



The Effect of Human Resource Management Strategies on Organizational Intelligence at Jordanian Private Universities

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Abstract

Objectives: The study aimed to investigate the effect of Human Resource Management Strategies on Organizational Intelligence in Jordanian private universities.

Methodology: The study population consisted of all faculty members working in the surveyed universities, totaling (5709), and the sample size of the study amounted to (327). The quantitative method was used.

Findings: The study found a statistically significant effect of Human Resource Management Strategies on Organizational Intelligence in the surveyed universities.

Implications: Academic quality and agility are improved through systematic engagement and data-driven decisions that accelerate curriculum renewal. Inclusion and well-being foster talent attraction and retention, thereby reducing turnover in competitive academic labor markets. This creates a positive cycle linking openness to performance. Learning-oriented compliance enhances accountability by turning incidents and audits into organizational knowledge.

Conclusions: Evidence shows that Human Resource Management Strategies shape Organizational Intelligence in Jordanian private universities via succession, employee voice, diversity and inclusion, and well-being by design. Compliance and ethics ensure legitimacy but only enhance Organizational Intelligence when they are paired with learning mechanisms. Succession preserves critical knowledge, while voice and inclusion strengthen engagement. Well-being practices foster commitment and resilience.

Key words

Human Resource Management Strategies, Organizational Intelligence, Private Universities.

1. Introduction

Universities face increasingly uncertain and dynamic contexts that call for adaptation to market trends, accountability pressures, and stakeholder demands (Mejia-Araujo, 2013). These challenges may be particularly acute in developing contexts such as Jordan, where universities must balance quality and relevance with financial sustainability while navigating forces of marketization and social expectations (Mejia-Araujo, 2013; Pereira & Ferreira, 2019).

In such environments, Organizational Intelligence (OI) has emerged as a concept describing an organization-level capability that includes the subprocesses of environmental sensing, sense-making, learning, knowledge use, adaptation, and anticipation. Organizational Intelligence is seen as an organizational-level strategic resource that can help institutions improve performance, innovation, and resilience and foster more flexible and aligned decision-making across the organization (Howard-Grenville, 2022; Bilgen & Elçi, 2022).

Human Resource Management (HRM) Strategies have been posited as key Human Resource-related mechanisms for enabling these capabilities. In particular, strategic Human Resource Management, when properly aligned with other HR practices such as those related to recruitment, development, appraisal, incentives, participation, and digital HRM, is thought to support these capabilities by fostering a learning-oriented culture, knowledge sharing, and adaptive behavior (Ali et al., 2024; Gamage, 2020). Empirical research has identified specific HRM practices and processes such as professional development (Afakar, 2024), performance management (Afolayan et al., 2023; Babalola et al., 2024), and employee engagement (Alfadly et al., 2024; Alrifae, 2025) as organizational learning antecedents and drivers of adaptive decision-making. In the Jordanian higher

education sector, HRM has been shown to directly influence universities' performance and indirectly affect a set of Organizational Intelligence-related processes such as Business Intelligence (BI) and employee engagement (Aboukhalaf, 2022; Kailani, 2023).

Jordan's private universities constitute a particularly relevant higher education context in which these dynamics may be present, given their rapid expansion in recent years to meet demand (Haddad, 2020) and projected growth in the coming years due to national scholarship initiatives (Rassam et al., 2023). However, private universities also face resource constraints and must compete for faculty and students in tight markets (Abu Ghazaleh et al., 2022; Imad et al., 2023), making institution-wide learning and adaptive decision-making capabilities salient in this context, which can be supported by Organizational Intelligence capabilities.

Jordan-specific research on BI adoption in universities also suggests the value of HRM-supported, data-driven decision-making cultures in higher education (Hmoud et al., 2023; Bloom, 2017).

In sum, while direct empirical evidence on the influence of HRM on Organizational Intelligence in Jordanian higher education is limited, extant scholarship suggests plausible mechanisms through which such a relationship could occur. This study, therefore, investigates the effect of HRM Strategies on Organizational Intelligence in Jordanian private universities to address the gap in the literature on how HRM configurations can shape capabilities associated with learning, foresight, problem-solving, and innovation.

2. Problem Statement and questions

Higher Education Institutions (HEIs) are simultaneously expected to uphold their academic standards and norms while also experiencing market and tech-

nological disruptions, pursuing robust financial performance, and responding to an increasingly diverse and demanding set of stakeholders (Bilgen & Elçi, 2022). This state of affairs has been particularly evident in the case of Jordanian private universities. The private higher education sector in Jordan has been characterized by rapid expansion since its inception. Private universities in Jordan have substantially contributed to satisfying the increasing demand for higher education, while also enabling a larger number of students to access post-secondary education. Student enrollment in private universities has been on the rise in recent years, with universities continuing to diversify the range of educational opportunities they offer and effectively addressing student demand for professional, technical, and applied sciences degrees (Aburawa, 2019).

However, the experience of Jordanian private universities has not been exempting from a range of structural issues, including, among others, a lack of financial resources available to universities, competition over the limited supply of qualified academics, and the pressing need to improve standards of academic quality, governance, and accountability (Aburawa, 2019). These challenges, in turn, make the adoption of Organizational Intelligence a highly desirable organizational capability for Jordanian private universities, as it can have a beneficial effect on the overall learning, adaptive capacity, and foresight of HEIs (Bilgen & Elçi, 2022).

HRM Strategies are widely recognized as an important factor that can increase organizational learning, improve overall organizational performance and intelligence, and become a highly valuable organizational capability. On the other hand, while there is an extensive body of literature that has established this link, there is little empirical evidence on the role that HRM Strategies can have in shaping Organizational

Intelligence, specifically in the context of higher education, and even less so in Jordan. Although HRM practices have been found to be associated with employee engagement, job satisfaction, and organizational performance in this setting (Alfadly et al., 2024; Alrifae, 2025), no study to date has focused on the effects of HRM Strategies on Organizational Intelligence in this sector, particularly in Jordanian private universities.

Organizational Intelligence, which refers to an organization's capacity to adapt, learn, and make informed decisions, is a crucial consideration in the university environment. Private universities in Jordan, with their reliance on performance and the need to build resilience, may particularly stand to benefit from the adoption of HRM Strategies that can shape Organizational Intelligence in higher education settings.

Studies from other sectors in Jordan provide evidence of a positive link between HRM practices, such as recruitment, training and development, and performance appraisal, and organizational learning and innovation, which are both part of Organizational Intelligence (Zwateen et al., 2024). Other studies in the higher education sector have also found relationships between intellectual capital, employee development, and competitive advantage creation in the Jordanian context (Qassas et al., 2021). Therefore, the lack of research on the effect of HRM Strategies on Organizational Intelligence in Jordanian private universities represents both a research challenge and an opportunity.

