

MEDIATING ROLE OF ORGANIZATIONAL INTELLIGENCE BETWEEN TALENT MANAGEMENT AND ORGANIZATIONAL LEARNING IN PHYSICAL EDUCATION TEACHERS

PAPEL MEDIADOR DE LA INTELIGENCIA ORGANIZATIVA ENTRE LA GESTION DEL TALENTO Y EL APRENDIZAJE ORGANIZATIVO EN PROFESORES DE EDUCACION FISICA

FUNÇÃO MEDIADORA DA INTELIGÊNCIA ORGANIZACIONAL ENTRE A GESTÃO DE TALENTOS E A APRENDIZAGEM ORGANIZACIONAL EM PROFESSORES DE EDUCAÇÃO FÍSICA

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ABSTRACT

Educational organizations need to be resilient to the environment and adapt to change to survive. Organizational intelligence enables growth and improves organizational learning and management. This study aimed to understand the mediating role of organizational intelligence in the relationship between talent management and organizational learning in physical education teachers. An applied, quantitative and descriptive research was designed. The data were collected by survey. Descriptive and inferential statistical methods are used with SPSS and PLS. Means were calculated for talent management, organizational intelligence and organizational learning. The ranking of the variables was based on Friedman's test for talent management, organizational intelligence and organizational learning. It can be concluded that strengthening organizational intelligence enhances talent management and the organizational learning process in physical education teachers, and that organizational intelligence, as a mediating variable, plays an effective role in strengthening the relationship between talent management and organizational learning.

KEYWORDS: Organizational intelligence, organizational learning, recruitment process, talent development.

RESUMEN

Las organizaciones educativas deben ser resistentes al entorno y adaptarse al cambio para sobrevivir. La inteligencia organizativa permite que el aprendizaje y la gestión de las organizaciones crezcan y mejoren. El objetivo de este estudio fue comprender el papel mediador de la inteligencia organizativa en la relación entre la gestión del talento y el aprendizaje organizativo en los profesores de educación física. Se diseñó una investigación aplicada, cuantitativa y descriptiva. Los datos se recogieron mediante una encuesta. Se utilizaron métodos estadísticos descriptivos e inferenciales con SPSS y PLS. Se calcularon las medias para la gestión del talento, la inteligencia organizativa y el aprendizaje organizativo. La categorización de las variables se basó en la prueba de Friedman para la gestión del talento, la inteligencia organizativa y el aprendizaje organizativo. Se concluye que el fortalecimiento de la inteligencia organizativa mejora la gestión del talento y el proceso de aprendizaje organizativo de los profesores de educación física. La inteligencia organizativa, como variable mediadora, es eficaz para fortalecer la relación entre la gestión del talento y el aprendizaje organizativo.

PALABRAS CLAVE: inteligencia organizativa, aprendizaje organizacional, proceso de reclutamiento, desarrollo del talento.

RESUMO

As organizações educacionais precisam ser resilientes ao ambiente e se adaptar às mudanças para sobreviver. A inteligência organizacional permite o crescimento e melhora o aprendizado e o gerenciamento da organização. Este estudo visou compreender a função mediadora da inteligência organizacional na relação entre a gestão de talentos e a aprendizagem organizacional em professores de educação física. A pesquisa foi aplicada, quantitativa e descritiva. Os dados foram coletados por meio de uma pesquisa. Foram utilizados métodos estatísticos descritivos e inferenciais com o SPSS e o PLS. As médias obtidas foram calculadas para a gestão de talentos, a inteligência organizacional e a aprendizagem organizacional. A categorização das variáveis foi baseada no teste de Friedman para gestão de talentos, inteligência organizacional e aprendizagem organizacional. Pode-se concluir que o fortalecimento da inteligência organizacional melhora a gestão de talentos e o processo de aprendizagem organizacional dos professores de educação física. A inteligência organizacional, como variável mediadora, desempenha um papel eficaz no fortalecimento da relação entre a gestão de talentos e a aprendizagem organizacional.

PALAVRAS CHAVE: inteligência organizacional, aprendizagem organizacional, processo de recrutamento, desenvolvimento de talentos.

INTRODUCTION

Today, organizations have to be resilient to their complex and changing environment and adapt to service changes. One of the most important interorganizational components is human capital, which may be the key factor in organizational success (Sopiah et al., 2020). Organizations must undertake a continuous process of change to avoid falling behind the competition and to take advantage of the opportunities in the environment. Therefore, they have to constantly develop their service skills and competencies.

