



Adaptation of Organizational Intelligence Scale into Arabic Language*

Shadi Ibrahim ALBANNA**

Article Information	ABSTRACT
Received: 09.05.2024	This study aimed to adapt the organizational intelligence scale, originally created by Erçetin, Potas ve Açıklalın between 2001 to 2010, to Arabic language. The original scale consists of 7 domains and 67 items in the Turkish language. To translate the scale into Arabic, first the researcher translated it, then asked three colleagues who are proficient in the two languages, to check the translation, later it was presented to a sworn translation office to get the final approval stating that the translation matches the original copy of the scale, see appendix (1). The study sample included 400 secondary school teachers in the Gaza Strip during the academic year 2018-2019. To assess the internal consistency of the scale, the Cronbach Alpha reliability coefficient was computed for all fields of the scale, as it showed a high degree of reliability (0.977). Subsequently, construct validity was evaluated using Confirmatory Factor Analysis (CFA), and the Average Variance Extracted (AVE). The findings demonstrate that the Arabic version of the organizational intelligence scale is both valid and reliable.
Accepted: 10.07.2024	
Online First: 30.04.2024	
Published: 31.07.2024	
doi: 10.16986/HUJE.2024.526	Keywords: Organizational intelligence, scale, analysis, language
	Article Type: Research Article

Citation Information: Albanna, S. I. (2024). Adaptation of organizational intelligence scale into Arabic language. *Hacettepe University Journal of Education*, 39(3), 306-325. <https://doi.org/10.16986/HUJE.2024.526>

1. INTRODUCTION

In the rapidly changing environment, it has become necessary for educational institutions to adopt new changes and respond accordingly to achieve sustainability by discovering opportunities and avoiding threats in the external environment in addition to optimize the internal capabilities of educational institutions. Accordingly, educational institutions have become in dire need to pay more attention to capabilities and develop them more than they should be because of its impact on their success and distinction. Organizational intelligence represents a suitable management method to solve the organization's problems by unifying its capabilities in its various paths. (Simic, 2005) explains that an intelligent organization is one that harnesses the intellectual capacity within it to address organizational challenges by integrating its technical skills and personnel. Interest in intelligent organizations within the educational sector is relatively new. Organizational intelligence is an advanced approach that enhances an organization's ability to manage changes, events, and demands effectively, So that organizational intelligence represents the organization's ability to mobilize all its available mental powers and focus on the mind's ability to accomplish that task (Albrecht, 2002).

Definitions of organizational intelligence focus on several aspects but generally focus on helping organizations accomplish their missions efficiently: Organizational intelligence is an organization's ability to process, interpret, encode, manipulate and access information in a purposeful, targeted manner so that it can increase its adaptive potential in the environment in which it operates (Glynn, 1996). Organizational intelligence is a function of five cognitive subsystems: organizational structure, culture, stakeholder relations, knowledge management, and strategic processes (Kull, 1997). Organizational intelligence is the extent to which an organization is able to generate knowledge and use that generated knowledge to adapt strategically to the surrounding environment. (Halal, 1998). Organizational intelligence is the combination of all the skills that organizations need and use to exist, these skills; to adapt to changes, to be quick in action and reaction, to be flexible, to be sensitive, to be open-minded, to use imagination, to renew (Ercetin & Demirbulak, 2002). Simi explains in his definition of the smart organization that it is the organization that uses its intellectual capacity to solve the organizational problems it faces, by combining its technical capabilities and its people (Simi, 2005).

Most of the definitions mentioned above for the organizational intelligence refer to: cognitive ability or the sum of the intelligence of the individuals that make up the organization, or used synonymously with knowledge management or referring to the optimal use of information resources.

* Ethical permission was approved by Hacettepe Senate Ethics Committee University in Ankara, Türkiye, ethical permission date is 05 Mart 2019 under the reference number 35853172-300.

** Ph.D. Student, Hacettepe University, Institute of Educational Sciences, Ankara-TÜRKİYE. e-mail: shadielbanna1@gmail.com (ORCID: 0000-0001-9113-2516)

1.1. Organizational Intelligence Models

Smart organizations aim to create new creative and intellectual trends in business field at the level of the organization as a whole with the aim of reaching a high level of organizational intelligence. Finding applied models for it in business organizations with contemporary organizational intelligence orientations to achieve the desired organizational and strategic goals in creating and sustaining deportation is continuing away from the educational field.

Smart organizations aim to create new creative and intellectual trends in business field at the level of the organization as a whole in order to reach a high level of organizational intelligence.

Bearing in mind the intellectual and cognitive concepts of the smart organization, which can be described as a contemporary scientific and cognitive field in the organizational thought and by examining the literature on the subject, it was found that many researchers touched on the Intellectual development of the smart organization. Thus, (Hanebeck, 2000:30) stated that organizational intelligence consists of three elements or “components”: (1) the ability to learn, (2) memory, and (3) knowledge. These components are linked to each other in a continuous cycle. (Matheson & Matheso, 2001:50) referred to nine principles of a smart organization, each principle represents a coherent theory or standard that governs a set of belief practices that results in a pattern of behavior. Albrecht (2003) considered that organizational intelligence includes 7 essential characteristics: “strategic vision, shared fate, appetite for change, heart, alignment and congruence, knowledge deployment, and performance pressure”. The three above mentioned models and others focused on business filed. In the educational field, Terenzini (1993) discussed the organizational intelligence in three tracks: (1) : Technical/Analytical intelligence, (2) Issues intelligence, and (3) Contextual Intelligence (Terenzini, 1993). As for schools, (Erçetin et al., 2007), Potas, Erçetin ve Koçak (2010) and (Ercetin et al., 2011), they came in 67 articles distributed in 7 domains as follows: (1) Adapt to changing situations I; (2) Effective contact with stakeholders; (3) Rapid action and reaction; (4) Sensing and prediction; (5) Imagination and creativity; (6) Flexible in function and (7) Adapt to changing situations II.

1.1.1. Hanebeck 2000 Model: He stated that organizational intelligence consists of three elements or “components”: (1) the ability to learn, (2) memory, and (3) knowledge. These components are linked to each other in a continuous cycle. After the organization gains experience and thus learns, this experience must be stored until it can be retrieved at a later time. As it is stored, the experience becomes part of organizational knowledge and can, in turn, be used for all subsequent learning experiences. And the cycle repeats itself after that.

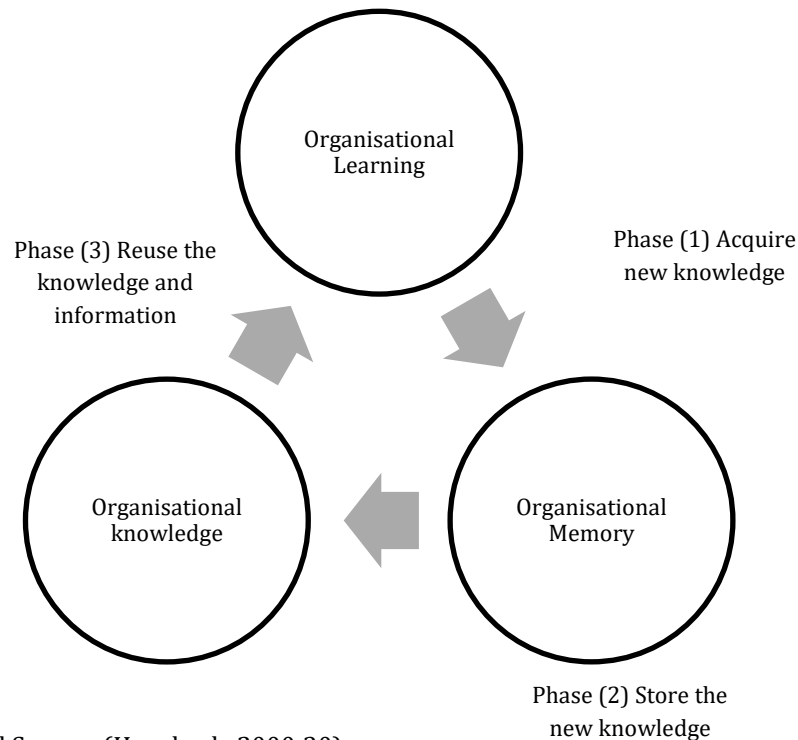


Figure 1. Hanebeck 2000 Model Source: (Hanebeck, 2000:30)

