for normality was used that the results are following:

Organizational learning	Organizational intelligence	
.854	1	Organizational intelligence correlation factor
....		Meaningful level Quality
190	190	
1	.854	Organizational learning correlation factor
....		Meaningful level Quality
190	190	

Based on above table, as displayed the results show Pearson factor and there is positive relation between organizational intelligence and learning at Ministry of port and Adolescence($r=.854$, $sig=...$)

Sub hypothesizes

There is positive relation between strategic landscape of organizational intelligence and learning.

For testing this hypothesis, Pearson test was used for normality the results are following:

Organizational learning	Strategic landscape	
.669	1	Strategic landscape correlation factor
....		Meaningful level quality
190	190	
1	.669	Organizational learning correlation factor
....		Meaningful level quality
190	190	

As displayed in this table, there is positive relation between strategic indice of organizational intelligence and learning at staff of Ministry of Sport and Adolescence ($r=.669$, $sig=...$)

There is positive relation between organizational intelligence and learning.

For testing data and normality data, Pearson test was used and the results are following:

Organizational learning	Shared destiny	
.750	1	Shared destiny correlation factor
0.000	190	Meaningful level Quality
190		
1	.750	Organizational learning correlation factor
....		Meaningful level Quality
190	190	

As displayed the results showed that there is positive relation between organizational intelligence and learning at staff of Ministry of Sport and Adolescence ($r=.750$ $sig=...$)

There is meaningful and positive relation between organizational intelligence and learning.

For testing normality data, Pearson test was used and results are following:

Organizational learning	Desire to change	
.745	1	Desire to change correlation factor
0.000		Meaningful level quality
190	190	
1	.745	Organizational learning correlation factor
....		Meaningful level quality
190	190	

As displayed from above table, the results show that there is positive relation between desire to change and organizational learning in experts of Ministry of Sport and Adolescence ($r=.745$ sig=....)

There is meaningful and positive relation between organizational intelligence and organizational learning

For testing normality data, Spearman correlation test was used and the results are following:

Organizational learning	Spirit	
.817	1	Spirit correlation
0.000		factor
190	190	Meaningful level
		Quality
1	.817	Organizational learning correlation
	0.000	factor
190	190	Meaningful level
		Quality

As said above, the results show that there is positive relation between organizational learning and intelligence in experts of Ministry of Sport and Adolescence ($r=.817$ sig=....)

There is meaningful and positive relation between organizational intelligence and organizational learning.

For testing normality data, Pearson test was used that results are following:

Organizational learning	Unification and agreement	
.753	1	Unification and agreement correlation factor
0.000		Meaningful level
190	1	quality
	90	
1	.753	Organizational learning correlation factor
	0.000	Meaningful level
190	190	quality

As displayed above table, the results derived from Pearson test show that there is positive relation between unification of organizational learning and learning at staf of Ministry of Sport and Adolescence ($r=.753$ sig=....)

There is meaningful and positive relation between organizational intelligence and organizational learning.

For testing normality data, Pearson test was used that results are following

Organizational learning	Application knowledge	
.705	1	Application knowledge correlation factor
....		Meaningful level
190	190	Quality
1	.705	Organizational learning correlation factor
	0.00	Meaningful level
190	0	quality
	190	

As displayed in above table, there is positive relation between application knowledge and organizational learning in expert of Ministry of Sport and Adolescence $r=.705$ sig= ...)

There is meaningful and positive relation between organizational intelligence and organizational learning

For testing normality data, Pearson test was used that results are following

As displayed from these results, there is positive relation between pressure performance of organizational learning and intelligence at experts of Ministry of Sport and Adolescence $r=.783$ sig=....

Above table shows regression equation of organizational intelligence and learning. Correlation factor is variable .854 and meaningful level.5. Since this count is positive, it shows that there is direct relation between two variables. That is more organizational intelligence, increase organizational learning. Thus, the hypothesis based on positive relation between two variables is accepted. As for $r=.854$, 85% changes for learning is determinable. Meanwhile, based on Watson test, independence of errors is confirmed. The above equation shows that if controlling organizational intelligence, organizational learning point is .595 and also, for every unit in organizational intelligence, 671 units will be increased.

Regression test for organizational intelligence (as independent variables) and organizational learning (as dependent variable)

For discussion which index of organizational intelligence can predicate organizational learning, regression equation with Enter method was used.

The recognizable factors for regression analysis in effect of organizational intelligence upon learning.

That is R2 is the scale of variance for organizational learning that is determined by independent variables (organizational intelligence) that was recognized it is 77% variance (with changes). Meanwhile, as for statistical count of Watson, the independent errors are confirmed.

Since F=87.967 and meaningful level, we can say that the variables determine the changes.

