INVESTIGATE THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION DISCIPLINES AND ORGANIZATIONAL INTELLIGENCE IN MASKAN BANK

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Abstract

This study has done to surveying the relationship between learning organization disciplines (Personal mastery, Mental Models, Shared Vision, Team Learning, and Systems thinking) and Organizational Intelligence (Strategic vision, shared fate, appetite for change, alignment and congruence, heart, knowledge deployment, performance pressure). For this purpose we developed one main and five sub-hypotheses. The population in this study were employees of Maskan Bank Branches in Ardabil Province. To gathering of data, we used two questionnaires. Questionnaires reliability was estimated by calculating Cronbach's Alpha; it was 0.78 for organizational Intelligence and 0.81 for learning organization. To test the hypothesis of the research we used Pearson correlation coefficients. Findings show that relationship between learning organization disciplines and Organizational Intelligence dimensions at Maskan Bank Branches in Ardabil Province.

Keywords: learning organization, Personal mastery, Mental Models, Shared Vision, Team Learning, Systems thinking, Organizational Intelligence

Introduction

The notion of a learning organization (LO) has been familiar to business organizations for decades (Vander Bentet al. 1999). Some evidence shows that organizations that apply the LO concept such as Corning, General Electric, Honda, British Petroleum, and Xerox, can keep moving ahead of change (Prokesch, 1997). Therefore, it has been proposed that becoming an LO is an opportunity for organizations not only to gain a competitive advantage in an unstable business environment, but also to keep ahead of the dramatic rapidity of change (Hitt, 1995). A learning organization is the term given to a company that facilitates the learning of its members and continuously transforms itself (Pedler et al, 1997). Learning organizations develop as a result of the pressures facing modern organizations and enables them to remain competitive in the business environment (O’Keefe, 2002). A learning organization has five main features; systems thinking, personal mastery, mental models, shared vision and team learning (Senge, 1990 a). The Learning organization concept was coined through the work and research of Peter Senge and his colleagues(Senge, 1990 b). It encourages organizations to shift to a more interconnected way of thinking. Organizations should become more like communities that employees can feel a commitment to (Schwandt, David, Marquardt, Michael, 2000).

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Organizations do not organically develop into learning organizations; there are factors prompting their change. As organizations grow, they lose their capacity to learn as company structures and individual thinking becomes rigid (Pedler, Burgoyne, Boydell, 1997). When problems arise, the proposed solutions often turn out to be only short term (single loop learning) and re-emerge in the future (Senge, 1990). To remain competitive, many organizations have restructured, with fewer people in the company (Pedler et al, 1997). This means those who remain need to work more effectively (O’Keeffe, 2002). To create a competitive advantage, companies need to learn faster than their competitors and to develop a customer responsive culture (O’Keeffe, 2002; Hipsher, Lindstrom, Parks, 1997). Argyris (1999) identified that organizations need to maintain knowledge about new products and processes, understand what is happening in the outside environment and produce creative solutions using the knowledge and skills of all within the organization. This requires co-operation between individuals and groups, free and reliable communication, and a culture of trust. Peter Senge stated in an interview that a learning organization is a group of people working together collectively to enhance their capacities to create results they really care about (Fulmer, Robert, Keys, Bernard, 1998). Senge (2005) popularized the concept of the learning organization through his book The Fifth Discipline. In the book, he proposed the following five disciplines:

1. Systems thinking: Organizations are a system of interrelationships. To become more successful we need to analyze these relationships and find the problems in them. This will allow an organization to eliminate the obstacles to learning.
2. Personal mastery: An individual holds great importance in a learning organization. Continuous self-improvement holds as much important as commitment and work for the organization. Employees need to grow and work on their own goals.
3. Mental Models: This is the company culture and the diverse theories and mindsets that serve as a framework for the functioning of the organization. Learning organizations look for how these affect organizational development.
4. Shared Vision: A learning organization's employees all share a common vision. Personal goals must be in sync with the goals and vision of the organization.
5. Team Learning: The importance of dialogue and group discussion. For a team to learn, they must be in sync and reach agreement (Senge, 2005).