Understanding this relationship is critical for the sector, as it can have a significant positive impact on organizational resilience and adaptability, informed decision-making, and competitiveness in today's dynamic environment.

Given these realities, the central research problem is articulated in the following main question:

To what extent do Human Resource Management Strategies affect Organizational Intelligence at private universities in Jordan?

Based on that, three sub-questions are posed:

1. What is the reality of Human Resource Management Strategies in Jordanian private universities?

2. What is the level of implementation of Organizational Intelligence in Jordanian private universities?

3. Do Human Resource Management Strategies affect Organizational Intelligence in Jordanian private universities?

3. Study Hypotheses

Based on the research problem and its questions, the following study hypotheses were formulated:

Main Hypothesis (H_0): There is a statistically significant effect at the level of ($\alpha < .05$) of Human Resource Management Strategies, in all their dimensions (employee involvement and engagement, succession planning, workforce diversity and inclusion, health, safety and well-being, legal compliance and ethical standards), on Organizational Intelligence, in all its dimensions (strategic vision, knowledge management, organizational learning, shared purpose and organizational culture, technology utilization) at private universities in Jordan.

Sub-Hypotheses

H1: There is a statistically significant effect at the level of ($\alpha < .05$) of employee involvement and engagement on Organizational Intelligence, in all its dimensions, at private universities in Jordan.

H2: There is a statistically significant effect at the level of ($\alpha < .05$) of succession planning on Organizational Intelligence, in all its dimensions, at private universities in Jordan.

H3: There is a statistically significant effect at the level of ($\alpha < .05$) of workforce diversity and inclusion on Organizational Intelligence, in all its dimensions, at private universities in Jordan.

H4: There is a statistically significant effect at the level of ($\alpha < .05$) of health, safety and well-being on Organizational Intelligence, in all its dimensions, at private universities in Jordan.

H5: There is a statistically significant effect at the level of ($\alpha < .05$) of legal compliance and ethical standards on Organizational Intelligence, in all its dimensions, at private universities in Jordan.

4. Research Model

Based on the study problem, questions, and hypotheses, the study model was constructed as shown in Figure 1:

Figure (1): Study Model



Prepared by the researcher based on (Armstrong & Taylor, 2023; Jabbouri & Zahari, 2022; Aboukhalaf, 2022; Al Hawamdeh, 2021; Al-Tal & Emeagwali, 2022; Barykin et al., 2021)

5. Study Objectives

The current study aimed to achieve the following objectives:

1. Identifying the reality of HRM Strategies in Jordanian private universities.
2. Investigating the nature of Organizational Intelligence in Jordanian private universities.
3. Identifying the effect of HRM Strategies on Organizational Intelligence at the surveyed universities.

6. Study Importance

This study aims to address a significant gap in the existing literature by specifically investigating the impact of HRM Strategies on Organizational Intelligence in Jordanian private universities. The research focus is timely and crucial, given the current landscape of rapid institutional changes, heightened competition, and evolving regulatory dynamics in the higher education sector. The relevance and importance of this study can be articulated at various levels:

Academically, this study contributes to a limited but growing body of knowledge on HRM Strategies in higher education, specifically targeting the Human Resource Management–Organizational Intelligence relationship, which has been relatively understudied compared to other HRM outcomes such as performance or engagement (Alfadly et al., 2024; Alrifae, 2025). In a context where the role of HRM is acknowledged yet under-researched in the university setting, this study paves the way for future research by proposing a robust conceptual framework that articulates potential linkages between key HRM Strategies—such as employee involvement, succession planning, diversity and inclusion, well-being, and ethical compliance—and the foundational dimensions of Organizational Intelligence, including learning, agility, and knowledge creation (Bilgen & Elçi, 2022).

Managerially, the findings of this study offer

practical value for university administrators and HR practitioners who are seeking to enhance the responsiveness and resilience of their institutions. The results could provide guidance on improving HRM practices to better support professional development, succession planning, performance management, and ultimately organizational learning and agility, which are increasingly recognized as critical capabilities for private universities operating in a competitive education market.

In terms of policy relevance, the study's findings have the potential to contribute to the broader discourse on higher education governance in Jordan. By underscoring the strategic importance of HRM Strategies for building and sustaining Organizational Intelligence, the study may offer valuable insights for policymakers and regulatory bodies, such as the Ministry of Higher Education and Scientific Research, to consider when designing policies aimed at strengthening HR autonomy, faculty development, and institutional agility (Darwish & Singh, 2022).

At a societal and economic level, the study aligns with the broader understanding of Organizational Intelligence as an essential organizational capability that can be leveraged to navigate complex challenges. Enhanced Organizational Intelligence, potentially achieved through improved HRM Strategies, would better equip universities to develop graduates with stronger problem-solving and critical-thinking skills, contributing to national innovation, economic development, and the university's role as a vehicle for social transformation (Qassas et al., 2021).

7. Study Delimitations

Temporal Delimitation: Academic year 2024/2025.

Spatial Delimitation: The study universe involved all private universities in Jordan, totaling 18 universities.

Subject Delimitation: Limited to the variables of HRM Strategies and Organizational Intelligence.

Human Delimitation: Restricted to faculty members in Jordanian private universities across all academic ranks.

8. Literature Review

Organizational Intelligence is a relatively new area that has been observed over the last few years. It is known as a meta-dynamic function that enables organizations to understand information from their environment, learn, think, and continuously create and change. Organizational Intelligence has also been developed as a strategic resource for organizations in a wide range of sectors. It provides ideas for enhancing innovation, resilience, and the quality of decision-making in organizations (Bilgen & Elçi, 2022; Daña & Caputo, 2020).

Many studies have been conducted on the relationship between HRM and Organizational Intelligence, which is a topic that has developed across various sectors, such as banking, health, education, and public services, to help organizations manage performance-related challenges, including resilience, sustainability, and adaptability for learning and innovation. However, empirical research on how HRM influences Organizational Intelligence remains limited, especially in the higher education sector, and particularly in Jordan.

