

The comparison between the attitudes of employees and clients towards organizational intelligence (case study: Isfahan General Directorate of Sports and Youth)

La comparación entre las actitudes de los empleados y los clientes hacia la inteligencia organizacional. (Caso de estudio: Dirección General de Deportes y Juventud de Isfahan)

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Abstract

This study was conducted in 2013, aiming to compare the attitudes of employees and clients towards organizational intelligence of Isfahan General Directorate of Sport and Youth. The current study is applied in terms of goal, descriptive in terms of nature and survey in terms of data collection. Based on Krejcie & Morgan table for sample size determination from a given population, 123 samples of employees were selected. Due to the comparison between the attitudes of employees and clients, 123 clients were also selected through simple random method. The measurement tool in this research was standard questionnaire of organizational multiple intelligence (Aghahosseini, 2010). To determine the validity of it, the experts and professors of physical education and sport sciences as well as management and planning were consulted. Hereby, the content validity of questionnaire was confirmed. The reliability of it was also calculated through Cronbach's alpha coefficient as 0.87. The descriptive and inferential statistical methods were

utilized for data analysis using SPSS software in error level of 0.05. The results of study indicated no significant difference between the attitudes of employees and clients towards organizational intelligence of Isfahan General Directorate of Sport and Youth ($P=0.651$). According to the employees, the components of systematic intelligence, emotional intelligence, cooperative intelligence and educational intelligence were upper than average level except operational intelligence which was less than mean level ($P=4.473$). According to clients, all components in Isfahan General Directorate of Sport and Youth were upper than average level but there was no significant difference between the attitudes of employees and clients in any of components of organizational intelligence ($P=0.05$).

Keywords: organizational intelligence, systematic intelligence, emotional intelligence, operational intelligence, cooperative intelligence, educational intelligence, General Directorate of Sport and Youth

Resumen

Este estudio se realizó en 2013, con el objetivo de comparar las actitudes de los empleados y clientes hacia la inteligencia organizativa de la Dirección General de Deportes y Juventud de Isfahan. El estudio actual se aplica en términos de objetivos, descriptivo en términos de naturaleza y encuesta en términos de recolección de datos. Sobre la base de la tabla de Krejcie y Morgan para la determinación del tamaño de

muestra de una población determinada, se seleccionaron 123 muestras de empleados. Debido a la comparación entre las actitudes de los empleados y los clientes, también se seleccionaron 123 clientes mediante un método aleatorio simple. La herramienta de medición en esta investigación fue un cuestionario estándar de inteligencia múltiple organizacional (Aghahosseini, 2010). Para determinar la validez de la misma, se consultó a los expertos

y profesores de educación física y ciencias del deporte, así como a la gestión y planificación. Por la presente, se confirmó la validez de contenido del cuestionario. Su confiabilidad también se calculó a través del coeficiente alfa de Cronbach en 0,87. Los métodos estadísticos descriptivos e inferenciales se utilizaron para el análisis de datos utilizando el software SPSS en un nivel de error de 0.05. Los resultados del estudio indicaron que no hay una diferencia significativa entre las actitudes de los empleados y clientes hacia la inteligencia organizativa de la Dirección General de Deportes y Juventud de Isfahan ($P = 0.651$). según los empleados, los componentes de inteligencia sistemática, inteligencia emocional, inteligencia cooperativa e inteligencia educativa fueron superiores al nivel promedio, excepto la inteligencia operacional, que fue inferior al nivel medio ($P = 4.473$). Según los clientes, todos los componentes de la Dirección General de Deportes y Juventud de Isfahan fueron superiores al nivel promedio, pero no hubo diferencias significativas entre las actitudes de los empleados y clientes en ninguno de los componentes de la inteligencia organizacional ($P = 0.05$).

Palabras clave: inteligencia organizativa, inteligencia sistemática, inteligencia emocional, inteligencia operativa, inteligencia cooperativa, inteligencia educativa, Dirección General de Deporte y Juventud.

Introduction

In the third millennium, like most of organizations and institutions of other fields, sport ones have turned to strategic organization for survival in global competition. So that most of sport organizations of various countries adopt required strategy based on their mission, implementing which led to valuable successes. Dominating such thought, some of sport organizations have developed their organizational strategy to be successful in their mission.

