

# REVISTA INCLUSIONES

NUEVOS AVANCES Y MIRADAS DE LA CIENCIA

**Revista de Humanidades y Ciencias Sociales**

Número Especial Julio / Septiembre

2019

ISSN 0719-4706

**CUERPO DIRECTIVO**

**Directores**

**Dr. Juan Guillermo Mansilla Sepúlveda**

Universidad Católica de Temuco, Chile

**Dr. Francisco Ganga Contreras**

Universidad de Los Lagos, Chile

**Subdirectores**

**Mg. Carolina Cabezas Cáceres**

Universidad de Las Américas, Chile

**Dr. Andrea Mutolo**

Universidad Autónoma de la Ciudad de México, México

**Editor**

**Drdo. Juan Guillermo Estay Sepúlveda**

Editorial Cuadernos de Sofía, Chile

**Editor Científico**

**Dr. Luiz Alberto David Araujo**

Pontificia Universidade Católica de Sao Paulo, Brasil

**Editor Brasil**

**Drdo. Maicon Herverton Lino Ferreira da Silva**

Universidade da Pernambuco, Brasil

**Editor Europa del Este**

**Dr. Alekzandar Ivanov Katrandhiev**

Universidad Suroeste "Neofit Rilski", Bulgaria

**Cuerpo Asistente**

**Traductora: Inglés**

**Lic. Pauline Corthorn Escudero**

Editorial Cuadernos de Sofía, Chile

**Traductora: Portugués**

**Lic. Elaine Cristina Pereira Menegón**

Editorial Cuadernos de Sofía, Chile

**Portada**

**Sr. Felipe Maximiliano Estay Guerrero**

Editorial Cuadernos de Sofía, Chile

**COMITÉ EDITORIAL**

**Dra. Carolina Aroca Toloza**

Universidad de Chile, Chile

**Dr. Jaime Bassa Mercado**

Universidad de Valparaíso, Chile

**Dra. Heloísa Bellotto**

Universidad de Sao Paulo, Brasil

**Dra. Nidia Burgos**

Universidad Nacional del Sur, Argentina

**Mg. María Eugenia Campos**

Universidad Nacional Autónoma de México, México

**Dr. Francisco José Francisco Carrera**

Universidad de Valladolid, España

**Mg. Keri González**

Universidad Autónoma de la Ciudad de México, México

**Dr. Pablo Guadarrama González**

Universidad Central de Las Villas, Cuba

**Mg. Amelia Herrera Lavanchy**

Universidad de La Serena, Chile

**Mg. Cecilia Jofré Muñoz**

Universidad San Sebastián, Chile

**Mg. Mario Lagomarsino Montoya**

Universidad Adventista de Chile, Chile

**Dr. Claudio Llanos Reyes**

Pontificia Universidad Católica de Valparaíso, Chile

**Dr. Werner Mackenbach**

Universidad de Potsdam, Alemania

Universidad de Costa Rica, Costa Rica

**Mg. Rocío del Pilar Martínez Marín**

Universidad de Santander, Colombia

**Ph. D. Natalia Milanesio**

Universidad de Houston, Estados Unidos

**Dra. Patricia Virginia Moggia Münchmeyer**

Pontificia Universidad Católica de Valparaíso, Chile

**Ph. D. Maritza Montero**

Universidad Central de Venezuela, Venezuela

**Dra. Eleonora Pencheva**

Universidad Suroeste Neofit Rilski, Bulgaria

**Dra. Rosa María Regueiro Ferreira**

Universidad de La Coruña, España

**Mg. David Ruete Zúñiga**

Universidad Nacional Andrés Bello, Chile

**Dr. Andrés Saavedra Barahona**

Universidad San Clemente de Ojrid de Sofía, Bulgaria

**Dr. Efraín Sánchez Cabra**  
*Academia Colombiana de Historia, Colombia*

**Dra. Mirka Seitz**  
*Universidad del Salvador, Argentina*

**Ph. D. Stefan Todorov Kapralov**  
*South West University, Bulgaria*

#### COMITÉ CIENTÍFICO INTERNACIONAL

##### Comité Científico Internacional de Honor

**Dr. Adolfo A. Abadía**  
*Universidad ICESI, Colombia*

**Dr. Carlos Antonio Aguirre Rojas**  
*Universidad Nacional Autónoma de México, México*

**Dr. Martino Contu**  
*Universidad de Sassari, Italia*

**Dr. Luiz Alberto David Araujo**  
*Pontificia Universidad Católica de Sao Paulo, Brasil*

**Dra. Patricia Brogna**  
*Universidad Nacional Autónoma de México, México*

**Dr. Horacio Capel Sáez**  
*Universidad de Barcelona, España*

**Dr. Javier Carreón Guillén**  
*Universidad Nacional Autónoma de México, México*

**Dr. Lancelot Cowie**  
*Universidad West Indies, Trinidad y Tobago*

**Dra. Isabel Cruz Ovalle de Amenabar**  
*Universidad de Los Andes, Chile*

**Dr. Rodolfo Cruz Vadillo**  
*Universidad Popular Autónoma del Estado de Puebla, México*

**Dr. Adolfo Omar Cueto**  
*Universidad Nacional de Cuyo, Argentina*

**Dr. Miguel Ángel de Marco**  
*Universidad de Buenos Aires, Argentina*

**Dra. Emma de Ramón Acevedo**  
*Universidad de Chile, Chile*

**Dr. Gerardo Echeita Sarrionandia**  
*Universidad Autónoma de Madrid, España*

**Dr. Antonio Hermosa Andújar**  
*Universidad de Sevilla, España*

**Dra. Patricia Galeana**  
*Universidad Nacional Autónoma de México, México*

**Dra. Manuela Garau**  
*Centro Studi Sea, Italia*

**Dr. Carlo Ginzburg Ginzburg**  
*Scuola Normale Superiore de Pisa, Italia*  
*Universidad de California Los Ángeles, Estados Unidos*

**Dr. Francisco Luis Girardo Gutiérrez**  
*Instituto Tecnológico Metropolitano, Colombia*

**José Manuel González Freire**  
*Universidad de Colima, México*

**Dra. Antonia Heredia Herrera**  
*Universidad Internacional de Andalucía, España*

**Dr. Eduardo Gomes Onofre**  
*Universidade Estadual da Paraíba, Brasil*

**Dr. Miguel León-Portilla**  
*Universidad Nacional Autónoma de México, México*

**Dr. Miguel Ángel Mateo Saura**  
*Instituto de Estudios Albacetenses "Don Juan Manuel", España*

**Dr. Carlos Tulio da Silva Medeiros**  
*Diálogos em MERCOSUR, Brasil*

**+ Dr. Álvaro Márquez-Fernández**  
*Universidad del Zulia, Venezuela*

**Dr. Oscar Ortega Arango**  
*Universidad Autónoma de Yucatán, México*

**Dr. Antonio-Carlos Pereira Menaut**  
*Universidad Santiago de Compostela, España*

**Dr. José Sergio Puig Espinosa**  
*Dilemas Contemporáneos, México*

**Dra. Francesca Randazzo**  
*Universidad Nacional Autónoma de Honduras, Honduras*

**Dra. Yolando Ricardo**

*Universidad de La Habana, Cuba*

**Dr. Manuel Alves da Rocha**

*Universidade Católica de Angola Angola*

**Mg. Arnaldo Rodríguez Espinoza**

*Universidad Estatal a Distancia, Costa Rica*

**Dr. Miguel Rojas Mix**

*Coordinador la Cumbre de Rectores Universidades  
Estatales América Latina y el Caribe*

