Modeling Competency Management for Organizational Agility at Islamic Azad University of Tehran

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Abstract

   Purpose: The purpose of this study was to present a model of competency management for organizational agility in Islamic Azad University of Tehran. **Methodology**: The statistical population in the qualitative section, the professors of Islamic Azad University of Tehran, number 20 and in the small department, directors and deputies of units, directors and deputies of faculties, faculty members and faculty members of Islamic Azad University in Tehran, 4134 people were selected. In the qualitative section, the purposeful sampling method, considering the saturation law, was 10, and in the quantitative section, using stratified random sampling method, and based on the Cochran formula, 352 Selected as samples. To collect data three dimensions of "individual, organizational and social" and organizational agility questionnaire with 48 questions and 16 components were used. **Findings** The results showed that competency management has three dimensions (individual, organizational and social). A person's dimension has seven components (decision making, knowledge and information, personality traits, service, accountability, beliefs and ethical values, and attitude and insight), an organizational dimension with eight components (leadership competence , Planning, monitoring and control, setting goals and strategies, technology, customer orientation, change management, crisis management) and social dimension has five components (workgroup, networking, behavior in relationships, inter-organizational, external).Among dimensions of competency management, organizational dimension with factor load of 0/894 has the most impact and in the first rank and social dimension with factor load of 0 706 has the least effect and in the last rank. **Discussion:** The results of structural equation test showed that there is a positive and significant relationship between competency management with organizational agility.

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1. Introduction

Organizations have been created in order to achieve the goals and the success rate in achieving organizational goals is directly related to the way human forces perform. All managers and employees regardless of where they work or what they are doing perform similar tasks, so they need special competencies and capabilities that enable them to perform tasks. They have the best way to do it (Hayat et al., 2014, 672). The concept of competence was first used by McClelland in 1993 to screen individuals and information, but this concept has recently been used in educational and research systems for the selection and evaluation of managers (Fang et al., 2010, 2846). Competency is a combination of motivations, attributes, self-values, attitudes or values, content knowledge, or cognitive behavioral skills, any individually measurable or custom-designed attribute It can be used to distinguish between high and medium employees (Dexterity and Density, 1394). There are also sets of behavior, skill, knowledge, attitude, and personality traits that have the most relevance to successful performance (Nirmand et al., 1391, 146), lead to service excellence and give the individual a chance to do a successful job and It achieves optimal organizational results (Tiraieyari et al., 2010).

2. literature Review

Today, its management and competencies are at the top of all issues. If the manager has no strategic thinking and cannot understand the appropriate strategies and methods with quick thinking, he will never be able to guide the organization to the realization of the goals and the use of appropriate methods (Mahmudi et al., 2012, 115). Because managers are one of the most important pillars of each organization, and especially educational organizations, they have a significant role to play in missions and achieve the goals of the organization. Therefore, the successes and failures of an organization are always in the hands of its managers. In the meantime, the role of managers is of paramount importance in developing countries, where systemic attitudes in organizations are less institutionalized. In these organizations, managers who have the desirable qualities (competency) lead the organization to growth and excellence, increase its performance and make competence and meritocracy in the current system (Porkerimi and Sinclair, 1393, 202).

On the other hand, today's organizations work in a dynamic, dynamic and transformative environment. The plurality of changes that organizations and individuals face is such that it is such a force that, like the tidal slab, breaks down any kind of resistance and pulls it all together. In other words, the breadth and variety of the force that changes the forces of today's organizations makes them accept these changes. So today, as Anjeli (1997) says, organizations cannot survive in a viable society unless they accept changes and adapt themselves to internal and external changes (Mahmoudwand, 2011).

