

Evaluation of organizational intelligence on creative of high school principals in the academic year 2013-2014

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Abstract

This study examines the role of organizational intelligence as the creative directors of secondary schools in the academic year 2013-2014 were conducted. The population of the study consisted of all secondary school principals in six different areas of theory, of which there are 177 people. Sample and the sample size is 121 patients using Cochran formula and method of quota sampling is done. The method in this research is descriptive and correlational. In this study, by using descriptive statistics of frequency and cumulative percentage, mean, standard deviation, tolerance, Vif, Mahalanvbays and Asmrynyf Kalmvgraf test analysis and the nonparametric statistical multiple correlation coefficient (regression) analysis of variance are independent. This research is innovative organizational intelligence and its components and the dependent variable. Data collection instruments are standardized intelligence, creativity, round step by masters in the field confirmed the validity and reliability is 0.89 Using the SPSS software was analyzed. The results showed that a significant positive relationship between organizational intelligence and its components (strategic vision, shared destiny, a desire for change, the spirit of unity and consensus, knowledge application, and performance pressure) with creativity. Based on the results, all components are individually significant and positive relationship with creativity was based on the Pearson correlation coefficient.

Keywords: Organizational intelligence, creativity, strategic vision, common fate, application of knowledge, unity and consensus, morale, performance pressure, the desire to change.

Introduction

The organization is a living system and it is necessary to learn continuously to survive, to process them and use them immediately in case they need to make appropriate decisions. It is a necessity to measure learning ability, logical understanding an organization to assess and improve performance (Piri, 2006: 271). Organizational Intelligence is a new and important topic in the field of organizational behavior and improves the organization's knowledge so that should be investigated experimentally by researchers. Increase organizational intelligence analysis leads to faster and more accurately by organizations and they store the results into useful and accessible through the day in appropriate decision makers. This accelerates the flow of information and knowledge exchange within the organization and improves the effectiveness of collective decision-making process of thinking and dramatically (Gholami et al., 2011: 91). In addition, it can also lead to increased creativity in organizations to improve the quantity and quality of services, reduce costs, avoid waste, reduce bureaucracy and increased competition and efficiency and productivity and motivation and job satisfaction.

Unfortunately, in our society, the ability of creative people wasted despite having talent and the most important factor is the lack of creativity and lack of growth substrate while attention to this issue is critical to the growth and development of our society. Without a doubt, one of the characteristics of human creativity as it puts its full affect all aspects of his life. The aim of this study is to investigate the role of organizational intelligence on employee creativity and recognition of the value and importance of education officials and school administrators and create a context for using them in the country.

It is necessary that this research, it tells a better understanding of the concepts and dimensions of intelligence, creativity for managers and it is an incentive for employing them in achieving the goals and mission of the organization.

Organizational Intelligence

Organizational Intelligence is a new concept in the field of organization and management texts. Background organizational intelligence goes back to the 1990s and its roots must be sought in theories of knowledge management and organizational learning. Organizational intelligence is the capacity of an organization to use all intellectual force their employees and concentration of intellectual power to carry out the mission of the organization. Albrecht presented the first model in 2002. Albrecht believes that when hired smart people in an organization, tend to collective apathy or stupidity group. Generally in the organization, they damage themselves rather than suffer from rivals. Less acting skills, administrative wars, political campaigns at all levels, organizational disruption, meaningless rules and procedures and etc. these barriers to prevent a successful business. He introduces the seven dimensions of organizational intelligence in his book as follows:

Strategic vision: Refers to the ability to create strategic vision, conclusions and express primary purpose in an organization. Every organization needs to have a theory, a concept or an organizing principle. In other words, this dimension refers to the ability to create inference and express purpose in an organization. Indicators of the strategic vision include:

- Strategy formulation;
- Environmental Assessment;
- The strategies by senior management;
- Commitment to the market;
- Statement, mission and key policy for the organization;

- Exist of a regular program manager to improve.