There are different opinions and a view about organizational intelligence that is referred to them briefly. It should be said that many of researchers apply commercial intelligence instigated of intelligence organization. The commercial intelligence estimates organizations through commerce and business point of view, but organizational intelligence analyzes organization free of business and of all point of views and organizational aspects (Khanzadeh, 2007, 14). Intelligence can be seen as the ability to learn, reason, and understand (Longman, 1987). Organizational intelligence (OI) refers to the management of both business and public policy intelligence. Nonaka and Takeuchi (1995) elucidate the mutually-reinforcing ways in which tacit and explicit knowledge interact to create the totality of organizational Intelligence (Kesti et al., 2011).

The concept of Organizational IQ (Organizational Intelligence Quotient) was first developed by Haim Mendelson and other researchers, who conducted a questionnaire survey of firms in Silicon Valley and used the results to analyze the relationship between organizational IQ and Firm Performance (Mendelson and Ziegler, 1999). Organizational IQ is a quantitative measure of an organization’s effectiveness in information distribution, decision making and execution.
Karl Albrecht (2002) refers to having of smart people, smart teems and smart organization for success in organization business. Albrecht uses organization intelligence for responding and preventing of groupstupidity. He represents a model in the field of organizational intelligence that has seven aspects as following: Strategic vision, shared fate, appetite for change, alignment and congruence, heart, knowledge deployment, performance pressure.

When intelligent people are employed in an organization, they have to group unconcern or group stupidity. Generally, instead the competitors damage the organization, they damage themselves to it. Lack of executive skill, administrative fights, political battles in all levels, organizing disorder, meaningless laws and methods are all plots for preventing of a business and applying all of brain force that spend many for then. It is possible that humans are clever and being able to do great works, but their brain aggregative power (strength) cause doing of great activities. Organizational intelligence is the capacity of institution for applying all of its brain power and concentration of that brain power for doing of its mission (Albrecht, 2003).

This study has done to surveying the relationship between learning organization disciplines (Personal mastery, Mental Models, Shared Vision, Team Learning, and Systems thinking) and Organizational Intelligence (Strategic vision, shared fate, appetite for change, alignment and congruence, heart, knowledge deployment, performance pressure) at Maskan Bank Branches in Ardabil Province. So the conceptual model designees below:

Fig 1: Research conceptual model

**METHODOLOGY**

Given that this study focuses on the development of applied knowledge in a particular field, it can be classified as applied research. On how to obtain the required data can be classified into descriptive research. Since the present study is to analyze the relationship between the variables considered, the study is correlational.

The population in this study are employees of Maskan Bank Branches in Ardabil Province. The sample size of this research was 162 that selected random sampling method in Ardebil province. To gathering of data, we used two questionnaires. The organizational Intelligence questionnaire was according to Albrecht (2002) and learning organization was according to Senge (2005). All the reliability and validity of measures has examined. Questionnaires reliability was estimated by
calculating Cronbach’s Alpha; it was 0.78 for organizational Intelligence and 0.81 for learning organization.
In order to analyze the data resulted from collected questionnaires deductive and descriptive statistical methods are used, and to display some statistical data we used column diagram and in deductive level to test the hypothesis of the research we used Pearson correlation coefficients. The analysis has performed with SPSS.

**HYPOTHESES RESULTS**
In this paper we have one main hypotheses and five sub-hypotheses. The statistical way of analysis of hypotheses is two ways, H₁ is acceptance of hypothesis and H₀ is rejecting of hypothesis. In other words, it means that H₁ has positive meaning and H₀ has negative meaning.