**Dr. Luis Alberto Romero**

*CONICET / Universidad de Buenos Aires, Argentina*

**Dra. Maura de la Caridad Salabarría Roig**

*Dilemas Contemporáneos, México*

**Dr. Adalberto Santana Hernández**

*Universidad Nacional Autónoma de México, México*

**Dr. Juan Antonio Seda**

*Universidad de Buenos Aires, Argentina*

**Dr. Saulo Cesar Paulino e Silva**

*Universidad de Sao Paulo, Brasil*

**Dr. Miguel Ángel Verdugo Alonso**

*Universidad de Salamanca, España*

**Dr. Josep Vives Rego**

*Universidad de Barcelona, España*

**Dr. Eugenio Raúl Zaffaroni**

*Universidad de Buenos Aires, Argentina*

**Dra. Blanca Estela Zardel Jacobo**

*Universidad Nacional Autónoma de México, México*

**Comité Científico Internacional**

**Mg. Paola Aceituno**

*Universidad Tecnológica Metropolitana, Chile*

**Ph. D. María José Aguilar Idañez**

*Universidad Castilla-La Mancha, España*

**Dra. Elian Araujo**

*Universidad de Mackenzie, Brasil*

**Mg. Romyana Atanasova Popova**

*Universidad Suroeste Neofit Rilski, Bulgaria*

**Dra. Ana Bénard da Costa**

*Instituto Universitario de Lisboa, Portugal*

*Centro de Estudos Africanos, Portugal*

**Dra. Alina Bestard Revilla**

*Universidad de Ciencias de la Cultura Física y el  
Deporte, Cuba*

**Dra. Noemí Brenta**

*Universidad de Buenos Aires, Argentina*

**Dra. Rosario Castro López**

*Universidad de Córdoba, España*

**Ph. D. Juan R. Coca**

*Universidad de Valladolid, España*

**Dr. Antonio Colomer Vialdel**

*Universidad Politécnica de Valencia, España*

**Dr. Christian Daniel Cwik**

*Universidad de Colonia, Alemania*

**Dr. Eric de Léséulec**

*INS HEA, Francia*

**Dr. Andrés Di Masso Tarditti**

*Universidad de Barcelona, España*

**Ph. D. Mauricio Dimant**

*Universidad Hebrea de Jerusalén, Israel*

**Dr. Jorge Enrique Elías Caro**

*Universidad de Magdalena, Colombia*

**Dra. Claudia Lorena Fonseca**

*Universidad Federal de Pelotas, Brasil*

**Dra. Ada Gallegos Ruiz Conejo**

*Universidad Nacional Mayor de San Marcos, Perú*

**Dra. Carmen González y González de Mesa**

*Universidad de Oviedo, España*

**Ph. D. Valentin Kitanov**

*Universidad Suroeste Neofit Rilski, Bulgaria*

**Mg. Luis Oporto Ordóñez**

*Universidad Mayor San Andrés, Bolivia*

**Dr. Patricio Quiroga**

*Universidad de Valparaíso, Chile*

**Dr. Gino Ríos Patio**

*Universidad de San Martín de Porres, Per*

**Dr. Carlos Manuel Rodríguez Arrechavaleta**

*Universidad Iberoamericana Ciudad de México, México*

**Dra. Vivian Romeu**

*Universidad Iberoamericana Ciudad de México, México*

**Dra. María Laura Salinas**

*Universidad Nacional del Nordeste, Argentina*

**Dr. Stefano Santasilia**

*Universidad della Calabria, Italia*

**Mg. Silvia Laura Vargas López**

*Universidad Autónoma del Estado de Morelos, México*

**Dra. Jaqueline Vassallo**

*Universidad Nacional de Córdoba, Argentina*

**Dr. Evandro Viera Ouriques**

*Universidad Federal de Río de Janeiro, Brasil*

**Dra. María Luisa Zagalaz Sánchez**

*Universidad de Jaén, España*

**Dra. Maja Zawierzeniec**

*Universidad Wszechnica Polska, Polonia*

Editorial Cuadernos de Sofía

Santiago – Chile

Representante Legal

Juan Guillermo Estay Sepúlveda Editorial

## Indización, Repositorios y Bases de Datos Académicas

Revista Inclusiones, se encuentra indizada en:





REX



UNIVERSITY OF SASKATCHEWAN



Universidad de Concepción



BIBLIOTECA UNIVERSIDAD DE CONCEPCIÓN

**IDENTIFYING COMPETENCE STATUS OF DEANS AND DEPUTIES  
OF ISLAMIC AZAD UNIVERSITY**

**Mahshad Erfani Khanghahi**

Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

**Hosein Ali Bahramzade**

Bojnourd Branch, Islamic Azad University, Bojnourd, Iran

**Fecha de Recepción:** 03 de marzo de 2019 – **Fecha Revisión:** 22 de marzo de 2019

**Fecha de Aceptación:** 17 de junio de 2019 – **Fecha de Publicación:** 01 de julio de 2019

**Abstract**

This study aimed at identifying the competence of deans and deputies of the faculty members of Islamic Azad University. It was an applied, quantitative and non-experimental research. The statistical population included all the full-time faculty members of Islamic Azad University of Khorasan Razavi with a total population of 508, and the sample size was calculated using the Cochran formula to be 219 people. The simple random sampling was used in this study as the statistical population was homogeneous. After library search and interviewing experts and identifying factors affecting the competence of deans and deputies of the Islamic Azad University, a conceptual model was designed and evaluated through a questionnaire. Validity of the questionnaire was verified through content and construct validities and reliability using Cronbach alpha coefficient and composite reliability (CR) which were above 0.7. One-sample T-test was used to investigate the status of the variables. The results showed that the status of variables related to communication-human, perceptual, management, professional-expert, belief and value factors were favorable among the deans and deputies of Islamic Azad University.

**Keywords**

Competence of managers – Competence status – Faculty members

**Para Citar este Artículo:**

Khanghahi, Mahshad Erfani y Bahramzade, Hosein Ali. Identifying competence status of deans and deputies of Islamic Azad University. Revista Inclusiones Vol: 6 num Esp Jul-Sep (2019): 37-48.

