Compilation a Model of Professional Competencies of Educational Managers of Iran Program and Budget Organization

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Article Info	ABSTRACT
Article type: Research Article **Article history:** Received 28 Sepr. 2023 Received in revised form 26 Nov. 2023 Accepted 07 Jan. 2024 Published online 01 Jun. 2024 **Keywords:** Competency, Professional competencies, Educational managers	**Objective**: The primary aim of the present investigation was to establish a model delineating the professional competencies exhibited by educational managers within the program and budget organization of Iran. **Methods**: The research employed a systematic methodology via grounded theory, with the statistical population consisting of 16 experts or focal circles specializing in professional competencies. Data was gathered through interviews as the primary qualitative data collection method, and triangulation method (methods, theories, and investigators) was utilized to validate and ensure the reliability of the measurement tool. To dissect the qualitative data, a systematic approach based on foundational data theory (Strauss and Corbin) was implemented through three phases of open, axial and selective coding. **Results**: The outcomes reveal that the principal dimensions of professional competencies among educational managers in the Iran program and budget organization encompass six dimensions: causal conditions, contextual conditions, intervening conditions, strategies, consequences, and central categories. **Conclusions**: The distinctive aspect of the current study lies in its development of a model illustrating the professional competencies of educational managers within Iran's program and budget organization through a qualitative lens.

Introduction

Companies must get ready for the possibility of a skilled labor shortage in the near future. Developing managers' skills is one way to deal with this problem. It is clear that in this kind of environment, managers, who are the ones steering the corporate ship through tumultuous shifts, need to move away from traditional methods. Supervisors who do not possess the necessary expertise and managerial abilities to adjust to these situations run the risk of rapidly bringing the organization backward (Fitria, 2022).

Leveraging both intrinsic and acquired skills and competencies is essential for successful and profitable management. The importance of skilled and capable managers to the functioning of organizations has grown, making management science a vital and complex field in the humanities (Fuadi et al., 2023). A supportive atmosphere can be created by placing a strong emphasis on the abilities and capabilities of managers, especially during the hiring and appointment procedures, and by establishing these qualities as essential requirements for promotion and selection. Efficient use of all available organizational resources will eventually result in increased productivity within the management structure and the accomplishment of ambitious goals.

Nowadays, everyone agrees on the importance, standing, and duties of managers as the planners and architects of organizations. The implementation of effective processes for the recruitment, retention, appraisal, and training of managers is of course essential and noteworthy. Recognizing the capabilities of managers, making the most of them, correcting their shortcomings, and always looking to improve are essential for organizational expansion and success in their specific roles (Pamuji & Limei, 2023; Shet et al., 2019).

Competency is a term that encompasses a collection of behaviors that show a particular combination of knowledge, skills, abilities, and motivations that influence performance in a certain role. Active listening skills, for example, include things like keeping eye contact, nodding, giving vocal affirmations, accurately understanding, and more. The effective utilization of listening techniques depends on domain knowledge, auditory comprehension abilities, listening behavior mastery, and the will to listen intently. To succeed in the competitive environment, firms need to make an effort to attract, develop, and nurture their people resources. Various instruments are employed to achieve this goal. One well-known method, widely used to assess people's abilities, is the training process. In order for managers to have a crucial position in the company, be a

valuable asset in the creation of overarching strategy, devote more time to improving performance, stimulate passion, and strengthen workers' loyalty to the company, they need to be competent. Determining these competencies is a basic prerequisite for creating manager-specific training and development programs. Thus, the main objective is to restructure managerial duties and identify their competencies in order to further develop and improve human resources (McCartney et al., 2021).

In the Iranian program and budget administration hierarchy, it is a unique and sensitive position due to the professional and specialized nature of its activities, which are in line with its goals, viewpoints, and job classification, among other things, making its decisions highly influential on the advancement of the country. This organization needs skilled management in the social, political, cultural, educational, and economic spheres in order to realize its goals. One delicate and important part of the entity's operating continuum will be the selection and employment of deserving managers. It is therefore essential to set standards and criteria in order to find and appoint the most deserving persons in order to carry out the selection and appointment of managers. This will allow skilled and competent individuals to take on jobs within the firm.

