

Designing and Compiling a Competency Model for Managerial Skills of Cultural Women in Education

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Abstract

Purpose: The aim of this study was to identify the dimensions and components of competency of managerial skills of cultural women in education in Mazandaran province.

Methodology: This research was applied and in terms of method, it was mixed (qualitative and quantitative). In the qualitative part, the statistical population consisted of experts, professors and senior managers of education and in a small stage, it consisted of all school principals, principals and experts of education departments of Mazandaran province with a number of 1800 people who 317 people were selected by cluster sampling method. The measurement tool was a researcher-made questionnaire whose construct validity was calculated using factor analysis method and the reliability value through Cronbach's alpha coefficient was 0.94.

Findings: at 95% confidence level; Findings showed that the four components of spiritual competence, communication competence, competence to work in a masculine environment and personality competence constitute the indigenous model of managerial competencies of cultural women in Mazandaran province. The dimension of spiritual competence is one of the components of spiritual attitude and spirituality in the work process; The dimension of communication competence of the components of interpersonal communication at the sub-level levels and interpersonal communication at the upper levels; The dimension of work competencies in the male environment consists of components of professional and interpersonal solidarity and showing the scope of communication, and the dimension of personality competencies consists of the components of extraversion and self-construction and coaching ($P < 0.05$).

Conclusion: Paying attention to the competencies of women cultural management skills in education is one of the most important and necessary issues in the development of advanced and growing societies that if we pay attention to spiritual competencies, communication, working in a masculine environment and personality, can be improved and upgraded.

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1. Introduction

Organizations seek to survive in today's competitive society (Saghari, et al, 2018). Achieving the goals of any organization, experience of continuous growth and sustainable success depends on the management of that organization and how it is managed by competent individuals and management team (Bajani, et al, 2019). The position and role of managers as the main leaders, designers and managers of organizations and the importance of employing effective people in their selection, evaluation and development is not hidden from anyone (Demirkesen & Ozorhon 2017). Every country, in order to cultivate competent managers and leaders and increase governance capacity, needs managers and employees who can provide better services to citizens based on merit based on the public interest of society and in proportion to the growing changes, capabilities and competencies. Improve themselves (Dariush, et al, 2020). Therefore, the selection and appointment of qualified managers is one of the most important and sensitive issues in the work process of any organization that has received much attention in recent years (Arasteh, et al, 2018).

Since management and its competencies are at the top of all issues today, if the manager does not have strategic thinking, he cannot understand the appropriate strategies and methods with quick thinking and will not be able to make the organization Guide the achievement of goals and the use of appropriate methods (Mahmoudi, Abedi, Heidari, 2016). Thus, in recent years, several definitions of managers' competencies have been proposed: a set of behaviors that are used as a means to achieve desired results or outcomes (Dziekonski, 2017); Identify those characteristics that provide superior performance (Derakhshan & Zandi, 2017); The ability of different people to succeed and be efficient according to specific characteristics and job standards (Liikamaa, 2015); A combination of skills, knowledge, and attitudes required to perform an effective role (Hwang & Kuo, 2018) or a set of knowledge, skills, values, attitudes, behaviors, Normal currents and patterns of thinking are personality traits that individuals or groups can use effectively or successfully to solve problems and meet challenges and opportunities (Skorkova, 2016). Managerial competencies include a set of skills, knowledge, abilities, attitudes, and motivations in order for a manager to perform his or her tasks efficiently (Lara & Salas-Vallina, 2017). The competency perspective of managers allows them to organize their behavioral flow based on the desired future that the organization is moving towards (Jokar et al, 2018). Surveys show that 75% of organizations use competencies in selection; promotion, training and development, and 65% use competencies in performance management, and many organizations Competency is used in career success planning (Rahmani, et al, 2019). Managerial competencies are like a mountain, most of which is underwater, and a small part of which, as a skill and knowledge, is at its peak and overflows. In other words, the elements containing the competencies are less visible; But they largely control and direct apparent behavior. There is a social role and self-knowledge at the level of individual consciousness; but specific traits and motivations are at the bottom of the iceberg, which is in the water and is located deep inside the person (Tolouian, 2019). On the other hand, managerial jobs have the nature of complex requirements and its successful and effective performance in organizations requires a set of competencies, skills and abilities and specific characteristics. Hence, managerial skills are abilities that contribute to the excellent performance of managers in critical situations (Tomastika, 2015). Skills are acquired and developed through the repetition of the application of knowledge in the real environment. Skills development leads to improved performance quality. Without skill development, in many cases, the source will not have much impact. For example, no manager can acquire teamwork skills through practice without applying and experiencing the principles of teamwork (Dariush, et al, 2020).