**Sub-Hypothesis 1. There is relationship between personal mastery and organizational intelligence at Maskan Bank Branches in Ardabil Province.**
Table 1 Results of the correlation between personal mastery and organizational intelligence

<table>
<thead>
<tr>
<th>personal mastery</th>
<th>OI</th>
<th>Strategic vision</th>
<th>shared fate</th>
<th>appetite for change</th>
<th>heart</th>
<th>alignment and congruence</th>
<th>knowledge deployment</th>
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<tbody>
<tr>
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<td>.518</td>
<td>.535</td>
<td>.517</td>
<td>.535</td>
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<td>.497</td>
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</table>

Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 1. There is a significant positive correlation between personal mastery and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H₁. In other words expectation of personal mastery and organizational intelligence are related with high relationship (r = 0.552**).

**Sub-Hypothesis 2. There is relationship between mental models and organizational intelligence at Maskan Bank Branches in Ardabil Province.**
Table 2 Results of the correlation between mental models and organizational intelligence

<table>
<thead>
<tr>
<th>mental models</th>
<th>OI</th>
<th>Strategic vision</th>
<th>shared fate</th>
<th>appetite for change</th>
<th>heart</th>
<th>alignment and congruence</th>
<th>knowledge deployment</th>
<th>performance pressure</th>
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<tbody>
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<td>.685</td>
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Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 2. There is a significant positive correlation between mental models and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H₁. In other words expectation of mental models and organizational intelligence are related with high relationship (r = 0.689**).

**Sub-Hypothesis 3. There is relationship between shared vision and organizational intelligence at Maskan Bank Branches in Ardabil Province.**
Table 3 Results of the correlation between shared vision and organizational intelligence
Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 3. There is a significant positive correlation between shared vision and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H1. In other words expectation of shared vision and organizational intelligence are related with high relationship (r = 0.776**).

**Sub-Hypothesis 4. There is relationship between team learning and organizational intelligence at Maskan Bank Branches in Ardabil Province.**

Table 4 Results of the correlation between team learning and organizational intelligence

<table>
<thead>
<tr>
<th></th>
<th>OI</th>
<th>Strategic vision</th>
<th>shared fate</th>
<th>appetite for change</th>
<th>heart</th>
<th>alignment and congruence</th>
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</table>

Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 4. There is a significant positive correlation between team learning and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H1. In other words expectation of team learning and organizational intelligence are related with high relationship (r = 0.748**).

**Sub-Hypothesis 5. There is relationship between systems thinking and organizational intelligence at Maskan Bank Branches in Ardabil Province.**

Table 5 Results of the correlation between systems thinking and organizational intelligence

<table>
<thead>
<tr>
<th></th>
<th>OI</th>
<th>Strategic vision</th>
<th>shared fate</th>
<th>appetite for change</th>
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<th>alignment and congruence</th>
<th>knowledge deployment</th>
<th>performance pressure</th>
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Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 5. There is a significant positive correlation between systems thinking and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H1. In other words expectation of systems thinking and organizational intelligence are related with high relationship (r = 0.777**).

**Main Hypothesis. There is relationship between learning organization disciplines and organizational intelligence at Maskan Bank Branches in Ardabil Province.**

Table 6 Results of the correlation between learning organization disciplines and organizational intelligence

<table>
<thead>
<tr>
<th></th>
<th>OI</th>
<th>Strategic vision</th>
<th>shared fate</th>
<th>appetite for change</th>
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<th>alignment and congruence</th>
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</table>
Since both variables are interval, Pearson Correlation test was conducted and the results are shown in Table 6. There is a significant positive correlation between learning organization disciplines and organizational intelligence with a significant value of 0.001 lower than 0.01. Hence we accept the H1. In other words expectation of learning organization disciplines and organizational intelligence are related with high relationship ($r = 0.815^{**}$).

**CONCLUSION**

This study has done to surveying the relationship between learning organization disciplines (Personal mastery, Mental Models, Shared Vision, Team Learning, and Systems thinking) and Organizational Intelligence (Strategic vision, shared fate, appetite for change, alignment and congruence, heart, knowledge deployment, performance pressure) at Maskan Bank Branches in Ardabil Province. For this purpose we developed one main and five sub-hypotheses that analysis by Pearson Correlation test. Findings show that relationship between learning organization disciplines and Organizational Intelligence dimensions at Maskan Bank Branches in Ardabil Province.

**References**