

Effects of Teaching the management and leadership Skills on Sports Managers' Knowledge Management and their Organizational Citizenship Behavior

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ABSTRACT

The present study investigates the effects of learning organizational intelligence skills on career self-efficacy, job engagement, and strategic thinking among sports managers. A quasi-experimental research method was adopted for the present study including a pretest, posttest, and follow-up stages using a group control. In this regard, 20 managers and assistants from among managers and deputies of the Faculty of Physical Education and Sport Sciences of Al-Mustansiriya University, Iraq were selected as a sample for the purpose of this research, using the convenient method. The sample were randomly assigned into two groups, namely the experimental (10 persons) and control (10 persons) groups respectively. Afterwards, the organizational intelligence training was taught to the managers in the experimental group (8 sessions). The data collected included the 36-item job self-efficacy (Riggs & Knight, 1994), the 10-item job engagement (Kanungo, 1982), and the strategic thinking questionnaires (Jeanne Liedtka, 2008). Data were then analyzed using MANOVA and ANOVA with repeated measures tests. The study results suggest that educating sports managers on organizational intelligence had a significant effect on career self-efficacy, job engagement, and strategic thinking. Furthermore, the effects was still observable in the experimental group three months after the educational intervention.

KEYWORDS: Organizational Intelligence, Job Engagement, Strategic Thinking, Career self-efficacy .

Introduction

Not unlike any other organization, sports organizations need to improve the organizational intelligence of their employees constantly. In recent years, psychologists and experts in management have used the structure of organizational intelligence to describe the general ability of an individual to use their intelligence concerning the organization. In a corporate setting, intelligence has been described as an ability and general talent that impacts the individual and the organization's identity and lays the groundwork for personal,

group, and organizational self-efficacy. In the 1980s, Gardner suggested several independent bits of intelligence in psychology literature and called it 'Multiplied Intelligences' as subcategories for emotional intelligence. He later expanded this theory and provided newfound attention to different existential dimensions of humans. Gardner's multiple intelligences are still regarded as a dynamic theory and continue its development today (Armstrong, 2019). Moreover, in the framework of organizational theories, the intelligence structure is also used to describe the general ability of organizations. For the first time, Take Hich, Bill,

and Matsuda (University of Isehara) introduced the concept of organizational intelligence in the Paris Conference. In their view, organizational intelligence was a general ability that should be regarded under the organizational knowledge and knowledge management. Therefore, in this approach, organizations have several intelligence components, although all of the components of intelligence would not be centered in a single organization.

Furthermore, Albrecht (2010) maintains that organizational intelligence refers to the capabilities of an organization in reaching its goals. Ashnak (2012), believes that organizational intelligence is an understanding of the organization as an educational system. Moreover, Chen (2019) describes it as effective decision-making. Therefore, the above definitions show that organization intelligence is a type of organizational ability that improves the realization of organization's goals and aims, and that increasing the career and organizational knowledge could lead to better job compatibility.

Prejmerean and Vasilache (2007) reported in their study of sports organizations that certain features and characteristics in such environments may act as barriers in developing organizational intelligence. However, there are organizational and human resources in such places that could increase the mentioned intelligence, which in turn may boost individual, organizational variables.

McGill Crist *et al.* (2004), from the University of London and International School Effectiveness Improvement Center (ISEIC), inspired by Gardner's theory and newly emerging organizational theories, particularly Senge's Organization Learner theory and organizational intelligence theories in services, industrial, public and commercial organizations, adapted the Organizational Multiple Intelligence theory for educational purposes. They provided valuable results regarding the improvement of positive organizational variables (Robbins, 2018). In a similar line, the present study aims to investigate the possible effects of an organizational intelligence training intervention on job engagement, career self-efficacy, and strategic thinking variables in sports managers. Definitions for the variables mentioned above are provided below.