Given that management in theories is a neutral and asexual concept. According to the principles of management, the concept of gender cannot play an effective role and meaning in management theories, but, beyond this theoretical fact, there is a truth rooted in socio-cultural and historical ideas and beliefs that define the concept of management. It has a deep and inseparable connection with the male concept, and the first image that comes to mind from the manager is the male concept. Research shows that despite the increase in female staff in middle management, senior management and executive positions are still patriarchal. Also,

women on an equal footing must achieve higher standards than men to achieve top management positions (Kim, et al, 2015). However, holding key management positions for women is complex and involves many variables. But the first principle in competency-based management should be to hire the right people regardless of their gender (Moradi, 2016), therefore, their competencies should be strengthened. Accordingly, any organization that has experienced continuous growth and sustainable success, certainly has a team of competent and efficient managers and leaders, and efficiency and competence only by paying attention to promotion programs and improving the characteristics and competencies. Will be realized (Shabani, 2018). The presence of female managers modulates the performance of the organization and the role of mediation (Eagly, 2016). Their presence enhances the quality of brainstorming ideas, facilitates creativity, and creates more strategic options (Post & Byron 2015). According to role theory, female managers are more successful when social interaction is a priority. Statistically, there is no difference that male managers perform better than female managers, society with both sexes works towards the middle, women society, men towards the development of inner traits and competencies. More leads (Way & Marques 2013). On the other hand, women's social expectations as mothers and guardians are directly and meaningfully related to traits such as productive, participatory or creative (Bhat & Sisodia 2016). In addition, understanding empathy that replicates competencies such as care and community (Brescoll, 2016), emotional sensitivity (Glass & Cook, 2016), or the ability to listen to and help young coworkers qualify, Is considered female leadership (Pafford & Schaefer, 2017).

Tolouian (2019) research showed individual characteristics (personality, learning to perceive, value and motivation and ethical issues), managerial skills (technical, perceptual, human skills, analysis, diagnosis, establishment) Interaction, group skills and computer skills), individual ability (education, experience, mental ability and physical ability) and organizational factors (cultural infrastructure, legal infrastructure and recruitment and employment infrastructure) Process model of competencies of public sector human resource managers They form the administrative system with emphasis on general policies. Rahmani et al (2019) also showed that the components of communication skills, decision making, work communication, leadership skills, professional skills, using the positive abilities of themselves and others, developing team activities And encouragement, change and innovation form the competency model of managers based on entrepreneurial behavior and organizational trust. Khanifar, et al (2019) also showed the competence of school principals to use in the assessment center including knowledge and awareness (expertise, experience, up-to-date knowledge, information technology knowledge, knowledge of executive laws, environmental knowledge and knowledge of upstream documents), intelligence and talent (Are logical, interpersonal, cultural, emotional, creative, leadership ability, managerial ability, and decision-making power) and doctrinal and moral issues (good morals, commitment to community values, foresight, kindness, and responsibility). In another study, Ebrahimzadeh & Nazem (2018) showed that individual competence, interpersonal competence, managerial competence and scientific and professional competence are the components affecting the competency model of primary school principals in Tehran. Silva, Jerónimo, Vieira (2019) also showed in their research that leadership competencies are managerial (analysis and judgment, vision, imagination and strategic vision) managerial (resource management, communication, empowerment, Development and attainment of self-awareness) and emotional (emotional resilience, intuition, interpersonal sensitivity, impact, motivation and conscience) and Rantz (2017) in another study showed that being fresh and extroverted, Humility and patience, challenge, resistance to pressure, patience, creativity, risk-taking, intelligence and thought, the breadth of vision of golden opportunities, having an invincibility spirit and strong management, are the role models of women's managerial skills.