An organization's learnability is the maximum value of organizational learning. Similar to individual learning, which refer the organization's acquisition of knowledge and experience, but within the context of the organization and will be greater than the sum of the individual's learning experiences. As for the organizational memories, it is the starting point and the organizational learning result, and it is not similar to the human mind, and it is not specialized only in one place, but it is distributed across the organization. As for organizational knowledge, it affects the behavior and actions of everybody within the organization (Hanebeck: 2000: 31).

1.1.2. Matheson & Matheso (2001) Model. The nine principles of a smart organization (Figure 2) provide the organizational context that facilitates to implement best practices in the organization and that these principles often work at many levels and influence the thinking and actions of employees in the organization. It determines who cares or underestimates the adoption or implementation of best and modern practices, eventually working to compile best practices in the organization. Each principle represents a coherent theory or standard that governs a set of belief practices that results in a pattern of behavior. The presence of these principles in the organization provides best practices and behaviors that support and promote effective decision making, and in their absence, will be reflected in the reality of the organization's work.

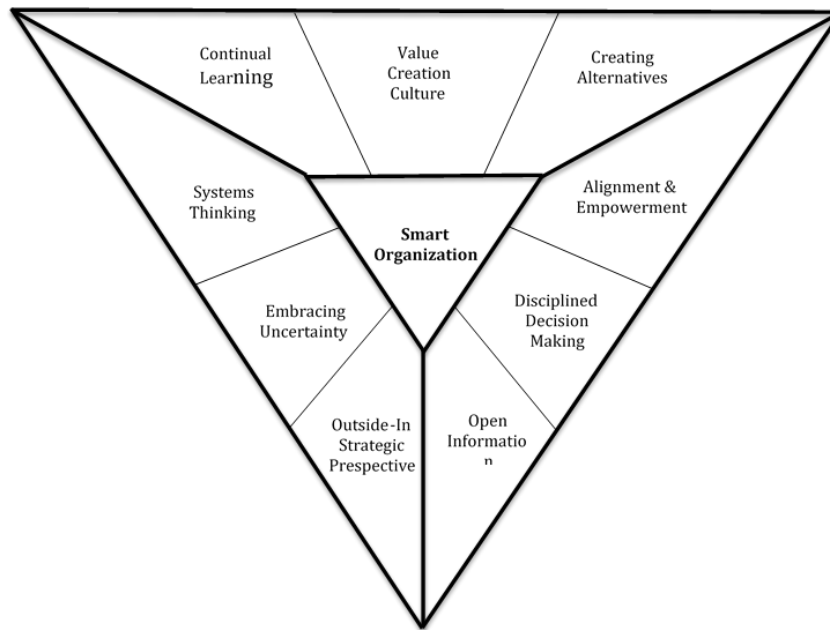


Figure 2. Nine principles of the Smart Organization. Source: (Matheson & Matheso, 2001:50)

1.1.3. Albrecht (2003) Model: Albrecht (2003) considered that organizational intelligence includes 7 essential characteristics: “strategic vision, shared fate, appetite for change, heart, alignment and congruence, knowledge deployment, and performance pressure”.

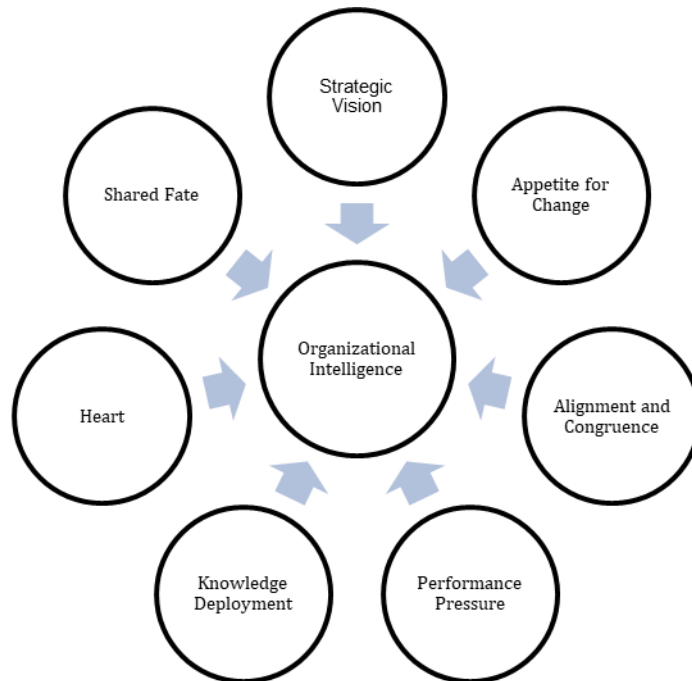


Figure 3. Seven Indicators of Organizational Intelligence. Source: (Albrecht 2003:13)

1.1.4. Terenzini (1993): discussed the organizational intelligence in three tracks: (1) : Technical/Analytical intelligence, encompasses practical knowledge or information, along with skills, analytical abilities, and methodological expertise, (2) Issues intelligence involves understanding the key challenges or decision-making areas that institutions face, as well as the knowledge of the individuals responsible for managing these challenges, and (3) Contextual Intelligence involves grasping the culture of higher education broadly, as well as the specific environment of the private campus where the institutional researcher operates (Terenzini, 1993).

1.1.5. Erçetin, et. al. (2002): discussed organizational intelligence as a need for educational institutions (school), where the two researchers realized that organizational intelligence is the gateway for educational institutions to maintain adaptation to the rapid changes, also it has a high capacity in taking decisions and actions, as well as flexibility, with an open mind and the ability to foresee and renewal. During their study, the educational staff (the examined sample) showed their lack of awareness that the school is a learning organization, but after the researchers simplified the matter that the school is like any living body that can learn and develop, they realized that (S. S. Erçetin and Demirbulak, 2002).

On the Arab level, the researcher reviewed the literature and found scarcity of studies that dealt with organizational intelligence in the educational field. As a result, the researchers aim to provide an added value to the Arab library by translating the organizational intelligence scale and measuring its validity and reliability so that it becomes available in the Arab researchers hands in the educational field. The Organizational Intelligence Scale developed by Erçetin, Potas ve Açıklan over various years, will be translated and evaluated.

Such an organizational intelligence scale for educational institutions was first developed by Erçetin in 2001 and 2004 where Erçetin, developed 7 basic domains as follows: "rapid action and reaction; (2) quickly adapting to changes; (3) flexible in function; (4) sensitiveness and being predictable; (5) open-mindedness; (6) the use of imagination; (7) innovative". Subsequently, over the following years, the tool was used and developed to be more suitable for the educational field; (Erçetin et al., 2007), Potas, Erçetin ve Koçak (2010) and (Erçetin et al., 2011), the scale came in 67 articles distributed in 7 domains as follows: (1) Adapt to changing situations I; (2) Effective contact with stakeholders; (3) Rapid action and reaction; (4) Sensing and prediction; (5) Imagination and creativity; (6) Flexible in function and (7) Adapt to changing situations II

The purpose of this study is to perform an adaptation of the Organizational Intelligence Scale, which was developed by Erçetin, Potas ve Açıklan in different years (2001, 2004, 2007, 2010, 2011) into Arabic, and to examine its validity and reliability.

