



Identifying Factors Affecting School Principals' Organizational Intelligence Based on Grounded Theory

Fatemeh Azizi¹, Sayyed Mosa Khademi*², Amin Rahimikiya³

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Abstract

One of the new concepts in the field of human resources management is organizational intelligence, which is increasing in importance day by day. The main goal of the present study was to identify the factors affecting the organizational intelligence of secondary school principals. The current research method was qualitative-based theory and applied research in terms of its purpose. The participants in the research were principals and vice-principals of schools in Lorestan province. Totally 20 interviews were conducted with them using the purposeful sampling method until reaching theoretical saturation. The research tool was semi-structured interviews. Open, axial and selective coding was used to analyze the data. Also, for the validity of the findings, in addition to reviewing the interview process by researchers, internal participants and external auditors were used, and for reliability, evaluators outside the research were used, and the agreement coefficient was 0.80. The data analysis led to the formation of 9 core categories, based on the paradigm model of Straves and Corbin, "empowerment" and "elements of a smart organization (including justice-oriented components, organizational transparency and research-oriented components)" as causal conditions, "organizational culture" and "leadership" "cultural" as background conditions, "organizational global horizon" as intervening conditions, "financial, psychological and environmental horizon" and "talent management" as strategies/strategies and "productivity" and "career longevity" were also consequences of organizational intelligence. Based on the current findings, the education system should pay attention to the empowerment of managers, the elements of intelligent organization and the organizational culture of managers as factors that shape and accelerate organizational intelligence.

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1. PhD Student in Educational Management, Khorramabad Branch, Islamic Azad University, Khorramabad, Iran.

2. Assistant Professor, Department of Educational Sciences, Payame Noor University, Tehran, Iran.

*Corresponding Author: *Email:* Khademi@pnu.ac.ir

3. Assistant Professor, Department of Educational Management, Khorramabad Branch, Islamic Azad University, Khorramabad, Iran.

Introduction

Human resources is considered the most important criterion for the promotion of organizations. In fact, the performance of an organization is continuously and significantly determined by the performance of processes and the performance of human resources of employees (Simnova and Gijdas, 2019; Bakator et al., 2019). Studies show that under the same conditions, the only reason for the lack of success of organizations, which causes the organization to fail in achieving its goals, is the inefficiency of human resources (Toda et al., 2019).

One of the important factors differentiating between the success and failure of organizations in achieving their goals is organizational intelligence (Pereira and Christman, 2015; Cronkist, 2006). Nowadays, unlike in the past, due to rapid changes, competitiveness and responding to the needs of their stakeholders, organizations are forced to give more importance to the intelligence issues of the organization (Istodor et al., 2016). Malone believes that the important factor in the success of organizations is not how efficient they are, but how smart they are (Malone, 2015). Albrecht (2003) also believes that after the first, second and third waves (agriculture, industry and data), the fourth wave is consciousness and brain. In fact, organizational intelligence is emerging as a new wave of changes in the organization and has been introduced as the intelligent design of processes, tools and structures with the aim of increasing, sharing or improving the use of knowledge in three elements of intellectual capital, i.e.

structural, human and social. (Travika, 2015).

Several definitions and models have been presented for organizational intelligence. Matsuda introduces organizational intelligence both as a process and as a product, and considers it to consist of five elements and products, which are presented in the form of information network design (Wilensky, 2015). Simik (2005) defines organizational intelligence as the intellectual ability of an organization to solve organizational problems. Stonehouse and Pemberton also believe that an intelligent organization seeks to effectively manage its knowledge, while the culture, structure and infrastructure must provide an environment that leads to individual development and organizational learning processes (Ackman and Ackman, 2017). Stasquist and Qutin (2008) believe that organizational intelligence is a method of planning organizational processes that is based on the openness of the system, maintaining social connections and cultural stimuli. Albrecht (2003) also defined organizational intelligence as the capacity of an organization to mobilize all intelligence capabilities available to it and concentrate it to achieve its missions. From his point of view, organizational intelligence has seven components: strategic vision, common destiny, desire to change, morale, unity and agreement, application of knowledge and performance (Ismail and El Asaed, 2020). According to Travika (2015), an intelligent organization is an organization that can learn how to adapt to the environment and survive. He has

