Examine the Relationship between Organizational Learning Cultures on Quality of Services of Staff in Kerman University of Medical Sciences in 2014

Zahra Esmaeili Abdar, Malikeh Beheshtifar

ABSTRACT

Learning is a relatively permanent change in behavior and learning potential, provided that such changes occur on getting experience. Organizational learning occurs when information is collected In order to produce and develop new facts, analysis and created a new vision and make it through communication, education, dialogue and interaction with all levels of the organization to move and the spread of information, communication, knowledge and quality of decision making in the organization, and value of, commitment to learning and personal development, creation and preservation of open space and qualified personal to be reliable. Therefore, identification of factors influencing organizational learning culture is one of the most important factors of employees' views on the quality of service. In this regard, this study examines the relationship between culture and organizational learning, and service quality employees. The population of this descriptive - correlation administrative staff consisted of Kerman University of Medical Sciences. Total of 200 questionnaires distributed, 142 questionnaires were correctly completed testing using descriptive statistics: frequency, percentage, mean, variance, and standard deviation were calculated. To examine the relationship between organizational learning culture and quality of services, inferential statistics, including Pearson correlation, analysis of variance and multiple regressions were used simultaneously. Organizational learning culture, with an average overall score of 2.59 (the central point 5) is moderate. Maximum continuous learning related fields is (mean 2.90, SD 0.77) and the lowest dimension of empowerment (mean 2.34, SD 1.13), respectively. Respecting the quality of services provided (the perception) showed that organizational learning culture and quality of services provided and significant positive correlation ($P <0.05$, $r = 0.24$), which shows that this increase organizational learning culture employees will increase their internal service quality.
Keywords: Organizational learning culture, Service quality, Servqual

Introduction

Today, the school management all agree that organizations should be able to learn and it is believed that learning basic skills in the first decade of the 1990s was the same in 2000, is the current thinking (Najaf Beigi,2010:267). Large organizations with traditional structures of power

and flexibility for alignment with changes in the environment and forced to survivor change their structure or their too lsareequipped to deal with global change can be achieved. One of these too lysis to institutionalize the learning organization (Khelghati and Hayati, 1388). In other words, focusing on open systems approach will be stressed that survival depends on learning organizations and organizational environment is a major step in the implementation of the organization's response is(Daft &Weick,984th: 284). Typically, learning the culture and organizational structure to penetrate according to Argris & Schon(1978) the structure and culture of a learning organization are important aspects (Kontoghiorghes et al., 2005: 188). Learning is a relatively permanent change in behavior and learning potential, provided that such changes occur on getting experience(Hilgard, 1975).Culture, organizational learning and organization learning concept originated and refers to a situation in which the organization will have learned a very important role in business success and based on the business score competencies to achieve competitive advantage provides(Ahmadand Pishdar, 2010).Organizational learning activities that are long-term benefits of a competitive situation may, in fact, a key factor in organizational requirements that will be sustained in the new world economy. Learning occurs when information is collected from an organizational perspective and to produce and develop new facts, is analyzed, and it will bring for the new vision through communication, education, dialogue and interaction with all levels of organization to move. In other words, organizational learning, how learning occurs or the knowledge organization presents (Moradian, 2010:126). On the other hand, in dynamic environments, organizations with a series of unexpected problems and unforeseen situations that are faced by an individual to control it is difficult, but, an organization using patterns of interaction members technologies culture and processes are faced with difficult situations well. Weick and Roberts have called the wisdoms of the setoff patterns of interaction(Galin, 1996).That one does not docomplex tasks in an organization, but also the interaction between technologies, techniques, and people that will help the organization accomplish their critical task (Hill, 2006). Given the importance of service, excellence and service quality becomes more important, so that the quality services of the important challenges of this century is one of the service organizations. Leaders of these organizations are trying to organize their thoughts and develop a culture of customer orientation and by focusing on customer needs and appropriately responding to their demands, while creating a competitive advantage in the pursuit of excellence in the performance of their organizations provide (Mirghafori and Maki, 2010). According to statistics, nearly 79 percent of the total workforce is employed in the service sector. The statistical significance of the service sector and its important role in the development is shown (Mirghafori and Maki, 2006). Life force of a service organization, its employees are, especially frontline staff, the company is directly related to the customer. Unlike products, services are produced and consumed at the same time, frontline service employees, essentially producing services. This aspect of the service has led to a focus on service employees play a critical role in the distribution of high-quality services (Nayhn and Marlow, 1993: 297). In fact, the employees of the organization are linked to customer service, direct influence on customer satisfaction and marketing roles to play.