2. METHODOLOGY

This study used Cronbach Alpha coefficient, w a commonly used measure of reliability in social and organizational sciences, to assess the reliability and construct validity of the Organizational Intelligence Scale (Bonett & Wright, 2015). Additionally, confirmatory factor analysis (CFA) was utilized, which aims to test hypotheses and employs path analysis diagrams to illustrate the relationships between variables and factors (Child, 2006).

2.1. Participants

This study targeted 400 teachers from Gaza secondary schools, in the academic year 2018-2019 (FEB, Eğitim İstatistik Kitabı, 2017-2018), according to the following variables: gender, international specialization, academic degree.

2.2. Measurement

The Organizational Intelligence Scale, developed by Erçetin, Potas ve Açıklan over various years, (2001, 2004, 2007, 2010, 2011) used in its Arabic form, which was translated by the researcher Shadi Al-Banna and then checked by 3 colleagues who are experts of Turkish and Arabic languages. Later the scale showed to a sworn translator and got his approval by matching the translation to the original, see appendix (1). The scale consists of 7 dimensions and 67 items. The researchers included demographic information in the first section of the questionnaire, while the second section was structured using Likert's five-level scale.

Table 1.

Organizational Intelligence Scale

Dimensions	Items	Code
Adapt to changing situations I	6	A1-A6
Effective contact with stakeholders	12	B7-B18
Rapid action and reaction	5	C19-C23
Sensing and prediction	10	D24-D33
Imagination and creativity	8	K34-K41
Flexible in function	5	F42-F46
Adapt to changing situations II	21	G47-G67
All dimensions	67	Code

3. FINDINGS

Based on the nature of the study the researchers used the analytical descriptive method. To achieve the study goals, the researchers used the "Statistical Package for Social Sciences" program, known for its acronym "SPSS", in addition to the Analysis of Moment of Structure, known as "AMOS", to test the study hypotheses and ensure their validity.

To ensure the reliability and construct validity of Organizational Intelligence Scale, Cronbach Alpha coefficient, is one of the most prevalent and frequently utilized reliability measures in the social and organizational sciences (Bonett & Wright, 2015) Additionally, confirmatory factor analysis (CFA) was employed, which seeks to validate hypotheses and uses path analysis diagrams to illustrate the relationships between variables and factors (Child, 2006).

3.1. Reliability coefficients by Cronbach alpha method

Cronbach alpha coefficient was employed to assess organizational intelligence scale’s reliability. The analysis revealed that the Cronbach alpha coefficient was (0.977) for the entire scale, which means that the organizational intelligence scale has a high reliability coefficient. Since the scale consists of seven dimensions, the reliability coefficients for the scale dimensions ranged between (0.838-0.952), which is a high reliability coefficient.

Table 2.

The Reliability Coefficient of the Cronbach Alpha Method

Dimensions	Items	Cronbach alpha coefficient
Adapt to changing situations I	6	0.853
Effective contact with stakeholders	12	0.894
Rapid action and reaction	5	0.845
Sensing and prediction	10	0.906
Imagination and creativity	8	0.895
Flexible in function	5	0.838
Adapt to changing situations II	21	0.952
All dimensions	67	0.977

3.2. Construct validity, Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis (CFA), also known as structural equation modeling (SEM), is a validation method that offers a thorough approach for confirming the measurement model of latent constructs. (CFA) involves specifying a model, estimating its parameters and evaluating how well the proposed model explains the pattern of observed variances and covariances (Shevlin & Miles, 1998). Thus in order to reach a scale that simulates reality and is characterized by simplicity and efficiency the researchers used confirmatory factor analysis, this approach involved examining the relationships between the dimensions and items of the organizational intelligence scale, assessing how well each dimension is represented, and refining each dimension.

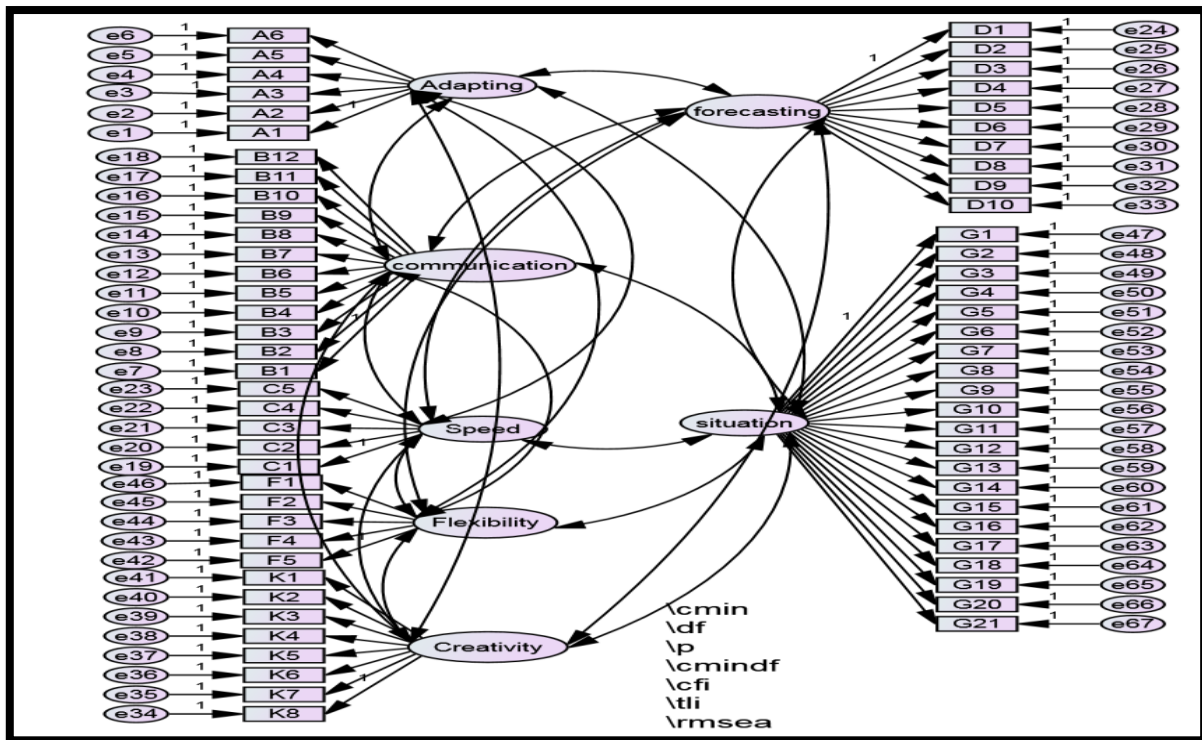


Figure 4. The structure of organizational intelligence scale

Figure 4. illustrates the confirmatory factor analysis where of the scale consists of seven dimensions, the first dimension; “Adapt to changing situations I” is saturated with 6 paragraphs, the second dimension; “Effective contact with stakeholders” is saturated with 12 paragraphs, the third dimension; is “Rapid action and reaction” is saturated with 5 paragraphs, The fourth dimension; “Sensing and prediction”, is saturated with 10 paragraphs, the fifth dimension; is “Imagination and creativity” is saturated with

8 paragraphs, the sixth dimension; is “Flexible in function” is saturated with 5 paragraphs, and the seventh dimension; “Adapt to changing situations II” is saturated with 21 paragraphs.