Given that the instructional managers in this organization comprise a range of management levels (senior, intermediate, foundational, and operational), it becomes apparent that competencies and skills involving foundational professionalism, instructional methodologies, assessment and appraisal techniques, personal behaviors, staff and task management, interpersonal competence, cognitive frameworks, environmental organization, holistic management, ethical values, perceptual abilities, interpersonal proficiencies, technical aptitude, job-specific skills, organizational capabilities, and more are required. Considering the critical role and importance of professional managers, the lack of research on this topic in the country's program and budget administration, and the perceived need and demand for professional managers with education within this organization, the goal following the researcher's assessment and needs analysis is to present an appropriate model that responds to these questions and enhances the professional competencies of educational managers in the program and budget administration of the country. So, what exactly defines the professional credentials of educational managers in Iran's budget and program organization?

Material and Methods

The prevailing investigation was employed with respect to objectives, as well as the nature and type of study in the qualitative realm, where a systematic approach was adopted in laying the grounded theory. The statistical population under scrutiny in this study comprised all experts or focal circles within the realm of professional competences (comprising experts and researchers specializing in professional competences).

Table 1. Demographic details of experts in the professional competencies' domain

Row	Field of Study	Academic degree	University name
1	Operational management	P.H.D	University of Tehran
2	Government management	P.H.D	Higher Institute of Management and Planning Education and Research
3	Government management	P.H.D	Higher Institute of Management and Planning Education and Research
4	Government management	P.H.D	Allameh Tabatabayi University
5	Government management	P.H.D	University of Tehran
6	Education Management	P.H.D	Al-Zahra University
7	Education Management	P.H.D	University of Tehran
8	Education Management	P.H.D	Allameh Tabatabayi University
9	Education Management	P.H.D	Shahid Beheshti University
10	Business management	P.H.D	University of Tehran
11	Business management	P.H.D	Tarbiat Modares University
12	Curriculum	P.H.D	Islamic Azad university
13	Curriculum	P.H.D	Shahid Beheshti University
14	Entrepreneurial management	P.H.D	Islamic Azad university
15	HR management	P.H.D	University of Tehran
16	Higher Education Management	P.H.D	Islamic Azad university

The sampling methodology employed was deliberate and purposeful. The instrument utilized for data collection and assessment in the present study was a semi-structured interview conducted by the researcher, employing open, axial, and selective coding. Semi-structured interviews were conducted with seasoned experts and educational administrators to propose a model for the professional competencies of educational managers within Iran's program and budget organization. The rationale behind opting for a semi-structured interview lies in the opportunity it provides for the exchange of viewpoints and thoughts, while also enabling steering the conversation towards the research objectives. Subsequent to identifying the experts (interviewees), necessary arrangements were made for scheduling the interview sessions. These interviews were

audio-recorded to ensure the preservation of qualitative data and were later transcribed onto paper. The interview inquiries are as follows:

1 .Do you possess a definition of competence? In your view, what are the qualifications expected of educational staff and managers, along with their distinctive attributes? 2. What are the factors influencing the qualifications of educational managers, and in what manner do they impact these qualifications? 3. What measures could enhance the proficiency of managerial skills? How would these measures contribute to enhancing organizational efficiency? 4. Drawing from your experience, what solutions would you propose to surmount the challenges encountered in researching the model of professional competencies among educational managers?