Shear fate: in this regard, staff feels that they are an effective member in the organization. When most people were involved in an organization, they know what is the mission of the organization, feel to a common goal and individuals understand their organization's success algebraically. Major indexes later shared destiny includes:

- Employee share plans and results of operations;
- Help to get things done at all levels;
- Understand the organization's overall strategy by staff;
- According to the organization's vision for success;
- Feel become involved with employees' average;
- Continuity to the organization by employees.

Appetite for change: in environments where there is a tendency to change, people are encouraged to revise their business values and patterns. In some organizations, any change represents a type of illness and even chaos. Elsewhere, it represents a challenge, a new and exciting experience in other words; it is a chance to start new activities. The desire to change is the need to adapt to all the changes necessary to achieve the strategic vision. The next important indicator of the desire for change includes:

- Mechanisms to support innovation;
- Acceptance of mistakes by managers;
- Encourage employees to find better ways of doing;
- Keep bureaucracy to a minimum of organization;
- Allow people to have questions about ways to work;
- Create the necessary space to accept new changes;
- Developing and adapting products and services to a changing environment.

Spirit: in an organization with low morale, employee job to finally carry only your statutory duties however, in an organization with high morale, people appear to be more than expected. The morale indicators include:

- Looking for a job with interest by managers;
- Quality of working life;
- Management effect on staff morale;
- Feel the pride of working in the organization;
- Staff tried to breakthrough;
- Expressed optimism that the development opportunities;
- Exist of a pattern of mobility and commitment of managers in the minds of employees.

Alignment & Congruence: In smart organizations, units are joined hands to enable people to carry out the mission. Teamwork is a requirement for success in today's dynamic and complex environments. Members of the organization must have agreed to achieve organizational goals and mission and they collaborate with each other. After the alliance and agreed indicators include:

- The appropriateness of the overall structure of the organization with the mission of the organization;
- Delegation of authority to the lowest level of the organization;
- There are clear procedures in relation to key priorities;
- The ability of missions in coordination;
- Performance and employee productivity by facilitating work processes;

- Empowerment by information systems;
- Enable employees to create value for customers by information systems.

Knowledge Deployment: Today, more than ever, steps that lead to the success or failure of an organization, it is effective or ineffective on the use of knowledge, information and basic data. Organizational knowledge should be used to create processes, services and products for scientific organizations. After application of particular indicators include:

- Managers estimate of individual skills and competencies;
- Information systems supporting the flow of information;
- Interest of managers to knowledge workers;
- There are plans to improve the service period;
- Reading the latest business ideas by administrators;
- Exchange of information specific cultural processes;
- The permeability of organizational boundaries ideas and information.

Performance Pressure: in a smart organization, each of enforcement must be his executive position. In such an organization, managers define your goals and expectations of employees in a transparent manner, employees by managers to quickly resolve issues and staff receive a feedback of their performance. These factors are effective in increasing their satisfaction and improve the performance of the organization. After pressure performance indicators include:

- Staff believe in the fairness of compensation (salaries);
- Its managers and supervisors in relation to the objectives;
- Quick action by supervisors to solve employees' problems;
- Get feedback from performance by staff;
- Senior managers failed attempt to modify or remove managers;
- Employees understand their roles and responsibilities;
- Staff feels the effectiveness of the success of your organization (Albrecht, 2002).

Managers Creative

In general, innovative organizations react to changing customer requirements, change skill of competitors, changes mood of the population, changing international trade conditions and government regulations, they are revised in the form of its products. In this regard, Peter Drucker believes that innovation is one of the eight goals of the organization. Several reasons have been presented regarding the necessity and importance of innovation in organizations this means that innovation will lead to the realization of the following:

- Find talent and propel them toward self-actualization growth and prosperity;
- Achieve individual success, employment and social
- Momentum of the organization;
- An increase in the quantity, quality and variety of products and services;
- Reduce costs, waste and waste of resources;
- Enhance work motivation of staff;
- Promoting mental health and job satisfaction of staff;
- Improving Productivity Organization (ibid., P. 83).