Methods
This study is descriptive-correlational. The general aim of the study was to investigate the relationship between organizational learning culture and quality of services provided Staff College. The population consisted of all staff employees Kerman University of Medical Sciences, which according to statistical calculations(d = 0.6),a sample size of140is obtained. Two questionnaires were used to collect data. The first questionnaire was adapted from Atkins, and Marsikmodel(1997) consists of35items that most of the seven dimensions of organizational learning culture examine five questions. Areas of continuous learning, study and dialogue, team learning, alternatives, empowerment, communication system and strategic leader ship domains of the questionnaire were involved. Each question has5 options that range and scored as grade 5strongly agree, agree,grade4, grade3idea, I am against these condscore, a score of 1is totally disagree. Validity of organizational learning culture by Darwish Zadeh(2013) using the content as much as0.980, respectively, and reliability0.963 is obtained(DarvishZadeh,2013). The second questionnaire was adapted from the SERVQUAL model by Parasuraman and his colleagues presented and a method that is frequently used to evaluate the quality of higher education and universities are. (Alves& Vieira, 2006) Parasuraman, Berry and Zytaml (1998) after extensive field studies, nearly a decade of service quality, customer satisfaction, and service quality measurement tool called SERVQUAL presented (Kavoussi and Saghaei, 2005). SERVQUAL questionnaire consisting of 22 questions that evaluate the quality of an organization's services and facilities of the five different appearance, reliability of services, a response rate of organization, quality of service and understand what the customer has been designed to sympathy. As defined by the difference between customer expectations and perceptions of customer satisfaction, quality of product or service is obtained from (Hayz, 1997). Each of the 22 questions to assess a customer's expectations and then measure her perception of service quality is used. No doubt, in the field of service quality SERVQUAL as a popular tool since marketing researchers have not encountered (and Saghaei Kavoussi, 2005). Validity of the questionnaire in the Rezayian's study.871 and reliability .879 is obtained (Rezayian et al, 2011). The questionnaire consisted of the following morphological characteristics: the appearance of physical space, equipment, personal and communication channels (4 questions), then reliability:

the ability of universities to deliver accurate and reliable (5 questions), answer the following: the willingness of the assist customers and provide prompt service (4 questions), then assurance: knowledge and courtesy of staff competence and their ability to convey trust and confidence of clients(4 items), and empathy personal the ability of personal of the hitting each of the client according to their mood(5 questions). The responses to the questionnaires respondents in answering any of the questions in each of the quality of what has been observed (perceptions) in5scale, very low(grade A), low (score 2), neither less norhigh(score 3), high(score 4) and very high(score 5) were measured. They also commented on the importance of each question then is what level(expectations) on a5scales otrivial (grade A), trivial (grade 2), does not matter(score 3), important(score4)and very important (score 5) were evaluated.

A total of 200questionnaires were distributed among staff and staff of Kerman University of Medical Sciences,184completed questionnaires were returned, of which the information correctly completed142questionnaires were entered into SPSS software, using version 18were testing descriptive statistics, frequency, percentage, mean, variance, and standard deviation were

calculated. To examine the relationship between organizational learning culture on quality of services, inferential statistics, including Pearson correlation, analysis of variance and multiple regressions were used simultaneously.

Research results
According to statistical analysis, the mean age of the study participants is 37.06 years, SD = 8.15. 75.2% of women have the highest number of samples. Most of the participants were high school graduates and high school education and more work experience range from one to five years and five to ten years to come (Table 1).

Table 1 - Demographic characteristics Staff of Kerman University of Medical Sciences in 2014

Job history						Education			Age				Sex		Variable
26-30	21-25	16-20	11-15	6-10	1-5	BA or higher	Diploma and Associate Degree	Under diploma	>50	41-50	31-40	20-30	Woman	Man	
5	16	20	20	30	34	37	85	2	5	41	41	39	97	32	**Number**
4	12.8	16	16	24	27.2	29.8	68.6	1.6	3.5	32.7	32.7	31.1	75.2	24.8	**Percent**

Replies to analyze the organizational learning culture, the mean of each question and the mean were calculated for each component separately. As can be seen in Table2, the culture of organizational learning, with an average overall score of 2.59(the centralpoint5) is moderate. Among the areas of organizational learning culture questionnaire related to the continuous learning of the highest (mean2.90, SD 0.77) and the lowest dimension of empowerment (mean2.34, SD 1.13) respectively. According to these results, scores around the border is a culture of organizational learning. This is especially in some areas such as empowerment is more attention. It seems from the perspective of employees in the organization was poor. Overall, the scores obtained are not desirable; the more items have no grade point average equal to or higher than three did not (Table2).