provided a model for organizational intelligence. According to this model, organizational intelligence is formed as a result of knowledge management processes, knowledge work systems, production systems, consumer preference systems, dynamic capacity, mindfulness and group relations. Among other people who has presented a theoretical model related to organizational intelligence is Kronquist (2004), whose dimensions of organizational intelligence in his model are motivation, organizational support, providing information, and competence, and the cycle of organizational intelligence includes planning, directing, Revival and collection of raw information, analysis and production of intelligence products and reporting and dissemination of knowledge. What emerges from the definition of organizational intelligence is that, unlike individual intelligence, organizational intelligence can be acquired and is in the field of teach (Lefter et al., 2008).

The review of the studies carried out with the focus of organizational intelligence shows that no study has been conducted to investigate organizational intelligence in the form of its model in education. On the other hand, in the majority of studies conducted, organizational intelligence has been prioritized with quantitative methods and measuring the relationships between the desired variables, and the presentation of the organizational intelligence model has been neglected. Ardalan et al. (2019) concluded in quantitative research that organizational intelligence can predict

entrepreneurship and knowledge management. Yarovisi et al. (2017) in qualitative research concluded that dimensions of organizational intelligence in Islamic Azad University include information management, organizational communication, organizational learning, encouragement and punishment, individual characteristics of employees, capable managers, scientific planning and organizational support. In a quantitative study, Tutian Esfahani et al. (2016) found that Albrecht's organizational intelligence model has an effect on the organizational intelligence of Qavamin Bank headquarters managers. Amirtash et al. (2014) concluded in qualitative research that strategic view, share payment, willingness to change, agreement and consistency, expansion of knowledge and functional precision are the main elements of organizational intelligence for the employees of Islamic Azad University. Abdullahi and Heydari Fard (2013) concluded in research with a quantitative method that school managers should provide opportunities and necessary facilities for teachers to change and improve affairs and programs in order to improve the organizational intelligence of teachers. Ahmadi Qomi (2013) investigated Albrecht's organizational intelligence model in the Office of Administrative Accounting and concluded that among the components of this model, strategic vision and common destiny are the most important and passion is the least important. Salehi et al. (2011) in quantitative research concluded that there is a correlation between the learning organization and the

organizational intelligence of school principals. Shams Murkani et al. (2013) in quantitative research showed that organizational intelligence and its elements can predict the organizational performance of school principals up to 0.81. Tabarsa and Nazarpuri (2013) in research with a quantitative method showed that special structure, knowledge strategies and intellectual capital have the most effect in the process of organizational intelligence. Zamiri et al. (2020) concluded in research that organizational intelligence can lead to the improvement of organizational productivity and sociability among employees with occupational stress. Hamad (2019) showed in research that increasing and strengthening talent management in organizations leads to an increase in organizational intelligence. Therefore, the talent of employees should be considered in the design of any organizational intelligence model. Falta (2018) concluded in research that the organizational intelligence model has three main elements of culture, strategy and leadership along with the components of organizational capacity building, employer involvement and output (performance). In research, Shianipour et al. (2017) showed that there is a positive relationship between organizational intelligence and its elements with talent management. In other words, organizational intelligence is one of the effective factors in the performance of organizations. Shohani et al. (2016) concluded in research with a quantitative method that to increase the organizational intelligence of the employees of the Ministry of Sports and

Youth, it is necessary to strengthen the knowledge and organizational culture. In research, Travika (2015) showed that the model of organizational intelligence includes knowledge management components, knowledge work systems, production systems, consumer preference systems, dynamic capacity, mindfulness and group relations. Malekzadeh et al. (2014) found in quantitative research that the model of organizational intelligence for Tehran University employees includes structural, cultural, strategic, communication, informational, functional, behavioral and environmental factors.

The education system in Iran is one of the huge human resources that plays a key role in education in a constantly changing environment. These changes also bring many challenges. There are many strategies to deal with these challenges that lead to organizational flexibility (a short-term goal) and adaptability (a long-term goal) (Baversad et al., 2014). Many experts believe that Iran's education is facing many organizational challenges, including weak human resources, lack of employee productivity, problems with education infrastructure, lack of human resources management, etc., and in fact, organizational intelligence can be one of the possible answers for there are many of these topics (Jafari and Faqii, 2018). On the other hand, there has not been enough research on organizational intelligence in education like other organizations, and the necessity of such research is undeniable.