HRM Strategies have long been observed to have a relationship with organizations' performance and effectiveness across various work contexts and tasks, including knowledge-based work. HRM is defined as "the planned and systematic set of activities designed to continually align, strengthen, and improve the role of Human Resources (HR) in an organization's mission, competitiveness, and internal and external operations" (Alrifae, 2025, p. 39). HRM Strategies in the

higher education sector are also reported to be highly significant, as most universities' primary source of capability and capacity lies in their human resources, including academics, researchers, and staff members. Universities with effective HRM Strategies are more likely to unlock their employees' potential by involving them in various tasks within the university and engaging them in talent development, participative decision-making, and inclusive work systems.

Recent empirical research highlights the existence of a relationship between HRM and Organizational Intelligence. Mas'ad (2020) reported that HRM components, including recruitment, training and development, rewards, and performance appraisal, have a positive and significant impact on the dimensions of Organizational Intelligence, such as sensing and responding, in Jordanian commercial banks. Mahmood and Kammoun (2024) found that HRM had a positive impact on Organizational Intelligence among academic staff at Tikrit University. This indicates a link between HRM and OI in higher education settings.

Other studies have investigated the mechanisms through which HRM affects Organizational Intelligence. Knowledge-based HRM practices, including selective staffing, developmental training, and knowledge sharing, have been found to contribute to social capital and knowledge exchange, which form a foundation for Organizational Intelligence (Singh et al., 2021). Complex network-based empirical evidence has also shown that the configuration of knowledge flows has a positive impact on collective intelligence and the quality and efficiency of problem-solving (Daña & Caputo, 2020).

A recent study in educational and public-sector organizations found that Organizational Intelligence plays a mediating role in the HRM-learning-performance relationship. Akbari et al. (2022) demon-

strated that Organizational Intelligence mediates the relationship between talent management and organizational learning among physical education teachers. This suggests that HRM Strategies indirectly promote Organizational Intelligence, which in turn enhances organizational learning. Similarly, another study found that Organizational Intelligence mediates the relationship between quantum leadership and innovative behavior in Turkish health organizations (Bilgen & Elçi, 2022). These findings reinforce the role of Organizational Intelligence as a mechanism through which people-centered HRM Strategies influence innovation outcomes.

In the Jordanian context, several studies have identified Organizational Intelligence-related mechanisms linked to HRM Strategies. Alfadly et al. (2024) showed that strategic HRM practices in Jordanian public universities positively influence academic staff job performance through BI and employee engagement, which are closely related to information-processing and adaptive decision-making dimensions of Organizational Intelligence. Research on workforce agility also indicates that HRM may drive agility through work practices associated with Organizational Intelligence-like capabilities, such as flexibility, multiskilling, and rapid learning (Athamneh, 2023). These studies collectively suggest that HRM not only promotes employee satisfaction and commitment but also supports intelligence-related organizational capabilities.

Although evidence of a link between HRM and Organizational Intelligence exists across various sectors, the higher education sector in Jordan, particularly private universities, requires further research to fill this gap. In dynamic and uncertain university environments, strategic HRM can become a significant enabler of adaptation, strategic learning, and knowledge-driven responsiveness to environmental changes.

es. HRM systems that promote engagement, talent development, inclusion, and well-being among staff and students can foster the human and social capital necessary to support Organizational Intelligence.

In summary, a review of the existing literature confirms clear theoretical and empirical pathways through which HRM Strategies support Organizational Intelligence. These include knowledge-based HRM practices, knowledge sharing and social capital development, BI-supported decision-making, and the promotion of a learning culture and organizational agility. However, direct studies on this relationship in Jordanian higher education remain scarce, highlighting the relevance and necessity of the current study.

8.1 Human Resource Management Strategies Definition

HRM Strategies have been the focus of multiple complementary definitions by both scholars and practitioners. These definitions attempt to clarify the nature, purpose, and scope of HRM Strategies, which have evolved as human resource management has become more integrative and strategic. A review of existing definitions reveals common elements that point to an emerging consensus.

HRM Strategies are typically defined as organizational plans for managing people in alignment with organizational objectives. Armstrong and Taylor (2023) define HRM Strategies as the approaches through which organizations ensure that people are managed to achieve business objectives. Dessler (2022) describes HRM Strategies as the general approach to managing people and organizations in ways that enable employees to make meaningful contributions. He also characterizes effective HRM Strategies as a set of activities that encourage employees to think and act in ways that benefit the organization.

From a higher education perspective, Salih and Abu-Serriah (2023) define HRM Strategies as long-term organizational plans for the optimal employment and development of human capital. In this context, HRM Strategies are aligned with the university's mission and vision, which focus on knowledge creation, development, and dissemination for the public good. Contemporary scholarship further emphasizes that HRM Strategies are comprehensive and integrative, involving the alignment of HR practices such as recruitment, training, performance appraisal, and rewards with organizational competitiveness and adaptability (Alfadly et al., 2024; Alrifae, 2025).

In sum, HRM Strategies represent more than isolated administrative processes. They are proactive and systematic efforts to maximize human talent value, drive organizational performance, and build capacity for innovation, adaptability, and sustainable growth, particularly in knowledge-intensive contexts such as higher education.

8.1.2 Importance of Human Resource Management Strategies

The effective use of employees in institutional activities is not always maximized, yet it plays a crucial role in institutional success and sustainability, particularly in Higher Education Institutions (HEIs). In this context, successful HRM Strategies become even more significant because intellectual resources are primary performance drivers. HRM not only supports organizational goals in alignment with employees (faculty, researchers, and staff) but also influences organizational coherence, productivity, and the development of motivated and agile personnel.

First, HRM Strategies facilitate the alignment of human capital with the organization's goals. Recruitment, training, performance management, and employee rewards are directly linked to universities'

missions and objectives. As a result, they create a climate of responsibility and provide opportunities to attract suitable talent for improved academic outcomes. Recent research recognizes HRM Strategies as a means of enhancing university performance and ensuring sustained competitive advantage (Alfadly et al., 2024).

Second, understanding HRM Strategies is incomplete without considering HRM practices aimed at employee engagement and retention. Universities that integrate professional development with transparent performance appraisal systems and fair remuneration report lower staff turnover and higher organizational commitment (Alrifae, 2025). Evidence from Jordan also confirms that HRM practices directly influence employee engagement, which positively affects stability and academic innovation.

Third, HRM Strategies play a critical role in innovation, learning, and development potential. In academic contexts, structured training and development programs provide universities with mechanisms not only to improve employees' skill sets but also to enhance organizational adaptability. Universities with a tradition of systematic professional development are more likely to foster knowledge growth and innovation (Matar et al., 2024).

Fourth, HRM Strategies include leadership development and succession planning. Developing leadership potential helps institutions remain stable during transitions and become better prepared for the future. Research in Jordan suggests that leadership development is a key HRM practice, as institutions that effectively identify and utilize talent from academic and administrative staff can adapt more easily to emerging challenges.