Self-efficacy is a crucial concept in Bandura's (1982) cognition theory which refers to a long-lasting and clear feeling of competence, self-esteem as well as the individual's sense of self-value and worth, expertise and efficacy in dealing with impediments. In other words, the concept describes a belief in one self's ability in controlling their thoughts and emotions with possible effects on performance and its consequences. Self-efficacy beliefs may successfully predict a person's behavior because the conduct and behavior stem from their self-efficacy belief. More precisely, it is based on their understanding of their knowledge, capability, skills and expertise (Karami Noori & Nikdel, 2009, p. 22). Kanungo (1982) defines job engagement as a description of the current job and further maintains that it is related to the extent to which the job may satisfy the employee (Carmeli, 2016).

Moreover, strategic thinking is defined here as a tool for the proper introduction of concepts and approaches. When one spends their time improving their strategic thinking, a particular way of thinking is amplified within oneself although the result might not be so tangible. Strategic thinking enables a manager to understand the more effective paths in achieving the desired goals, isolate those that are not effective, and finally shows how such factors create value for the customers (Swayne *et al.*, 2019).

In the Iraqi context, the Ministry of Sport is the chief institution responsible for the management and planning of sports. Its performance affects society in multiple facets; social, cultural, and individual families could be affected. The proper functioning of this Ministry is a prerequisite to the development of society. On the contrary, a weak performance could lead to some social and cultural deficiencies and crises. The country's rich diversity in sports, cultures, and sports facilities further complicates the difficult task of the Ministry of Youth and Sports. A management position in the Ministry is also very complicated and requires adequate intelligence and creativity. The Ministry ought to utilize solid organizational intelligence to shape its mental capacities and achieve its desired goals and aims. To the best knowledge of the researchers' knowledge, no previous research regarding the training of organizational intelligence

has been conducted in Iraq, and thus the present study seems to be the first of its kind.

In light of the issues mentioned above, the following question is posed: Does corporate intelligence training have any significant effect on career self-efficacy, job engagement, and strategic thinking of sports managers? Thus, the present research investigates the effects of training intervention on organizational intelligence skills on the mentioned career variable among Iraq's sports managers.

Method

The present study is quasi-experimental research which includes a pretest, posttest and follow-up stages using a control group. The population included, all managers and deputies of the Faculty of Physical Education and Sport Sciences and the Sports Administration of Al-Mustansiriya University, Iraq in 2020. The study received an ethics code (IR.UI.REC.1399.065). In order to begin the research, a total of 20 persons were selected, using a convenience sampling method, from the managers of the faculty and administration mentioned above. Afterwards, the sample was randomly divided into two groups, each consisting of 10 persons: an experimental and a control group. The experimental group participants were then subjected to organizational intelligence training courses, seven sessions in total. The control group was not subjected to any training interventions.

After the training sessions were over, the two groups were again investigated using the research's tools. Moreover, the same assessment was repeated three months after the end of the training interventions. Three measuring tools were used in the present study. The first one was the Kanungo 10-item job engagement questionnaire (1982). The Kanungo (1982) questionnaire's concurrent validity (with Robert's Vocational Interest Blank) and reliability coefficients were reported as 0.61 and 0.84, respectively. The present study also reported the reliability as 0.84.

The second tool was the 24-item strategic thinking questionnaire designed by Jeanne Liedtka (2008), which has five different components: Systematic Outlook, Focus on Intentions, Smart Opportunism,

Continuous Contemplation, and lastly, Theoretical Thinking. Liedtka (2008) reported concurrent validity of 0.58 with Albrecht's organizational intelligence questionnaire (1990) and a 0.86 reliability. Moreover, the present study showed a 0.84 coefficient.

The third tool was Riggs and Knight's (1994) 36-item self-efficacy questionnaire which has four components: personal self-efficacy, personal expectations of consequences, collective efficacy beliefs, and expectation of collective consequences. Riggs and Knight (1994) reported a 0.55 convergence validity with Sherer's self-efficacy questionnaire and reported a reliability of 0.82. The present research reports reliability of 0.84.