The reason for the study of secondary school principals is because the

researcher has lived experience in this region and field observations show that studies related to organizational intelligence in education in Lorestan province is a research gap and on the other hand, many elite and talented forces Management is not much in the focus of the organization. The innovation of the current research is that it has tried to identify factors affecting the organizational intelligence of secondary school managers beyond the relationship between two variables. The results of this research can be used at the macro level for the Ministry of Education and at the micro level, the Lorestan education can use its results in their intra-provincial planning for better management of employees and increasing the organizational intelligence of their subordinate departments. Based on the mentioned materials, the main goal of the current

research is to identify the factors affecting organizational intelligence in secondary school Principals.

Methodology

The current research method was qualitative-based theory and applied in terms of research objective. The participants in the research were principals and vice-principals of schools in Lorestan province in the academic year 2018-2019, and 20 interviews were conducted with them using the purposeful sampling method until reaching theoretical saturation. The criteria for selecting the participants were basic familiarity with organizational intelligence, writing books and articles related to organizational intelligence, conducting research projects related to organizational intelligence and having fields of educational sciences, educational management (Table 1).

Table 1. Some characteristics of the participants in the research

| Variable | Frequency | | | |
|-------------------|------------------|--------------|------------|------------|
| Education | Masters 6 | Phd 14 | | |
| Gender | Male 14 | Female 6 | | |
| Years of Teaching | 5-10 – 2 | 11-15 – 3 | 16-20 6 | 21-25 7 |

By studying the theoretical foundations and existing literature, the interview questions were formulated and there were no restrictions on the order of the questions. In such a way that every situation that caused questions was prioritized.

According to the previous coordination, the interviewers arrived at the desired location and started the

interview. The time of the interviews fluctuated between 40 and 110 minutes. Considering the observance of ethical principles in the research, at first the main and practical purpose of the research was explained to the participant and permission was also obtained from the interviewees to record the interview, and most of them gave a positive answer. After each interview,

the text of the interview was converted into writing and all the statements and views of the interviewees were considered. Open, axial and selective coding was used to analyze the data. In open coding, 136 conceptual codes were identified, and 41 codes remained after removing duplicate and unrelated codes. In axial coding, which has a higher abstract level, conceptual codes were classified into 7 categories. Each category included several conceptual codes, and finally, the core codes became the basis for choosing the central category of the research, i.e. the factors affecting organizational intelligence. Finally, according to the paradigm model of Strauss and Corbin, the causal, background, intervening

conditions, strategies and consequences were determined.

For the validity of the findings, the strategy of re-reviewing the data analysis process was used by the researcher and external auditors, as well as some participating members, whose suggested amendments were applied. To measure the reliability, the recoding method of the colleagues and the coding method of the evaluators outside the research were used, and the intra-coder reliability coefficient was 0.88 and the extra-coder reliability was 0.80 (Table 2), which can be said to process and apply the codes correctly were done and this shows the high agreement of the coding.

Table 2 reliability of coding between internal and external coders

| Method | interview | Number of Codes | Agreement | Reliability coefficient |
|-----------------|-----------|-----------------|-----------|-------------------------|
| Internal coding | 1 | 21 | 9 | .85 |
| | 3 | 23 | 10 | .86 |
| | 7 | 19 | 9 | .94 |
| Total | | | | .88 |
| External coding | 12 | 18 | 9 | .88 |
| | 8 | 20 | 10 | .72 |
| | 3 | 25 | 8 | .80 |
| Total | | | | .80 |

Findings

The process of data analysis shows that there are 24 components and 9 factors

about recognition intelligence from the experts' point of view. The coding process is (3) briefly presented in Table process is