Fifth, HRM Strategies encompass diversity, equi-

ty, and inclusion (DEI). Inclusive HRM policies and practices enrich organizational culture and positively impact research quality, teaching, service, and engagement with students and the broader community. Ongoing changes in Jordanian universities demonstrate that integrating DEI into HRM systems is essential to meet the diverse needs of students (Awamleh et al., 2023).

Sixth, HRM Strategies support change and organizational transformation. Universities must adapt to technological, curricular, regulatory, and demographic changes. Evidence suggests that adaptive HRM systems enable institutions to navigate such transformations successfully (Jabbouri & Zahari, 2022).

In conclusion, HRM Strategies are vital levers that go beyond administrative tasks. They enhance the organization's ability to attract, develop, and retain talent; encourage innovation; and reinforce Organizational Intelligence. For Jordanian universities, effective HRM Strategies are essential for achieving excellence, accreditation, and successful academic mission fulfillment.

8.1.3 Dimensions of Human Resource Management Strategies

To further elaborate on the above issue, it is necessary to discuss HRM Strategies components. It is stated that these factors include:

Employee involvement and engagement are known as the employees' active participation in different organizational activities and decision-making processes. The new research data reveal that if HRM Strategies incorporate the employees' active involvement in daily activities and decision-making, there will be a high level of organizational trust and collaboration and, as a result, organizational commitment (Obeidat et al., 2021).

Succession planning means the making sure that there is a replacement for leadership through the timely and appropriate identification of the next managers. It is also believed that one of the most effective ways to avoid possible issues is to have structured career pathways and a mentorship system. The most recent findings show that succession planning can make an organization like a university more resilient by enhancing preparedness and the avoidance of future crises (Darwish et al., 2020).

Workforce diversity and inclusion refer to an array of employees' factors like gender, ethnicity, age, and even ability. The latest research data demonstrate that if HRM Strategies and practices of HEIs include all key aspects of workforce diversity and inclusion and manage the diversity in this regard, then the universities will be more likely to promote creativity and collaboration and, as a result, be more able to meet all stakeholders' requirements (Alzoubi et al., 2022).

Health, safety, and well-being are those HRM elements, which are described as an opportunity to improve both physical and psychological health and, as a result, to decrease absence and increase productivity. It is mentioned that if universities invest in different wellness programs and facilities and have a proper occupational safety system, then job satisfaction and performance are high (Alrawashdeh et al., 2021).

Legal compliance and ethical standards are known as sustainable HRM in terms of employees' rights. As a rule, it is a question of equal labor rights, labor laws, and organizational policies and their harmonization and encouragement. The most recent data suggest that if there is a fair and sustainable HRM, which meets all ethical standards, the universities will have a good reputation and more trust (Masa'deh et al., 2022).

As a result, all the above elements are the mini-

imum requirements for the effective HRM Strategies implementation. It is stated that if the universities have an appropriate HRM Strategies which integrates all the elements like recruitment, selection, training, performance management, rewards, the active involvement and participation of the employees, and succession planning, as well as the employees' health and well-being and the compliance with all the labor laws and ethical standards and many others, it will be more likely to implement its strategy and develop Organizational Intelligence.

For the current study, these dimensions were selected due to the scarcity of studies that have addressed them.

8.2 Organizational Intelligence

8.2.1 Definitions

Organizational Intelligence refers to an institution's ability to collect and process information in order to make better decisions and continuously improve performance. Various scholars have defined Organizational Intelligence from different perspectives, yet common elements include information processing, knowledge creation, learning, and effective functioning in dynamic environments.

Al-Tal and Emeagwali (2022) define Organizational Intelligence as the capabilities an organization possesses to gather information used for better decision-making, along with the practices required to continuously improve performance. Cegarra-Navarro et al. (2021) describe Organizational Intelligence as the collective cognitive capacity of organizations that integrates cultural, systemic, and cognitive features to generate innovative solutions. Akhavan and Hosseini (2021) conceptualize it as the organization's systemic ability to gather, transfer, and utilize knowledge efficiently to achieve strategic goals.

Similarly, Barykin et al. (2021) define Organizational Intelligence as an institution's ability to apply learned information in practice to enhance resilience and performance, particularly under uncertain conditions. El-Kassar et al. (2022) describe it as organizational competence to interpret complex knowledge environments and respond effectively through structured decision-making.

These definitions suggest that Organizational Intelligence is a multidimensional and dynamic organizational capability involving systematic processes for acquiring, interpreting, and using information to enhance decision-making, innovation, and long-term effectiveness. It includes knowledge management, organizational learning, strategic decision-making, and cultural and systemic elements that influence organizational behavior. In Higher Education Institutions (HEIs), Organizational Intelligence supports curriculum development, governance improvement, interdisciplinary research, and adaptability to policy and market changes.

8.2.2 Importance of Organizational Intelligence

In today's knowledge-based society, the ability to sense, collect, analyze, share, and apply knowledge has become a critical capability for organizations seeking to survive and compete. Rapid technological and societal changes place new expectations on universities, making Organizational Intelligence a key enabler of sustainability, planning, adaptability, and effective decision-making.

Organizational Intelligence contributes to higher education in several ways:

First, it enhances strategic decision-making by enabling universities to continuously scan internal and external environments and respond proactively (Nawaz & Gomes, 2020).

Second, it promotes innovation and flexibility by fostering cultures of experimentation, creativity, and learning, which support improvements in curriculum design, teaching, and research (Shahhosseini & Sebt, 2021).

Third, Organizational Intelligence strengthens organizational learning and knowledge management. Universities can establish processes for knowledge collection, analysis, and sharing, facilitating cross-disciplinary collaboration and continuous improvement (Yazdani et al., 2022).

Fourth, it supports organizational resilience and change management, as demonstrated during disruptions such as the COVID-19 pandemic, when universities relied on Organizational Intelligence to implement digital transformation and remote learning (Almazrouei & Zacca, 2021).

Fifth, Organizational Intelligence positively influences organizational culture and leadership by promoting transparency, collaboration, and inclusivity (Fathi et al., 2022). Finally, it enhances organizational performance and competitiveness by aligning university operations with societal and labor market needs, contributing to sustainability and social impact (Hus-sinki et al., 2023).