In this sense, educational organizations such as ministries of education, must develop an important characteristic: the capacity for continuous change and adaptation. In other words, the durability and development of educational organizations depend on their alignment with rapid change, development and learning (Meyers, 2020).

Given the increasing organizational changes and the astonishing progress of science, the development and survival of organizations undoubtedly depend on keeping up with this pace of development; however, the adaptation process used is unable to meet these needs (Meyers, 2020). The survival of societies requires novel strategies. Therefore, in modern organizations, human resources are the most important competitive advantage (Froese et al., 2020).

One of the processes that strengthen competencies in education and lead to an individual's learning is talent management (Collings et al., 2019). Talent management cultivates an individual's talents and develops their capabilities, facilitating job performance and learning (O'Connor & Crowley-Henry, 2019). Today, organizations are aware that they need the best talent to remain competitive in a complex global economy. Therefore, organizations need to recruit, develop and retain talent, that is a critical resource that requires management to achieve the best

results. In this sense, human talent is most important and most valuable strategic resource of educational organizations (Mousa & Ayoubi, 2019).

Human resources are considered the most important sustainability factor for organizations. In the field of education, the main secret to meet the challenges is no longer technology, but smart human force and talented human. Undoubtedly, we live in the era of organizations and human beings are the repository of these organizations. The ability of human beings to think can achieve excellence, movement and growth in organizations. Therefore, talent management may be the most important tool for organizations to adapt, given the loss or retirement of managers and professionals and the great shortage of talent (Harsch & Festing, 2020).

On the other hand, dynamic organizations try to create opportunities to attract talent and compete. Organizations that are unable to adapt their human resources are doomed to failure. Therefore, one of the greatest challenges of human capital in 21st century organizations is talent management (Ingram, 2016).

Talent management is the ability of an organization to attract, select, develop and maintain key personnel in a global context (Mousa & Ayoubi, 2019). Identifying key personnel indicators is the first step in the talent management process. There is almost unanimous agreement that one of the main problems of organizations in our country is the lack of a coherent talent management process, particularly, its definition and recognition (Harsch & Festing, 2020). The right talent management criteria ensure that employees are appointed to positions commensurate with their particular skills and talents (Gardas et al., 2019).

Today, change is considered a necessary factor for future develop. Therefore, educational organizations, such as ministries of education, must direct the talents of their staff in parallel with the changes to achieve the organization's goals (Froese et al., 2020). Most managers have come to understand that having

skilled and motivated staff is one of the best ways to grow. But after a decade of knowledge reengineering and decentralization of organizations, not only have staff not been empowered, but they seem to be burned out and tired, and leaders, instead of focusing on human capital, concentrate only on work process and market outcomes, making their talent management decisions inadequate (Ardalan et al., 2013).

Education and learning are the core process of talent management. Today, the need for organizational learning is evident for more people to be competitive. Learning will increase the need to learn and explore new fields. When organizations offer talented people the opportunity to learn, it increases their capability and improves their awareness (Crane & Hartwell, 2019).

Unfortunately, despite the ever-increasing costs involved in hiring talented teachers in education organizations, and the large expenses related to their training to deploy their talent, in many cases, in fact, these individuals tend to leave the organization and change jobs (Gardas et al., 2019).

Reasons for the increase in this trend include the recent downsizing of organizations, the numerous job opportunities created by new technologies, the easy access to a large number of jobs through the internet, job dissatisfaction, the lack of the necessary organizational commitment, the lack of meritocracy in the organization, and the evolution of people's labor needs (Ambrosius, 2018).

In today's fast-paced world, it seems that improved management, exploration and development of organizational talent has facilitated increased organizational learning and intelligence (Aibieyi & Henry, 2015). Today, managers and leaders in the educational organizations believe that organizational learning leads to the development of organizational intelligence and improves teacher performance. The growing demand for organizational intelligence requires innovative solutions indicating increased investment in intellectual development (Arif & Uddin, 2016).

Talent management is a novel phenomenon in human resource management that increases the efficiency and effectiveness of organizations and consists of components such as attraction, recognition, expansion, employment and engagement of human forces. The difference between talent management and the existing human resources system is an aspect that deserves special attention (Ambrosius, 2018). Studies point out that the effective implementation of talent management leads to higher organizational intelligence and higher staff learning (Arif & Uddin, 2016).