Features creative and innovative organization

1- Creative Structure: Appropriate and proportionate to the objectives of the organization is one of the most important factors to facilitate and reinforce creativity and innovation. The structure is variable feature creative agency. Dynamic and organic structures are more

effective in terms of innovation and creativity because in this type of structure, control system less dominant and people have a greater discretion. The next feature, its flexibility in the creative units as should have an organic structure. The flexible organizational structure and evolution, information exchange can be done easily and individuals involved in the decision-making process.

2- Creative Corporate Culture: Organizational culture can be defined as a set of shared beliefs and common values as it affects the thinking and behavior of members in an organization and causes them to unity and charity. Organizational culture can be a source for mobility, creativity and innovation or an obstacle to their progress. Hence it can be said, like characters in a human culture in an organization.

3- Creative Environment: One of the important ways crystallized creativity, is to create a stimulating atmosphere, numerous and generally creative. Authorities should be prepared to hear new ideas and innovative continually and the incentives and encouraging them to explore and search for new ways to do the job.

4- Creative People: Creative agencies need to continue the exploratory character of its existence more than ever and they have to rely on new and innovative ways. Creative abilities by itself will not exist in the organization unless the individuals within an organization, have their own special features.

5- Creative Group: Factors considered in the creative departments in the organization are:

- Identify creative people, create good organization with regard to relations and organizational behavior, according to the characteristics of supervision and guidance Group;
- How to gather new ideas, new approaches and creative cognition, attention to cultural characteristics, needs and capacities of the community.

6- Leader creative agency: Organization and creative team needs to be a creative leader and creative leader who can influence organizational culture and it is enabling the creation and maintenance of cultural factors as social drawing in your organization.

7- Cooperative Communication System: Unlike the hierarchical system of one-way communication or classic, cooperative communication system makes it possible to develop more creative. Because it provides the possibility of participation for conflict situations and problem solving and by the way, it leads to growth in their intellectual faculties.

8- Appropriate Management Style: Management can not be creative and traditional practices common in paragraph but it picks an appropriate style for the management of innovative organizations and it leads to an environment where there is a spirit of innovation (Sam Khanian, 2005: 77-78).

Research Method

This research is applied in terms of goal and it is the correlation from the terms of research method. The study population included all high school principals in six different areas of Isfahan as their number is 177 people. The resulting sample size is 121 please through the Cochran formula as follows:

$$n = \frac{\frac{pqt^2}{d^2}}{1 + \frac{1}{N} \left(\frac{pqt^2}{d^2} - 1 \right)}$$

p: the existence of property in the community

q: the ratio of lack of character in society.

t: level of significance

d: the difference between the actual proportion in the population as estimated by the researchers to attribute its existence in society.

N: number of people

$$\frac{pqt^2}{d^2} = \frac{0.5 \times 1.96 \times 1.96 \times 0.5}{0.05 \times 0.05} = 384.16$$

$$n = \frac{384.16}{1 + \frac{(384.16-1)}{175}} = 120.445$$

To investigate the components of organizational intelligence on creativity principals, a properly questionnaire prepared in three parts on a Likert 5 options from very low to very high.