The validation of the measurement tool was accomplished through a triangulation method (methods, theories, and investigators). In line with the reliability criteria of this study, the member checking technique was employed for assessing reliability. Subsequently, the data analysis and resultant findings were shared with three participants to solicit feedback during the written report phase. All outcomes were validated at this stage, with due consideration given to the suggestions provided. Based on the self-assessment technique employed by the researcher throughout the data gathering and analysis phases, the research's credibility was enhanced. The confirmability index guided the presentation of the initial three interviews' complete texts, alongside open coding, to three members of the academic committee. Their endorsement was sought to ensure accurate implementation and coding of the texts. A sample of three interviews was chosen from the pool of conducted interviews to ascertain the test's reliability. Each interview underwent dual coding within a specific timeframe, followed by a comparison of the assigned codes during two distinct intervals. Codes matching in both intervals were labeled as "agreement," while non-matching codes were labeled as "disagreement." The test-retest reliability of the interviews in this study was determined to be 0.79, surpassing the threshold of 0.6, therefore confirming reliability. The research adopted an inductive text document analysis approach to model development. This method, proposed in accordance with Berelson & Lazarsfeld's definition, entails quantitative content analysis post-event, focusing on the explicit content of a text for descriptive textual content analysis. Examination and analysis of the text involves identifying logical units of investigation

such as text dimensions, predetermined keywords, foreign phrases, word groups, and sentences or paragraphs.

Data serves as a strategic cornerstone for data reduction and contextual management, facilitating data engagement, organization, synthesis, and interpretation. Coding is a methodical procedure devised by Strauss and Corbin (1990) for the exploration of categories, characteristics, and dimensions within data. Within this study, a process model has been formulated using this coding approach to depict and elucidate the phenomenon associated with the professional competencies exhibited by educational managers within the program and budget organization of the country. It is imperative to highlight that the data collection and analysis process in this research technique unfolds in a nonlinear fashion simultaneously. The data collection persisted until the researcher achieved theoretical saturation (i.e., concepts articulated by experts (interviewees) regarding the professional competencies of educational managers within the program and budget organization of the country were reiterated) within the data, with no novel concepts being introduced to the model. Partial data analysis, inquiry, and comparative analysis stand as pivotal techniques within theory grounded in data. To construct the theoretical model concerning the professional competencies of educational managers within the program and budget organization of the country, the researcher actively transitioned between open and axial coding during the data analysis phase. It should be emphasized that the coding process is fluid and evolving, whereby categories are initially identified through open coding, and subsequently interconnected during axial coding. Following the establishment of relationships between categories via open and axial coding, the integration of categories, subcategories, and their correlations occurs during selective coding to formulate the process model. This approach led to the identification of dimensions, categories, indicators, as well as their priorities within the model of professional competencies of educational managers within the Iran program and budget organization of the country.

Results

In the present study, a research process model has been formulated, illustrating the connections between components and categories within the research data. Subsequently, an elucidation of the components comprising the research process model is presented. Within this section, the researchers have categorized the indicators into dimensions and categories as indicated:

Causal conditions

Upon scrutinizing the conducted interviews, the causal conditions influencing the professional competencies of educational managers at the program and budget organization of Iran align with the tabulated information in table 2.

Table 2. Concepts and categories associated with causal conditions

Dimention	Selective codes	Axial codes	Open codes
Causual conditions	Individual futures	Interpersonal interactions and communication	Attention to the promotion of subordinate forces
			Attention to the position and glory of the subordinate forces
			Allocating time to subordinate forces
			Giving importance to subordinate forces
			Respect for subordinate forces
			Establishing an incentive and reward system
			Interaction with subordinate forces
		Improving the knowledge of employees	Cultivating the skills of subordinate forces
			Designing in-service courses for subordinate forces
	Professional and specialized knowledge	Monitoring and interaction	Paying attention to the opinions of subordinate forces
			Promotion of teamwork and group work
			Helping subordinate forces
			Guidance of subordinate forces
		Cultivation and growth	Attention to the dynamics and activation of the subordinate forces
			Attention to the capabilities of the subordinate forces
		self-management (self-control)	Accepting your managerial abilities
			Interest in management work
			Charity
			Having a spirit of forgiveness
			being humble
			Don't be in a hurry
			to be well-mannered
			to be well behaved
			having balance
		The upgrade process	Having a work history
			Having work experience
			Eligibility for promotion
		Related education	Management education
			Education related to the desired profession
		Mastery of technology tools	skill training
			up to date
			Familiarity with technology

As delineated in the Table 2, the causal conditions encompass 32 open codes, 8 axial codes, and 2 selective codes.

Contextual conditions

The contextual conditions encompass those detailed in Table 3.