Figure 5. Shows the outputs of the organizational intelligence structure.

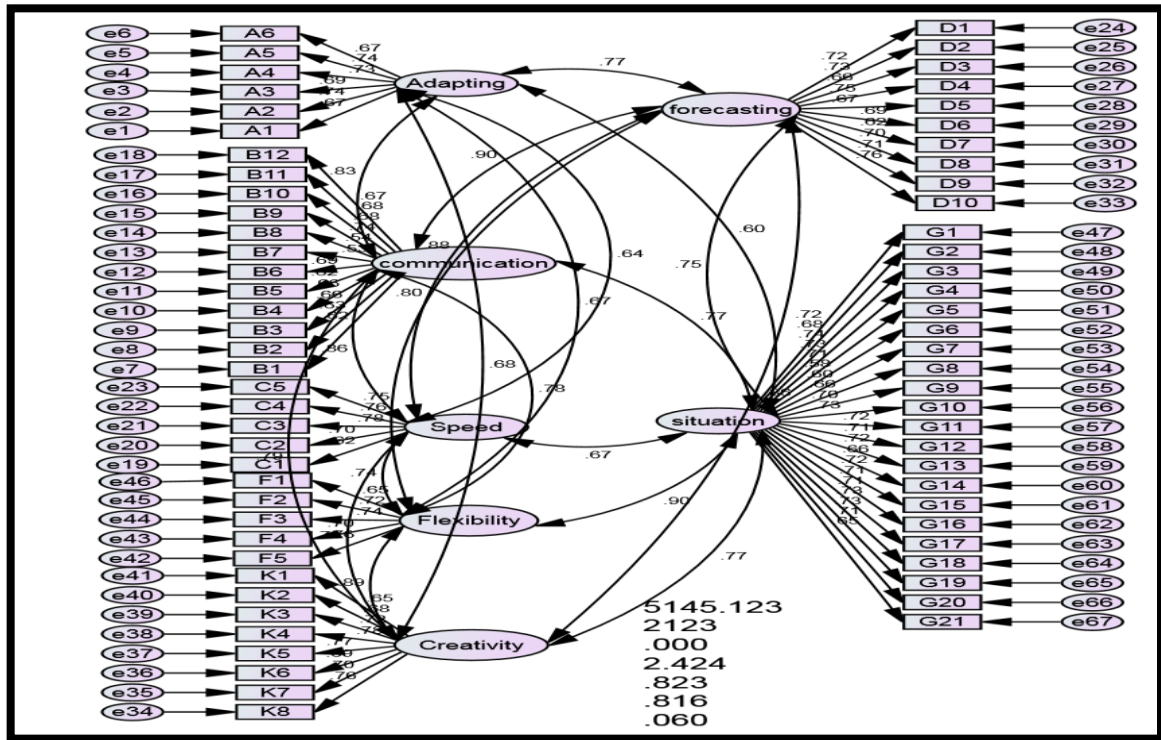


Figure 5. Outputs of the organizational intelligence scale

As shown in Figure. 5, we want to improve the fitness index, when we make sure of the factor loading, it was found that all elements had factor loadings exceeding 0.5. Therefore, the researcher can conclude that additional items may be present in the model and should be reviewed by examining the Modification Indexes (MI).

Additionally, the model contains pairs of correlated errors that indicate redundant items. The correlated error pairs are as follows: e1 with e2, e42 with e43, e35 with e36, e26 with e27, e48 with e49, e56 with e57, and e65 with e66.

The researchers have two options:

The first option is to remove one of the redundant items and then re-run the measurement model.

The second option is to designate these two correlated measurement errors of redundant items as "free parameters" and then re-run the measurement model.

Both the seventh and eighth items in the second variable, the second item in the third variable, the fourth item in the sixth variable, and the sixth and seventh items in the seventh variable have been deleted.

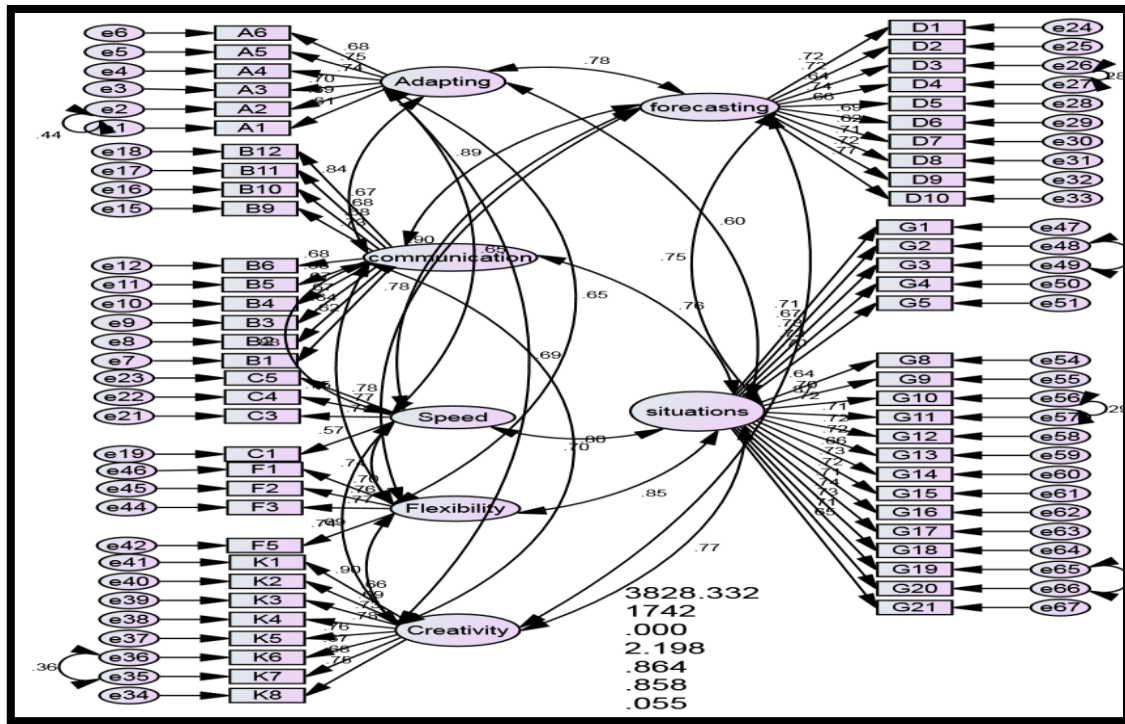


Figure 6. The new measurement model after linking errors together as a free parameters

Table 3. The Fitness Indices for Organizational Intelligence Model

Name of index	Fitness Indices	The value before modification	The value after modification	Decision
Absolute Fit				
RMSEA	RMSEA ≤ 0.08	0.06	0.055	achieved
Incremental Fit				
CFI	CFI ≥ 0.9	0.823	0.864	achieved
Parsimonious Fit				
CMIN/DF-CN	[5-1]	2.424	2.198	achieved

Table (3) shows the fitness indexes of the organizational intelligence model. Construct validity is assessed through the fitness indexes. The table presents the needed fit categories to fulfill it (Awang et al., 2018). It is observed that the fitness indexes improved after constraining the redundant items in the model. Table (3) shows the RMSEA values, which after modification became 0.055. This indicates acceptance of data according to (Hu & Bentler, 1999) who remarked that RMSEA index smaller than 0.06 would be a criterion that will suffice. Likewise, the CFI and CMIN / DF-CN values all indicate acceptance of the model (Cangur & Ercan, 2015)

3.3. Assessing the validity and reliability for the Organizational Intelligence Scale

The following table shows the convergent validity, which was calculated according to the Average Variance Extracted (AVE). The AVE values exceeding 0.50 indicate the reliability of the measurement model in measuring the construct (Awang et al., 2015). As for the Factor loading, some items showed a Factor loading lower than the required loading for this scale (0.60), accordingly, the researchers deleted these variables (B7, B8, C2, F4, G6, G7). According to Awang (2015), the Factor loading for the newly developed items, should be greater than 0.5 for each item, whereas for an established item, the factor loading should be 0.6 or higher for every item. Since the Organizational Intelligence Scale is a pre-established scale, the researchers deleted items that did not exceed 0.60 (Awang, 2015).