## Introduction

To survive and develop, organizations need to manage current and future talent using the competence model. Competency is the integration of multiple functions and coordination of capabilities, whose development is associated with professional competence. Nowadays, educational institutions-especially higher education institutions and universities-are responsible for training and supply of highly skilled and efficient human resources. As managers and deputies the organization are the most important source and key to improving efficiency, they should be selected among the most competent individuals. Considering that the faculty members are the most valuable resource and the most important capital of universities, they play the most fundamental role in the dynamics and positive interactions of the organization and the university. The university is a scientific and human organization acting as a productive organization to raise the quantitative and qualitative level of its production and should pay attention to this issue and try to satisfy them by satisfying the material and spiritual needs of the faculty. The university potential does not really realize without faculty members. Therefore, by selecting and appointing deans and deputies in terms of competence, it is possible to improve the performance of the faculty members.

Hence, various scholars and theorists- transcendental organizations-have made extensive research on the competence of managers. The concept of competence was first formulated in 1970 by McClelland et al at the Hay Group/ McBer. He was followed by other prominent scholars such as Boyatzis<sup>1</sup>. Following organizational success, they have designed models for managers to compete.

Manpower research (October 2006) on 33,000 employees in 23 countries showed that organizations are horrificly faced with the problem of filling key positions with competent people, and 40 percent of executives are faced with problems of filling positions due to a lack of competent individuals<sup>2</sup>.

Given the fact that training of efficient and expert forces in the community is carried out by universities, recognition and evaluation of competency indicators in the educational managers of the universities is important given that the results of other fields cannot be generalized in this regard. Therefore, this study aimed at identifying indicators and designing a model of competency of deans and deputies of Islamic Azad University from the perspective of faculty members.

## Literature review

### Competence

In recent years, HRM has focused on evaluating competencies as a tool to determine the strength and weakness of the performance as well as identifying those susceptible to the organization, thus evaluating competencies for selection, appointment, promotion, as well as developing and planning educational results.

---

<sup>1</sup> R. E. Boyatzis, "Competencies as a Behavioral Approach to Emotional Intelligence", *Journal of Management Development* Vol: 28 num 9 (2009): 749-770.

<sup>2</sup> Karimi Haji Abbasali and Abolhassan Hosseini, "The Effect of Controlling Strategic Factors on Talent Management". *Strategic Management Studies*, Vol: 1 Issue 2 (2010).

## Development of human resource competencies

Empowered and motivated human resources are the most valuable capital of organizations and, if applied with appropriate combination, evaluation, consolidation or displacement based on the system of competency, can compensate for some other deficiencies of other sources<sup>3</sup>.

The HRM process is one of the most influential and decisive management and support processes in all countries and leading organizations in the world. Any organization should use resources properly in order to fulfill the tasks assigned to higher level managers. It is directly dependent on the performance of its human resources management. If the HRM is effective and accountable, its outputs will be higher automatically<sup>4</sup>. Several studies have been carried out on the competencies and skills needed for managers in general. The skills required by the university executives are: strategic planning ability, strong interpersonal skills, creation of coordination between components, formation of working groups, skill of working with people from different cultures, moral skills such as truth seeking, flexibility, divergent thinking, knowledge of rules and regulations, familiarity with organizational behavior and human relationships.

Vitala<sup>5</sup> divides managerial skills into three categories:

- 1- Communication skills, including expression, writing, negotiation techniques, emotional control, body language.
2. Decision-making skills, including analysis power, learning from the environment, inference power, etc .
3. Skills related to creativity, including new thinking, solving mental problems, comprehension, imagination, and so on.

In the University of Manchester Competency Model<sup>6</sup>, the focus is solely on key competencies in five areas of knowledge and services, interpersonal skills, social issues, change management and innovation, and ultimately resource management. Nurshahi<sup>7</sup> categorized the three sections of qualities, skills and roles of university heads, indicating that the university dean characteristics were credited to creativity, behavioral integrity, adherence to ethics, scientific prominence and being skillful in higher education and motivation.

<sup>3</sup> Mehdi Alvani et al., "Designing and developing an appropriate model of competencies of managers and commanders in the Army organization using Imam Khamenei's viewpoints (Al-Azhali)", Quarterly Journal of Human Resources Management, Vol: 8 num 8 (2015): 1-30.

<sup>4</sup> T. Abbasi and Hamed. Formation of competency components of educational managers and assessment of competency of managers of educational departments of Shahid Beheshti University. Master's dissertation, Faculty of Psychology and Educational Sciences, Shahid Beheshti University. 2014.