In today's competitive environment, the introduction of talent management, smart organization and organizational learning are key factors for educational organizations (such as ministries of education) moving inward and outward, trying to differentiate themselves from their competitors (Cascio & Boudreau, 2017).

On the one hand, we can see the growth of organizational learning, its application in educational organizations, such as ministries of education, which are facing globalization, technological development and the dissemination of information, placing themselves in a complex, dynamic and unpredictable environment (Ingram, 2016). On the other hand, the sound management of human resources is so important that providing the circumstances to enhance organizational learning is a fundamental necessity for the development of human power (Khaki et al., 2017).

Therefore, organizations will be successful if all their personnel strive to increase their capabilities and if the manager creates the right conditions for this training process (Selvanathan et al., 2019). Unfortunately, some educational managers do not plan accurately or make adequate predictions because they are used to acting and thinking within boundaries that, in practice, have worked well for them (Ambrosius, 2018). But, this way of thinking is a threat to the organization.

It can be concluded that educational organizations that do not plan the learning process of their teachers will face organizational difficulties, the consequences of which may disrupt their operating dynamics (Crane & Hartwell, 2019). In this regard, the role of human resources in the public sector, particularly in education, is of great importance. Therefore, it is necessary to recognize and implement some strategies to increase the productivity of human power (Biglari et al., 2018).

CONCEPTUAL FRAMEWORK

Talent management

Applying talent management is the most important competitive advantage of modern organizations. Managers worldwide are faced with the changing nature of work and need a workforce that can adapt to these changing conditions. In the future, organizations will need to plan precisely how to timely recognize and retain elite employees. Organizations must employ talent management in accordance with their structure and culture (Frimpong et al., 2016).

Talent management can be defined from three perspectives: First, the process of developing and training new employees by interviewing, hiring and familiarizing them with the organization so that they can be integrated in to the organization's culture. Secondly, the developing and retention of existing employees in the organization and thirdly, the recruitment of highly skilled (Khaki et al., 2017).

Talent management is a tool to improve the process of hiring and developing employees so that they acquire the skills and competencies required to address the current needs of organizations (Gardas et al., 2019). Talent management ensures that each employee with particular talents and skills is placed in the

right job and that the benefits of service rewards are fair and equitable.

Talent management also ensures that employees' career path is transparent and is a stimulus to improve employment opportunities within and outside the organization. Talent management provides appropriate processes and tools to support and empower managers to recognize what to expect from their employees, thus improving labor relations (Arif & Uddin, 2016).

Organizational learning

Organizational learning is a set of tangible and intangible skills or resources facilitating the growth process and paves the way for the development of the organization's positive capabilities. Organizational learning is the ability of organizations to adapt to change and continuously improve. Organizational learning involves the ability to effectively create and generalize an idea, transcending organizational boundaries, through specific management and innovation techniques (Khaki et al., 2017).

Organizational learning is, in fact, the product of individual and group learning that helps the organization to obtain its perspective and functional objectives. It can be stated that organizational learning capability is the intrinsic ability of the organization to create, develop and use knowledge to obtain better competitive performance, even if it is not easy to make it functional (Oltra & Vivas-López, 2013).

Organizational learning is a dynamic process enabling the organization to adapt quickly to change. This ability to learn new knowledge, skills and behavior is key to developing competencies and improving organizational performance (Selvanathan et al., 2019).

Organizational intelligence

Organizational intelligence is an experimental and scientific process that emphasizes the success or failure of organizations, based on experiences that can improve organizational performance. Given its specific characteristics, and despite some similarities with individual intelligence, organizational intelligence is the product of a group acting as a unit and, in this sense, differs markedly from individual intelligence (Daneshfard et al., 2016).

Organizational intelligence is a dynamic window that observes the environment, identifies organizational performance, increases efficiency and reveals unknown opportunities (Ardalan et al., 2013). Organizational intelligence enables profit, understanding and maintaining consistency of business experiences, elevates organizational information to a higher level, and converts data and information from static to organic objects (Ghotnian et al., 2019).

Literature review

It is worth mentioning some research related to the variables of the present study. Sopiah et al. (2020) indicated that there is a significant relationship between talent management in the organization and employee performance, and that the level of talent management will increase as a function of the improvement of employees' employment status.

The statistical results of Harsch and Festing (2020) indicated that there is a significant relationship between talent management component strategies on employee agility: the more talent management increases, the more its organizational learning rate increases.