Regarding the reliability of the research, organizational agility and competency management are among the requirements of universities in today's competitive environment. Therefore, in this research, we seek to present a model of competency management for organizational agility in Islamic Azad University of Tehran, so the immediate and future benefits of this study are to identify the dimensions of competency management in Islamic Azad universities, creating a relative awareness of the concept of competency management and organizational agility, Provide an appropriate management model for organizational agility. Also, short-term planning in the university based on research findings to promote organizational competence and organizational agility and helping authorities and managers of free universities of Tehran to develop long-

term strategies to promote organizational competency management and organizational agility. The university has the practical implications of this research.

Poor Abadi et al. (1395), in a research entitled "Designing a Multidimensional Model for Managers and Employees", achieved the following results: a competency model with four dimensions; basic competencies (communication and information skills, knowledge mastery, Commitment to quality, productivity skills, customer focus, initiative, reliability), managerial competencies (leadership skills, competency of outcome, competence of project management, competence of management), competency General principles (IT principles, information system management, software development, digital media, data integrity) and specialized competencies (hands-on) General public, organizational structure and legal framework).

Ghorbannezhad and Isa Khani (1395), in a research entitled "Designing a Model for the Academic Administrator's Model Based on Islamic Patterns", which was conducted on 24 experts, achieved the following results: the merit of the Enlightenment Being, self-control, piety), behavioral-ethical competence (chastity, truthfulness, avoidance of lies, humility and softness, defect, openness, accountability), worthiness of trusteeship (maintaining good traditions, being honest, keeping bait al-mal) , The merits of justice and fairness (avoidance of oppression, justice, distribution of resources to equality) decision-making competence (reflection and ethics) Waiting for work, foresight, decisiveness in decision making) are recognized as the main competencies of managers?

3. Methodology

The method of mixed research was used to obtain a profound and rich description of the participants' experiences, attitudes and perceptions about the competency management model for organizational agility in Islamic Azad University, Tehran. In this regard, it was also tried to use both quantitative and qualitative data to achieve this goal. A case study is a research in which a researcher searches for a program, event, activity, process, and even an issue in one or more people (creswell, 2012). Based on the data base, it has a mixed research plan that is carried out using a mixed model and exploratory design. This scheme begins by collecting and analyzing qualitative data, and then a second stage, in which quantitative data is collected and analyzed. The second stage is quantitatively The study is based on the first stage or on the basis of a qualitative elemental stage (Ridenour & Newman, 2009).

The statistical population of the study consisted of two groups: qualitative section: professors of Islamic Azad University of Tehran, 20 people who have been used in the qualitative section of their views. In the qualitative section, 10 people were selected as the statistical sample using purposeful sampling and considering the saturation law. The researcher encountered the data saturation after the 9th interview, but to ensure the adequacy of the data, the interview process continued to 10. So the statistical sample in this section is 10 people. In the qualitative part of this research, semi-structured interviews were used. A small part: the directors and deputy heads of the units, faculty directors and assistants, faculty members and faculty members of the Islamic Azad University of Tehran, numbered 4134 people who used a small part of their opinions. In this section, 352 subjects were selected using stratified random sampling method based on university unit and based on Cochran formula. In this section, a researcher-made competency management questionnaire and organizational agility questionnaire were used to collect required data.

Interview Process: In each interview, the interviewees became familiar with the objectives of the interview. The average time of each interview was 30 minutes and the key points of each interview were taken by the interviewer. In order to reduce the impact of interviewing in providing information, all interviews were conducted by a researcher. After identifying the dimensions through the study of theoretical fundamentals and interviewing specialists, a preliminary questionnaire was prepared and three stages of adjustment and necessary modifications were made. Through this questionnaire, the dimensions and indicators were reviewed, finalized and verified. A researcher-made questionnaire on competency management: competence assessment questionnaire, which was identified and developed in the qualitative stage by studying theoretical foundations and interviewing the university professors and experts, and the final view of the supervisors and counselors of the dimensions and its components, as tools Data collection was used in a small part of the research. The questionnaire consists of 97 questions in three dimensions: "individual, organizational and social" and 20 components "decision-making, knowledge and information, personality traits, service, accountability, values Conceptual and ethical attitudes and insights, leadership competence, planning, monitoring and control, goal setting and strategy, technology, customer orientation, change management, crisis management, teamwork, networking, behavior in relationships, internal organization and outsourcing » Which is designed and arranged in the 5 Likert options (very low, low, medium, high and very high), which are graded from 1 to 5, respectively.