Table 3. Concepts and categories associated with contextual conditions

Dimention	Selective codes	Axial codes	Open codes
Contextual conditions	Teamwork and collaborative culture	Participation in work	Participation in work
			Group and team work ability
			Ability to participate in different situations
	supportive atmosphere	satisfaction	Organizational support from personnel
			The support umbrella of the organization from the manager
	Decentralized structure	Intellectual independence	Delegation of authority
			Participation in decision making
		Interaction with employees	Group decision making
			Paying attention to the comments of subordinates

As illustrated in the Table 3, the contextual conditions involve 9 open codes, 4 axiall codes, and 3 selective codes.

Intervening conditions

The intervening conditions encompass those specified in Table 4.

Table 4. Concepts and categories associated with intervening conditions

Dimention	Selective codes	Axial codes	Open codes
Intervening conditions	Cultural factors	Acquaintance and harmony with the culture of society	Identification and management of organizational cultural problems
			Understanding the culture of the organization
			Coordination with the culture of the organization and society
		Social respect and dignity	Having an economic base
			Having a social network
			Being respected in the organization
	Social factors	Solving social problems	Enjoying various types of security (occupational, moral, etc.)
			Peace of mind in the work environment
			Legality of organization and society
			Unemployment of educated people and the prevalence of fake jobs
		Social intelligence	Knowing and understanding people's feelings to communicate with them
			Effective interaction and communication with others

		Supporting organizations and institutions	Providing organizational conditions for individual growth
			Appointment of managers in positions related to their field of study
			Providing services to employees in the organization
			Providing services to managers by specialized centers
			Providing conditions for providing facilities to employees by banks
			Using the services of other organizations
	Organizational factors	Job satisfaction	Observance of civil rights of employees
			Communicate closely with employees
		Organizational support	Supporting personnel against work and family problems by the organization
			Supporting personnel to achieve peace and success by the organization
		Providing needs	Having a living minimum
			Providing the basic needs of personnel
			Having a healthy diet
			Providing the needs of high levels of personnel
	Individual factors	Balance and overall health	Not having a disability preventing him from doing the assigned tasks
			Having mental health
			Not having chronic diseases
			Having minimum physical health
		Social intelligence	The ability to adapt to the environment
			self-awareness
			The skill of dealing with others in critical situations
			Recognizing one's own and others' emotions
		Psychological capital	Having self-esteem
			Having self-confidence
			Having a sense of efficiency
			Being optimistic about the work environment and people
			happiness
			Self-concept

As depicted in Table 4, the intervening conditions comprise 37 open codes, 11 axial codes, and 4 selective codes.

Strategies

This section aims to delineate strategies for enhancing the professional competencies of educational managers. The categories and concepts pertinent to strategies are detailed in Table 5.

Table 5. Concepts and categories associated with strategies

Dimention	Selective codes	Axial codes	Open codes
Strategies	Appropriate administrative structure	Adaptability and flexibility	Compatibility between job and personal aspects
			Satisfaction with management services
		Economic justice	Addressing economic inequalities
			Justice in having facilities compared to other organizations
			Justice is about respect
	Growth training	earn knowledge	Development of managers' abilities
			Empowering managers
			Development of managers' capabilities
	Providing training	Dissemination of knowledge	Providing training
			Career development of managers
			In-service training

As shown in Table 5, the strategies involve 11 open codes, 4 axial codes, and 3 selective codes.

Consequences

The objective of this segment is to identify the consequences of the professional competencies of educational managers. The categories and concepts concerning consequences are depicted in Table 6.

Table 6. Concepts and categories associated with consequences

Dimention	Selective codes	Axial codes	Open codes
Consequences	Individual professional development	Satisfaction	job satisfaction
			self-satisfaction
		Motivation	Job interest
			Job commitment
	Organizational professional development	Improving efficiency and effectiveness	Increasing capabilities in the preparation of courses
			Preventing elites from leaving the organization
			Reducing the displacement of managers
			Increasing organizational productivity
			Monitoring the good implementation of affairs
			Increasing the quality of training courses
			Efficiency and usefulness
		Accountability	responsibility
			A sense of belonging to the organization
			Responsibility in providing courses
			The ability to respond to superiors and subordinates

As depicted in Table 6, the consequences encompass 15 open codes, 4 axial codes, and 2 selective codes.