8.2.3 Dimensions of Organizational Intelligence

Organizational Intelligence is a multi-faceted construct, and five key dimensions can be outlined to provide a conceptual picture of its essence. They are considered to be pillars, on which the ability of institutions to sense their environments, process and share knowledge, and successfully act upon informed decisions is built (Grommes, 2016). The five dimensions of Organizational Intelligence are presented below:

Strategic vision, or an institution's ability to project its long-term direction, spot and anticipate trends, and make strategic decisions to effectively mobilize

resources and guide efforts. Universities with a clear sense of their strategic direction have been found to be more effective in aligning stakeholders and developing resilience in uncertain environments (Hizam et al., 2021).

Knowledge management is another dimension of Organizational Intelligence and can be defined as a set of processes that facilitate knowledge acquisition, structuring, sharing, and application across the organizational network. Systems and structures that support knowledge sharing among faculty and staff, students, and external partners, retain the organizational memory, and create an environment for innovation and learning efficiency. Recent studies have provided evidence of a link between effective knowledge management in higher education institutions and higher adaptability and academic quality (Shahbazi et al., 2022).

Organizational learning, or the ability of the institution to learn from experience and feedback, apply that to its organizational knowledge, and use it for improved and more effective practices. Creating an environment for organizational learning in the higher education context often requires engaging faculty and staff in a culture of continuous development, encouraging curriculum renewal, and strengthening quality assurance. Research has been providing evidence of higher education institutions' ability to respond to changes and improve educational performance if organizational learning is recognized as a priority (Al-Kurdi et al., 2020).

Shared purpose and organizational culture are as important a dimension as any of the previous. Values, collaboration, and ethical practices play a pivotal role in establishing an identity that brings the members of an organization together. A growing body of evidence is showing that a strong organizational culture is in direct proportion to the collective's motivation, trust, and cross-functional cooperation, thus, boosting the

Organizational Intelligence (Durst & Zieba, 2020).

Technology utilization and integration into organizational workflows is the other key dimension of Organizational Intelligence. The capacity to use Information and Communication Technologies (ICT), decision-support systems, and digital learning management systems for optimizing teaching, research, and administrative processes is an advantage. Institutions that have a high level of digital integration are also shown to have higher levels of innovation and knowledge dissemination (Habib et al., 2021).

These dimensions were selected due to the scarcity of studies that have addressed them

8.3 The Link Between Human Resource Management Strategies and Organizational Intelligence

Organizations that adopt HRM Strategies such as employee involvement, succession planning, diversity and inclusion, well-being, and ethical compliance can enhance Organizational Intelligence across its dimensions. Employee engagement strengthens shared purpose and culture, aligning individual efforts with strategic vision (Alam, 2024). Succession planning ensures continuity in leadership and knowledge flows, supporting strategic vision and knowledge management (El-Sharkawy, 2023). Diversity and inclusion foster varied perspectives that advance organizational learning and cultural strength (Liu et al., 2023). Well-being initiatives enable employees to participate effectively in knowledge sharing and technology-driven processes (Gupta et al., 2024). Ethical compliance promotes trust and transparency, supporting information flow and strategic alignment (Zhu, 2025).

8.4 Gaps in the Literature and Relevance to

Jordanian Universities

In its current stage, the literature review on HRM and Organizational Intelligence has been noted to be growing, and still significantly lagging behind with regard to research on their convergence in the context of Jordanian universities. An issue of the external validity of some sources of evidence was identified, as many studies have been conducted in corporate sectors or Western higher education institutions. Their findings, though relevant, might not be fully generalizable to the Jordanian context due to the differences in governance structures and cultural norms.

Organizational contexts, be it public or private universities in Jordan, are subject to their unique operational challenges due to regulation, resource availability, and shifting stakeholder demands and expectations. For this reason, an inquiry into the effect of HRM Strategies on Organizational Intelligence and the specifics of their connection, could be very timely and generate valuable and practice-oriented insights.

The current literature review has served as the necessary backdrop for such inquiry. The key dimensions of HRM Strategies and their theoretical and empirical connections to Organizational Intelligence dimensions have been laid out and thoroughly examined. The ultimate goal, that is the revelation of the missing research in the field that can support contextualization of HRM and Organizational Intelligence, has been achieved.

9. Methodology

The current study is a quantitative survey study that followed the descriptive–analytical approach. The descriptive method was used to identify the levels of HRM Strategies and Organizational Intelligence in private universities in Jordan. The analytical method was used to examine the effect of HRM Strategies on Organizational Intelligence in the surveyed universi-

ties.

9.1 Study Population and Sample

The study population consisted of all faculty members at the all of the (18) private universities in Jordan for the academic year 2024 / 2025 totaling (5709) from all academic ranks (Lecturer, Assistant Professor, Associate Professor, Full Professor) according to the information obtained from Ministry of Higher Education and Scientific Research.

Considering that the population under study is homogeneous since they work in the same environment and have the same legislative system, the researcher has decided to take a simple random sample that is representative of the study population. The sample size is 361 persons at the confidence level of 95% (Sekaran & Bougie, 2016). For the purpose of randomness, the names of the study population members were obtained from the official websites of the Private Universities, and the questionnaire was sent to the respondents through the email and WhatsApp. The number of questionnaires returned and valid for statistical analysis was (327) which represent the study sample.

9.2 Study tool

The researcher developed the study tool based on the theoretical literature and the previous studies that were reviewed. The study tool consisted of three sections. The first section was dedicated to demographic variables related to the study sample. The second section dedicated for the independent variable HRM Strategies which consisted of five sub-variables, and each sub-variable was measured using five items. Thus, the total number of items for the independent variable was 25 items. This section was developed based on (Armstrong & Taylor, 2023; Jabbouri & Zahari, 2022; Aboukhalaf, 2022; Al Hawamdeh, 2021). The third section of the tool was dedicated for the dependent variable Organizational Intelligence which

consisted of five sub-variables, and each sub-variable was measured using five items. Thus, the total number of items for the independent variable was 25 items. This section was developed based on (Al-Tal & Emeagwali, 2022; Barykin et al., 2021).

5-point Likert scale (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, strongly disagree = 1) was employed by giving each item a score ranging from strongly disagree to strongly agree. The following scale was adopted to analyze the results:

- 1.00–2.33 low
- 2.34–3.67 Moderate
- 3.68–5.00 High

By using the following equation:

$$\frac{\text{The higher limit (5) – the lowest limit (1)}}{\text{Number of categories (3)}}$$

$$\frac{5-1}{3} = 1.33$$

3

And adding (1.33) to the end of each category.