Organizational Agility Questionnaire: This questionnaire has been used in Hosnei's Intercultural Research (1394), which has 48 questions and 16 components. "Response to competitors, responding to clients, responding to organizational needs, responding to environmental changes, employee development, improvement Services, development of environmental communication, management and leadership development, process, people, technology, organizational structure, speed of tasks, speed of learning, speed in innovation, speed in decision making "and in the 5 spectrum of likert options (much Low, moderate, high and very high), which are graded from 1 to 5, respectively. To ensure the reliability of the qualitative part of the research and in order to ensure Because of the accuracy and reliability of the findings from the perspective of the researcher, contributors or readers of the research report, the following measures were taken: Review by the members: Participants in the interviews reviewed and reviewed the categories and comments Expressed their connection with them. Collaborative review: In addition to receiving valuable comments from the supervisors and counselors of the extracted categories, a number of professors, graduates and students reviewed the categories and their categorization. Experience and experience of supervisors and consultants: several years of experience. In the field of planning for higher education, budgeting and education in higher education, it was possible for the categories to be properly implemented. Participatory research: Simultaneously, participants in the analysis and interpretation of data Help was taken.

A bit of narrative

A) Verbal Validity: In order to confirm the formal validity, the questionnaires were submitted to the experts and professors of the Fan and were questioned. In this way, changes were made to the way of writing, wording and spelling, and a number of questions were also removed from the questionnaires. B) Content validity: To confirm the content validity of the tool, the following measures were taken: after identifying and specifying the dimensions and The components related to each variable were prepared and provided to the experts by studying the literature of research and interviewing experts, based on their corrective ideas, modifications and initial modifications were made to the tool. Then, in cooperation with the supervisors and

counselors, and with the opinion of the experts, secondary reforms were carried out for each instrument and the necessary changes based on their opinions. At the final stage, under the supervision of the supervisors and counselors, final adjustments were made for each instrument, and thus, the validity The content of the tool was approved. Content analysis was used to analyze the qualitative data of the research. In this design, the qualitative data analysis process has been performed in two stages of open and coding.

Descriptive and inferential statistics were used to analyze the data. Descriptive statistics: Descriptive statistics were used for frequency, frequency, mean, standard deviation, chart and table.