Soleimany (2020) indicated that the directed talent management variable has a significant positive effect on employee empowerment and organizational intelligent variables. Soleimany

(2020) suggests that strengthening the subscales of the talent management system contributes significantly to the effectiveness of the personnel training process, but achieving higher levels of training through talent management requires an adequate level of intelligence capability in the organization.

Khaki et al. (2017) suggested that there is a significant relationship between the components of talent management and innovative behaviors, and that organizational learning is a mechanism for improving staff knowledge and learning.

Al Qeed et al. (2018) showed that system administration and talent management patterns have a significant positive relationship with staff intelligence and that the higher the intelligence level of employees in the pharmaceutical sector, the higher their performance.

This study is important because it can improve our understanding of the variables analyzed. From a practical and applied point of view, it can provide a set of guiding and key principles that emphasize the enhancement of the dimensions of talent management, organizational learning and organizational intelligence.

Given the rapid changes in the field of information and accelerated production of knowledge, we have to move towards lifelong learning. In this sense, physical education teachers are faced, on the one hand, with the education of a large number of students with different physical and mental requirements to properly use their talents and abilities and, on the other hand, with the rapid changes and developments in the field of sport. Coping with these changes requires an environment based on knowledge, innovation and functional expertise.

Considering the importance of physical education and the role of physical education teachers in the dynamization, motivation and search for knowledge, this study aims to recognize the relationship between talent management and organizational learning through the mediation of the variable "organizational intelligence".

METHODS

An applied descriptive research was designed. Data were collected by means of a survey. The relationship between variables was analyzed according to the objective of the study and, in particular, the structural equation model.

Population

The population consisted of all physical education teachers in Guilan province, including those with at least one year of work experience, formal employment in the public sector, and first and second high school physical education teachers. 330 people were selected as the total number of statistical samples to avoid probable errors and non-response of some individuals.

Out of a total of 330 questionnaires, subjects responded by referral and continuous follow-up. Finally, due to non-response (12 questionnaires) and completion defects (8 questionnaires), 310 questionnaires were collected.

Data collection and procedure

To collect information related to the literature and theoretical discussion related to the topic, the library technique was used. Field survey by questionnaire was also used, which is one of the usual research tools and constitutes a technique for obtaining research data.

Through evaluation, coding and analysis, the interpretation of the regular questionnaire was easy and comfortable for all subjects due to its uniformity. Respondents were asked to mark only one of the expected answers instead of writing the answer. The 6-point Likert scale, which is one of the most commonly used scales for measuring, was used to design the questions.

To distribute the questionnaires, the necessary permissions were first received from the General Department of Education of Guilan province, and then the research colleagues distributed and collected the questionnaires in person at the schools.

Instruments and tasks

For the talent management variable, the Oehley (2007) talent management questionnaire was used. This questionnaire includes the components of talents attraction, identification and segregation of talented employees, talent application, talent development, building positive relationships and talent maintenance. A questionnaire with 36 questions was prepared using the Likert measurement scale.

The Neefe (2001) organizational memory questionnaire was also used to measure the organizational learning variable. The questionnaire components include shared vision, organizational culture, teamwork and learning, organizational structure, leadership and partnership strategy, and employee competency development. This questionnaire was formulated on a 5-point Likert scale.

The organizational intelligence questionnaire of Albrecht (2003) was used to measure the mediating variable of the study. This questionnaire consists of 49 questions and 7 aspects, including strategic vision, common fate, tendency to change, alliance and agreement, working spirit, knowledge application and functional pressure. The questions of this questionnaire are designed based on a 5-point Likert scale. Cronbach's alpha technique was used to determine the reliability of the test. This technique is used to calculate the internal consistency of the measurement tool that measures various characteristics. The results are shown in Table 1.

Table 1. Study variables Cronbach's alpha rate

Variables	Cronbach alpha coefficient
Talent management	0.903
Organizational intelligence	0.823
Organizational learning	0.819

Source: Own elaboration.

Data analysis

The Kolmogorov-Smirnov, single-sample t-test, Friedman and goodness-of-fit statistical tests were used. SPSS and Lisrel software were used to analyze this study. Central and dispersion parameters were used for the descriptive analysis of the study variables, which are shown in the following table. The results are shown in Table 2.