Table 4.
Assessing the Validity and Reliability for the Organizational Intelligence Scale

Variables	Items	Factor loading	AVE (≥ 0.5)
Adapt to changing situations I	A1	0.61	0.51
	A2	0.79	
	A3	0.70	
	A4	0.74	
	A5	0.75	
	A6	0.68	
Effective contact with stakeholders	B1	0.62	0.5
	B2	0.73	
	B3	0.67	
	B4	0.67	
	B5	0.79	
	B6	0.68	
	B7	deleted	
	B8	deleted	
	B9	0.78	
	B10	0.68	
	B11	0.68	
	B12	0.67	
Rapid action and reaction	C1	0.57	0.52
	C2	deleted	
	C3	0.75	
	C4	0.77	
	C5	0.78	
Sensing and prediction	D1	0.72	0.5
	D2	0.72	
	D3	0.65	
	D4	0.74	
	D5	0.66	
	D6	0.69	
	D7	0.62	
	D8	0.71	
	D9	0.72	
	D10	0.77	
Imagination and creativity	K1	0.66	0.51
	K2	0.69	
	K3	0.73	
	K4	0.78	
	K5	0.76	
	K6	0.67	
	K7	0.68	
	K8	0.75	
Flexible in function	F1	0.70	0.55
	F2	0.76	
	F3	0.77	
	F4	deleted	
	F5	0.74	
Adapt to changing situations II	G1	0.72	0.5
	G2	0.67	
	G3	0.73	
	G4	0.73	
	G5	0.71	
	G6	deleted	
	G7	deleted	
	G8	0.64	
	G9	0.70	
	G10	0.72	
	G11	0.71	

G12	0.72
G13	0.72
G14	0.67
G15	0.73
G16	0.72
G17	0.71
G18	0.73
G19	0.72
G20	0.70
G21	0.65

4. CONCLUSION

This study aimed to adapt the organizational intelligence scale, originally developed by Erçetin, Potas ve Açıklalın between 2001 and 2010, into Arabic language. The original scale consists of 7 domains and 67 items in the Turkish language. To translate the scale into Arabic, first the researcher translated it, then asked three colleagues who are proficient in the two languages, to check the translation, later it was presented to a sworn translation office to get the final approval stating that the translation matches the original copy of the scale. The study sample included 400 secondary school teachers in the Gaza Strip during the academic year 2018-2019. The Cronbach Alpha reliability coefficient was computed for all areas to assess the internal consistency of the scale, as it showed a high degree of reliability (0.977) , next construct validity was evaluated according to the Confirmatory Factor Analysis (CFA), and the Average Variance Extracted (AVE). The results confirmed that the Arabic version of the organizational intelligence scale is both valid and reliable.

This study targeted 400 teachers from Gaza secondary schools, in the academic year 2018-2019 (FEB, Eğitim İstatistik Kitabı, 2017-2018), according to the following variables: gender, international specialization, academic degree. The Organizational Intelligence Scale, originally developed by Erçetin, Potas ve Açıklalın over various years, (2001, 2004, 2007, 2010, 2011) used in its Arabic form, which was translated by the researcher Shadi Al-Banna and then checked by 3 colleagues who are experts of Turkish and Arabic languages. Later the scale showed to a sworn translator and got his approval by matching the translation to the original. The scale consists of 7 dimensions and 67 items. The researchers included demographic information in the first section of the questionnaire, while the second section was structured according to Likert's five-level scale.

The reliability of the organizational intelligence scale was assessed using the Cronbach alpha coefficient, which was found to be 0.977 for the entire scale, which means that the organizational intelligence scale has a high reliability coefficient. Since the scale consists of seven dimensions, the reliability coefficients for the scale dimensions ranged between (0.838-0.952), which is a high reliability coefficient. Table (3) shows the RMSEA values, which after modification became 0.055. This indicates acceptance of data according to (Hu & Bentler, 1999) who remarked that RMSEA index smaller than 0.06 would be a criterion that will suffice. Likewise, the CFI and CMIN / DF-CN values all indicate acceptance of the model (Cangur & Ercan, 2015). The scale convergent validity, which was calculated according to the Average Variance Extracted (AVE). The AVE values exceeding 0.50 indicate the reliability of the measurement model in measuring the construct.

The study aimed to adapt the organizational intelligence scale from the Turkish language to the Arabic language, the scale consists of 7 variables and 67 items. First, reliability was examined with Cronbach Alpha coefficient 0.97, which indicates that the organizational intelligence scale reliability is achieved. Then, Construct validity was examined by the confirmatory factor analysis, and the results indicate an acceptable model data fit of the organizational intelligence scale, except for the (B7, B8, C2, F4, G6, G7) items which showed a Factor loading lower than the required loading for this scale (0.60). Accordingly, the researchers recommend that those who want to adopt this scale in their study delete the above mentioned items.

Research and Publication Ethics Statement

Ethical permission was approved by Hacettepe Senate Ethics Committee University in Ankara, Türkiye, ethical permission date is 05 Mart 2019 under the reference number 35853172-300.

Contribution Rates of Authors to the Article

This is a single-authored paper.

Acknowledgement

I extend my heartfelt gratitude to Prof. Dr. Şefika Şule Erçetin, Assoc. Prof. Dr. Nihan Potas, and Assoc. Prof. Dr Şuay Nihan Açıklalın for granting me authorization to utilize Organizational Intelligence Scale in my research. It should be noted that a considerable portion of the educators involved in this research were targeted and tragically lost their lives in the continuous aggression on Gaza 2023-2024. May they rest in peace.

Statement of Interest

The researcher declares that there is no conflict of interest.