Right now, the success of organizations directly depends on effective use of human resources, relying on applied behavioral sciences. Hence; the new attitude towards human in related literature to management is not strategic that is human is both agent and creator of deed. Therefore, it has a pivotal role in the development of organization and huge organizational developments originate in infinite intellectual capabilities of this factor. The creation and dominance of such attitude, based on which the success and effectiveness of organizations depend on leading resources correctly especially human ones, has led to a significant attention to the investigation of intellectual power that is employees' intelligence.

The driving engine of global changes will be the creation of intellectual power against materialistic resources. In fact, the classical economy theory in the field of competitive advantage, required adding intellectual power to its complex. There is a significant reduction in the price of

raw materials over the last 30 years. The modern theory of competitive advantage depends more on brain power than materialistic resources. Drucker reports a new type of organizations, in which brain power is more dominant than elbow power. According to this theory, the societies will expect development and progress which have the more share of knowledge not natural resources. To succeed in business, Albrecht mentions three factors of smart human, smart groups and smart organizations. To prevent stupidity collective, Albrecht uses organizational intelligence (Pehlivan, S., Akcan, R., Yildirim, M. S., Gökmen, A., & Yöndem, M. (2017). Organizational intelligence is defined as the capability of an organization to move its brain power and concentrate it to realize organization mission. According to Albrecht, organizational intelligence has seven aspects (components), including 1- strategic vision: the capability of creating, inferring and stating the goal of an organization, 2- shared fate: when all or most of involved people in organization know what their mission is. They feel having a shared goal and each one of them perceives the success of organization, 3- appetite for change: change represents challenge, new and exciting experiences. In other word, it is a chance for beginning a new activity, 4- spirit: the spiritually weak employees do not work rationally in the organization, 5- alignment and congruence: people and groups shall prepare themselves for realizing the mission of organization, 6- knowledge deployment: these days, the actions, leading to success or failure of organization, basically depend on acquired knowledge, immediate right decisions, judgement, tact and shared sense of meritocracy as big as the accuracy of functional information which have been mixed with the structure of organization in any moment more than before, 7- performance pressure: each one of executors in smart organization shall have a particular execution subject. Yet, the problem is more effective when it is as a self-imposed set of mutual expectations and operational obligation for shared success (Hortu İ, Akman L, Akdemir A, Ergenoğlu M, Yeniel Ö, Şendağ F. 2017).

Systematic intelligence refers to the style of thinking about internal relations and models of organization and the ability of relationship between the microsystems, consisting the organization as a whole. Systematic intelligence shall be able to provide the relationship between organizational multiple intelligences because the intelligences are interrelated. Systematic intelligence shall guarantee that intelligences have effective relationship with each other. Systematic intelligence has the components of mental models, systematic thinking, self-organization and networking which respectively underlie the relationship between other intelligences (Aghahosseini, 2010).

Relatively proven role of emotional intelligence and moderation of physical and mental disorders and the necessity of attention to emotional capabilities make investigating the issues such as the level of emotional intelligence in families, schools, organizations and other social levels that can be an effective step towards the promotion of mental health of society, necessary.

Solving problem through all subsidiary systems, is the basis of operational intelligence. In the strategic planning, the plans are divided into several specified practical program and the responsibilities, tasks and authorities and the time of conduction are precisely defined. Hence, the executive processes are monitored and controlled better. The rate of success in these activities are also different. Due to this, monitoring executive processes is necessary.

Cooperative intelligence is of a great role in contributing the development and growth of other intelligences. Senge (2002) believes that leadership is the ability of human groups and working with each other to reach new realities, in which person and groups are interacted. The interaction between person and group is in the core of cooperative intelligence. Cooperative intelligence leads to a shared perception of goals, commitment to the change and improvement. The relationship of learning from each other includes both to intra organizational groups and units and between other organizations in peripheral, national and global society.

Educational intelligence is the ability of combining the awareness of knowledge and reason of learning theories to create an appropriate environment for learning. This ability focuses on the nature of learning to develop proper plans for the activities. Educational intelligence in learning creates, strengthens and expands a regular relationship. The educational methods shouldn't be considered as an accepted issue without evaluation. A smart organization believes in exclusiveness, mutual dependency of teaching and learning and the manner of their action. In the framework of the theory of organizational multiple intelligences, educational one has the components of developing the missions and new goals of learning, teaching for learning and avoiding partialism, the combination of which makes learning environment more attractive (Aghahosseini, 2010).