Table 2. Analysis of the descriptive characteristics of the variables

Variables	Subject number	Mean	Standard deviation	Variance
Talent management	310	3.410	0.710	0.645
Organizational intelligence	310	3.301	0.695	0.637
Organizational learning	310	3.370	0.658	0.628

Source: Own elaboration.

Kolmogorov-Smirnov tests were used to test the normality or non-normality of the data. If the data are normal, statistical inference tests can be used. This test is performed with an error level of 0.05. The results are shown in Table 3.

Table 3. Study variables normality test

Variables	Subject number	Mean	Standard deviation	K-S statistics	Significance level
Talent management	310	3.410	0.710	4.431	0.089
Organizational intelligence	310	3.301	0.695	4.210	0.087
Organizational learning	310	3.370	0.658	4.129	0.085

Source: Own elaboration.

T-value statistic was used to evaluate the significance of the relationship between the variables. According to the statistical result of the research variables at 5 % confidence level, the T-value rate is greater than 1.96, indicating that there is a significant relationship between the study variables.

RESULTS

Descriptive statistical indicators were used to examine the demographic characteristics of the subjects and their frequencies were studied according to sex, age, and education. According to the descriptive results, 177 subjects were male and 133 were female.

Regarding the age range of the sport education teachers, the Mean and standard deviation corresponded to those under 30 years old (27+1.3), 31-39 years old (36+1.6), 40-49 years old (44+1.5), and over 50 years old (56+1.4). In terms of education level, 125 subjects had an associate's degree or lower, 30 had a bachelor's degree, 115 had a master's degree, and 40 had a doctorate.

The strength of the relationship between the variables of the main activities of the analytical model for determining the degree of vertical integration in working conditions is 0.37, which is considered significant. The test statistic is 56.32, which is greater than critical T value at a 5 % error level, which is 1.96. This indi-

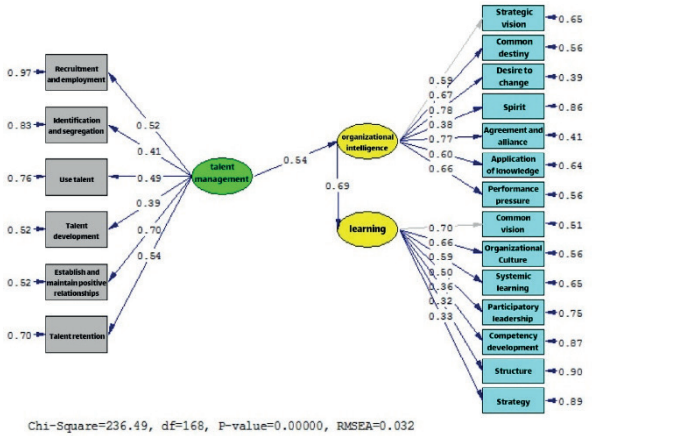
cates that there is a significant correlation strength and that the relationship between the identification and segregation subscales of intelligent employees in the organization are 0.55, and the calculated value of the test statistic is 7.92, which is greater than the critical t-value and indicates that there is a significant correlation.

According to the statistical results, the relationship between talent application and organizational intelligence is 0.47, which is significant. The test statistic is 6.84, which is greater than the critical T rate at 5 % error level which is 1.96 and indicates that the observed correlation is significant. The calculated index of the talent development subscale in organizational intelligent is 0.59, which is significant. The test statistic is 8.37, which greater than the critical T-value at the 5 % error level which is 1.96 and indicates that the observed correlation is significant.

The power of the relationship between the variable providing a positive relationship with organizational intelligence is 0.39 and the test statistic is 4.31, which is greater than the critical T rate at the 5 % error level, *i.e.*, 1.96, indicating that the observed correlation is significant. So, it is created with 95 % confidence and maintain the positive relationships effect on organizational intelligence.