The five-point Likert scale was used as the questionnaire scale because it is the most appropriate for measuring attitudes and tendencies. Together with the choice of the optimal balance between accuracy and user-friendliness, an appropriate level of gradation of the response scale, which allows more profound statistical analysis, and the availability of a neutral choice, these features minimize bias and help to ensure the validity and reliability of the results. As the five-point Likert scale is one of the most popular and widely-accepted scales in social and educational research, this also contributes to building trust in the legitimacy of the comparison with the previous literature.

9.3 Validity and Reliability of the Study Tool:

Face Validity:

The study tool (questionnaire) was presented to a

group of expert judges with academic specialization and experience in a number of Jordanian public and private universities, totaling (8) judges. The purpose was to seek their opinions and ensure its suitability in terms of the number of items, clarity, accuracy, coherence, and cohesion, as well as any other observations they deemed appropriate, whether by deletion, modification, or addition. This review process, and the subsequent correction and modification of most of it, was considered a test of the tool's face validity. The necessary procedures were undertaken, and the suggestions were adopted.

Internal Validity and Reliability:

The ability of a research tool to yield consistent results when used repeatedly with a marginal error of no more than 5% is referred to as reliability. In this study, the tool's dependability was evaluated using the Cronbach's alpha reliability coefficient. The Cronbach's alpha coefficients are shown in Table (1):

Table (1): Cronbach's alpha coefficients values.

N	domain	Cronbach alpha
Independent variables	Employee Involvement & Engagement	0.75
	Succession Planning	0.72
	Workforce Diversity & Inclusion	0.85
	Health & Safety & Well-being	0.85
	Legal Compliance & Ethical Standards	0.79
	HRM Strategies	0.94
	Strategic Vision	0.78
Dependent variables	Knowledge Management	0.80
	Organizational Learning	0.79
	Shared Purpose & Organizational Culture	0.71
	Technology Utilization	0.89
Organizational Intelligence	Organizational Intelligence	0.92

Cronbach's alpha values for all study variables ranged from 0.71 to 0.94, suggesting an acceptable level of reliability (above 0.70) in agreement with (Sekaran & Bougie, 2016).

10. Results

Descriptive Statistic

Means and standard deviations as perceived by the study sample individuals were calculated as in tables below.

The independent variable: HRM Strategies

Table (2) below presents the means and standard deviations for the domains associated with the independent variable, HRM Strategies. The data were ranked in descending order based on the mean scores, providing insight into the relative emphasis placed on each strategic domain as perceived by the participants.

Table (2): Means and Standard Deviations of HRM Strategies (Ranked in Descending Order)

Rank	N	Domain	Mean	Std. Deviation	Level
1	1	Employee Involvement & Engagement	3.43	0.79	moderate
2	2	Succession Planning	3.33	0.80	moderate
3	5	Legal Compliance & Ethical Standards	2.91	0.92	moderate
4	3	Workforce Diversity & Inclusion	2.82	0.99	moderate
5	4	Health & Safety & Well-being	2.70	1.01	moderate
		HRM Strategies	3.04	0.78	moderate

As shown in the table, the overall mean of HRM Strategies was ($M = 3.04$, $SD = 0.78$), indicating a moderate level of implementation across the examined domains. Among these, employee involvement and engagement ranked highest ($M = 3.43$), suggesting it is the most emphasized strategy. This was followed by succession planning ($M = 3.33$), also reflecting a moderate but significant focus. Conversely, domains such as health & safety & well-being ($M = 2.70$) and workforce diversity and inclusion ($M = 2.82$) received relatively lower attention. These findings suggest that while HRM Strategies are applied at a moderate level overall, certain strategic areas

may require further development and prioritization to achieve a more balanced and comprehensive HRM approach.

The dependent variable: Organizational Intelligence

Table (3) presents the means and standard deviations of the domains related to the dependent variable, Organizational Intelligence, arranged in descending order based on their mean values. This ranking provides a clear understanding of the relative prominence of each domain as perceived by the respondents. The analysis offers insight into the current level of Organizational Intelligence across key dimensions such as knowledge management, strategic vision, and technology utilization.

Table (3): Means and Standard Deviations of Organizational Intelligence (Ranked in Descending Order of Importance)

Rank	N	Domain	Mean	Std. Deviation	Level
1	2	Knowledge Management	3.63	0.76	moderate
2	3	Organizational Learning	3.33	0.73	moderate
3	1	Strategic Vision	3.31	0.68	moderate
4	4	Shared Purpose & Organizational Culture	2.80	0.86	moderate
5	5	Technology Utilization	2.75	1.04	moderate
		Organizational Intelligence	3.17	0.67	moderate

As shown in the table (3), the overall mean score for Organizational Intelligence was ($M = 3.17$, $SD = 0.67$), indicating a moderate level across all domains. Among these, knowledge management scored the highest ($M = 3.63$), suggesting it is the most developed component of Organizational Intelligence in the studied context. This is followed by organizational learning ($M = 3.33$) and strategic vision ($M = 3.31$), both reflecting a moderate emphasis. On the other hand, technology utilization ($M = 2.75$) and shared

purpose and organizational culture ($M = 2.80$) ranked lowest, pointing to potential areas where further enhancement may be needed. These findings imply that while Organizational Intelligence is moderately practiced overall, disparities among its components may impact the organization's ability to function as a fully intelligent system.

Hypotheses Test

The main hypothesis is H: There is a statistically significant effect at the level ($\alpha < .05$) of Human Resource Management Strategies, in its all dimensions (employee involvement & engagement, succession planning, workforce diversity & inclusion, health & safety & well-being, legal compliance & ethical standards) on Organizational Intelligence, in its all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

To examine the effect of HRM Strategies on Organizational Intelligence, a multiple regression analysis was conducted. This statistical approach was applied to assess both the overall effect of the independent variable HRM Strategies and the individual contributions of its five dimensions on the dependent variable Organizational Intelligence in the context of private universities in Jordan. The results are presented in table (4) below and are used to test the main hypothesis and each of the sub-hypotheses separately.

Table (4): Multiple Regression Analysis Results for the Effect of HRM Strategies on Organizational Intelligence

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.443	0.043		10.195	0.000
Employee Involvement & Engagement	0.189	0.022	0.223	8.553	0.000
Succession Planning	0.326	0.023	0.387	14.410	0.000
1 Workforce Diversity & Inclusion	0.162	0.023	0.240	7.193	0.000
Health & Safety & Well-being	0.158	0.018	0.238	8.708	0.000
Legal Compliance & Ethical Standards	0.036	0.027	0.049	1.356	0.176
R=0.968 R ² =0.937 F= 959.064 P=0.000					

The findings of the multiple regression analysis indicate a strong and statistically significant overall effect of HRM Strategies on Organizational Intelligence ($R = 0.968$, $R^2 = 0.937$, $F = 959.064$, $p < 0.000$). This supports the main hypothesis, confirming that HRM Strategies collectively explain approximately 93.7% of the variance in Organizational Intelligence among private universities in Jordan—a notably high explanatory power.