5. REFERENCES

- Albrecht, K. (2002). Organizational intelligence & knowledge management: Thinking outside the silos. *Excutive White Paper*.
- Albrecht, K. (2003). *Organizational intelligence survey preliminary assessment*. provided by: Karl Albrecht international.
- Awang, Z. (2015). Validating the measurement model: CFA. *A Handbook on SEM. 2nd Edition Ed: Kuala Lumpur: Universiti Sultan Zainal Abidin*, 54–73.
- Awang, Z, Hui, L. S., & Zainudin, N. F. S. (2018). Pendekatan Mudah SEM Structural Equation Modelling. *Bandar Baru Bangi: MPWS Rich Resources*.
- Awang, Zainudin, Afthanorhan, A., & Asri, M. A. M. (2015). Parametric and non parametric approach in structural equation modeling (SEM): The application of bootstrapping. *Modern Applied Science*, 9(9), 58.
- Bonett, D. G., & Wright, T. A. (2015). Cronbach's alpha reliability: Interval estimation, hypothesis testing, and sample size planning. *Journal of Organizational Behavior*, 36(1), 3–15.
- Cangur, S., & Ercan, I. (2015). Comparison of model fit indices used in structural equation modeling under multivariate normality. *Journal of Modern Applied Statistical Methods*, 14(1), 14.
- Child, D. (2006). *The essentials of factor analysis*. A&C Black.
- Erçetin, Ş. Ş. (2004). The abilities related to the organizational intelligence and their action dimensions at schools. *Research for Educational Reform*, 10(2), 3–18.
- Erçetin, Ş. Ş., Potas, N., Hamedoğlu, M. A., Kısa, N., & others. (2011). Using multi-dimensional organizational intelligence measurements to determine the institutional and managerial capacities of technical education institutions for girls. *African Journal of Business Management*, 5(27), 11256–11264.
- Erçetin, Ş. Ş., Çetin, B., & Potas, N. (2007). Multi-dimensional organizational intelligence scale (muldimorins). *World Applied Sciences Journal*, 2(3), 151–157.
- Ercetin, S. S., & Demirbulak, D. (2002). Action research... organizational intelligence... curriculum development... *Educational Research Quarterly*, 26(1), 41.
- Glynn MA, (1996). Innovative genius: A framework for relating individual and organizational intelligences to innovation. *Academy of Management Review*. 21: 1081-1111.
- Halal, W. E. (1998). Organizational intelligence: what is it and how can managers use it to improve performance? *Knowledge Management Review* 1(1): 20-25.
- Hanebeck, H., Ch., (2000). " Business processes for a distributed learning environment " , *Turkish online journal of distance education – TOJDE* , January , 2000 ISSN 1302-6488 , Vol. 1 , No. 1 , Article No.: 4 , P.P. 26-36
- Hu, L., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1–55.
- Kull, D. M. (1997). Organizing for intelligence. *On the Horizon*, 5(2), 1.
- Matheson, D., & Matheson, J. (2001). " Smart organizations perform better " , *Industrial research institute , Inc.* , P.P.49-54
- Palestinian Ministry of Education, (2018), *Education Statistics Book*, (2017-2018). As of September 2018 <http://www.mohe.ps/home/cms/uploads/2018/03/%D8%A7%D9%84%D9%83%D8%AA%D8%A7%D8%A8-%D8%A7%D9%84%D8%A5%D8%AD%D8%B5%D8%A7%D8%A6%D9%8A2017-2018.pdf>
- Shevlin, M., & Miles, J. N. V. (1998). Effects of sample size, model specification and factor loadings on the GFI in confirmatory factor analysis. *Personality and Individual Differences*, 25(1), 85–90.

Simic, I. (2005). *Organizational learning as a component of organizational intelligence*.

Terenzini, P. T. (1993). On the nature of institutional research and the knowledge and skills it requires. *Research in Higher Education*, 34(1), 1-10.

Appendix 1 ORGANIZATIONAL INTELLIGENCE SCALE IN ARABIC TRANSLATION



Yeminli Tercüme

مقياس الذكاء التنظيمي

الزملاء الأعضاء،

كما تعلمون، فإننا، باستمرار، نبذل جهودًا لتطوير مدرستنا. ومن أجل تحسين مدرستنا لتحقيق النتائج المرجوة، يجب علينا أولاً إجراء تقييم ذاتي بطريقة صحية. لهذا الغرض، تم تصنيف مستويات إنجاز الإجراءات التي توجه العمليات في مدرستنا وفق الدرجات التالية.

وبناءً على ملاحظتك، نتوقع منك اختيار إحدى الدرجات التالية.

- 5: لأجل تنفيذ الأمر دائماً يتم استنفاد جميع المحاولات.
 4: في كثير من الأحيان، تبذل الجهود إلى أقصى حد ممكن.
 3: في بعض الأحيان يتم بذل الجهد، وأحياناً يكون ذلك كافياً.
 2: هناك أوقات تبذل فيها الجهود للقيام بذلك.
 1: لا يبذل أي جهد.

مثال

إذا كنت تعتقد أن إجراء "إنشاء ثقافة مفتوحة للتغيير في المدرسة" يتم إنجازه في مدرستنا بـ "في بعض الأحيان يتم بذل الجهد"، فإن إجابة "في بعض الأحيان يتم بذل الجهد، وأحياناً يكون ذلك كافياً" والتي تحمل الدرجة رقم "3" هي اختيارك كما هو موضح في الجدول التوضيحي التالي:

1	2	3	4	5	الإجراءات
		X			إنشاء ثقافة مفتوحة للتغيير في المدرسة

- 5: لأجل تنفيذ الأمر دائماً يتم استنفاد جميع المحاولات.
 4: في كثير من الأحيان، تبذل الجهود إلى أقصى حد ممكن.
 3: في بعض الأحيان يتم بذل الجهد، وأحياناً يكون ذلك كافياً.
 2: هناك أوقات تبذل فيها الجهود للقيام بذلك.
 1: لا يبذل أي جهد.

شكراً لمساهمتم

المصدر: Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN

الجنس

أنثى ذكر

سنوات الخدمة

2 فأكثر 20-16 15-11 10-6 5-1



Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN المصدر:

مقياس الذكاء التنظيمي

المترجم: شادي إبراهيم البنا shadielbann1@gmail.com

1	2	3	4	5	مقياس الذكاء التنظيمي
					أ التكيف مع المواقف المتغيرة
				1	خلق الإثارة والحماس للتكيف مع المواقف الجديدة
				2	القدرة على التوجيه في حالات الأزمات
				3	إدراك مديري المدارس لإدارة التغيير
				4	التفكير في المواقف الجديدة التي تؤثر على المدرسة
				5	القدرة على التصرف بحماس في جميع العلاقات المتعلقة بالمدرسة
				6	القدرة على التنبؤ بالآثار المحتملة للتغيرات في البيئة المحيطة على المدرسة
					ب التواصل الفعال مع أصحاب المصلحة
				7	فعالية الاتصال داخل المدرسة وخارجها
				8	عكس التطورات العلمية والتكنولوجية في أنشطة الإدارة والتدريس
				9	اتخاذ التدابير الوقائية التي من الممكن أن تؤثر سلباً على الطلاب والعاملين في المدرسة
				10	تعريف المدرسة وأنشطتها على البيئة المحيطة
				11	مراقبة علاقات المعلمين والطلاب في المدرسة، ومراقبة تجاربهم، والتعاون مع الأسرة والبيئة في المواقف الحرجة
				12	تقسيم العمل والتعاون وفقاً لكفاءات وقدرات الأفراد في المدرسة
				13	تقاسم فائض المعدات المدرسية مع المؤسسات الأخرى
				14	تغيير جداول الحصص عند الحاجة لذلك
				15	تطوير مرونة عمل المدرسة
				16	تفعيل جميع المجالس في المدرسة
				17	يتم أخذ المطالب والتوقعات والشكوى الواردة من داخل وخارج المدرسة في الاعتبار وتنفيذها
				18	تحديث واجبات ومسؤوليات الأفراد في المدرسة وشرحها للجهات ذات العلاقة
					ج السرعة في الفعل وردة الفعل
				19	التأكد من سير الحصص الدراسية
				20	الحفاظ على الهدوء في مواجهة المواقف غير العادية في المدرسة
				21	تصحيح الأخطاء في الوقت المناسب في سير العمل في المدرسة
				22	إنشاء ثقافة مفتوحة للتغيير في المدرسة
				23	تحويل المدرسة لمنظمة متعلمة
					د الكشف والتنبؤ
				24	إدارة المدرسة بحيادية
				25	اتباع أسلوب التوجيهات والاستشارات في الإشراف التربوي
				26	القدرة على التنبؤ بالمتطلبات الاجتماعية
				27	القدرة على التنبؤ وإدارة الصراعات المحتملة في المدرسة.
				28	التقدير والاستعداد للردود القادمة من خارج المدرسة
				29	التصميم المرن لأدوات المدرسة
				30	تفويض المدرس في اختيار وتنفيذ أنشطة الفصل
				31	توفير بيئات يعبر فيها الجميع عن مشاعرهم وأفكارهم بوضوح
				32	التعلم من ما يحدث داخل وخارج المدرسة
				33	تطبيق القوانين في المدرسة بحيادية