Since there is no or limited number of comprehensive study about the intelligence of sport organizations from two different attitudes (employees and clients) based on conducted studies, the researcher tried to investigate and compare systematic, emotional, operational and cooperative intelligence of Isfahan General Directorate of Sport and Youth to compare the attitudes of employees and clients towards intelligence as one of the most effective and important aspects in the success of organization.

Research Empirical Literature: In a study, subjected to the relationship between the components of organizational intelligence and microsystems of knowledge management in learner organizations in the PE offices of East and West Azerbaijan, Khodadadi (2007) concluded there is a positive and significant relationship between organizational intelligence and all its component with microsystem of knowledge management in learner organization. Among the components of organizational intelligence, shared destiny, knowledge application and unity and congruence could predict knowledge management significantly in learner organization.

Ziaoddini (2009) conducted a study as the relationship of emotional intelligence with the ability of controlling the crises arising from human resources among the authorities of sport boards of Kerman. The results indicated a significant relationship between emotional intelligence and the ability of controlling crisis ($r=0.32$ and $P=0.01$). There is also a significant relationship between the components of emotional intelligence that are self-awareness, social skills and self-motivation with the ability of controlling crisis ($P<0.01$). Yet, there was no significant relationship between self-controlling and the ability of controlling crisis ($r=0.13$). There was also no significant significance between the rate of emotional intelligence and its components based on gender, position, education and the experience of participants.

Jamalzadeh (2009) did a research, subjected to investigation of relationship between organizational intelligence and organizational learning among the employees and the faculty members of Azad University of a country. He concluded that the aspects of organizational intelligence (strategic vision, shared destiny, appetite for change, spirit, alignment, knowledge application and performance pressure) have a positive and significant relationship with organizational learning. All components of organizational intelligence appropriately explain organizational learning and can be used for promoting the organizational learning.

In a study, titled as the relationship between the components of organizational intelligence with the organizational citizenship behavior, Salasel (2009) concluded that there is a significant relationship between the components of organizational intelligence and organizational citizenship behavior. The organizations with high organizational intelligence have creativity and innovation. The employees participate in organizational decision making, control their emotions better and are more committed to their job. meanwhile, they are more loyal to their organization and are growing in their organization constantly and they also have high social moral.

Taghaldel (2010) conducted a study, named as the relationship between time management and emotional intelligence of authorities of sport boards of Khorasan Razavi in 2010. He figured out that the reason of positivity of relationship between time management with each one of components of emotional intelligence by authorities, given the supreme goal of organization and its effect on society growth and development, can be considered as the concentration of related organizations and providing the desired conditions.

Siadat (2010) conducted as study, titled as a comparative investigation of relationship between organizational intelligence and team leadership among the faculty members of state universities in Isfahan. The findings of his study indicated 1- positive and significant relationship between the components of organizational intelligence and team leadership, 2- a significant difference between the mean of organizational intelligence and team leadership scores based on university, faculty and educational group and 3-

a significant difference between the scores of team leadership of faculty members based on age, experience and scientific achievements.

Aghahosseini (2011) did a study, subjected to direct and indirect effect of theoretical intelligence on educational one in Teacher Training centers. The findings of his study showed that theoretical intelligence directly ($\beta=0.4$) and indirectly 0.22 affect educational intelligence ($p=0.000$). The results of study indicated direct effect of theoretical, systematic and intellectual intelligences on educational intelligence. These variables explain 44.5% of variances of educational intelligence ($p=0.000$). Theoretical intelligence and systematic intelligence has had respectively the highest effect on educational intelligence.

Tabarsa (2012) conducted a study with the subject of designing and explaining a competitive intelligence model based on organizational intelligence in knowledge-based organizations. The aim of researcher was to identify the effective factors on competitive advantage based on organizational intelligence in case of knowledge-based organizations components. Analysis unit and statistical population of study included the professors and faculty members of Lorestan Universities. Sample size has been determined as 330 based on a formula for confirmatory factor analysis. The analysis of model structural section findings shows that 46% of competitive advantage in knowledge-based organizations is explained by organizational intelligence. Knowledge communities and knowledge strategies with the coefficients of 0.29 and 0.25 are respectively considered as the most important components on organizational intelligence.