Sub-Hypothesis H1: There is a statistically significant effect at the level ($\alpha < .05$) of employee involvement and engagement on Organizational Intelligence, in its all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

There is a statistically significant effect of employee involvement and engagement on Organizational Intelligence ($B = 0.189$, $t = 8.553$, $p < 0.000$). The standardized beta coefficient ($\beta = 0.223$) suggests a moderate positive impact. This supports H1, indicating that when employees are actively involved and

engaged, their contributions significantly enhance the institution's Organizational Intelligence.

Sub-Hypothesis H2: There is a statistically significant effect at the level ($\alpha < .05$) of succession planning on Organizational Intelligence, in its all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

Succession planning was found to have the strongest impact among all HR Strategies ($B = 0.326$, $t = 14.410$, $p < 0.000$; $\beta = 0.387$). This result confirms H2 and highlights succession planning as a critical driver of Organizational Intelligence. It suggests that when institutions proactively prepare for leadership continuity, they strengthen strategic thinking and knowledge retention, thereby enhancing Organizational Intelligence.

Sub-Hypothesis H3: There is a statistically significant effect at the level ($\alpha < .05$) of workforce diversity and inclusion on Organizational Intelligence, in its all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

Workforce diversity and inclusion also demonstrated a significant positive effect on Organizational Intelligence ($B = 0.162$, $t = 7.193$, $p < 0.000$; $\beta = 0.240$). This finding supports H3, implying that diversity and inclusion contribute positively by fostering a variety of perspectives and innovative problem-solving within the organization.

Sub-Hypothesis H4: There is a statistically significant effect at the level ($\alpha < .05$) of health & safety & well-being on Organizational Intelligence, in its

all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

The effect of health, safety, and well-being on Organizational Intelligence was likewise statistically significant ($B = 0.158$, $t = 8.708$, $p < 0.000$; $\beta = 0.238$), thereby supporting H4. This result suggests that a work environment prioritizing employee well-being enhances cognitive and collaborative capacities within the organization.

Sub-Hypothesis H5: There is a statistically significant effect at the level ($\alpha < .05$) of legal compliance & ethical standards on Organizational Intelligence, in its all dimensions (strategic vision, knowledge management, organizational learning, shared purpose & organizational culture, technology utilization) at private universities in Jordan.

Contrary to the other dimensions, legal compliance and ethical standards did not have a statistically significant effect on Organizational Intelligence ($B = 0.036$, $t = 1.356$, $p = 0.176$). As the p-value exceeds the significance threshold ($\alpha = 0.05$), H5 is not supported. This implies that while legal and ethical adherence is essential for governance, it may not directly contribute to Organizational Intelligence in this specific context.

11. Results discussion and interpretation

As might be expected, this pattern is representative of most settings in developing countries – especially higher-education ones – that have formal HR portfolios in place but have not systematically or sustainably embedded these in strategy and culture (Aboukhalaf, 2022; Kailani, 2023). As per the extant literature, our results also suggest that universities operating in such turbulent environments require HRM systems that can

help them convert the administrative routines into the learning, sense-making, and adaptive capacity embodied by the key behavioral pillars of Organizational Intelligence (Bilgen & Elçi, 2022; Howard-Grenville, 2022).

As a collegial, knowledge-intensive type of organization, universities already have participatory routines (committees, program boards, peer review) built into their everyday work. Employee-engagement mechanisms therefore translate readily into knowledge-sharing and coordinated problem-solving behaviors – activities that are the bedrock of Organizational Intelligence (Afolayan et al., 2023; Babalola et al., 2024). Empirical evidence from Jordanian and regional higher education contexts now also links HRM Strategies that empower voice and participation with improvements in learning climate and decision quality (Alfadly et al., 2024; Alrifae, 2025). These insights are echoed by the regression analysis showing that involvement/engagement is not only the most visible to staff but also significantly predictive of Organizational Intelligence.

Succession planning ensures organizational memory, stabilizes strategic direction, and minimizes performance dips during role transitions – all factors that buttress the sensing, knowledge-continuity, and foresight elements of Organizational Intelligence (Zwateen et al., 2024). In systems characterized by competition for scarce academic talent, having formal pipelines and mentoring arrangements in place fortifies continuity and shortens time-to-effectiveness in key roles; this helps explain the strong, unique contribution to Organizational Intelligence observed in the regression model and is also mirrored by sectoral-level findings in Higher Education across the region (Bilgen & Elçi, 2022; Al Hawamdeh, 2021).

The statistical analysis indicates a positive and sig-

nificant contribution of Diversity & Inclusion (D & I) to Organizational Intelligence, but also a comparatively lower degree of emphasis. This dual pattern is consistent with a body of Middle East and North Africa (MENA) higher education evidences that (D & I) enter many such institutions via regulation compliance rather than as an active strategic lever for learning and innovation (Alzoubi et al., 2022). Existing studies have also found that inclusive climates can raise voice, creativity, and cross-unit collaboration – precisely the social dynamics that appear to undergird organizational intelligence (Awamleh et al., 2023; Tlaiss et al., 2022). The relatively low salience in means scores is likely a reflection of partial or symbolic implementation (e.g., training w/out inclusive decision routines) that restricts perceived maturity in the eyes of respondents even as it exerts a positive effect on Organizational Intelligence.

Well-being underpins cognitive bandwidth and collaboration, both prerequisites for intelligent organizational action. Recent higher education-focused work documents the elevated workload and digital-technology pressures that compromise well-being and, by extension, the cognitive bandwidth necessary for collective sense-making (Matar et al., 2024). Where well-being is not designed “into the work” (e.g., work design, fair workload, managerial support), organizations will not exhibit outstanding Organizational Intelligence even if they appear competent on the compliance and administrative fronts. That same pattern – clear positive effect on Organizational Intelligence but modest perceived degree of emphasis – is also coherent with some recent evidence in the universities’ context (Alrawashdeh et al., 2021).

Compliance mechanisms are crucial to legitimacy but, in isolation, do not yield the loops of learning, cross-boundary collaboration, and adaptive experimentation that underpin Organizational Intelligence.