Table 1. Values of Cronbach's alpha for each variable

Cronbach's alpha	Variabile
organizational intelligence	0.92
School principals Creativity	0.94
All questionnaire	0.91

Results of validation and reliability scale test with a significance level of 95% shown in Table 2:

Table 2. Validate the test results and credit metrics

	Strategic vision	Shear fate	Appetite for change	Spirit	Alignment & congruence	Knowledge deployment	Performance Pressure
Strategic vision	0.78	-	-	-	-	-	-
Shear fate	0.23	0.69	-	-	-	-	-
Appetite for change	0.34	0.53	0.71	-	-	-	-
Spirit	0.45	0.46	0.37	0.55	-	-	-
Alignment & congruence	0.21	0.31	0.26	0.49	0.93	-	-
Knowledge deployment	0.33	0.42	0.36	0.16	0.22	0.89	-
Performance Pressure	0.22	0.31	0.43	0.16	0.26	0.24	0.75

The second part contains questions related to organizational intelligence and the third part is the questions related to creativity and school administrators. In order to assess the validity of the questionnaire was used for the face validity. According to Cronbach's alpha values provided for in Table 1, the research questions are valid .

Research hypothesis and conceptual model

In this study, we investigated the following four hypotheses:

1. There is a positive relationship between organizational intelligence and school principal's creativity;
2. Strategic vision is to create a positive indicator for school principal's creativity;
3. Share fate is a positive indicator for school principal's creativity.
4. Appetite for change is a positive indicator for school principal's creativity;
5. Spirit is a positive indicator for school principal's creativity;
6. Alignment & congruence is a positive indicator for school principal's creativity;
7. Knowledge deployment is a positive indicator for school principal's creativity;
8. Performance Pressure is a positive indicator for school principal's creativity.

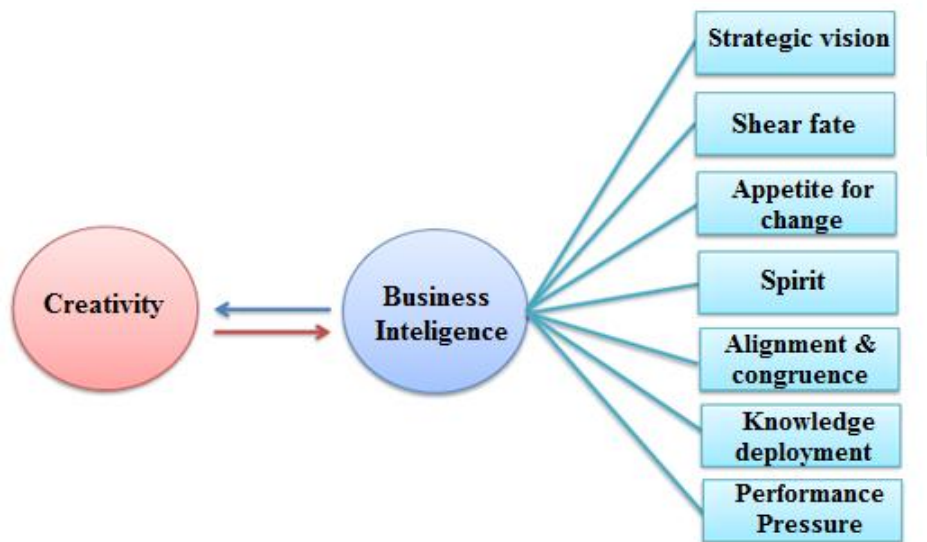


Fig. 1: Research Model

After collecting the data, data analysis will be carried out in two levels of descriptive and inferential statistics through statistical software SPSS. Descriptive statistics used the abundance of subjects. Inferential statistics used the Pearson correlation coefficient to examine the relationship between organizational intelligence and creativity of its components with school administrators. It used stepwise multiple regression analysis to determine the components. Also, it used the analysis of variance and t test In order to examine the relationship between demographic factors and variables, intelligence, creativity, school principals.

The descriptive findings

In this section variables include: Organizational intelligence (strategic vision, shared fate, Appetite for change, spirit, alignment & congruence, Knowledge deployment, Performance Pressure and strategic vision) and creative directors. Organizational intelligence components are as predictor variables and creative director's criterion variable. Then, the mean and standard deviation scores are reported in Table 3.