<sup>5</sup> R. Vitala, "Perceived development needs of managers compared to an integrated management competency model Department of Management and Organization University of Vaasa", Journal of Workplace Learning Vol: 17 num 7 (2005): 436-451.

<sup>6</sup> University of Manchester, Assessment centers. Retrieved from The University of Manchester. 2011. <http://www.careers.manchester.ac.uk/students/applicationsinterviews/assessmentcenters/>

<sup>7</sup> N. Nurshahi, "Competencies for the University of the University and their relative importance from the perspective of the experts of higher education in Iran", Quarterly Journal of Research and Planning in Higher Education, Vol: 14 num 2 (2008): 27-48.

Although a university dean is expected to follow cultural missions, there is no direct indication of relevant skills in this area. He suggested bargaining and negotiating for change, conflict resolution, ability to obtain and receive funding, mutual trust, strategic planning, interpersonal skills and communication as the skills necessary for university heads. The roles of the university chair include representatives and spokespersons, establishing communication, crisis manager, supervisor and law enforcement<sup>8</sup>.

According to the above, if the appointment of educational managers is based on their skills and competencies and the criteria for their selection are expertise and competencies and managers pay attention to the effects of competencies in advancing goals, all the facilities and resources in the organization will be used in a desirable manner.

### Types of competency

Competencies can be categorized according to the type of use and goals.

1. Management competence; competencies required for supervisors and managers in any occupation or service;
2. General competencies; competencies that are considered for all employees, regardless of the type or level of their duties;
3. Technical or task competencies; specific competences defined for any job within the organization within the technical or specialized range.

Some have also drawn a distinction between hard and soft competencies, or visible and hidden competencies<sup>9</sup>. Rothwell has described the main competencies as competencies that are needed by all employees and have introduced core competencies and intermediate competencies based on them<sup>10</sup>.

Another important division is core competence, technical or functional competencies, and managerial competencies.

### Research background

Ghorban Nejad and Isaekhani<sup>11</sup> in a research entitled "Designing a Competency Model for the University managers on the basis of Islamic Patterns: A Comparative Study" aimed at designing a model of academic managers competency based on Islamic models emphasizing Nah-jol-albalaghe. Findings showed that ethical, trustworthiness, fairness and decision making factors have been identified as the main competencies of managers. Moreover, in a comparative study, the distinction between conventional approaches in the competency model in relation to the Islamic model has been discussed and suggestions for application in higher education and university centers are presented based on the Islamic model.

<sup>8</sup> N. Nurshahi, "Competencies for the University of the University and their..."

<sup>9</sup> V. Vathanophas and J. Thai-ngam, "Competency Requirements for Effective Job Performance in the Thai Public Sector". *Contemporary Management Research*. Vol: 3 num 1 (2007): 45-70.

<sup>10</sup> W. J. Rothwell, *The workplace learner: How to align training initiatives with individual learning competencies*. American Management Association. 2002.

<sup>11</sup> Nezhad Ghorban; Isa Parisa and Ahmad Khani, "Designing the Competency Model of Academic Managers Based on Islamic Patterns: Comparative Study", *Management in Islamic University* Vol: 11 num 1 (2016).

Haji Kerimi et al.<sup>12</sup> presented a model of professional competencies of the managers of Department of Education of the University of Tehran in a research entitled "Providing a model of professional competencies of managers". The results indicated that the fitted model consisted of 12 components including planning, organization, human resource management, communication, leadership, decision making, group work, supervision, information and communication technology, professional ethics, science and psychology, and the highest priority was related to decision-making, communication and leadership, and the least priority to psychological competence, respectively.

Boroujerdi Alavi et al.<sup>13</sup>, in a research entitled "A Model of the Empowerment of Public Relations Managers Using Theoretical Approaches of Management and Communication Science", presented a conceptual framework of the public relation managers' competency using the theoretical approaches of management science and communication science. The results of the research confirmed all aspects, components and indicators in the focal group.

Geo-Shi'an et al.<sup>14</sup> in a research entitled "An Analysis of Competencies of Managers in the Hospitality Industry" aimed at identifying the competencies of top managers in the hospitality industry with the aim of identifying excellent managerial competencies using hierarchical analysis methods and Fuzzy Delphi technique to determine and prioritize competencies.

They used snowball sampling and a questionnaire for 25 hotel managers in a quantitative and qualitative study. The results provided a competency framework consisting of 18 competencies in two main dimensions of general competencies and technical and professional competencies totally including 107 subcategories.