4. Findings

How is the competency management model for organizational agility in Islamic Azad University of Tehran? Structural equation test was used to examine this question. The extent of efficacy of perfectionism dimensions on strategic thinking, along with the presentation of an integrated and balanced model based on the relationships between variables, was calculated using pls software, which is presented in Figures 1, 2 and Table 1.
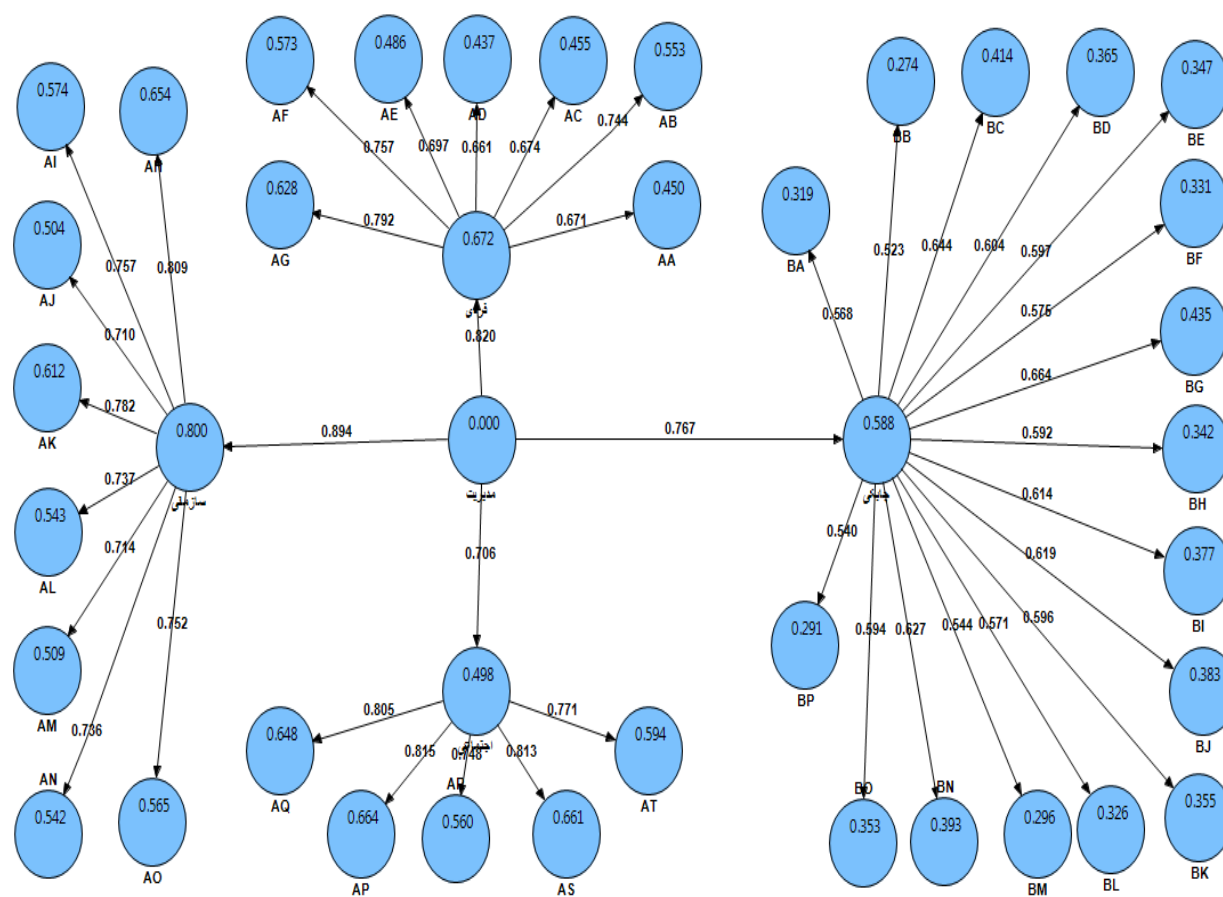
Graph 1. Structural model in the standard estimation of path coefficients
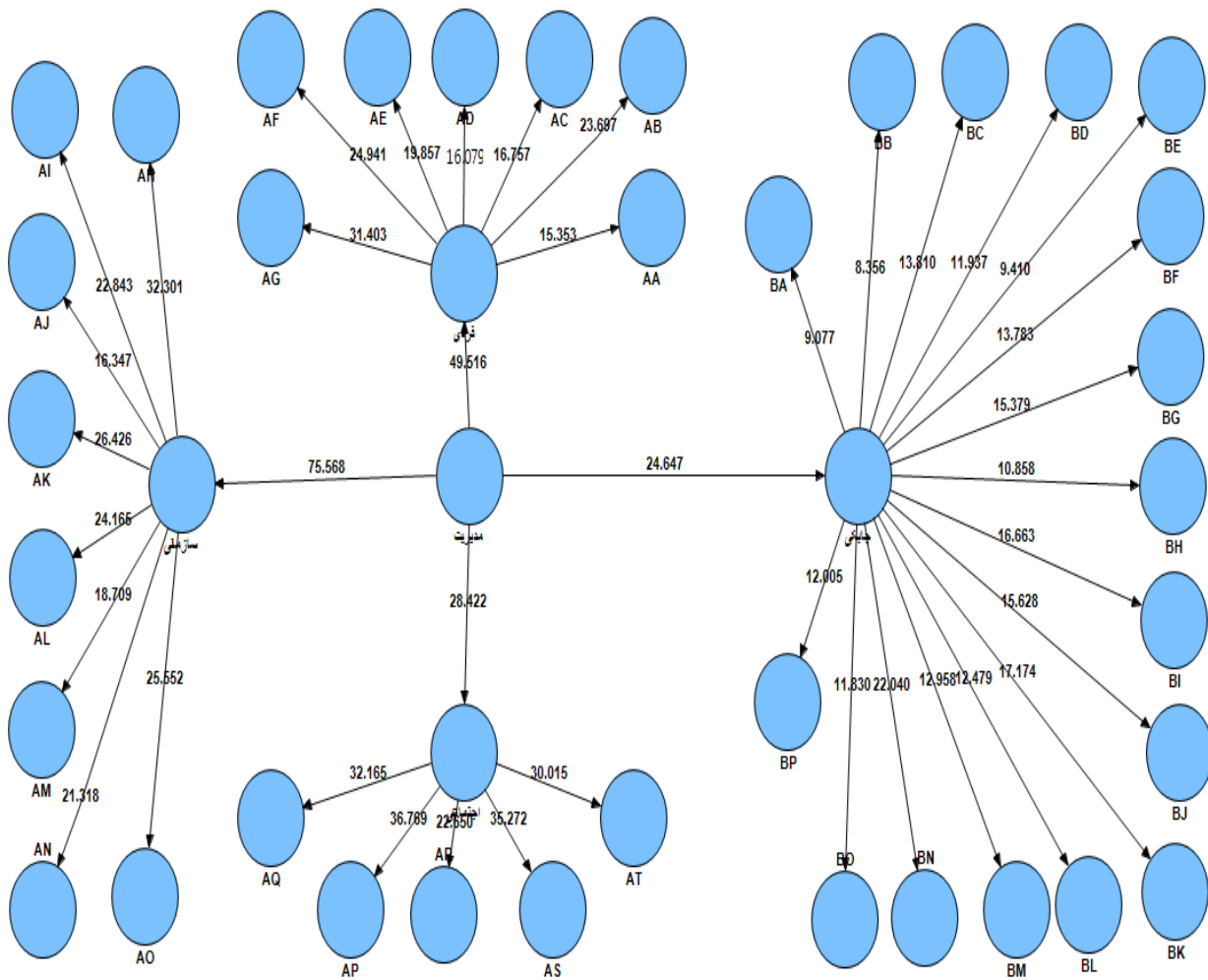
Graph 2. Structural model in a meaningful state of path coefficients