The educational protocol used in the present research is based on theoretical frameworks and previous research in the field related to organizational intelligence as well as Albrecht's model (2003) with the focus to investigate the possible effects of the training program on improving organizational intelligence skills among sports managers. The protocol, in terms of each of the seven skills and lessons plans were vetted and verified by sports management experts (5 persons) and professors in the field of industry-organization psychology (2 persons). The materials included in the intervention were lectures, handing out brochures, group discussions, Q&A, exercises, and organizational intelligence skills simulation. The interventions were done to all the experimental group participants. Topics presented in each session were related to one of the seven skills of organizational intelligence (strategic vision, shared destiny, desire for change, unity and agreement, morale, application of knowledge and performance pressure) and were related to sports university managers, communication with students, collaboration groups, and generally served the university of residence. The intervention protocols of the study are listed and described below according to each session.

Session one: teaching cognition and understating organizational goals in various dimensions; teaching the functions of strategic thinking for the organization; teaching the significance and acceptance of the organization's strategic goals to the employees and how to coordinate the goals with the behavior of the employees; teaching the concept

of strategic management and ways to plan strategically for the organization; and lastly, assessing the strategic goals of the organization and ways to reassess them following the feedbacks stemming from the annual assessments sports organizations.

Session 2: Teaching the importance of the sense of belonging between employees with the organization and organizational goals, teaching the concepts of organizational trust and the importance of promoting it in achieving organizational goals, teaching the importance of mutual understanding between individuals, working groups and the organization and also trying to increase empathy and joint efforts between employees and the organization in organizations with a focus on sports.

Session 3: Teaching the importance of change in the organization and especially in today's changing world, teaching the concept of the management of change and its importance in advancing organizational goals, teaching the importance of accepting concurrent changes in employees and ways to do it, training change management in the organization in times of organizational crisis and management crisis in sports organizations.

Session 4: Teaching the importance of employees having a positive attitude concerning the job and work environment in the organization, training the factors affecting employees' motivation and job motivation and teaching how to benefit and promote job motivation of employees in sports organizations and its management effectively and adequately.

Session 5: Teaching the importance of unity among employees in relation to achieving organizational goals, training the components of empathy in professional and organizational environments and efforts to promote empathy between employees, in working groups and in carrying out job projects, as well as training requirements for team activities in the organization for employees and paying attention to setting rules, respecting the rules and paying attention to delegating authority in performing team and organizational activities in order to achieve and promote unity and empathy among employees in sports organizations.

Session 6: Teaching the importance of benefiting and using the organization of up-to-date and new knowledge in order to achieve organizational goals, teaching the importance of knowledge management and expressing its components, as well as how to do it in the organization and concerning employees and working groups, teaching how to achieve knowledge related to the organization and organizational goals, as well as the application of knowledge in the job and the organization, teaching the importance and methods of sharing information in the organization and the work environment in sports organizations.

Session 7: Teaching the importance of fit between individual and organizational expectations and expressing methods for establishing a balance between expectations, expectations and job and professional duties of employees with the organization's expectations of employees, teaching the importance of clarifying and stating organizational goals and trying to understand the organization's expectations from employees as well as understanding the needs and expectations of employees from the organization, teaching the importance and how to express organizational goals correctly and understandably to employees in the organization, teaching the importance of feedback on job productivity and also teaching how to provide positive and effective feedback to employees to improve their performance in sports organizations.

The collected data were analyzed with the repeated measures ANOVA method.

Results

Most of the participants in the experimental and control groups were almost identical in the age group between 40 and 50 years. Half of the experimental and control group participants had a bachelor's degree, and the other half had a master's degree or higher. Also, the highest frequency of service in both experimental and research control groups was more than 15 years. The results of the test for assuming equality of variance of research variables are reported in Table 1.

Table 1: Results of the test box for measuring the assumption of the equality of variance of job engagement scores, strategic thinking, and career self-efficacy

Variable	F	Degree of freedom	Box	Significance level
Job engagement	1.89	3	4.85	0.19
Strategic thinking	0.93	3	1.08	0.34
Job self-efficacy	2	3	6.74	0.12

The F observed for the box test at the level does not show a significant difference between the scores of job engagement, strategic thinking, job self-

efficacy, and parametric statistics for inferential data analysis.