A review of the literature and research background shows that despite numerous studies on identifying the competencies of managers, little research has been done on female managers and identifying the competencies of their managerial skills. In a study of women managers, the world mentions two errors in alpha and beta in management. In Alpha Error, although both men and women have the same qualifications

and credentials, the man is placed in a managerial position because he is a man, and the woman is left out because she is a woman. In beta type error, the woman has a higher status of evidence and conditions than the man, and the woman herself is excluded because she is a woman and deprives society of the opportunity to enjoy her abilities. Due to the above errors, this study is conducted with the approach of identifying women's competencies in education. It is therefore important in two ways; one is that the gap resulting from the development of the competencies of female educational managers in terms of theory and practice can be filled. On the other hand, it clarifies the dimensions and components of the competence of women managers. The proposed model can be used as an improvement of managers' competency development programs and competency training. Therefore, considering the issues raised, this study seeks to find the answer to the question of what is the competency model of managerial skills of cultural women in education and training in Mazandaran province?

2. Methodology

In this study, a mixed method (qualitative and quantitative) was used to design an indigenous model of managerial competencies of cultural women in Mazandaran province. Thus, in the qualitative part and to design the initial model, the data theory approach was used and to review the model, a focus group consisting of management specialists and experts was used. Then, in the quantitative part, the pattern test was performed with a survey approach and through a questionnaire with the opinion of managers. In the qualitative section, the statistical population consisted of experts, professors and senior managers of education in the province (all women) and purposive sampling based on the snowball method, which was theoretically saturated with 12 people. In a quantitative stage, the statistical population consisted of all school principals, office experts, professional managers (senior, middle and operational) of education in Mazandaran province with a number of 1800 people using cluster sampling method, based on Krejcie table and Morgan 317 people were selected as the sample. A closed questionnaire to answer women's managerial competencies was used to collect the required information. The researchers designed this questionnaire in the form of 74 items in which the Likert attitude scale was used on a distance scale and the respondent chose a completely agreeable option of 5 points; Agree, 4 points; Abstained, 3 points; Opposite scored 2 points and completely opposite scored 1 point. Hence, the number 3 was considered as the cut-off point (theoretical average). The face and content validity of this questionnaire was confirmed by 7 faculty members at the Islamic Azad University, Sari Branch. The construct validity was also calculated using factor analysis method and it was found that the four identified components (spiritual competence, communication competence, personality competence, work competence in male environment), explain 84.79% of the total variance. The reliability of the questionnaire (total) was calculated by calculating Cronbach's alpha coefficient equal to 0.94. Data analysis was performed using factor analysis and SPSS22 and SmartPLS2 software.

3. Findings

The study sample included 1.6% of professional managers, 13.2% of experts, 35.6% of primary managers, 23% of first secondary managers and 26.5% of second secondary managers with an average age of 18.18 4 4.89 42 years old and in terms of education level, the majority of managers were masters or doctoral students (45.4%). The highest service history was between 16 to 20 years (38.8%). To check the suitability of the data for factor analysis, the test (KMO) was used, the value of which always fluctuates between 0 and 10. Table 1 shows the test results (KMO) for the suitability of the data for factor analysis.

Table1. KMO and Bartlett test results

Competency name and latent variable	Symbol	KMO	Bartlett test	Probability value
Spiritual competence	SPR	0/828	186/431	0/000
Communication competence	REL	0/825	391/629	0/000
Competence to work in a masculine environment	WORK PLACE MAL(WPM)	0/738	312/853	0/000
Personality merit	PER	0/845	1970/886	0/000

Table 1 showed that the significant KMO number for all competencies is greater than 0.7, so the data are suitable for factor analysis. Table 2 shows the indicators and the code of each indicator in the questionnaire used in factor analysis.