Table 3. Open, Axial And Selective Coding Process

| Concepts | Open Coding | Axial Coding |
|--|---|-------------------------------------|
| Freedom of expression, criticism, feeling of security, feeling of belonging | Organizational capacity | Empowerment |
| Creativity, individual genius, creative thinking, the difference between feelings and reasoning, the ability to analyze | Individual ability | |
| Respecting the rights of others, avoiding discrimination, meritocracy | Central justice | The pillars of a smart organization |
| Valuing action research, strengthening research, teacher researcher, future research | Central research | |
| Rejection of insider and non-insider, rejection of relationism, legalism | Transparency is central | |
| Strong belief in values, integration of religious knowledge, being ethical | The existence of individual spirituality and morality | Organizational Culture |
| Responsibility, a platform for the flourishing of the creativity of the forces, the efficiency of managers, joint efforts, encouraging teamwork | Human resources culture | |
| Increasing awareness, having a broad perspective, directing views, management stability, flexibility | Transformational Leadership | Cultural leadership |
| Taking advantage of Islamic teachings, the pure model of leadership, the Islamic model of Arabs and references | Prophetic culture | |
| Decision-making power in sensitive situations, predictive power, risk-taking | Foresight | Global organizational horizon |
| Necessity in organizational competition, the interference of the border of knowledge in education and training, the destruction of the traditional administration of organizations, service-oriented competition, the intelligentization of offices, the necessity of digital technology in organizations, the cheapness of services Agility and dexterity towards the environment, desire to change, responding to environmental challenges, awareness towards the environment | Obligation to compete | |
| | electronic government Adaptability to the external environment | |
| Occupational and intellectual peace, | Dynamics of the | |

| | | |
|---|--|--|
| freshness of the environment, increasing work motivation, commitment and responsibility | work environment | Financial, business and environmental horizons |
| Maintaining a competitive advantage, ability to attract financial capital, solving financial problems, raising salaries, the process of raising the competitive market, gaining competitive advantages | Effective use of financial resources | |
| Encouraging ideas in order to generate income, payments in excess of salaries, satisfaction resulting from the realization of career goals | Financial motivation and work in the organization | |
| Separation of intelligent and less intelligent employees, paying tribute to the expertise and genius of employees | Attention to the ingenuity of employees | talent management |
| Specialized priority to the smarter ones, social and economic attention to creativity for work priority, employment and career selection | Professional selection | |
| No need for clients to be present, how to respond quickly Job satisfaction, progressive work environment Response speed, assistance in responding | Increasing service efficiency Good work quality thrift | Efficiency |
| Willingness to work overtime, internal job satisfaction, sense of professional satisfaction Extension of service, unwillingness to ,serve in other organizations Reconciliation of personal and professional life | Reduce work burnout Desire to serve in the organization Reducing job conflicts | Long career |

Results

Causal conditions are the factors that cause the phenomenon to appear. In the current research, two central categories of "empowerment" and "intelligent organization elements" were identified as causal conditions. Empowerment with two sub-categories of "individual capability" and "organizational capacity" can increase mobility and organizational intelligence in the education system. Under the importance of the causal conditions, many

participants believed that in the education system, empowerment should be done at the levels of the organization and the individual. For example:

"In my opinion, the factor that can boost organizational intelligence is empowering human resources at different levels. Until we make the forces capable and familiar with organizational intelligence, the hardware agents are not very efficient (participant 4)". First of all, organizational intelligence requires

openness and transparency of the organization itself. In my opinion, the factor that can create organizational intelligence is, first of all, justice, and the transparency of laws free from relations (Participant 3)". Now we have the problem that the education system is confused and lacks a goal on the one hand and lack of application of research results. Therefore, science should enter the education system in a large amount and it should be clearly defined what we want and where to start. In my opinion, organizational intelligence starts here (Participant 17)".

In the current research, two key categories of "organizational culture" and "cultural leadership" were identified as background conditions. Under the organizational culture are the components of the existence of spirituality and individual ethics and the culture of human resources, and under the category of cultural leadership, prophetic culture and transformative leadership. The participants believed that the platform of Islamic culture can help to grow and strengthen organizational intelligence. For example, some of these statements were:

"We have a rich platform of the Prophet's culture and his school. These resources should be seen together with management principles (Participant 15). Islamic sources and its emphasis on wisdom and knowledge leadership can be used in organizational intelligence (Participant 4). In my opinion, increasing the knowledge and literacy of employees is one of the most important elements of organizational intelligence,

which should be worked on a lot (Participant 13)".