Hala (2000) did a research, titled as the effectiveness of organizational intelligence on organizational performance. According to him, organizational intelligence is the capability of organization to create knowledge and use its strategies to coordinate with environment. He also states that processing different information is organizational intelligence. As high IQ does not guarantee the success in life, higher organizational intelligence also does not improve the performance. The proportion between organizational intelligence and environment determines the performance.

Cakir and Ada (2008) conducted a study, asking whether school organizational intelligence can be developed through in-service education or not, in Turkey. The aim of study is to determine the effect of strategic analysis (abilities, weaknesses, opportunities and threats) on organizational intelligence. The results of study show a significant difference in organizational intelligence before and after workshop. Only in case of effective relationship with co-workers, there was no significant difference.

Albrecht (2008) proposed a model in a study, subjected to organizational intelligence and knowledge management with the approach of out of organizational unit in state organizations of Australia. In this model, knowledge management with its four enabling key and seven keys of

organizational intelligence propose a powerful executing aspect to achieve perceivable development of organizations as organizational intelligence.

Ming (2011) conducted a study, subjected to relationship between leadership style, emotional intelligence, self-efficiency and organizational commitment with the case study of Banking industry in Thailand. He showed a significant positive relationship between self-efficiency and organizational commitment.

In a study of relationship between emotional intelligence and managers' innovation (strategic decision makers), Dinser (2012) showed a positive and significant relationship between emotional intelligence and managers' innovation in entrepreneurship activities. Most of successful entrepreneurs also used such intelligence far more.

Investigating the findings of other studies, it can be generally inferred that in information era, having appropriate and precise information brings power. Any organization and company with such power is differentiated from its competitors in its industry and profession. The organizations and companies are today changing very fast. Receiving correct information in right time is the basis of such organizations. Today, it can be certainly claimed that using organizational intelligences solution can increase the competitive power of an organization and differentiate it from other ones. This solution gives organization the opportunity of exploiting competitive advantages and pioneering, using available information. It leads to better perception if demands and needs of customers and relationship management with them. It also enables the organization to feel positive or negative changes. The pioneer organizations these days try to adopt organizational intelligence. All of them try to optimize through evaluating and improving their performance and subsets. Generally, the findings of most of studies indicate that intelligence components could improve employees' performance and commitment, increase effectiveness and enhance the performance of employees and organization. It can be also a guarantee for organization survival in a current competitive and transformational space.

The concepts definition

Organizational intelligence: it is a very general mental ability, including the ability of reasoning, planning, problem solving, abstract thinking, comprehension of complex ideas, learning fast and learning through experience in an organization (Ganji, 2005, p 147).

Systematic intelligence: it refers to the style of thinking about internal models and relationship of organization and the ability of making relationship between the micro-systems of organization as an organized whole (Aghahosseini, 2010, p69).

Emotional intelligence: it refers to a set of mental abilities of an organization, including five aspects of being aware of external information, effective decision making, internal knowledge development, organizational concentra-

tion and attention to informational networks (Ebrahimi, 2006, p9).

Cooperative intelligence: it means working with and learning from each other as colleague, friend and partner (Aghahosseni, 2010, p94).

Operational intelligence: it is the ability of operationalizing a particular mission based on a certain set of beliefs, values and visions of organization (Aghahosseni, 2010, p82).

Educational intelligence: it is the ability of combining knowledge awareness and reason of learning theories to create an appropriate environment for learning (Aghahosseni, 2010, p112).

Research Hypotheses:

There is a difference between the attitudes of employees and clients towards organizational intelligence of Isfahan General Directorate of Sport and Youth.

There is a difference between the attitudes of employees and clients towards systematic intelligence of Isfahan General Directorate of Sport and Youth.

There is a difference between the attitudes of employees and clients towards emotional intelligence of Isfahan General Directorate of Sport and Youth.

There is a difference between the attitudes of employees and clients towards operational intelligence of Isfahan General Directorate of Sport and Youth.

There is a difference between the attitudes of employees and clients towards cooperative intelligence of Isfahan General Directorate of Sport and Youth.

There is a difference between the attitudes of employees and clients towards educational intelligence of Isfahan General Directorate of Sport and Youth.