Table2. Indicators in the questionnaire

Secret	Observed	Indicators in the questionnaire	Number
Spiritual competence	Spiritual attitude	Work for God; Enjoy and get energy from work; Serve others; Patience at work; Being responsible for oneself; Responsibility to others; Factor work for improvement; good intentions; Rely on work and decisions and open-mindedness towards colleagues.	19
	Spirituality in the work process	Honesty in the quality of work; Creating an atmosphere of empathy and participation in work; Solve problems with a spiritual approach; Aligning work with moral values; Trust in resources; Fairness and justice in dealing with responsibilities and interests; Coloring ethics in space and approaches and motivating others with different techniques.	
Communication competence	Interpersonal communication at sub-level levels	Constructive approach; Expressive skills; Acceptance of cash; Follow up on requests; Assignment of responsibilities; Identify conflict and resolve it; Orienting conflicts to interactions and subscriptions; Support; Social comfort; Appreciate or reprimand as much; Having a calming spirit; Having a sense of humor; Confidence in work; Empathy in adversity; Interest in interacting with others; Spend time and energy making connections; Value the concerns of others; Respect for individuals and appreciation among group members.	25
	Interpersonal communication at higher levels	Self-openness; Observance of hierarchy with authority; Recognize superior tastes and apply them in ideas and implementation; Ability to express and negotiate in meetings; Initiate communication easily and maintain it and use it to facilitate transactions.	
Personality merit	Extraversion	Kindness; Desire to be accepted; Interest in respecting and being respected; Desire to have information; Flexibility; Adaptability; Expressing feelings and emotions with others; Tendency to create networked and multiple connections.	15
	Coaching and self-improvement	Positive self-concept; Intelligence in recognizing one's own feelings and those of others; Look at fractures as an experience; Having a strong personality in challenges; Risk-taking; Self-healing; Self-energizing and effective.	
Competence to work in a masculine environment	Professional and interpersonal solidarity	Being regular at work; Do the job in the best way and at the highest speed; Adaptation to masculine behaviors; Adaptation to some sensible masculine behavior; Political skills in recognizing the influential components of the organization to gain respect; Have a postgraduate degree; Having a managerial discipline in appearance and speech; Balancing originality and protecting oneself and expressing a convincing opinion.	15
	Show communication range	Formality of cover and dialect; Careful use of words and phrases; Lack of involvement and curiosity in the family affairs of male colleagues; Lack of guidance and guidance to enter into the personal issues of male colleagues; Reasonable respect and humility; Basic knowledge of the personal characteristics of male colleagues in order to adopt appropriate treatment with them; Cyberspace protection; Protecting	

privacy in cyberspace communications such as real space and not placing personal issues in cyberspace.

Table 3 shows the path coefficient and the significant number of the model confirming the competence of the skills of female cultural managers.

Table3. Estimation of path coefficient and significant number in the confirmatory model of developing the competencies of female cultural managers

Dimensions	GOF	Path coefficient	The value of T
Spiritual competence	0/0530/3	0/886	37/72
Communication competence		0/772	16/816
Competencies for working in a masculine environment		0/909	63/650
Personality merit		0/908	53/110

Table 3 showed that the value of the GOF index is 0.53 and greater than 0.3, which is acceptable. Therefore, the four components of spiritual competence, communication competence, competence to work in a masculine environment and personality competence constitute the native model of managerial competencies of cultural women in education and training in Mazandaran province. Table 4 shows the effective factors in cultivating the competencies of female cultural managers.

Table4. Effective factors in cultivating the competencies of female cultural managers

	Average	Standard deviation	Middle	The middle of the assumption	Wilcoxon Statistics	Standardized test statistics	Probability value
Spiritual attitude	16/37	2/91	16/00	12	33930/0	14/136	0/000
Spirituality in the work process	16/12	2/82	16/00	12	32611/5	13/938	0/000
Spiritual competence	32/49	4/12	32/00	24	45445/0	15/063	0/000
Interpersonal communication at sub-level levels	24/38	3/25	24/00	18	43071/0	14/891	0/000
Interpersonal communication at higher levels	8/03	1/21	8/00	6	39903/0	14/689	0/000
Communication competence	32/41	3/65	32/00	24	48828/0	15/330	0/000
Professional and interpersonal solidarity	12/08	1/92	12/00	9	39463/0	14/299	0/000
Show communication range	12/53	2/13	13/00	9	46560/0	14/469	0/000
Competencies for working in a masculine environment	24/60	3/37	25/00	18	48737/0	15/106	0/000
Extraversion	20/35	3/66	20/00	15	34980/0	14/216	0/000
Self-improvement and coaching	16/31	2/61	16/00	15	38463/0	14/463	0/000
Personality merit	36/66	4/83	36/00	27	47578/0	15/217	0/000

Table 4 showed that the identified dimensions and components are effective in cultivating the competencies of the skills of female cultural managers. Because the significance level (Sig. = 0.000) is smaller than the predicted error.