Table 1. Results from path analysis findings

R²	R	t	variables
0/588	0/767	24/647	The Impact of Adequacy Management on Organizational Agility

Figures 1 and 2 and the path analysis results presented in Table 1 show that based on the standard coefficients between the exogenous variable (competency management) with the internal variable (organizational agility), the factor load is 767/0, and to Due to the fact that t-value is outside (2.58 and 2.58), at 99% confidence level, the effect of managerial competence on organizational agility is significant, so there is a positive and significant relationship between the variables of competency management with organizational agility. . Also, according to the amount of R2 for the organizational agility variable, the prediction is close to strong - the intrinsic variable (organizational agility) of the exogenous variable variable (competency management) with (coefficient of influence, 767/0 and 244 647 = t) has a direct and meaningful effect.

To investigate and answer this research questionnaire, a researcher-made questionnaire on competency management as a tool for data collection was used. The questionnaire was developed in three dimensions (individual, organizational and social) with 110 questions. In the descriptive part of the data, the questions number (1, 2, 12, 13, 26, 28, 32, 36, 37, 40, 44, 76, 109) due to low average and non-validation of the test One group of questionnaires was deleted and the final competence assessment questionnaire with 97 questions was used through exploratory factor analysis to explore dimensions and components and their ranking.

To determine the adequacy of the data and the data requirements for performing factor analysis, Kaiser-Meyer-Alkin and Bartlet's fit tests were used. The KMO statistic is a sufficiency index of variables and a value above 7/0 is suitable for performing factor analysis. The Bartlett test is also one of the methods for determining the suitability of the data, and in order for a factor analysis model to be useful and meaningful, its variables need to be correlated. Therefore, the statistical assumption for the Bartlett test is as follows:

Table 2. Test results

The percentage of variance explained	The agent name is given in order of importance Percentage of variance	Test result	KMO & Bartlett	
%84/606	1- Decision making 2. Knowledge and information 3. Personality Vigilance 4. Serving 5. Responsibility 6. Religious and moral values 7. Attitudes and insights	Confirmation of the adequacy and solidarity of the data	KMO=0/805 sig=0/000	Personal dimension
%83/309	1-Competency Leadership 2- Planning 3. Supervision and control 4. Determine goals and strategies 5. Technology 6. Customer 7. Change management 8. Crisis Management	Confirmation of the adequacy and solidarity of the data	KMO=0/886 sig=0/000	Organizational dimension
%76/878	1. Workgroup 2- Networking 3. Behavior in relationships 4. Within the organization 5. Out-of-office	Confirmation of the adequacy and solidarity of the data	KMO=0/889 sig=0/000	Social dimension

According to the results of Table 2 at 95% confidence level and α = 5% error, the KMO statistic for all dimensions was more than 0.7. Also, the result of the Bartlett test has shown that the significance level for all variables is calculated as S0.05, so there is insufficient evidence to confirm the zero assumption and the assumption of the research is confirmed and the data are correlated. Therefore, the data are sufficient and necessary for exploratory factor analysis. The percentage of variance explained in the last column shows that in the individual dimension, 84.66% of the changes in the questions, in the organizational dimension, are 30.93% and in the social dimension, 87.88% of the variation of the questions are explained by the extracted components.   The ranking of dimensions and competency management components in terms of factor load factor for each dimension and component are described in Table 3.

Table 3. Ranking Dimensions and Variable Components of Adequacy Management in terms of factor load

Ranking	Factor loading	Ranking	Factor loading	Dimensions	Factor Load
2	0/820	6	0/671	Component	individual
		3	0/744	AA decision	
		5	0/674	AB Knowledge and Information	
		7	0/661	AC Personality Values	
		4	0/697	Serving AD	
		2	0/757	Accountability AE	
		1	0/792	The moral and moral values of the AF	
1	0/894	1	0/809	Attitude and Insight AG	Organizational
		3	0/757	AH Leadership Competency	
		8	0/710	AI Planning	
		2	0/782	AJ monitoring and control	
		5	0/737	Determine the goals and strategy of the AK	
		7	0/714	AL technology	
		6	0/736	AM client	
		4	0/752	Manage change AN	
3	0/706	1	0/815	Crisis management AO	social
		3	0/805	AP teamwork	
		5	0/748	AQ networking	
		2	0/813	Behavior in AR relations	
		4	0/771	Within the organization AS	

Based on the results of Table 3, all dimensions and components of competency management have a factor load of more than 0.6. Therefore, the effect of all dimensions and components on the management of competency is confirmed. Among dimensions of competency management, the organizational dimension with factor load of 0.894 has the highest impact and in the first rank and then the individual dimension with factor load of 0.820 in the second and social dimension with factor load of 0.706 has the least effect and is ranked third. In the dimension of the individual, the "attitude and insight" component with the factor load of 0.779 has the highest impact and in the first rank, and the component "service" with factor load of 0.671 has the least impact and in the ranking Seventh In the organizational dimension, the "leadership competence" component with the factor load of 0.809 has the most impact and in the first rank and the component of "monitoring and control" with factor load of 0.710 has the least effect and in the eighth rank . In the social dimension, the component of "group work" with the factor load of 0.815 has the highest impact and in the first rank and the component of "behavior in relationships" with the factor load of 0.748 has the least effect and in Fifth grade.