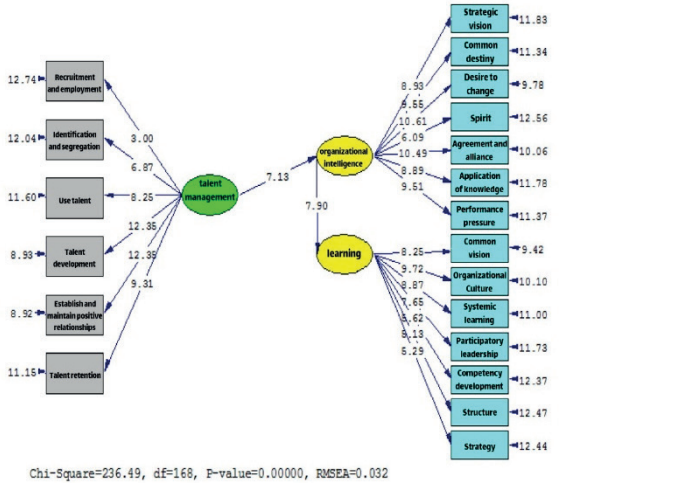
Also, the value of the talent retention subscale in organizational intelligence is 0.66, which is significant, and the test statistic is 5.85, which is greater than the critical T-value at the 5 % error level, *i.e.*, 1.96. This indicates that the correlation is significant. The power of the relationship between the organizational intelligence variable and organizational learning is 0.48, which is significant. The test statistic is 6.23, indicating that the relationship between the two variables is significant. Figures 1 and 2 show those values.

Figure 1. T-value statistics



Source: Own elaboration.

Figure 2. Standard coefficient test for factor analysis of the variables



Source: Own elaboration.

The structural model of goodness-of-fit is saturated in 3 steps. The fit coefficients indicate optimal values. The normal

chi-square value was 1.407 which lies in the interval 1-5. Overall, the structural model has an optimal fit value. The RMSEA index is 0.032, less than 0.05, indicating that the model is adequate. Other goodness-of-fit indices are in an acceptable range. Table 4 shows those indices.

Table 4. Goodness-of-fit indices for the structural model of the research variables

Fitness indices	SRMR	RMSEA	GFI	AGFI	NFI	NNFI	IFI
Acceptable values	<0.05	<0.1	>0.9	>0.9	>0.9	>0.9	0.1
Calculated values	0.37	0.032	0.96	0.92	0.96	0.93	0.96

Source: Own elaboration.

The mean of subject's views on the talent management variable is 3.572, which is higher than the mean of Likert scales. The significance value is zero, which is less than the error significance rate 0.05. Thus, the observed mean is significant and the T-statistic index is 12.271, which is greater than 1.96. The upper and lower limits of the confidence interval are slightly greater than zero and the test statement is also approved.

In addition, the mean of respondent's view on the organizational learning variable is 3.489, which is higher than the mean on the Likert scales. The significance index is zero, which is less than the error rate 0.05. Therefore, the mean observed mean in this study is significant. In addition, the T-value is 11.658, which is greater than 1.96. According to the statistical results, it can be stated with 95 % confidence that all three variables are significant.

After examining the normality of the research variables, the single-sample T-test is used to address the status of variables. The results of the T-test for a single variable based on the mean view of respondents are given in Table 5.

Table 5. Results of the single-sample T-test for the research variables

Variables	Mean	T-value	Significance level	95% confidence interval	
				Lower limit	Upper limit
Talent management	3.572	12.271	0.000	0.462	0.473
Organizational intelligence	3.569	12.361	0.000	0.391	0.531
Organizational learning	3.489	11.658	0.000	0.301	0.391

Source: Own elaboration.

The Friedman test (Table 6) was used to rank the research variables status. Talent management, with the first place in the Friedman test and a score of 6.0 is the best. Organizational intelligence, with a score of 3.569, ranks second, and organizational learning, with a score of 5.891, ranks third. The Z-test is used to study the significance of the difference in scores of the variables and the significance index is approximately 0.000.

Table 6. Results of Friedman's test for the classification of variables

Variables	Mean	Test results	Variable rank
Talent management	3.572	6.070	1
Organizational intelligence	3.569	5.862	2
Organizational learning	3.489	5.891	3

Source: Own elaboration.

DISCUSSION

This study aims to examine the mediating role played by organizational intelligence in the relationship between talent management and organizational learning of teachers.

According to the results, organizational intelligence, as a mediating variable, influences and strengthens the relationship between talent management and organizational learning at a level of 95 %. In other words, the indirect effect of talent management on organizational learning, which is produced through organizational intelligence, is much greater than the direct effect of talent management on organizational intelligence.

By considering the career cycle of physical education teachers as a model of integration and the most important processes of human resource development, it can be understood that the issues related to talent management can be established and generalized to all the processes of the cycle.

As for the benefits of talent management, it can be said that the government, in the physical education section, by investing in talent management, enjoys a high rate of return on investment, and will gather diverse talents for the physical education section. In such a situation, it benefits from agile and motivated workforce, which will result in the effectiveness of the organization.