In the current research, the central category of "organizational global horizon" is as an intervening condition. This central category includes three components of foresight, competition and electronic government. In fact, this category refers to situations and conditions that will be more of a requirement for the management of organizations now and in the future. Some of the participants' statements in explaining the meaning of this phraseological category:

"There is no doubt that the competition between organizations, whether in production or in services and distribution, will lead to more intellectual and intellectual competition of organizations. Therefore, in an organization such as education, we should be able to provide all three axes of production, distribution and services with a focus on organizational intelligence and use all intellectual and elite powers (Participant 11). In my opinion, the future of all organizations, especially education, will change more. Now the topic of organizational intelligence is discussed and it can be the beginning of the next revolutions of transformation in the future (Participant 10). Electronic government is one of the parallel programs and the main elements of organizational intelligence to solve problems. In my opinion, this program should find its true meaning as soon as possible in education because there is no other way (participant 18)".

In the current research, "financial and psycho-environmental horizon" and "talent management" were identified as

strategies. Strategies can be positive or negative or passive and active factors, and ultimately strategies lead to consequences. The participants believed that organizational intelligence can motivate employees and create a psychologically safe environment. In fact, organizational intelligence enables employees to respond to external and internal changes. Some of these statements are as follows:

"When there is a financial incentive for employees, it acts as a psychological and motivational factor to perform more tasks (participant 7). The smart organization informs the employees about the changes in the surrounding environment, and this makes the employees always up-to-date and knowledgeable (Participant 20)".

In the current research, the consequences of organizational intelligence, which are the result of strategies, included "longevity of work" with the components of increasing service efficiency, favorable work quality, and economy, and "productivity" also included the components of reducing work burnout, desire to serve in the organization, and reducing job conflicts. They were. The participants believed that when the organizational intelligence of the organization is established, you will face fewer administrative challenges. When a person has organizational intelligence, you will face an organization that has accountability in its work. Some of the same statements of the participants were:

"Managers with organizational intelligence save time because wasting time does not make sense for such

managers, so with such managers we can hope that everything will be done on time (Participant 16). Employees in an organization with organizational intelligence are less likely to have psychological and job conflicts because in such an organization everything is clear and employees use their high intelligence in a timely and appropriate manner (Participant 6).

Discussion

The current research was conducted with the aim of providing a model of organizational intelligence for high school managers in Lorestan province. The research data were analyzed using the qualitative-grounded theory method based on open, central and selective coding. The findings led to the formation of 9 core categories based on the paradigm model of Ashtraos and Corbin causal conditions (empowerment, elements of intelligent organization), contextual conditions (organizational culture and cultural leadership), intervening conditions (global organizational horizon), strategies (financial horizon, psychological and environment and talent management) and outcomes (productivity and career longevity).

The findings of the present research are consistent with some models and results of the following researches; In their research, Yarovisi et al. (2017) pointed out the important dimensions of organizational intelligence to information management, organizational communication, organizational learning, encouragement and punishment, individual characteristics of employees, empowerment of employees, and

organizational support, which is closely related to the current model. Tutian Esfahani et al. (2016) also concluded that talent management, core research (application of knowledge) and increasing employee morale and vitality are among the pillars of the organizational intelligence model, and in the current study, core research and employee vitality are also part of the model was ready Amirtash et al.(2014) concluded in their research that the desire to change and expand knowledge is one of the main elements of organizational intelligence for Islamic Azad University employees, which is in line with some of the findings of the current research. Abdullahi and Heydari Fard (2013) in their research pointed to talent management and employee empowerment as important components of organizational intelligence, and these elements were also formed in the present model. Tabarsa and Nazarpuri (2013) also mentioned knowledge strategies and intellectual capitals (employee empowerment) and this finding is also present in the present model. Part of the findings of the research model was dedicated to organizational culture, which Helal (2008), Falta (2018), Hamad (2019) and Shohani et al. (2016) had also mentioned in their organizational intelligence model. Malekzadeh et al. (2014) also emphasized structural, behavioral-environmental factors in the formation of organizational intelligence in their research, which is in line with a part of the current research.