Table 2: Results of the hypothesis of homogeneity of regression slopes

Variable	Average of squares	F	Significance level
Job engagement	1.18	3.87	0.22
Strategic thinking	2.08	6.25	0.14
Job self-efficacy	1.29	4.06	0.25

The F-statistic was not significant. It showed no interaction between the pretest effect (job engagement, strategic thinking, and job self-efficacy scores) and the independent variable

(organizational intelligence training). Therefore, the hypothesis of homogeneity of regression slopes is confirmed.

Table 3: Results of the Mucheli sphericity test of the assumed sphericity in repeated measurements

Dependent Variable	Mucheli statistic	Df	Significance level
Job engagement	0.76	2	0.10
Strategic thinking	0.60	2	0.13
Job self-efficacy	0.32	2	0.0001

According to the results, the Muchley statistic at the level of $0.05 = \alpha$, the default uniformity of covariation using the Machley test was rejected in

some variables and confirmed in some. The conservative Greenhouse-Geiser test is used to analyze repeated measures variance.

Table 4: Results of multivariate analysis of variance with repeated measures for the effects of interaction

Test	Factor	Value	F	Df error	Significance level	eta squared
Job engagement	Time	0.89	68.31	17	0.001	0.88
	Group and Time Interaction	0.84	45.35	17	0.001	0.84
Strategic thinking	Time	0.90	73.55	17	0.001	0.86
	Group and Time Interaction	0.84	45.73	17	0.001	0.84
Job self-efficacy	Time	0.71	20.88	17	0.001	0.71
	Group and Time Interaction	0.59	12.36	17	0.001	0.59

The results of Table 4 and F observed at the level of the relationship between the linear combination of dependent variables (job engagement, strategic thinking, and job self-efficacy) with independent variables (organizational intelligence training) are

significant. That is, organizational intelligence training has a significant effect on at least one of the dependent variables (job engagement, strategic thinking, and job self-efficacy).

Table 5: Results of analysis of variance with repeated measures, comparison of pretest, posttest and follow-up scores of the effect of organizational intelligence training on job engagement, strategic thinking, and job self-efficacy

Variable	Source of changes	Sum of Squares	Degree of freedom	Average of squares	F	Significance level	Effectiveness
Job engagement	Time	64.48	2	32.24	71.06	0.001	0.79
	Group and Time Interaction	42.63	2	21.32	46.98	0.001	0.72
Strategic thinking	Time	1206.57	2	603.29	106.32	0.001	0.85
	Group and Time Interaction	755.83	2	377.92	66.60	0.001	0.79
Job self-efficacy	Time	993.72	2	496.84	10.27	0.001	0.36
	Group and Time	648.93	2	324.46	6.71	0.003	0.27

	Interaction					
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The results of Table 5 (F observed at the level of 0.05) show a significant difference among the mean scores of the three stages of the pretest, posttest and follow-up test of job attachment, strategic thinking, and job self-efficacy. Therefore, it can be said that

organizational intelligence training had a significant effect on the variables of job engagement, strategic thinking, and job self-efficacy, and this effect had significant stability on the mentioned variables after three months.

Table 6: Results of LSD post hoc test comparing the mean scores of the three stages of pretest, posttest and follow-up of job attachment, strategic thinking, and job self-efficacy variables

Variable	Groups	Mean difference	Significance level
Job engagement	Pretest-posttest	-1.45	0.001
	Pretest-follow-up	-1.70	0.001
Strategic thinking	Pretest-posttest	-6.60	0.001
	Pretest-follow-up	-8.15	0.001
Job self-efficacy	Pretest-posttest	-6.30	0.001
	Pretest-follow-up	-6.60	0.03

According to the post hoc test results, the posttest and follow-up scores of job attachment, strategic thinking, and job self-efficacy were significantly higher than the pretest scores suggesting the effects of organizational intelligence training on these variables and the stability of this training.