Methodology: The current study is applied in terms of goal, descriptive in terms of nature and survey in terms of data collection. The statistical population include the employees and clients of Isfahan General Directorate of Sport and Youth. Based on the statistics, proposed by the human resource office of Isfahan General Directorate of Sport and Youth, the number of employees (formal and contractual) in 2012 has been 172 and the number of daily clients is averagely 60, referring due to getting the permission, transferring the use, dependent affairs to the youth and so on. Based upon and documenting to Krejcie & Morgan table, 123 people are selected as sample. Due to the comparison between the attitudes of employees and clients, 123 clients are also selected. The measurement tool in this research was standard questionnaire of organizational multiple intelligence (Aghahosseini, 2010). It includes 30 questions of nine-degree Likert scale from very high to never. The questions of this questionnaire are related to the components of organizational multiple intelligences test, the score of which is separately calculated. These components include systematic intelligence,

emotional intelligence, operational intelligence, cooperative intelligence and educational intelligence. Each participant receives the score 1 to 9. To determine the validity of questionnaire, the experts of physical education and sport sciences, having Ph.D. of management and planning, were asked to state their ideas and recommendations about the following cases in case of questions in the questionnaire.

The form and content of questionnaire

Writing the questions of questionnaire

The comprehensive of questions in terms of information in the field of professional stress

The coordination of questions with the items of each one

Eliminating or adding the question or questions

In the process of investigating these comments, some of questions were eliminated because of vagueness and some of other ones were merged because of repetition or overlapping. Some of questions, which seemed necessary according to the experts, were also added. Therefore, the face and content validity of questionnaire were confirmed.

The Cronbach's alpha coefficient of the questionnaire has been stated as 0.87 by Aghahosseini in 2010. This coefficient was also calculated by the researcher. On this basis, the researcher randomly distributed 30 questionnaires in the population. Calculating the variance of this sample, according to Cronbach's alpha of organizational multiple intelligence questionnaire, 0.87 has been obtained. To test the hypotheses of the study, Kolmogorov-Smirnov test is first used to ensure the normal distribution of sample and Levin test to ensure the variance convergence. In case of meeting these prerequisites, to compare the mean of two groups of employees and clients, independent sample t-test and to compare the components of intelligence in employees and clients, ANOVA analysis test will be used. In case of the significance of mean difference (variance analysis), Scheffe post hoc test is used. The statistical methods above are conducted in SPSS software version 19 in error level of 0.05.

Research Findings:

Table 1. The comparison between the mean of organization intelligence scores according to employees.

components	Mean	Criterion Error	Standard deviation
Systematic intelligence	5.926	0.128	1.424
Emotional intelligence	5.800	0.137	1.528
Operational intelligence	5.669	0.152	1.687
Cooperative intelligence	5.680	0.139	15.439
Educational intelligence	5.726	0.146	1.620

Figure 1. The comparison between the mean of organization intelligence scores according to employees.



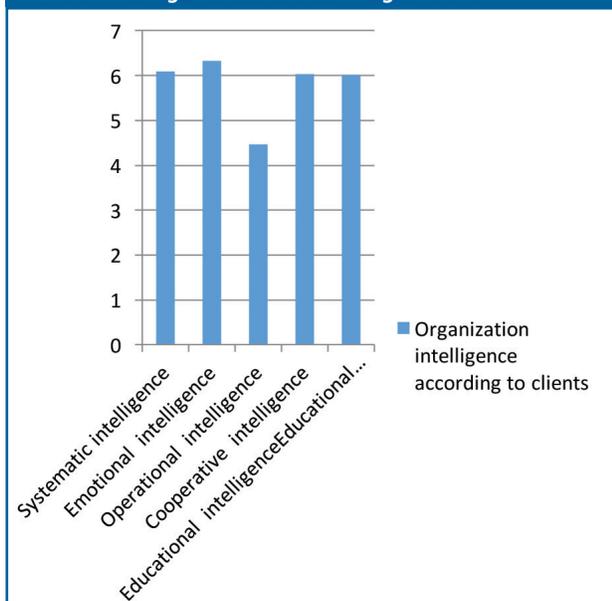
Based on the results of table and figure 1, the highest mean is related to systematic intelligence with the value of 5.926 and the least one is related to operational intelligence with the values of 5.669.