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN: المصدر:

مقياس الذكاء التنظيمي

shadielbann1@gmail.com المترجم: شادي إبراهيم البنا



1	2	3	4	5	مقياس الذكاء التنظيمي	
					الإبداع واستخدام قوة الخيال	هـ
					القدرة على إدراك التغييرات المحتملة في فترات التطوير الفردي للطلاب، والاستعداد لذلك.	34
					تنمية خيال الطلاب وتنظيم الأنشطة داخل وخارج الفصول الدراسية	35
					تغيير القواعد والمبادئ التوجيهية التي تحول دون تطور خيال الطلاب وموظفي المدرسة	36
					تشجيع العاملين والطلاب على إنتاج حلول إبداعية	37
					عمل برامج لقمية ومكافئة خيال المديرين والطلاب وأصحاب المصلحة الآخرين.	38
					تهيئة الظروف المادية المناسبة لتحويل الأفكار الإبداعية إلى منتجات ملموسة	39
					تشجيع الإنتاجية الأكاديمية لأعضاء هيئة التدريس في الكتب والمقالات إلخ	40
					إنشاء رؤية مشتركة في المدرسة ومشاركتها	41
					المرونة والراحة في المعاملات	و
					الحد من الإجراءات البيروقراطية في شؤون الطلاب، الشراء، البيئة، الأنشطة الاجتماعية، البرنامج، إلخ	42
					تطوير مشاريع جديدة في التعليم والتدريب	43
					تحديد السياسات المتعلقة بالتعليم والتدريب بتاحة مشاركة أعضاء هيئة التدريس والطلاب	44
					الاقتداء بالمدارس الناجحة	45
					وضع خطط عمل مختلفة واختبارها	46
					التكيف مع المواقف المتغيرة	ي
					تحديد مقاييس الأداء المدرسي لتسهيل تحديد الانحرافات وتقييم الأداء المستمر	47
					تحديد الأشخاص البديلين لجميع المهام في المدرسة	48
					تعاون المدرسة مع المنظمات في البيئة المحيطة	49
					تقديم حلول للحالات التي لا تغطيها القوانين واللوائح	50
					تنمية ومكافأة الإبداع من خلال أنشطة مثل الرحلات، الملاحظة، التجربة، المشروعات، إلخ.	51
					يمكن لأي شخص في المدرسة المجازفة وإدارة المخاطر	52
					مراقبة وسائل الإعلام	53
					الاستخدام الفعال للبنية التحتية	54
					الاستخدام الفعال للأدوات التعليمية	55
					تمكين مديري المؤسسات في البيئة من المساهمة في نجاح المدرسة	56
					تساهم المدرسة في نجاح المؤسسات في البيئة من خلال الندوات والمؤتمرات والمشاريع	57
					تطبيق التغييرات في اللوائح الإدارية القانونية	58
					تنمية مهارات وكفاءات هيئة التدريس؛ من خلال التدريب أثناء الخدمة، وتوفير التعليم العالي	59
					وضع سياسات جديدة وفقاً لردود أفعال الخريجين	60
					فعالية إدارة المدرسة في استخدام الموارد النقدية	61
					تقديم الدعم لأصحاب المصلحة	62
					يتم اتخاذ القرار استناداً إلى طرق البحث العلمي	63
					التأكد من أن المدرسة تعتبر بيئة سلمية	64
					المدرسة مفتوحة للتقييم الداخلي والخارجي	65
					تبادل المعرفة والخبرة في المدرسة	66

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN : المصدر:

مقياس الذكاء التنظيمي

المترجم: شادي إبراهيم البنا shadielbann1@gmail.com



1	2	3	4	5	مقياس الذكاء التنظيمي	
					مشاركة الأفراد في عمليات صنع القرار في المدرسة	67
					إذا كان هناك أي فقرة أخرى تريد إضافتها إلى المواد المذكورة أعلاه، يرجى كتابتها في الفراغ أدناه.	ع



İşbu Çeviri ARAPÇA Aslından
Fotokopiden TÜRKÇE'ye
Taraftından Ashra Sadık HANCI tarafından
Arapça Yeminli Tercüman Savaş HÜRİÖZ

Ofisimin Arapça Tercümanı tarafında bitirilmiştir.
Aslına uygun bürümektir.

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN :المصدر

مقياس الذكاء التنظيمي
المترجم: شادي إبراهيم البنا shadielbann1@gmail.com

ÖRGÜTSEL ZEKÂ ÖLÇEĞİ

Değerli Meslektaşım,

Bildiğiniz gibi, okulumuzun fazla gelişmesi için tüm çalışanlar sürekli gayret sarf etmekteyiz. Okulumuzun iyileştirilmesi yönündeki çabaların arzu edilen sonucu verebilmesi için öncelikle öz değerlendirmemizi sağlıklı bir şekilde yapmamız gerekmektedir. Bu amaçla, Okulumuzdaki süreçleri yönlendiren eylemlerin gerçekleşme düzeyleri derecelendirilmiştir. Gözlemlerinize göre aşağıdaki derecelerden birini seçmenizi bekliyoruz.

- 5: Her zaman yapılmak için tüm sınırlar zorlanmaktadır.
- 4: Çoğu zaman imkânlar elverdiğince yapılmaya çalışılmaktadır.
- 3: Bazen yapılmasına çaba gösterilmektedir, bazen de olanla yetinilmektedir.
- 2: Yapılması için çaba gösterildiği zamanlar da olmaktadır.
- 1: Hiçbir zaman yapılması için çaba gösterilmemektedir.

Örnek

“Okulda değişime açık bir kültürün oluşturulması” eylemini gerçekleştirmek için Okulumuzda “Bazen çaba gösterildiğini.” düşünüyorsanız, “Bazen yapılmasına çaba gösterilmektedir, bazen de olanla yetinilmektedir.” ifadesinin sayı değeri olan “3” sayısının altındaki kutucuğa X işareti koyunuz.

EYLEMLER					
	5	4	3	2	1
Okulda değişime açık bir kültürün oluşturulması			X		

- 5: Her zaman yapılmak için tüm sınırlar zorlanmaktadır.
- 4: Çoğu zaman imkânlar elverdiğince yapılmaya çalışılmaktadır.
- 3: Bazen yapılmasına çaba gösterilmektedir, bazen de olanla yetinilmektedir.
- 2: Yapılması için çaba gösterildiği zamanlar da olmaktadır.
- 1: Hiçbir zaman yapılması için çaba gösterilmemektedir.