This can be explained by the fact that higher organizational intelligence makes talent management more fluid and provides progression to the organization. One of the most important aspects of intelligence is the perception of global dynamic changes, environmental change, skills and knowledge gained through past experiences that are undeniable and challenging (Al-Qeed et al., 2018).

Effective training includes the use of available systems for learning, development and improvement of existing knowledge, analysis of new conditions, development of new circumstances and solutions to help improve the quality level of environments (Bhatnagar, 2007).

The organization must do the same influential effective tasks to change the organizational environment. They should continue with the internal data and systems according to previous experiences, but should be adequately sensitive towards the

changing environment and flexible to develop new systems and knowledge to cope with these changes (Runhaar et al., 2019).

The statistical results indicated that there is a significant relationship between talent management and organizational learning with the mediating role of organizational intelligence, consistent with the findings of Collings et al. (2019), Meyers (2020), Mousa and Ayiobi (2019), and O'Connor et al. (2019).

This finding indicates that physical education teachers' emphasis on talent management and its observation can lead to better organization learning by employees, taking into account the mediating role of teachers' organizational intelligence.

This finding supports some authors suggesting that organizational learning, and therefore the production of new knowledge, is collective in nature and occurs beyond the personal learning of each member of the organization.

It also means that learning and, consequently, the production and dissemination of new knowledge imply the existence of continuous internal changes that occur at the cognitive, behavioral, social and emotional levels.

Ultimately, these internal changes will lead to improvement of the organization's processes, affairs and operations and, finally result in a positive competitive advantage in the various organizational learning capabilities, all of which implies the effectiveness power of organizational intelligence (Bhatnagar, 2007).

CONCLUSIONS

In this study, organizational intelligence is the process of converting data into knowledge and the conversion of knowledge into those activities that increase the benefits of organizations, creating in the organization's staffs the tendency to improve performance, the process of exchanging data and opinions to provide useful knowledge and create intelligent behavior.

Organizational intelligence, in general terms, is a mental ability that includes capabilities such as arguing, planning solving, abstract thinking, using language and learning. Organizational intelligence is, in fact, the ability of an organization to increase information, innovation, general knowledge and effective action based on knowledge creation (Harsch & Festing, 2020).

An advantage of organizational intelligence is that it helps organizations to recognize, choose, organize and publish important information and skills, which are considered organizational memory and are generally available in an unorganized form (Ingram, 2016). This will help the organization to effectively solve learning problems, strategies planning and organizational learning.

The results indicated that one of the main processes in the discussion of talent management are education and learning and, today, the need for the organizational learning is approved at all organization levels. Organizations can create a positive effect in increasing the available talents to cope with future needs (Biglari et al., 2018).

The research indicated that talent management has an important role in shaping the organization's capacity for intelligent learning performance and the development of organizational learning through the creation of an appropriate environment for making decisions to enhance successful knowledge production and application in education. Organizations that use talent management are strategic organizations, and predict how to recruit, select, educate, develop and transfer employees in the organization (Runhaar et al., 2019).

This management approach should always be taken into account in the physical education section. Talent management is a set of management forms and processes, the most important of which is the identification or selection of capable and elite individuals. Good talent management equals better results in the work environment, the indispensable preliminary stage of which is the selection of the best talent and their timely and appropriate recruitment.

Undoubtedly, organizational intelligence as the capacity of an organization in the field of physical education should be considered by managers of physical education organizations, because one of the fundamental challenges of today's management is how to create new generations of intelligent organizations. Entrepreneurship is considered the most important way to seize opportunities.

Organizational intelligence is presented as the talent and capacity of an organization to move the mental capacity of physical education teachers and focus this capacity to achieve the work apostolate.

The results indicated that there is a significant relationship between talent management and organizational intelligence, which is consistent with Al-Qeed et al. (2018), Crane and Hartwell (2019), and Runhaar et al. (2019).

Authors have suggested that talent management has a significant positive relationship with employee intelligence and that talent management has ability to help organizational staff to produce and apply knowledge to create a good internal cooperative and working environment (Arriola et al., 2016).

Recent findings on talent management and organizational intelligence have shown that managers in the organizations studied could improve organizational intelligence by promoting, cultivating, and developing talent management that encompasses a wide range of strategic perspectives: recognizing the benefits of change and adaptation, creating and developing a sense of shared destiny, attending to people development, accepting mistakes, increasing employee awareness, building commitment to results, showing commitment to organizational goals, helping organizational members detect their mental models and reconstructing their views of reality to develop a systematic understanding (Kim et al., 2016).