Table2.Scores of organizational learning culture questionnaire

mean (SD)	Organizational learning culture
2.90(0.77)	**Continuous learning**
2.78(0.77)	**Review and discuss**
2.60(0.85)	**Team learning**
2.61(0.88)	**Replacement systems**
2.34(1.13)	**Strengthing**
2.14(1.13)	**System relation**
2.52(1.21)	**Strategic leading**
2.59(0.75)	**Total score**

Table3 presents the mean of perceptions and expectations of customers. What are the implications and perceptions of the quality of the services performed? Each of the quality of what is observed (column A) and assess their expectations of quality services is what level (column B). The results indicate that the average waiting staff and quality of service in all areas was higher

however, this expectation has not been achieved in practice in services and means less in that order.Lowest dimension of tangibles (2.67) is the same morphological characteristics: the appearance of physical space, equipment, personal and communication channels. But scores of ensuring the highest expectations are met. After ensuring the knowledge and courtesy of staff and their ability to make sense of competence and confidence customers are included.

Table3. Scores from a questionnaire quality of service of employees

Expectations **B** Mean **SD**	Perceptions **A** Mean **SD**	**Domain**
74.43(26.1)	44.76(18.2)	**Tangibles**
76.23(25.4)	51.05(17.1)	**Trust**
75.74(25.4)	51.27(37.5)	**Responsibility**
76.98(26.2)	57.48(20)	**Guarantee**
71.83(22.9)	52.96(18.8)	**Empathy**
75.04(23.6)	51.51(17)	**Total score**

Table4. Relationship between learning culture and quality of staff

Associated with the learning culture

Number	Sig.	Pearson Correlation	**Domain**	
142	.001	.36	Percept	**Tangibles**
142	.01	-.21	Expectations	
142	.001	.36	Percept	**Trust**
142	.3	-.09	Expectations	
142	.75	.03	Percept	**Responsibility**
142	.05	-.16	Expectations	
142	.04	.17	Percept	**Guarantee**
142	.18	-.11	Expectations	
142	.03	.19	Percept	**Empathy**
142	.04	-.17	Expectations	
142	.004	.24	Percept	**Total score**
142	.06	-.16	Expectations	

Table4: Results of correlation between the two variables, evaluating employees' expectations of the quality of services (the expectations) as well as respecting the quality of services provided (the perception) showed that the relationship between culture and organizational learning and the quality of services provided positive and significant($P <0.05$, r = 0.24), which shows that this increase organizational learning culture will increase the quality of their local services. However, this relationship is not significant and had the expected inverse relationship and we can conclude that despite increasing organizational learning culture reduced expectations, but these results are not statistically significant. Also based on the independent t-test mean score of service quality learnings cores in both groups there is no significant differences between men and women. Among the demographic variables (age and gender), the culture of organizational learning and the quality of services provided significant relationship was found. In examining the relationship between different components of learning (continuous learning, study and dialogue, team learning, alternative systems, empowerment, communication system, strategic leadership) with quality

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service, the findings indicate a significant positive association between components of systems replacement assurance and empathy is (guaranteed: r = 0.16, p = 0.05 and empathy: r = 0.17, p = 0.03).