The general tests of the structural model and the PLS model test are as follows: - The predictive relationship test (Q2); This test specifies the predictive power of the model, and in fact the quality test is a structural model and for This test uses an index called CV Redundancy that compares the values of this index for each variable with three values of 0.02 (poor quality model), 0.15 (average) and 0.35 (strong).

Table 4. Results of general tests of structural model and PLS general model test

Indicator	Desirable amount	Amount calculated	Test result
CV Redundancy	>0/15	0/279	Confirmation
GoF	>0/15	0/678	Confirmation

Table 4 shows that CVR is equal to 0.279 and GoF is 0. 678.it should be compared with the fact that the CVR value is compared with three values of 0.02 (poor quality model), 0.15 (average) and 0.35 (strong), since this value is higher than 0.15 That is, the structural model has the fitting fit. It also compares GoF with three values of 0.01 (weak), 0.15 (average) and 0.35 (strong), so given that this value was higher than 0.15, the model has a suitable fit It should be.

In the end, in order to confirm the desired relationships, we can show the diagram 3 as the appropriate model for the management of organizational agility in Islamic Azad University, Tehran, along with the contribution of each dimension and components. In the model, the philosophy of presenting the model, the model's vision, theoretical foundations of the model and the proposed goals are presented, then the structural model of the research is presented and, finally, the evaluation and feedback of the model have been considered.

5. Discussion

The purpose of this study was to model competency management for organizational agility in Islamic Azad University of Tehran. Findings about the dimensions of talent management showed that competency management has three dimensions (individual, organizational and social). A person's dimension has seven components (decision making, knowledge and information, personality traits, service, accountability, beliefs and ethical values, and attitude and insight), an organizational dimension with eight components (leadership competence , Planning, monitoring and control, setting goals and strategies, technology, customer orientation, change management, crisis management) and social dimension has five components (workgroup, networking, behavior in relationships, inter-organizational, external). Not. This finding is based on the results of the researches of Qurban-Nejad and Isa Khani (1395), Sai'ah (1394), Dehmiri and Nastia (1394), Messiah-Zadeh (1393), Ungani (2010), Geoscience (2011) and Lee (2010), in their research, the dimensions and competency components of managers such as individual competence, social competence, accountability, decision-making, teamwork, control system, customer orientation, leadership, crisis management, employee behavior, Customer service pointing is the same.

Findings about rating competency management dimensions in Islamic Azad University of Tehran showed that all dimensions and components of competency management have a factor load of more than 0.6, so the effect of all dimensions and components Confirmation of Competency Management. Among dimensions of competency management, organizational dimension has the highest impact and in the first rank and social dimension has the least impact and is in the last rank. In the dimension of the individual, the component of

"attitude and insight" has the highest impact on the first rank and the component of "service" with the least impact and in the last rank; in the organizational dimension, the component "competence" Leadership "has the most influence and in the first rank and the component of" supervision and control "has the least impact and in the last rank. Also, in the social dimension, the component of "group work" has the most impact and in the first place and the component of "behavior in relationships" has the least effect and in the last rank. In explaining this finding it can be said that, given the fact that the university plays an important role in the development of society, therefore, in order to realize the goals of the university, one should have a good manager at the head of the organization, and this manager can be in the personal, organizational and social dimension, the organizational dimension has the necessary skills. Because the organizational dimension includes leadership competence, planning, monitoring and control, goal setting and strategy, technology, customer orientation, change management and crisis management.