Organizational intelligence will create a dynamic, intelligent organization focused on understanding knowledge and learning and thus one that learns to manage intelligently (Hamad, 2019).

The management of educational organizations tries to establish systems to achieve their objectives to ensure an adequate space and increase productivity. The talent management evaluation system allows to examine their behaviors, capabilities, growth and prosperity to achieve the organization goals and to clarify the educational needs of employees by providing them with the necessary information.

Measuring performance and an organization's goals, mission and policies, and being aware of the productivity of the performance evaluation system will improve human resources in organizations (Khilji et al., 2015).

The results indicated that there is a significant relationship between hiring responsible employees and organizational intelligence. To explain this relationship, it can be said that there are a number of factors that are considered strategic to recruit talented people, such as creating and shaping a desirable mindset throughout society, especially geniuses and responsible people, implementing a recruitment and improvement system within the organization, implementing appropriate working hours, considering appropriate salary and benefits, and providing welfare and recreational facilities to recruit responsible and elite people in various jobs (Serinkan et al., 2014).

Talent management assures that each employee with particular talent and skills is placed in the right job; in addition, the service's compensation benefits are fair and just (Biglari et al., 2018). Also, their job courses are clear and serve as a growing stimulating factor for better job opportunities inside and outside the organization (Syysnummi & Laihonen, 2014).

Talent management provides appropriate processes and tools to support and empower managers to understand what to expect from their employees. This will improve work relations-

hips, and the organization will get a high return by investing in talent management, while having multiple talents available (Hughes, 2018). Under these conditions, the organization will benefit from agile and motivated workforce which will translate into organizational efficiency (Oltra & Vivas-López, 2013).

The results indicated that there is a significant relationship between talent development and organizational learning, consistent with Hamad (2019), Harsch and Festing (2020), Nasiri and Bageriy (2020), and Soleimani (2020). One of the reasons for this consistency may be the promotion of internal motives and learning, which in this case can be facilitated and practiced by managerial roles (Nasiri & Bageriy, 2020).

organizational learning occurs when managers not only produced ideas, but are also able to share them and create commitment to learning among employees. Thus, those managers who are not committed to learning, produce a wave of doubt in the organization (Rastgoo, 2016).

Talent management is about emphasizing the management of human resources for competitive advantage and their potential to create added value, and then identifying talents, matching them to job functions and motivating teachers to learn. One of the main challenges facing the business world is to obtain the vital knowledge of the organization along with the valuable human resources that produce this knowledge. In fact, talent management is a good and appropriate tool to acquire it.

Overall, the results indicated that the effect of talent management on organizational intelligence is greater and the effect of talent management and organizational intelligence on organizational learning is roughly similar. Also, the results indicated that talent management plays an important role in shaping organizational capacity to act intelligently and develop organizational learning by providing a suitable environment for making decisions that enhance the successful production and application of knowledge in the organization.

Suggestions

Organizational learning requires an intelligence that must be based on the continuous collective attempts of all teachers to share and produce new knowledge and learn from mistakes, regardless of personal intentions. All these aspects lead to a better understanding of the close relationship between talent management and the factors that influence organizational intelligence and organizational learning capacity.

Given the importance of the issue and in order to achieve greater utilization of human resources and effective management, it is suggested that those who have the necessary competence and are most interested in organizational learning and in institutionalizing organizational learning in their system be selected as managers in the field of education.

It is recommended that the culture of talent management be institutionalized in the discourse and performance of teachers in education. If all organizations perceive and believe that talent management is effective, it will be more influential in organizational intelligence and learning.

It is suggested that ministries of education should try to recruit and employ talented manpower based on the defined principles and educational needs to achieve more and more organizational intelligence. Education officials should pay special attention to the assessment of educational needs and formulate and implement the necessary personal and educational development programs.

It is suggested to other researchers to conduct similar research in educational organizations related to the subject of physical education so that the results can be generalized with greater certainty, using the method of collecting information through personal interviews and other statistical methods. Investigating the effect of individual aspects of talent management separately on the learning abilities and learning styles of physical education

teachers and investigating the effect of continuing education courses on talent management and learning abilities of physical education teachers is of utmost importance. Finally, investigating the effect of talent management on building the organizational intelligence of physical education teachers and entrepreneurship and motivation building in them would be a field to explore.

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