Table 3: Mean, standard deviation, minimum and maximum values research

Variables	Mean	S.D	Max	Min
school principal's creativity	19.501	30.28187	233	99
Strategic vision	23.2562	4.74610	30	9
Shear fate	31.2727	6.00139	40	13
Appetite for change	23.8760	4.75319	30	11
Spirit	31.7521	6.05431	40	13
Alignment & congruence	27.4050	5.83464	35	12
Knowledge deployment	25.3554	6.06061	35	9
Performance Pressure	26.7686	6.53294	35	9

Inferential findings

Table 4. Bags and tolerance test to check multicollinearity

Predictor variables	Tolerance	VIF
Strategic vision	0.587	1.679
Shear fate	0.839	1.353
Appetite for change	0.496	1.436
Spirit	0.609	1.643
Alignment & congruence	0.555	1.979
Knowledge deployment	0.832	1.377
Performance Pressure	0.522	1.246

The main hypothesis: there is a relationship between organizational intelligence and creativity of high school principals in Isfahan.

Multivariate regression analysis was used to predict the theoretical creativity of high school principals in Isfahan with respect to the components of organizational intelligence. In this hypothesis, components of organizational intelligence as predictor variables were entered into the regression equation as well as creative directors of secondary schools of the city as a base variable.

Table 5. Standard or non-standard regression coefficients

Variable	Non-standard coefficients		Standard coefficients	t	Sig.
	B	S.D.	Beta		
Constant	9.453	5.529		1.710	
Strategic vision	1.405	.813	.220	1.728	
Shear fate	2.491	.695	.494	3.583	
Appetite for change	1.636	.712	.257	2.298	

Spirit	1.205	.997	.241	1.209	
Alignment & congruence	.199	.385	.038	.518	
Knowledge deployment	.672	.260	.135	2.588	
Performance Pressure	1.930	.404	.416	4.774	

Due to significant levels in Table 5, strategic vision, shared fate, Knowledge deployment and performance pressure can predict school principal's creativity. According to Beta coefficient can be said, one standard deviation change in strategic vision, shared fate, Knowledge deployment and performance pressure causes to change in the creativity of managers respectively 0.287, 0.290, 0.149 and 0.353 SD.

Hypothesis 2: There is a relationship between strategic vision and creativity of high school principals in Isfahan.

Since the strategic vision and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 6: Correlation between strategic vision and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Strategic vision	Creativity of high school principals	0.775**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between strategic vision and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between strategic vision and creativity of high school principals is confirmed. Based on these findings, we can say, strategic vision leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of strategic vision leads to reduce in creativity of high school principals.

Hypothesis 3: There is a relationship between shear fate and creativity of high school principals in Isfahan.

Since the shear fate and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 7: Correlation between shear fate and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Shear fate	Creativity of high school principals	0.773**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between shear fate and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between shear fate and creativity of high school principals is confirmed. Based on these findings, we can say, shear fate leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of shear fate leads to reduce in creativity of high school principals.

Hypothesis 4: There is a relationship between appetite for change and creativity of high school principals in Isfahan.

Since the appetite for change and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 8: Correlation between appetite for change and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Appetite for change	Creativity of high school principals	0.753**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between appetite for change and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between appetite for change and creativity of high school principals is confirmed. Based on these findings, we can say, appetite for change leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of appetite for change leads to reduce in creativity of high school principals.

Hypothesis 5: There is a relationship between spirit and creativity of high school principals in Isfahan.

Since the spirit and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 8: Correlation between spirit and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Spirit	Creativity of high school principals	0.791**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between spirit and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between spirit and creativity of high school principals is confirmed. Based on these findings, we can say, spirit leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of spirit leads to reduce in creativity of high school principals.

Hypothesis 6: There is a relationship between alignment & congruence and creativity of high school principals in Isfahan.