There was a positive and significant relationship between satisfaction management and organizational agility. This finding is consistent with the results of research conducted by Sayyah (1394), which showed that managers' merit has a significant effect on organizational agility of Sepah Bank, and Messiah-Zadeh (1393), which showed that among the competency dimensions of managers (mental competencies, competencies Individual, interpersonal competencies, managerial competencies, leadership competencies and competencies of achieving results) and agility of the organization in Isfahan Steel Company is a positive and consistent relationship. Nega et al. (2011) in a research showed that competency management has a significant effect on supply chain agility. This finding is also consistent with the results of this study. In explaining this finding, it can be said that competence is a set of behavior, skill, knowledge, attitude and personality traits that have the most relevance to successful performance. In organizations where managers have desirable qualities, completeness and meritocracy in the current system, lead the organization to growth and excellence and increase its performance. Therefore, the relationship between managerial competence and organizational agility seems logical.

The degree of fitness of the model is from the viewpoint of the experts of Islamic Azad University of Tehran. The proposed model has a suitable fit. In explaining this finding, it should be acknowledged that: the effect of competency management on organizational agility has strong theoretical support, and several studies have confirmed the impact of competency management on multiple variables, therefore, the accurate identification of competency management dimensions and appropriate design of the model based on theoretical support and determination The rational goals have led to the approval of the model and its fit. Since the research has not been done to date for the first time, this research has not been done so far, so a comparison has not been made.

Nowadays, intense competition and technological change, the increasing pressure on their organizations and their various ways of increasing their human resources productivity. It is expected that the workforce is expected to have a greater impact on the products and services they provide. This is exactly what has given rise to competence in the competitive environment. Universities are among the most important educational organizations that must have the power to respond to organizational, political, technological and environmental changes. On the other hand, competitive conditions, which were only a few decades old for commercial and industrial organizations, have been expanded to higher education, and universities, such as free universities, need to be able to understand changes and images to remain in the competitive scene of science and knowledge. They have a quick and proper response to it. Therefore, they must adapt themselves

dynamically to environmental changes by using appropriate strategies in order to survive. One of the best ways to deal with environmental changes is to direct the organization to agility, because in one The agile university of resource organization can quickly be moved in a flexible and fluid way to meet the changing needs of the changing customer, their universities and their different sectors can quickly do what's apparently not working properly. Stop the slow start and start right work right away. Therefore, in this research, an assessment of the competency management model for organizational agility in Islamic Azad University of Tehran was studied. The results of this study showed that: competency management has three dimensions (individual, organizational and social). A person's dimension has seven components (decision making, knowledge and information, personality traits, service, accountability, beliefs and ethical values, and attitude and insight), an organizational dimension with eight components (leadership competence , Planning, monitoring and control, setting goals and strategies, technology, customer orientation, change management, crisis management) and social dimension has five components (workgroup, networking, behavior in relationships, inter-organizational, external). Not. Among dimensions of competency management, organizational dimension has the most impact and in the first rank and social dimension has the least impact and in the last rank. There is a positive and significant relationship between managerial competence and organizational agility and the proposed model has appropriate fit. This finding is consistent with the results of research conducted by Traveler (1394), which showed that managers' merit has a significant effect on organizational agility of Sepah Bank; Dexterity and Density (1394), which showed that the components of the control system, interpersonal relationships, and customer The central point is the ability to predict the effectiveness of school principals; Messiahzadeh (1393), which showed that among the dimensions of managers' merit (mental competencies, individual competencies, interpersonal competencies, managerial competencies, competencies Leadership and competencies of achieving results) and agility of organization in Isfahan Zobahan joint stock company; there is a significant positive relationship (2010), which showed that between competency Individual and social managers and the effectiveness of co-management; Negae et al. (2011) showed that competency management has a significant effect on supply chain agility; Geoscience (2011) showed that the most important dimensions of competence are leadership and crisis management And Lee (2010), which showed that interpersonal understanding, information seeking, teamwork and participation, employee behavior, and customer service are of merit, are in the same direction. Therefore, it is suggested to officials and practitioners of Islamic Azad universities of Tehran to work with scientific and cohesive programs to promote the management of competency in the staff and managers, thus making organization agility and ultimately improving performance. To be organized.

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