Discussion

Overall score for organizational learning culture in the organization of Kerman University of Medical Sciences with an average of 2.59(the central point5) is located at approximately average Ghanbarpour Nosrati has done a similar study of the organizational culture, with an average overall score 3.55 located at a higher level they have stated that the organizational culture, organizational learning motivation and internal service quality are satisfactory Selected Federation (Ghanbarpour Nosrati, 2013). Also in the Darvishzadeh's study that examines the relationship between organizational learning culture and creative atmosphere in Kerman executive organizations. Organizational learning culture score of 131 overall score of 175 (a score of 3.74from the center point5), respectively, and they mentioned that 9.88 of the participants have a positive culture of organizational learning (DarvishZadeh, 2013). These results are compared with the scores of organizational learning culture in the organization of Kerman University of Medical Sciences is not desirable for more items in the medium or have worked poorly. There is no distinction is not equal to or higher than three. The domains of the questionnaire is related to the continuous learning of the highest mean (mean2.90) and the lowest dimension of empowerment (mean2.34), respectively. According to these results, not only the privilege but rather a culture of organizational learning about border areas such as empowerment is relatively weak. The results of the different fields of organizational learning Darvishzadeh study indicate that scores in all areas was satisfactory (grade 18 and above 25 score or a score of 3.6 from 5) and also the highest score in the area of strategic leadership (score 2.19 or 3.84), which is inconsistent with our results and the lowest score empowerment (score 18.1 or 3.62) which, despite its higher points, the results of our are in agreement (DarvishZadeh, 2013). Medical staff in the area of empowering low rating should be a warning to managers and require special attention in this field. In the learning organization, people should be fully aware of their capabilities and expand and improve. In all there are amazingly creative power of human beings, if they can be identified and developed, many organizations will benefit from these forces. They recognize the changing environment and the continual changes that are beneficial to the goals of the organization (Soltani, 2006: 4). About the importance of empowerment can be defined noted Lawson stated that he used for empowerment can be achieved and the result can be seen in the organization of three streams:

A. Willingness of managers to the level of employee participation (participatory management)

B. About delegating authority to subordinates (delegation of powers)

C. Performance-based bonuses or rewards to employees who are paid in exchange for success in performing their duties (Lawson, 2001: 88).

Many modern applications enabling organizations to carry out, but they can enable their employees to various degrees. In some organizations, the concept of empowerment is to encourage employees to submit ideas, but the final decision – making authority over the director. In some other organizations, empowering sense offered omandfull authority for decision making and apply

the innovation (Daft and Nou, 2001: 218). The results of the SERVQUAL questionnaire to assess the quality of services in the two categories of service quality expectations and perceptions of service quality are dealed. Indicates that Mean waiting staff and quality of service in all areas was higher, however, this expectation has not been achieved in practice in services and mean less in that order. These results are in agreement with other studies(Agha etmullahs, 2006-Erebuniet al, 2008-M., 2006 -Ham,2003).Hamminh is treatises service quality, customer satisfaction and customer behavioral intentions in a private university South Carolin astate college in West Michigan has done and is thus expected average service quality perception of service quality is above average (Ham, 2003).Sir Mullahset al. in a study assessing the perspectives of students in Hormozgan of educational services in five dimensions is negative gap the greatest gap in the accountability and reliability dimension is the smallest gap and showed the students' dissatisfaction with the services provided is Hormozgan (Sir Mullahset al, 2006).In another study that examined the gap between expectations and perceptions of educational services in Zanjan University of Medical Sciences there are gaps in all dimensions of empathy and the lowest to the highest gap in the safety (Bony et al, 2008).Mustafa study of four private universities in Egypt using Koval served in the empathy, responsiveness and reliability of the satisfaction is low (Mustafa, 2006).In another study that was conducted at the Faculty of Engineering at the local university in Singapore the gap between expected service and perceived service quality in all aspects of negative and this indicates a lack of satisfaction. The lowest gap in the concrete and is the highest in the response (Tan and Coke2004). In our study, the lowest quality of services related to tangibles (2.67) is the same as the following morphological characteristics: the appearance of physical space, equipment, personal and communication channels. Therefore, organizations should pay special attention to this aspect and have to overcome obstacles and problems in this regard to take action or in other words the dimension of the indices that are rated less improved. Scores to ensure the highest expectations are met. After ensuring the knowledge and courtesy of staff and their ability to make sense of competence and confidence to customers are included. There salts of a study that examined student satisfaction with service quality partners Rezaeian University message was gained. Their results show that the ranking with a score of guarantee (3.87) was higher than in all questions relating to the area to ensure all were satisfied. So they need the assurance given as a key aspect has been emphasized (Rezayianet al, 2011).In another study at the University of North Texas has used the SERVQUAL model dimensions of assurance, empathy and trust are correlated with student satisfaction with the course and students' satisfaction with the two other tangible response relationship was not significant (Astodnyk and Rogrz, 2008). Saktyol et al stated that the lowest student satisfaction with quality of service guarantees related to the empathy and since then has been highest and accountability aspects, morphological characteristics and reliability have been among them, but they are Mean or less than average in the region were warned (Saktyol et al, 2005). A recent study showed that organizational learning culture and quality of services provided and is   significant positive correlation (P <0.05, r = 0.24). This indicates that the increase organizational learning culture, they will increase the internal service quality and the results are in agreement with the findings Ghanbarpour Nosrati and eigen (GhanbarpourNosrati, 2013 - Eigen et al, 2004). The mean score of service quality learning scores in both groups is no significant differences between men and women. The demographic variables

(age and gender), the culture of organizational learning and the quality of services provided there was no significant relationship between Hamm and Hydak 2003 is consistent with the study.