In explaining the findings of the current model, it should be said that today, organizational intelligence is one

of the effective tools in the growth and promotion of organizations. This is very important in the education system for school managers due to the nature of many human resources in it. One of the central themes of the research was empowerment and the pillars of an intelligent organization. The organizational life cycle theory considers the empowerment of employees and their individual characteristics among the motivating factors of the organization (Yarvisi et al., 2017). Organizational justice theory also believes that the application of regulations, laws and policies in the organization adds to the organization's dynamism, and the more transparent policies the organization has, the better the employees understand the organizational procedures (Hashish, 2020).

Another finding was talent management. Talent management, which today is interpreted as the war of talents, refers to the organization's attention to talented and elite employees. Talent management has wheels that include three main areas of talent identification and attraction, talent retention and development (Michaels et al., 2001). In explaining this result, it can be said that the scientific nature of the education system is such that the elite forces expect scholarly interactions in the work environment, and therefore, if this expectation is not met, job dissatisfaction and even the desire to leave the education system may develop. . In the claim of this article, it should be noted that some elites with doctorate degrees have left education to

the higher education system. Therefore, this finding is important in the sense that elite employees should be treated appropriately by the education system. Another finding of the research was the global horizon of an organization that oversees future changes and developments and the requirement for intelligent human and non-human resources. According to the theory of resource dependence, it can be said that organizations are like living organisms that are constantly subject to change, therefore, organizations that can adapt themselves to changes are more successful and, as a result, acquire more resources. The theory of systems also explains the conclusion that organizations should consider the necessary measures regarding change and the external environment, because no organization is able to survive without interaction and adaptation with the external environment and changes. Another finding of the research was the financial, work and environmental horizon with indicators such as the dynamics of the work environment, effective use of financial resources and financial and work motivation. This topic focused on all kinds of material, work and environmental incentives. In explaining this finding, we can refer to Luthans' (2007) theory of psychological capital, which confirms that the more people's psychological capital with indicators of optimism, hope for the future, and a positive outlook, the more adaptation to the environment and more motivation can be expected.

Among the limitations of the current research, we can point out the cross-sectional nature of the research, the

reluctance of some respondents to cooperate with the research, and the spatial limitation of the research. Because only the statistical population in the field of education has been studied. Another limitation of the research was the non-quantification of managers' organizational intelligence, which was not possible due to the nature of the current research method. Therefore, in order to obtain richer results, researches should be conducted on a larger scale so that different results can be compared side by side. Therefore, it is suggested that researchers use a combined method and choose a larger study in future researches. Based on the findings of the research, which showed that the pillars of the smart organization include justice-oriented, research-oriented and transparency, it is suggested to be transparent about the appointments and their reasons and to avoid the political appointments of managers. Looking at justice in the education system should be given more attention because in many statements, experts believed that justice is the main key to organizational intelligence for managers. Another suggestion is to provide and strengthen the platform for intelligent and electronic school affairs and to reduce unnecessary bureaucracies and costs. Another suggestion is that the quality evaluation system of the employees' services should be on the agenda so that the level of responsiveness to the beneficiaries can be improved. Another suggestion is that considering the importance of talent management as one of the central findings of the research, in the selection of managers and

employees with staff positions, professional competence and work expertise should be given priority. Also, according to the finding of the financial, psychological and environmental horizon, spiritual and material

Ethical Considerations

During the implementation of this research and the preparation of the article, all national laws and principles of professional ethics related to the subject of research, including the rights of statistical community, organizations and institutions, as well as authors and writers have been observed. Adherence to the principles of research ethics in the present study was observed and consent forms were consciously completed by all statistical community.

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incentives such as the introduction of superior ideas and financial payments in order to present ideas to employees, should be considered by the managers of education and training organizations.

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Conflict of Interest

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Author1 Name: Fatemeh Azizi

Email: fatemehazizi54@gmail.com

PhD Student in Educational Management, Khorramabad Branch, Islamic Azad University, Khorramabad, Iran.



Author2 Name: Sayyed Mosa Khademi

Email: Khademi@pnu.ac.ir

Assistant Professor, Department of Educational Sciences, Payame Noor University, Tehran, Iran.



Author 3 Name: Amin Rahimikia

Email: aminrahimikia@yahoo.com

Assistant Professor, Department of Educational Management, Khorramabad Branch, Islamic Azad University, Khorramabad, Iran.