Table 2. The comparison between the mean of organization intelligence scores according to clients

components	Mean	Criterion Error	Standard deviation
Systematic intelligence	6.086	0.137	1.538
Emotional intelligence	6.328	0.140	1.569
Operational intelligence	4.473	0.132	1.484
Cooperative intelligence	6.032	0.133	1.497
Educational intelligence	6.012	0.149	1.666

Figure 2. The comparison between the mean of organization intelligence scores according to clients.

Figure 2. The comparison between the mean of organization intelligence scores according to clients.



Based on the results of table and figure 2, the highest mean is related to emotional intelligence with the value of 6.638 and the least one is related to operational intelligence with the values of 4.473.

Table 3. The comparison between the scores distribution of research variables with normal distribution

	Kolmogorov-Smirnov test	p
Organization intelligence	1.091	0.185

Based on the results of table 3, Kolmogorov-Smirnov test is not significant. Therefore, the research variables scores are normally distributed.

Table 4. Consistency of variance

	Levine test	p
Organization intelligence	0.219	0.641

Based on the results of table 4, Levin test is not significant. Therefore, there is homogeneity of variance. Given the assumptions of sample distribution normality and variance homogeneity and to compare the ideas of employees and clients, parametric tests can be used.

Testing hypothesis 1: There is a difference between the attitudes of employees and clients towards systematic intelligence of Isfahan General Directorate of Sport and Youth.

Table 5. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of systematic intelligence

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.926	1.424	248	0.782	0.775
Clients	6.086	1.538			

As the data of table 5 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards systematic intelligence. (p=0.775)

Testing hypothesis 2: There is a difference between the attitudes of employees and clients towards emotional intelligence of Isfahan General Directorate of Sport and Youth.

Table 6. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of emotional intelligence

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.800	1.528	248	1.097	0.359
Clients	6.328	1.569			

As the data of table 6 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards emotional intelligence. (p=0.359)

Testing hypothesis 3: There is a difference between the attitudes of employees and clients towards operational intelligence of Isfahan General Directorate of Sport and Youth.

Table 7. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of operational intelligence

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.669	1.687	248	0.790	0.745
Clients	4.473	1.484			

As the data of table 7 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards operational intelligence. ($p=0.745$)

Testing hypothesis 4: There is a difference between the attitudes of employees and clients towards cooperative intelligence of Isfahan General Directorate of Sport and Youth.

Table 8. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of cooperative intelligence

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.680	15.439	248	0.441	0.992
Clients	6.032	1.497			

As the data of table 8 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards cooperative intelligence. ($p=0.992$)

Testing hypothesis 5: There is a difference between the attitudes of employees and clients towards educational intelligence of Isfahan General Directorate of Sport and Youth.

Table 9. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of educational intelligence

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.726	1.620	248	1.440	0.098
Clients	6.012	1.666			

As the data of table 9 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards educational intelligence. ($p=0.098$)

Testing hypothesis 6: There is a difference between the attitudes of employees and clients towards organizational intelligence of Isfahan General Directorate of Sport and Youth.

Table 10. The comparison between the attitudes of employees and clients towards organizational intelligence of General directorate in the component of organizational intelligences

Statistic Groups	Mean	Standard deviation	Degree of freedom	F	P
Employees	5.760	1.353	248	0.206	0.651
Clients	6.186	1.401			

As the data of table 10 indicates, based on the covariance analysis test, there is not significant difference between the attitudes of employees and clients towards organizational intelligence. ($p=0.651$).

Discussion and Conclusion: The results showed that there is not significant difference between the attitudes of employees and clients towards systematic intelligence. ($p=0.775$). In a study, subjected to the relationship between the components of organizational intelligence and microsystems of knowledge management in learner organizations in the PE offices of East and West Azerbaijan, Khodadadi (2007) concluded there is a positive and significant relationship between organizational intelligence and all its component with microsystem of knowledge management in learner organization. Some parts of this study are consistent with the current study. Hala (2000) did a research, titled as the effectiveness of organizational intelligence on organizational performance. He concluded that there is a proportion between organizational intelligence and the environment, determining the performance. This finding has is also consistent with some findings of current study.

As the results indicated, there is not significant difference between the attitudes of employees and clients towards emotional intelligence. ($p=0.775$). This finding is consistent with a part of studies by Khodadadi (2007), Hala (2000) and Ziaoddini (2009) and not consistent with Salasel (2009). It might be because of the population. Salasel did his study on citizens while this study has been conducted on a sport organization.