Ham and Hydak Western Michigan University and study at Southern Wesleyan sex, age and quality of the services provided there was no significant correlation (Ham and Hydak, 2003). Saktyol et al in their study showed that female gender was not a factor in determining students at is faction (Saktyvlet al, 2005).But Ghanbarpour Nosratiet alstated that the demographic variables of age and gender are related to internal service quality, which means we get older, our staff is committed to providing a high quality service know(Ghanbarpour nosrati, 2013). The difference in results may be due to differences in demographic variables is studied communities. Mean age of participants in this study is 37 years. Nosrati Ghanbarpour results are in agreement with that somewhat. In the study sample, 40 percent were in the age range26 to 30 years and 40 percent within 30 years are up (Ghanbarpour Nosrati, 2013).The results Darvishzadeh also on the executive staff of Kerman be engrained. They have stated that 49% of people are aged 31 to 40years. But Rezaeian study to evaluate the quality of students is discussed in Payam corruption. Mean age of the students were 21 years old. Because of the difference in this case is typical of the research community in their study included students and staff have formed our society(Rezayianet al, 2011). In a recent study, women accounted for 75.2 percent of the maximum number of samples to Most of the participants were high school graduates and high school education and more work experience ranging from one to ten years, respectively. Nosrati Ghanbarpour study, men accounted for a greater proportion of the sample that is due to the difference of the studied population (Central Organization of Medical Sciences, Kerman, most employees are women). In terms of qualification and experience, our results are in agreement with Ghanbarpour Nosrati. Most employees of associate degree and work experience ranging from one to ten years are the maximum (Ghanbarpour Nosrati, 2013).In a study to examine the relationship between organizational learning culture and creative atmosphere in Kerman executive pay 61% of participants were male and most of them have a bachelor's degree and 50% have less than ten years' experience that their results are inconsistent with a recent study. But50% of them have less than ten years' experience that is in agreement with our study (DarvishZadeh, 2013). This study found a significant correlation between level of education and culture, organizational learning, which is consistent with the results Darvishzadeh. In examining the relationship between different components of learning(continuous learning, study and dialogue, team learning, alternative systems, empowerment, communication system, strategic leadership) with quality service, the findings indicate a significant positive association between components of systems replacement assurance and empathy is(guaranteed: $r = 0.16$, $p = 0.05$ and empathy: $r = 0.17$, $p = 0.03$). It is not mentioned in the other studies. But Aylngret al. study (2003) showed that there is a significant relationship between culture and organizational learning and economic performance (Malik et al, 2011:844). Skrlavajet al (2007) concluded there is a statistical relationship between organizational learning culture and organizational performance in large and medium-sized enterprises Yafttnd(Hrnavset al, 2007: 8). Hrnavset al. (2007: 2) in their review of the organizational learning process and its relationship with organizational performance, and concluded that a strong relationship between these two variables, there is a significant positive. In other words,

organizations that have made progress in their learning process perform better than other organizations had increased considerably. Khanlyzadhet al. (2010) showed that organizational learning culture in universities is higher than average. Other research showed that organizational learning and learning culture, direct and indirect influence on organizational intelligence there is a good atmosphere for learning and what is likely to increase organizational intelligence (Sufi Khangahiet al, 2010).

Conclusions

Organizational learning culture is not desirable and most items are below average grade. The low points, especially in areas such as employee empowerment alarm for managers and university system that requires special attention in this field. Organizations need to be fully aware of their capabilities and expand and improve. The study showed a correlation between organizational learning culture and a significant positive correlation between the qualities of the services provided there. The increase organizational learning culture, they will increase the internal service quality. However, the two categories of service quality expectations and perceptions should be at levels acceptable to make more satisfied customers. But Mean the employees in this study were higher in all domains, but this expectation has not been achieved in practice in service and has earned the organization should mean fewer obstacles in this field and administrative practices to adopt.

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ZAHRA ESMAEILI ABDAR, Alborz University of medical sciences, Karaj, Iran
MALIKEH BEHESHTIFAR, Assistant professor, Department of Management, Rafsanjan Branch, Islamic Azad University, Rafsanjan, Iran