In HE systems where compliance with procedural/behavioral specifications is quite heavy, the risks are that those compliance routines become decoupled from improvement and, in some cases, actually dampen experimentation, creative challenge, and timely decision-making (Masa’deh et al., 2022; Rezazadeh & Mahjoub, 2020). The finding of non-significance for the Compliance variable is therefore unsurprising; absent reframing/reworking as “learning compliance” (after-action reviews, rules streamlining, feedback loops routed back to policy/process owners), compliance helps with governance but not the cognitive-behavioral aspects of Organizational Intelligence.

The growth in size and scale of the private sub-sector in the last decade, under conditions of resource scarcity, competition for faculty and staff, and rising stakeholder expectations around quality, is heightening the marginal returns to Organizational Intelligence (Haddad, 2020; Abu Ghazaleh et al., 2022; Imad et al., 2023). Existing research in this context has also tied HRM portfolios (recruitment, professional development, appraisal, incentives) to employee engagement and performance-quality outcomes, laying out a credible path from HRM to Organizational Intelligence-adjacent capabilities like learning and BI-enabled decision routines (Alfadly et al., 2024; Hmoud et al., 2023; Alrifae, 2025).

12. Recommendations

1. Recommendations for Improving Human Resource Management Strategies

- Strengthen mechanisms for faculty and administrative staff’s participation in academic and administrative decision-making processes to enhance their commitment and knowledge exchange.
- Develop structured engagement programs that recognize and reward academic and administrative

staff's contributions, motivate them, and provide regular communication channels.

- Establish succession plans for academic and administrative leadership positions to retain their knowledge and ensure strategic continuity.

- Implement leadership development programs that prepare academic and administrative staff for emerging technological and pedagogical trends in higher education.

- Expand recruitment and selection policies to promote diversity in academic and administrative positions, bringing different perspectives and enriching institutional innovation.

- Enhance inclusion initiatives that reinforce cultural and academic diversity respect, and strengthen a collaborative work environment.

- Adopt comprehensive well-being programs and psychological support initiatives that contribute to high-performance and healthy work environments.

- Implement occupational safety procedures and controls that maintain a stable and productive workplace.

- Update institutional regulations to comply with national legislation and international ethical standards related to higher education.

- Foster a culture of ethics and integrity grounded in transparency, fairness, and accountability in academic and administrative practices.

2.Recommendations for Enhancing Organizational Intelligence

- Develop a long-term institutional vision informed

by higher education global trends and aligned with universities' strategic priorities.

- Engage faculty and staff in reviewing and refining the vision to promote collective ownership.

- Establish knowledge-management systems that support information sharing, document best practices, and facilitate easy access to institutional knowledge.

- Strengthen research support structures that contribute to the generation and dissemination of institutional knowledge.

- Promote a culture of continuous learning through training programs, feedback mechanisms, and reflective practices.

- Encourage team-based learning approaches that develop critical thinking and collective problem-solving.

- Define organizational values that reflect institution's identity, promote teamwork, collaboration, and social cohesion.

- Implement initiatives that reinforce a shared institutional culture across academic and administrative units.

- Invest in digital systems and data-driven tools that inform decision-making and improve institutional responsiveness.

- Provide continuous faculty and staff training on emerging technologies relevant to teaching, learning, and administration.

3.Recommendations for Maximizing the Impact of Human Resource Management Strategies

on Organizational Intelligence

- Integrate recruitment, development, and reward systems with Organizational Intelligence requirements, such as knowledge management, learning, and technological adaptability.
- Involve employees in institutional development initiatives that stimulate knowledge sharing and contribute to smart, evidence-based decision-making.
- Use workforce diversity to drive innovative thinking, enrich institutional dialogue, and expand institutional knowledge.
- Connect well-being programs with knowledge-management and technology-intelligence initiatives to ensure high employee readiness and cognitive effectiveness.
- Leverage ethical and compliance standards to promote trust, openness, and transparent communication, which are critical in strengthening all Organizational Intelligence dimensions.

13. Conclusion

This study confirms that HRM Strategies are a core set of drivers for Organizational Intelligence in private universities in Jordan. Succession planning ensures continuity of knowledge and retention of institutional memory and strategic direction, while formal mechanisms for employee participation and engagement promote learning, shared purpose, and agile decision-making. Diversity and Inclusion practices also expand the knowledge base and foster collaboration and problem-solving, and HRM Strategies supporting well-being provide the psychological safety and motivation necessary for knowledge sharing and effective work with information technology. The support for the influence of legal compliance and ethical orientation on Organizational Intelligence indicates

that these factors are indeed basic conditions for institutional legitimacy but have a real impact only when they are part of the system learning and knowledge creation.

The study also shows that universities that face resource limitations and competitive challenges, as is the case with higher education in Jordan, must prioritize institutionalizing these HRM Strategies and embedding them in strategic planning and decision-making processes that are driven by data and continuous learning. The study's limitations with respect to sampling are primarily the fact that the sample includes only private universities in Jordan, and it was not designed to draw causal inferences. However, more research on this topic could follow the same logic and use longitudinal or comparative designs to further support or modify the findings and extend the theory on HRM Strategies as an Organizational Intelligence driver. In any case, the study contributes to the body of research that points to HRM Strategies as an actionable lever to transform universities into more intelligent, resilient, and effective organizations.

14. Implications

As noted above, the following were the implications of the study:

- Academic quality and agility: Systematized engagement and BI-supported decisions can shorten curriculum refresh cycles and accelerate pedagogical innovation.
- Talent attraction and retention: Inclusion and well-being improve commitment and reduce turnover in scarce academic labor markets, creating a virtuous Organizational Intelligence–performance loop.
- Governance and risk: Learning-oriented compliance strengthens accountability and adaptability

by turning incidents and audits into organizational knowledge.

15. Future Suggested Studies

1. Causal pathways: Longitudinal or panel designs that can test how succession interventions change Organizational Intelligence trajectories in HE.

2. Mediation by culture and technology: Tests to see if the inclusive climate and BI adoption mediate HRM → (OI) effects.

3. Comparative designs in MENA: Use private-public comparisons and cross-country samples to test for regulatory and cultural contingencies.

4. Well-being interventions: Field experiments on specific workload models/manager training to measure impact on Organizational Intelligence -relevant outcomes.

5. Learning compliance pilots: Tests to determine whether a “streamlined” set of procedures + after-action reviews measurably increase Organizational Intelligence without also increasing risk.

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Declaration of conflict of interest:

The researchers declare and undertake that there is no conflict of interest with any person or institution. This research has not been previously published in any way, whether written, read, published, visual or audio.

Funding statement:

This research did not receive any financial support.

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