Statistical specifications, scale and effectiveness for every independent variable upon organizational learning. Since the meaningful level for spirit, unification and fixed number is greater than .5, thus , the equal hypothesis for regression factors and fixed numbers will be confirmed and this number will be excluded regression equation. Therefore, the regression equation is as follows:

Since beta factors are greater than all, the more effect is:

- Performance pressure
- Shared destiny
- Strategic landscape
- Knowledge application
- Desire to change

There is meaningful and positive relation between organizational intelligence and organizational learning and all indices for them.

organizational intelligence	Correlation Coefficient
Organizational intelligence	00854
Strategic landscape	0669
Shared destiny	0750
Desire to change	0745
Moral	0817
Unification	0753
Knowledge application	0705
Performance pressure	0783

As for regression equation between organizational intelligence and learning and value of variable obtained (0729), 85% of changes are determinable. Also, for increasing 1 unit of organizational intelligence, 0671 increased organizational learning. Based on findings, the effect of all indices pertain to organizational intelligence upon organizational learning is increased. As for beta factor, the more effect is:

Performance pressure 1.617, knowledge application 679, desire to change 673, shared destiny 863 and strategic destiny 736. And unification, moral and agreement indices were separated from regression equation.

CONCLUSION

The results show that there is positive and meaningful relation between organizational intelligence and learning at staff of Ministry of Sport and Adolescents. This finding is coincident with results of Jamalzadeh and et al (2009) based on relation between organizational intelligence and learning and Azizi (2007), Sattari Khahkhor (2007) and Karl Albrecht (2003) based on relation between organizational intelligence with organizational knowledge. Because development of management is derived from organizational learning. To some extent, it is coincident with the results of Abrazi and Sattari (2007) and Khodadadi (2008) based on relation organizational intelligence and learning. Since organizational learning is derived from organizational culture. Also, it is coincident with the results Akhavan (2006) and Hassanbeygi (2010) BASED ON POSITIVE EFFFECT OF ORGANIZATIONAL CULTURE UPON organizational learning and shared knowledge. Because the place of organizational intelligence is intelligence and it is influenced upon culture whether it or not. Similarity, organizational learning can play role in changing of organizational knowledge. This finding is coincident with the results Hasehmi (2006) and Behrouzi and et al (2009) and the results show the positive relation between all seven indices for organizational intelligence with organizational learning variables. This result is coincident with the result of Abarzi and Sattari (2007) based on positive and meaningful relation between organizational intelligence to organizational learning. But it is not coincident with Khodadai's Research (2007) based on lacking relation between strategic landscape and performance pressure with organizational culture. The difference between two is depend on difference in statistical society. In other words, this finding is coincident with the result of Hassan beygi (2010) based on sharing knowledge and positive effect upon organizational learning and the result Chang and Hang (2008) and Roudan (2002) and Hassanbeygi (2010) based on sharing knowledge yon organizational creative. Since the unification and agreement increase confidence level and sharing knowledge is the basic element of organizational learning.

The findings show that the moral index has the highest correlation with organizational learning. This finding is snot coincident with the result of Jamalzadeh and et al (2009), Stata (1988), Barton (1992) and Sanycola (1994).

The organizational intelligence of society studied was weaker than average point with median 16.45 in comparison theoretical bases. The results with the results by Albrecht (2003) at Australia and Jafarai and Faghihi (2009) IN RESEARCH AND PROGRAAMING ORGANIZATION is coincident. But it is not coincident with results of Volfetr

and et al (2008) at Romania. The difference depends on two different cultures. This finding show that the expert don't use all their skill and ability for reaching to their aims. Also, strategic landscape has the lowest correlation with organizational learning. This finding is not coincident with Jamalzadeh and et al research (2009). The result showed that desire to change is weaker and lower than other with average 2.24 in comparison with theoretical bases. The results are coincident with researches conducted by Jafari, Faghihi (2009), Kavousi, Rezghi (2010). Similarity knowledge application is weaker and lower than others with average 2.27 in comparison theoretical bases. The results are coincident with results Jafari, Faghihi (2009) in research and programming organization but it is not coincident with Kavousi, Zerghe results (2010) in Islamic Azad University. The shred destiny is weaker and lower than others with average 16.35 in comparison with theoretical bases. Strategic landscape is weaker and lower than others with average 2.45 in comparison with theoretical bases. The results were not coincident with results Jafari, Faghihi (2009), Kavousi, Rezghi (2010). Moral of organizational intelligence was weaker and lower than others with average 2.75 in comparison theoretical bases. The results are coincident with studies Jafari, Fgghi (2009). But it was not coincident with results of Kvousi and Rezghi (2010). In the research cited here, this index is in good level. This results show that based on it, the quality of life is on lower level. Also, performance pressure for organizational intelligence has weaker and lower than others with average 2.33 in comparison theoretical bases. The results are coincident with studies Jafari, Faghihi (2009) about organizational performance in research and programming organization. But it is not coincident with results of Kavousi, Rezghi (2010) in Islamic Azad University. This finding shows that in the society studied, operative pyramid did not develop and the managers involved it more.

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