4. Discussion

The aim of this study was to identify and design an indigenous model of managerial competencies of cultural women in education and training in Mazandaran province. Findings showed that the four components of spiritual competence, communication competence, competence to work in a masculine environment and personality competence constitute the indigenous model of managerial competencies of women in education and culture of Mazandaran province. The dimension of spiritual competence is one of the components of spiritual attitude and spirituality in the work process; The dimension of communication competence of the components of interpersonal communication at the sub-level levels and interpersonal communication at the upper levels; The competency dimension of the work environment in the male environment consists of components of professional and interpersonal solidarity and showing the scope of communication, and the personality competency dimension consists of the components of extraversion, self-construction and coaching. The first competency identified is spiritual competence. This result is consistent with the findings of Tolouian (2019), Ebrahimzadeh & Nazem (2018) and Rantz (2017) Female managers, with the approach that they do the work with a view to satisfaction and service, and having a sense of responsibility towards themselves and others and leadership in work towards colleagues, cultivate the sub-competence of spiritual attitude in work. They cultivate spiritual competence in the work process by creating an atmosphere of empathy and participation, aligning work with the values of the organization, and observing fairness and justice in the assignment of responsibilities and rewards. On the other hand, the communication competency identified in this study is consistent with the findings of Dariush et al (2020), Derakhshan & Zandi (2017) and Silva et al (2019). The identified sub-competencies are: interpersonal communication at sub-level levels and interpersonal communication at upstream levels. When female managers have the communication skills, they can deal constructively with the sub-group and express their ideas, easily delegate responsibilities and receive feedback, conflicts between members of their sub-group To solve. Female managers spend a lot of time and energy building and maintaining relationships with the group, and by having a sense of humor and calming, they reduce the inflammation caused by the challenges. By identifying and recognizing high-level tastes and perspectives and applying them to ideas and implementations, and by having the art of articulation and negotiation in meetings, female managers can develop the competence of interpersonal communication at higher levels. The third competency identified was personality competency, which is consistent with the results of Tolouian (2019) and Derakhshan & Zandi (2017). Female managers have characteristics such as a desire to be respected and respected, flexibility and adaptability, expressing feelings and emotions easily with others, and a desire to create communication networks, fostering extroversion competencies. Female managers with positive self-concept, intelligence in recognizing their own and others' feelings, looking at their own and others' failures as experience, having a strong personality in challenges and tending to take risks, energize both themselves and others. And develop self-efficacy and coaching skills. One of the results that were identified in this study and were mentioned in less sources, but was highly emphasized by female experts, is the competence of working in a male environment for female managers. The results of this study are consistent with the findings of Dariush et al (2020) and Derakhshan & Zandi (2017). Female managers can show their abilities in a masculine environment by being regular and doing work with the best speed, face and accuracy. Reasonable adaptation, not extinction with masculine behaviors and adaptation to some of their characteristics and having political skills in recognizing the influential components in the organization to gain respect, have a degree and managerial discipline, balance originality and self-protection and express a convincing opinion Promotes professional and interpersonal solidarity. One of the minor but important competencies identified for working in a male environment is to show the range of communication. Female managers can, with formal coverage, dialect, and careful use of words and phrases, have reasonable respect

and humility, and by protecting the privacy of cyberspace, such as real space, and carefully recognizing male colleagues in order to adopt appropriate behavior with them. They cultivate the competence to show the scope of communication in the male workplace. Therefore, in order to cultivate the competencies of women managers 'managerial skills in line with research and experts' recommendations, according to the identification of the identified dimensions for competence, the ISM method can be used to identify and rank the dimensions and indicators. Used identified and higher rankings should be a priority in planning for training, emphasizing that the development of communication competence is one of the identified dimensions, so it can be done by holding in-service courses or organizational growth to familiarize managers with ways to communicate effectively and efficiently.

Female managers can act as a model by creating behaviors, speech and actions based on spirituality and religious values and strengthening them both in themselves and in their subordinate organization, and by creating an environment that approaches things with an approach. They do spirituality and align the values of individuals with the values of the organization. By adopting an approach of spirituality and interactive communication, female managers can create the ground for cooperation beyond fulfilling the responsibilities defined in administrative positions, so that the goal of all people is to achieve the goals of the organization. The organization of education by holding empowerment courses can nurture the managerial competence of female managers. Experience and pathology exchange workshops with the focus on the performance of prominent female managers can view the successes and failures that may occur to any manager as a managerial experience, not just the failure experience of a female manager. The Education Organization can provide annual meetings with the presence of women managers in cooperation with the governorate's women management. The inclusion of female managers in the group of female managers increases individual competence and the development of individual skills and strengthens the idea of empowerment and competence. It is also recommended to future researchers since the statistical population of this study is among female managers. The dimensions of competency in the statistical population of male managers can be studied and the competencies required by female managers can be surveyed. Identifying the competence of working in a male environment in terms of more dimensions and components can be very interesting in future research.

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