In Erasmus et al.<sup>15</sup>, the competencies required by HR managers in selected South African organizations were reviewed. Data analysis showed firstly the importance of different competencies and the level of satisfaction existing. Secondly, biographies differ according to the average level of importance and competency satisfaction. The results indicated that provision of training in human resource planning and training programs by higher education institutions is necessary.

Young & Dulewicz<sup>16</sup> investigated the competencies of effective management and leadership in the British Navy; in the research findings, four categories of top management competencies were identified: administrative competencies including strategic thinking and

---

<sup>12</sup> Karimi Haji Abbasali and Abolhassan Hosseini, "The Effect of Controlling Strategic Factors..."

<sup>13</sup> Alavi Boroujerdi; Mahdokht Forghani; Mohammad Mahdi and Ranjbar Mahboubeh "Model of Competency of Public Relations Managers Using the Theoretical Approaches of Management Science and Communication". Quarterly Journal of Interdisciplinary Studies in the Humanities, Vol: 9 num 1 (2016): 146-129.

<sup>14</sup> H. H. Jeou-Shyan Horng; C.-H. Liu & C.-Y. Tsai, "Competency analysis of top managers in the Taiwanese hotel industry", International Journal of Hospitality Management. Vol: 30 (2011): 1044–1054.

<sup>15</sup> B. Erasmus; V. P. Loedolff & M. F. Hammann, "Competencies for Human Resource Development Practitioners". International Business & Economics Research Journal, Vol: 9 num 8 (2010): 113-126.

<sup>16</sup> M. Young & V. Dulewicz, "A study in to Leadership and Management Competencies predicting Superior Performance in the British Royal Navy", Emerald-Journal of Management Development, Vol: 28 num 9 (2009): 794-820.

vision, Critical analysis and judgment; Innovation and attention to change; Resource competencies and individuals; Resource management; empowerment and development of individuals; ability to think and control; reaction competence; incentives; adaptability; communication skills; encouragement; emotions competencies including: motivation and self-awareness.

## Method

It was an applied, survey, quantitative and non-experimental research. The data were collected through interviews and questionnaires.

In this study, the statistical population consisted of all full-time faculty members of the Islamic Azad Universities of Khorasan Razavi including 508 people. The sample size was calculated using Cochran formula to be 219.

It should be noted that simple random sampling was used because the statistical population was homogeneous (only faculty members of the university) and also there was a need for normal data in the analysis.

For analyzing data obtained from the samples, both descriptive statistics and inferential statistics was used. The survey descriptive method was used for respondents' perceptions about the factors affecting the competency of managers and dean of universities. Confirmatory factor analysis was used to identify the variables. Finally, the structural equation modeling was used to test the hypotheses. For this analysis, SPSS and LISREL software were used.