The core category

The educational managers at the program and budget organization of Iran possess technical (technological) competencies, personal (individual) competencies, meta-organizational (environmental) competencies, economic competencies, cultural and social competencies, educational and research competencies, managerial competencies, and political and legal competencies as the primary categories. The creation of the core category is instigated by causal conditions. In Table 7, the categories and concepts associated with the core category are detailed.

Table 7. Identified concepts and categories related to the core category

Dimention	Selective codes	Axial codes	Open codes
Core category	Technological (technical) competencies	Technical ability	Mastery of computer software necessary for daily affairs
			Familiarity with new educational methods
			Management skills
			Ability to manage educational events
		Scientific ability	Documentation of organizational knowledge and processes
			The ability to evaluate the cost and allocate the budget
			Research ability
	Personal skills	Personality ability	Being different from others
			Individual power
			Ability to adapt to changes and new environment
		Perceptual ability	Perceptual ability
			Human ability
			Comprehensive understanding of the organization
	Meta organizational (environmental) competencies	Communication skill	Interaction with employees and managers of the relevant organization
			Interaction with legislative and decision-making authorities
			Interaction with stakeholders and customers
			Criticism from the media
		Globalization ability	Understanding the function of international institutions
			Participation in global processes
			Modeling the experiences of global educational organizations

	Economic merits	Ability to compete	Being competitive and successful
			Identifying new opportunities for growth and success
			Constant monitoring of competitors
		Ability to identify financial resources	Identification of new financial sources for the organization
			Understanding the characteristics of financial resources
			Cost calculation and financial accounting
		Entrepreneurial ability	Understanding entrepreneurial culture
			Entrepreneurial ability
		Professional marketing ability	Familiarity with professional marketing market research
			Understanding the national and global market
		The ability to create employment opportunities	Search for employment opportunities
			Creating and updating employment opportunities
	Cultural and social competencies	The ability to influence and persuade	The power of motivation in others
			Persuasion and influence in subordinate forces
			Knowledge of the territory under influence
			Persuasion and influence at the top
			team building
		Collective control skills	Participation, cooperation and teamwork skills
			Understanding the culture of participation
		Tolerance and acceptance of cultural and social differences	Respect for cultural differences and values
			Awareness of cultural and social differences
			Knowing different cultures
	Educational and research skills	Research-oriented ability	Educational and research skills
			Familiarity with research standards
			Research outsourcing
			Course design ability
		Teaching skills	The ability to design an educational calendar
			Feasibility and educational needs assessment
		Promotion of research culture	Creating study opportunities
			Creation of research identity card for employees
	Management skills	General management	leadership
			organize
			Mobilization of resources
		Crisis Management	Management of special conditions
			Management of change and transformation
		Human resource management	Management of subordinate forces
			Empowerment of subordinate forces
			Succession
	Political and legal competences	Performance management	Evaluation of subordinate forces
			job evaluation
			Analysis of the results
		Ability to understand laws and programs	Knowing the laws and policies of the country and the organization
			Understanding legal restrictions

		The ability to participate politically	Knowing the influential institutions and organizations in the country's decision-making
			Understanding the political applications of decisions
			Tolerance of conflict and ambiguity
		Ability to negotiate and bargain	Skill in negotiation
			Intelligence and political frost
			Creating harmony in common interests

As shown in Table 7, the core category consists of 70 open codes, 24 axial codes and 8 selective codes.

Discussion

Causal conditions: The causal conditions influencing the professional competencies of educational managers in the country's program and budget organization were identified through the analysis of conducted interviews, encompassing 32 open codes, 8 axial codes, and 2 selective codes. The findings presented here align with previous studies by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018) who highlighted organizational factors, personality traits, and role factors as key determinants of managerial competence.