Katkılarınız İçin Teşekkür Ederiz.
Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN

Cinsiyetiniz

Bay Bayan

Hizmet Yılıınız

1-5 6-10 11-15 16-20 21 ve üzeri

Örgütsel Zekâ Ölçeği



FIRAT TERCÜME
Türkiye Çiğirli Hizmetleri Ltd. Şti
Nispetiye 2 Cadde No: 26/7 Kat: 7 / ANKARA
Tel: 0312 425 53 54 Fax: 0312 425 53 55
www.firattercu.me.tr e-posta: firat@firattercu.com.tr
firat@firattercu.com.tr • firat@firattercu.com.tr
Mikrovezir Y. 2. Blok Kat: 26/7

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN

EYLEMLER	5	4	3	2	1
A. Değişen Durumlara Uyum Sağlama I					
1. Yeni durumlara uyum için heyecan ve coşku yaratabilme					
2. Kriz durumlarında rehberlik yapabilme					
3. Okul yöneticilerinin değişim yönetimiyle ilgili olarak yetiştirilmesi					
4. Okulu etkileyecek yeni durumlara ilgili akıl yürütme					
5. Okul ile ilgili bütün ilişkilerde empatik davranabilme					
6. Okul ortamında gerçekleşen değişimlerin okul üzerindeki olası etkilerini kestirebilme					
B. Paydaşlarla Etkili İletişim					
7. Okul içi ve Okul dışı iletişimin hızlı ve etkili bir biçimde gerçekleştirilmesi					
8. Bilimsel ve teknolojik gelişmelerin yönetim ve öğretim etkinliklerine yansıtılması					
9. Okul personeli ile öğrencileri olumsuz yönde etkileyecek oluşumlara karşı önlem alınması					
10. Okulun ve etkinliklerinin çevreye tanıtılması					
11. Okulda personelin ve öğrencilerin ilişkilerinin izlenmesi, yaşantılarının gözlenmesi, kritik durumlarda aile ve çevreyle iş birliği yapılması					
12. Okulda bireylerin yeterlik ve yetenekleri doğrultusunda işbölümü ve işbirliği yapılması					
13. Gereksinim fazlası araç-gereç vb.nin diğer kurumlarla paylaşılması					
14. Ders programlarının gerektiğinde değiştirilebilmesi					
15. Okulun işlerine ve işleyişine duyarlılığın geliştirilmesi					
16. Okuldaki tüm kurulların etkili bir biçimde çalıştırılması					
17. Okulun içinden ve dışından gelen istek, beklenti ve yakınmaların dikkate alınıp uygulamaya yansıtılması					
18. Okuldaki bireylerin görev ve sorumluluk tanımlarının güncelleştirilmesi ve ilgililere açıklanması					



EYLEMLER	5	4	3	2	1
C. Eylemde ve Tepkide Çabukluk					
19. Derslerin boş geçmemesinin sağlanması					
20. Okulda olağanüstü durumlar karşısında soğukkanlılığın korunması					
21. Okulda işlerin yürütülmesinde ortaya çıkan hataların zamanında düzeltilmesi					
22. Okulda değişime açık bir kültürün oluşturulması					
23. Okulun öğrenen örgüt haline getirilmesi					
D. Sezebilme ve Öngörebilme					
24. Okul yönetiminin tarafsız olması					
25. Denetimin ağırlıklı olarak rehberlik ve danışmanlık biçiminde yapılması					
26. Toplumsal gereksinimleri kestirebilme					
27. Okulda çıkması olası çatışmaları önceden kestirebilme ve yönetebilme.					
28. Okul dışından gelen tepkileri kestirebilme ve hazırlıklı olma					
29. Fiziksel ortamların esnek bir biçimde kurgulanması					
30. Sınıf içi etkinliklerin seçimi ve uygulanmasında öğretim elemanına yetki verilmesi					
31. Okulda herkesin duygu ve düşüncelerini açıkça ifade edeceği ortamların oluşturulması					
32. Okul içinde ve dışında yaşananlardan öğrenme					
33. Okulda kuralların uygulanmasında kesinlik ve önyargıdan uzak olunması					
E. Hayal Gücünü Kullanabilme ve Yaratıcılık					
34. Öğrencilerin bireysel gelişim dönemlerinde yaşamaları olası değişimleri algılayabilme, hazırlıklı olma					
35. Öğrencilerin hayal gücünü geliştirici ders içi ve dışı etkinlikler düzenleme					
36. Öğrencilerin ve okul personelinin hayal gücünü geliştirmeye engel olan kural ve yönergelerin değiştirilmesi					
37. Personeli ve öğrencileri yaratıcı çözümler üretme konusunda cesaretlendirme					
38. Yönetici, öğrenci ve diğer paydaşların hayal güçlerini projelendirme ve bunları ödüllendirme					
39. Yaratıcı düşüncelerin somut ürünlere dönüştürülmesi için uygun fiziki koşulların oluşturulması					
40. Öğretim elemanlarının kitap, makale vb konularda bilimsel üretkenliklerinin özendirilmesi					
41. Okulda ortak vizyon oluşturma ve paylaşma					



Örgütsel Zekâ Ölçeği

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN

EYLEMLER	5	4	3	2	1
F. İşleyişte Esnek ve Rahat Olabilme					
42. Öğrenci işleri, alım-satım, çevre ile ilişkiler, sosyal etkinlikler, program vb süreçlerde bürokratik işlemlerin azaltılması					
43. Eğitim ve öğretime ilişkin yeni projelerin geliştirilmesi					
44. Eğitim ve öğretime ilişkin politikaların okul yönetimi tarafından öğretim üyeleri ve öğrencilerin de katılımı sağlanarak belirlenmesi					
45. Başarılı okullardan örnek alınması					
46. Okulda her duruma ilişkin değişik eylem planlarının geliştirilmesi ve denenmesi					
G. Değişen Durumlara Uyum Sağlama II					
47. Okul performans ölçütlerinin, sapmaların belirlenmesini kolaylaştıracak biçimde tanımlanması ve sürekli performans değerlendirilmesi					
48. Okuldaki tüm görevlere ilişkin alternatif kişilerin belirlenmesi					
49. Okulun çevredeki örgütlerle işbirliği yapabilmesi					
50. Yasa ve yönetmeliklerde yer almayan durumlar için çözüm üretilebilme					
51. Gezi, gözlem, deney, proje vb etkinliklerle yaratıcılığın geliştirilmesi ve ödüllendirilmesi					
52. Okulda herkesin risk alabilmesi ve riski yönetebilmesi					
53. Kitle iletişim araçlarını takip etme					
54. Fiziksel alt yapının etkili ve verimli kullanılması					
55. Eğitim araç gereçlerinin etkili ve verimli kullanılması					
56. Çevredeki kurum yöneticilerinin okulun başarılı olmasına katkıda bulunmalarına olanak sağlamak					
57. Okulun seminer, konferans, proje vb çalışmalarla çevredeki kurumların başarılı olmasına katkıda bulunması					
58. Değişimlerin yasal yönetsel düzenlemelere yansıtılması					
59. Öğretim elemanlarının; hizmet içi eğitim, lisanüstü eğitim vb. etkinliklerle bilgi, beceri ve yeterliklerinin geliştirilmesi					
60. Mezunların izlenmesi ve alınan geri bildirimlerle yeni politikaların oluşturulması					
61. Parasal kaynakların kullanımında okul yönetiminin etkin olması					
62. Paydaşların desteğini sağlama					
63. Okuldaki karar süreçlerinde bilimsel araştırmanın esas alınması					
64. Okulun huzurlu bir ortam olarak algılanmasını sağlama					
65. Okulun iç ve dış değerlendirmeye açık olması					
66. Okulda bilginin, deneyimin ve duygunun paylaşılması					
67. Okulda karar alma süreçlerine bireylerin katılmaları					



Örgütsel Zekâ Ölçeği

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN

5

H. Yukarıdaki Maddelere Ekleme İstedığınız Başka Maddeler Varsa Lütfen Aşağıdaki Boşluğa Yazarak Puanlayınız.	5	4	3	2	1



Örgütsel Zekâ Ölçeği

Ş.Şule ERÇETİN, Nihan POTAS, Şuay Nilhan AÇIKALIN