## Findings

### Descriptive Findings

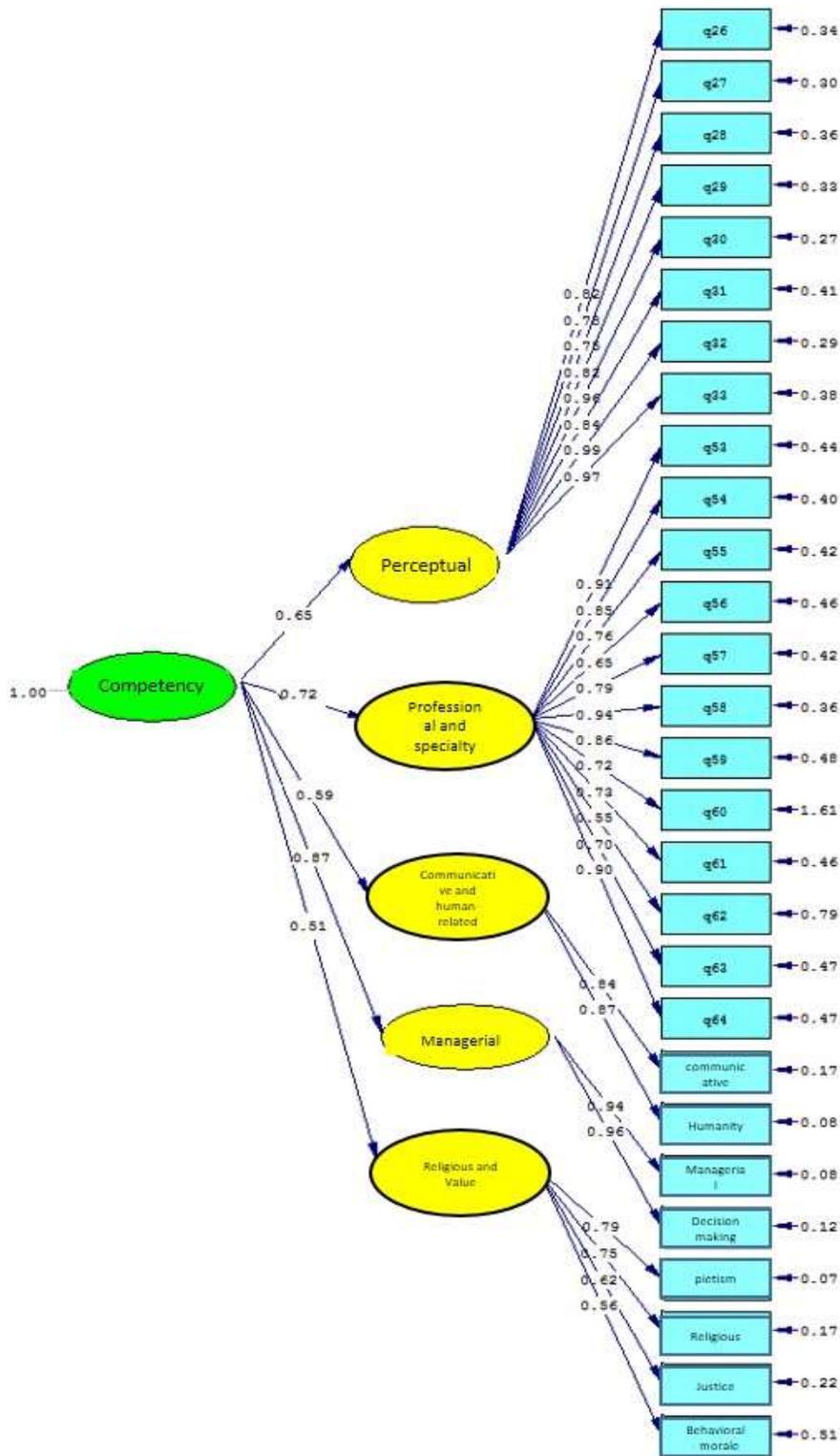
Of the 284 selected individuals, 23.9% were female and 76.1% were male. Age of 1.8% of respondents is less than 30 years old, 29.6% had 30-40 years old, 36.6%, had 40-50 years old and 33% had higher than 50 years. The experience was: 14.8% had less than 5 years, 31.3% 5 to 10 years, 32.7%, 10 to 15 years, and 21.2% 15 years' experience. 