As the data analysis showed, there is not significant difference between the attitudes of employees and clients towards emotional intelligence. ($p=0.359$). Ghamari (2009) conducted a study, subjected to the relationship between emotional intelligence and organizational commitment among the employees of Islamic Azad Universities of district 2. Some parts of the results of this study are consistent with the current one. Ziaoddini (2009) conducted a study as the relationship of emotional intelligence with the ability of controlling the crises arising from human resources among the authorities of sport boards of Kerman. The results indicated a significant relationship between emotional intelligence and the ability of controlling crisis ($r=0.32$ and $P=0.01$). Some parts of the results of this study are consistent with the current one.

In a study of relationship between emotional intelligence and managers' innovation (strategic decision makers), Dinser (2012) showed a positive and significant relationship between emotional intelligence and managers' innovation in entrepreneurship activities. Most of successful entrepreneurs also used such intelligence far more.

As the data analysis showed, there is not significant difference between the attitudes of employees and clients towards operational intelligence. ($p=0.745$). This finding is consistent with a part of study by Khodadadi (2007),

Salasel (2009) and Siadat (2010). Generally, the study, mentioning this component, has been less found.

As the data analysis showed, there is not significant difference between the attitudes of employees and clients towards cooperative intelligence. ($p=0.992$). Cakir and Ada (2008) conducted a study, asking whether school organizational intelligence can be developed through in-service education or not, in Turkey. The results of study show a significant difference in organizational intelligence before and after workshop. Only in case of effective relationship with coworkers, there was no significant difference. The results of this study is not consistent with current study because of working on the effect of strategic analysis (strengths, weaknesses, opportunities and threats) and about knowledge-based space.

Of the other results, there is not significant difference between the attitudes of employees and clients towards educational intelligence. ($p=0.098$). Jamalzadeh (2009) did a research, subjected to investigation of relationship between organizational intelligence and organizational learning among the employees and the faculty members of Azad University of a country. He concluded that the aspects of organizational intelligence (strategic vision, shared destiny, appetite for change, spirit, alignment, knowledge application and performance pressure) have a positive and significant relationship with organizational learning. Some parts of this study are consistent with current one.

Generally, the findings of this study and other ones indicate that intelligence components could improve employees' performance and commitment, increase effectiveness and enhance the performance of employees and organization. It can be also a guarantee for organization survival in a current competitive and transformational space. One of organizational variables, leading to more effectiveness of organization on the relationship between the employees and customers, is organizational intelligence. The results show that the intelligence is more tangible in systematic intelligence component according to the employees and in emotional intelligence according to clients. Smart organizations have more competitive advantage than their counterpart organizations. They can be adapted to environment changes fast and given their awareness of customers' demands on production or service products, they can react to the modern technology faster and consider the ideas of customers about proposed products or services. Smart organizations are also capable of diagnosing the need of their employees as the powers of first line of production and through meeting their needs, they can achieve organizational goals faster.

Functional Suggestions:

Since according to the attitudes of employees and clients, the mean of operational intelligence in Isfahan General Directorate of Sport and Youth is less than other components, the operational intelligence is recommended to be developed through holding training and briefing sessions.

Given that no difference was seen in the attitudes of employees and clients towards organizational intelligence of

Isfahan General Directorate of Sport and Youth and also two groups have announced the rate of organizational intelligence in this office more than average level, this office is recommended to use this feature ideally to improve the proposed products and services to the clients.

Given that operational intelligence of this organization has been less according to the both groups, General Directorate of Sport and Youth is recommended to reinvestigate the trend of its activities to modify any probable weakness in the activities process.

Research Suggestions:

Since the mean of organizational intelligence of General Directorate of Physical Education was more than average level, organizational intelligence of this general directorate is recommended to be compared with other industrial, commercial and service offices.

A similar study is recommended to be conducted in the level of Sport and Youth ministry.

The aspects and components of organizational intelligence among general offices of provinces are recommended to be investigated in a study and the results are also suggested to be compared with each other.

Organizational intelligence of sport boards is recommended to be compared in a study.

The level of organizational intelligence of sport clubs and its relationship with the success of them is recommended to be investigated.

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