Since the alignment & congruence and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 9: Correlation between alignment & congruence and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Alignment & congruence	Creativity of high school principals	0.621**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between alignment & congruence and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between alignment & congruence and creativity of high school principals is confirmed. Based on these findings, we can say, alignment & congruence leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of alignment & congruence leads to reduce in creativity of high school principals.

Hypothesis 7: There is a relationship between knowledge deployment and creativity of high school principals in Isfahan.

Since the knowledge deployment and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 10: Correlation between knowledge deployment and creativity of high school principals

Predictor	Criterion	Correlation	Number	Sig.
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variables	variable			
Knowledge deployment	Creativity of high school principals	0.625**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between knowledge deployment and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between knowledge deployment and creativity of high school principals is confirmed. Based on these findings, we can say, knowledge deployment leads to increase the creativity of high school principals in Isfahan during the academic year 93-92 and on the other hand, the reduction of knowledge deployment leads to reduce in creativity of high school principals.

Hypothesis 8: There is a relationship between performance pressure and creativity of high school principals in Isfahan.

Since the performance pressure and creative director's scores is distance level, Pearson correlation test was used to test this hypothesis. The results of Pearson correlation between predictor variables and the criterion shown in Table 6:

Table 11: Correlation between performance pressure and creativity of high school principals

Predictor variables	Criterion variable	Correlation	Number	Sig.
Performance Pressure	Creativity of high school principals	0.615**	121	0.000

Based on the correlation value, and significance in the table above, there is a strong positive relationship between performance pressure and creativity of high school principals. It is noteworthy that this relationship is significant at the level of 0.01, it can be accepted on the basis of the relationship between variables with probability of 99 percent. Therefore, the null hypothesis is rejected and as a research hypothesis of a link between performance pressure and creativity of high school principals is confirmed. Based on these findings, we can say, performance pressure leads to increase the creativity of high school principals in Isfahan during the academic year 2013-2014 and on the other hand, the reduction of performance pressure leads to reduce in creativity of high school principals.

Conclusion

According to the results obtained from the analysis, the assumption "the relationship between organizational intelligence and creativity of school principals" is confirmed. Thus, we conclude that organizational intelligence as a predictor variable, its ability to predict the criterion variable (creativity) and there is a significant relationship between them. The results of research conducted in the field of organizational intelligence indicate the existence of such a significant and positive as mentioned below are a few research.

In a study on the relationship between organizational intelligence and creativity of staff at the General Directorate of Prisons Gulf in 2013, it approved a significant relationship between

both components as the results showed a significant positive correlation between the components of organizational intelligence and creativity. In a study on the relationship between organizational intelligence and knowledge management in the Central Bank's Economic Department in 2011, it was confirmed a significant positive relationship between the components of organizational intelligence and knowledge management. Research of Rayra and Iijima in 2006 on the effects of organizational intelligence in the enterprise in the field of information technology and organizational efficiency shows that organizations with high intelligence, take action to invest more in terms of using IT resulting in increased organizational efficiency above them. Research of Asghari (2009) on the relationship between organizational intelligence and organizational efficiency in the education offices of East Azerbaijan province showed that there is a significant positive relationship between all components of the general organizational intelligence and productivity and the components of organizational intelligence, common destiny, the spirit of unity and consensus are able to anticipate significant organizational and productivity. It can be concluded that organizational intelligence is one of the categories affecting productivity and further investigate this issue, the efficiency of the organization will be affected.

In general, this study is consistent with research Darvishzadeh (2012), Nozari (2013), Mousavi (2012), Naruee (2011), Ansari Manesh (2010), Benny C. (2011), Hasani (2011), Ardalan (2012), David and Mattson (2001). All research mentioned are quite reasonable proof of the importance of organizational intelligence and influential role in the organization and its relationship to creativity as one of the top features of successful organizations.

Researches show that intelligence plays a key role in creativity. Organizational Intelligence encompasses a wide range of management activities in terms of creativity, innovation, development, timing, strategy and operational excellence and it will lead to savings in time and resources in the organization.

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