46.5% of the respondents were coach, 44% were assistant professors, 7.4% were associate professors and 2.1% were full professors.

Skewness and Kurtosis indices for normalization in this study showed that the statistical distribution of all the variables of the research was normal.

### Inferential Findings

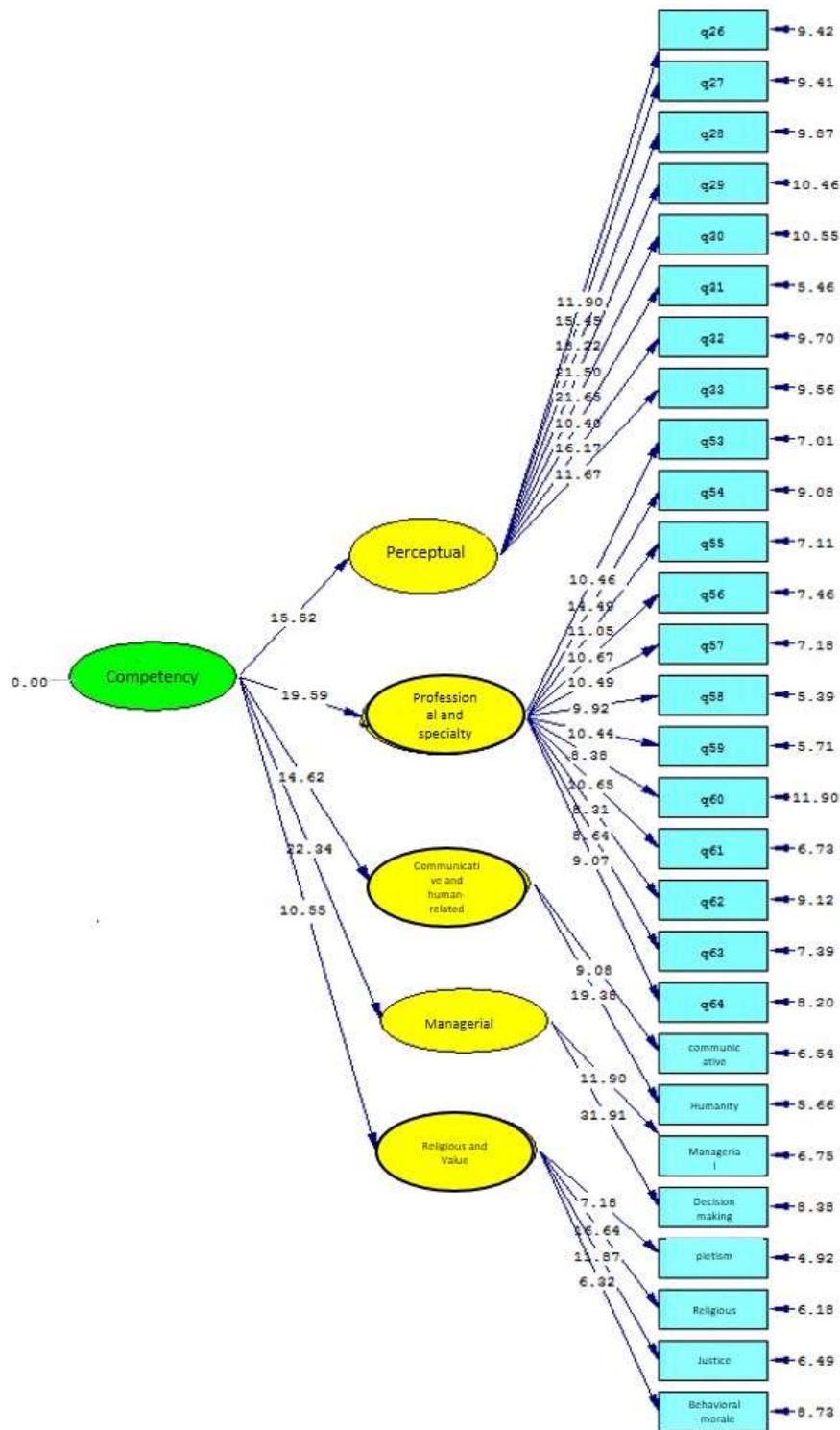
Structural equation method has been used in inferential statistics to prove or disprove research hypotheses.