Discussion

Findings on the effect of organizational intelligence training on the job and organizational variables (job attachment, strategic thinking, and job self-efficacy) of Iraqi sports managers show a significant difference among the mean scores of the three stages of pretest, posttest and follow-up test of attachment variables, strategic thinking, and job self-efficacy. Therefore, it can be said that organizational intelligence training had a significant effect on the variables of job attachment, strategic thinking, and job self-efficacy, and this effect had significant stability on the mentioned variables after three months. According to the post hoc test results, the scores of posttest and follow-up test of job attachment, strategic thinking, and job self-efficacy were significantly higher than the pretest scores, which could indicate the effect of organizational intelligence training on these variables the stability of this training.

Although no research has been done on the subject of research, i.e. the effect of organizational

intelligence training on organizational and job variables, research has been done on the relationship between the independent and dependent variables. Accordingly, the results of the present study can be in line with the results of Shawardi (2020), Chehrazi (2018), Kavehi (2017), Alizadeh, Kalateh Seifri and Abu Jafari (2017), Sadeghi, Mehdi Khani, Nazem and Nazem (2016), Badri Azarin, Khodadadi, Alami Kashki and Sarlab (2015), Khajeh Kokolaki (2012), Rezaei (2011), Beikzadeh, Alaei and Eskandari (2010), Malekzadeh (2009), Salasel (2009), Barat Dastjerdi and Bazai (2009), Nesbi (2007), Kashif (2007), Sattari Ghahfarkhi (2007), Askim (2019), Lefter, Permrino and Asilakheh (2019), Dari Foss (2019), Libutz (2019), Sergeant and Terry (2018), Callaway (2018), Ryan (2017), Lord and Shandrick (2017) and Albrecht (2015).

The research findings suggest that organizational intelligence training could guarantee long-term excellence for organizations and improve employee performance. The training of employees is a driving

force for the organization's talent and capacity to move the mental ability and focus such ability to achieve the organizational mission in an intelligent organization that enables people to perform their duties properly and believe in the validity of the business and organizational goals. In the theory of classical economics regarding the competitive advantage, it is stated that there is a need to add the thinking power to the organization, so organizational intelligence training should always be a priority. Also, organizational intelligence training makes the organization act smarter in the current situation so as not to lag behind the competition in the field of science and technology production. As such, training organizational intelligence to human resources as a strategic resource maintains this resource and places them in order to improve job and organizational variables and makes them not intelligently get engaged in issues not related to the organization; instead, it helps them fully serve the organization with the skills they gained from training organizational intelligence.

As another explanation, we can refer to Albrecht's theory. Albrecht maintains that simply hiring intelligent people with very high brainpower in the organization cannot guarantee the success and progress of the organization compared to competitors. After all, when intelligent people are in an organization, the mental slowness of the organization could happen because each of such intelligent people act individually and fail to create a concept to achieve organizational success and excellence. This issue could have some consequences not to the benefit of the organization. It seems that an efficient solution to this problem is to cultivate and apply organizational intelligence

training at all levels of the organization, which could improve job and organizational variables significantly in the organization. Therefore, the use of organizational intelligence training as an effective measure of organizational success and creating a favorable organizational environment for active participation of committed employees and managers is fully felt. Employees in such organization's feel that their ideas, experiences, and suggestions are heard. The tendency to exchange and transfer knowledge could arise in them. It can also encourage others to benefit from their inner knowledge and talent, making them feel more satisfied, attached and committed to their organization. In order to excel and increase their productivity, both the individuals and the organization could use all the knowledge and redouble their efforts.

Sports organizations are one of the primary custodians of sports in any country, and their performance could affect social, cultural and family dimensions of individuals. Their good performance is a prerequisite for achieving a healthy and developed society; on the contrary, their poor performance could lead to various social and cultural deficiencies. The diversity of sports, cultures, tastes and sports facilities in the country seems to have dramatically complicated the work of sports organizations. Management in such organizations is complex, and without intelligence, it cannot be managed successfully. It seems quite necessary sports organizations be equipped with high organizational intelligence to move their mental power to achieve organizational goals, and in this direction, organizational intelligence training could be very effective.

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