Contextual conditions: The contextual conditions influencing the professional competencies of educational managers in the country's program and budget organization were identified to include 9 open codes, 4 axial codes, and 3 selective codes. These findings are consistent with prior research conducted by Khanifar et al. (2010), Dianat et al. (2018) and Shabani et al. (2019). For instance, Fathi et al. (2021) emphasized competencies like emotional intelligence, trustworthiness, and innovation as integral to managerial effectiveness and managerial competence.

Intervening conditions: Additionally, the intervening conditions impacting the professional competencies of educational managers in the country's program and budget organization were identified through 37 open codes, 11 axial codes, and 4 selective codes.

These findings are in line with previous studies by Khanifar et al. (2010), Dianat et al. (2018) and Shabani et al. (2019)..

Strategies: The subsequent classification within this framework pertains to strategies. The primary aim of this classification is to pinpoint strategies aimed at enhancing the professional competencies

of educational leaders. The strategies outlined in the managerial competency model comprise of 11 open codes, 4 core codes, and 3 selective codes. The outcomes of this study are in harmony with the investigations conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018). For instance, Bhardwaj and Punia (2013) demonstrated in his study that an effective administrative framework encompasses components such as goal orientation, influence and persuasion, critical thinking, problem-solving, proactiveness, self-assurance, interpersonal skills, respect for authority, information acquisition, teamwork, expertise, and customer service orientation as fundamental competencies.

Consequences: The subsequent classification in this model pertains to consequences. The primary objective of this section is to elucidate the repercussions of the professional competencies of educational leaders. The findings encompass 15 open codes, 4 axial codes, and 2 selective codes. The outcomes of this study are consistent with the studies conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018). For example, Hrebiniak and Alutto (1972) identified three factors—organizational, personal, and role-related—that influence managers' competencies. Additionally, Viitala (2005) findings highlighted creativity as a paramount competency for managers, alongside organizational knowledge and skills essential for fostering a conducive work environment aligned with organizational and business objectives, effective communication, financial market-related knowledge and skills, and understanding of social responsibility within the environmental context.

Core category: The final designated category in this model is the core category. Concerning the identification and delineation of the central category, which serves as the pivotal point in the formation of the paradigmatic structure and the alignment of other associated elements, it is imperative to note that causal conditions underlie its emergence. The core category comprises 70 open codes, 24 axial codes, and 8 selective codes.

The findings of this study align with the investigations conducted by Khanifar et al. (2010), Shabani et al. (2019), and Dianat et al. (2018).. Consequently, the training of professionals significantly impacts the capabilities of educational managers in fulfilling their responsibilities. Moreover, De los Ríos-Carmenado et al. (2014) indicated that competencies crucial for this role include technical, behavioral, and political-contextual skills. Technical skills encompass aspects such as information management, resource allocation, and organizational unit oversight. The outcomes of

this research underscore the role of managerial competence in enhancing performance efficiency, warranting careful consideration. Furthermore, the primary approach in enhancing the professional qualifications of educational managers involves establishing a suitable administrative framework, fostering continuous development, and reinforcing training initiatives within program and budget organizations. Essential prerequisites encompass the promotion of teamwork, a collaborative work environment, and a decentralized structure, which should be further reinforced.

The ultimate outcome of enhancing the professional competencies of educational managers includes both individual professional growth and organizational advancement. Based on the study findings, it is recommended to design and implement practical in-service programs to address the diverse developmental needs of managers and staff amidst evolving circumstances, with adequate material and moral support. A limitation of this research lies in the qualitative nature of data collection through interviews, which poses risks of bias and limits generalizability.

Employing this model as a scientific benchmark in various aspects such as employee selection (recruitment, promotion, succession planning, bonus allocation, etc.) within the country's program and budget organization, as well as the management and planning organization of provincial entities, is paramount. Moreover, a comprehensive set of professional competencies for educational managers must be identified among a specific group within the country's program and budget organization, with policymakers evaluating managers based on their possession of these competencies. While this study was conducted within a small and constrained sample, it is imperative to replicate and update the model in a broader and more diverse population for further refinement.

Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

The studies involving human participants were reviewed and approved by the ethics committee of the Islamic Azad University. The patients/participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection, and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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