Structural equations (Figure 1) shows the competency model in the estimation of coefficients. In this chart, numbers or coefficients are divided into two categories. The first category is called measurement equations, which are relationships between latent variables (ovals) and obvious variables (rectangles). These equations are called loads. The second category is structural equations that are relationships between latent and latent variables. These coefficients are called path coefficients.



Chi-Square=967.32, df=345, P-value=0.00000, RMSEA=0.079

Figure 1  
Competency model in the mode of estimating standard coefficients



Chi-Square=967.32, df=345, P-value=0.00000, RMSEA=0.079

Figure 2  
Competency model in the meaningful state of coefficients

(Figure 2) shows the model in the significant mode of the coefficients (t-value).

This model actually tests all the measurement equations (factor loads) and structural equations using t statistics. According to this model, the path coefficient and factor load were above 1.96. Therefore, it can be argued that at 95% confidence level, these coefficients were significant.

### Validity and Reliability

In this section, convergent validity, divergent validity, and also the reliability of the competency model has been studied.

Variables	Communicative and human	Perceptual	Managerial	Professional and Expertise	Belief and value	$\sqrt{AVE}$	AVE	CR	Cronbach alpa
Communicative and human	1					0/855	0/731	0/964	0/959
Perceptual	0/812	1				0/871	0/758	0/952	0/913
Managerial	0/820	0/845	1			0/950	0/903	0/870	0.855
Professional and Expertise	0/716	0/734	0/767	1		0/788	0/621	0/853	0.721
Belief and value	0/714	0/733	0/706	0/653	1	0/756	0/571	0/903	0.890

Table 1  
Validity and Reliability Indicators of the Competency Model

As shown in (Table 1), since the AVE value was greater than 0.5, and the AVE value of all structures was more than the correlation of structures with other structures in the model, the measurement tool has a good validity. Cronbach alpha coefficients and composite reliability (CR) were higher than 0.7, indicating the reliability of measuring instruments.

### Model fitness

In this section, the fitting of the model has been investigated.

Test	Obtained value	Accepted value
$\chi^2/df$	2.804	3 <
RMSEA	0.079	0.1 <
GFI	0.92	0.9 >
RMR	0.07	0.1 <
NFI	0.95	0.9 >
CFI	0.96	0.9 >

Table 2  
Model Fitness

According to (Table 2), the RMSEA value was less than 0.1 which is appropriate and the model is acceptable. Also, the chi-square has a degree of freedom between 1 and 3, and the GFI, CFI and NFI indices were also more than 0.9, indicating that the model for measuring the variables of the research was a proper model. In order to ease the interpretation of the results of the competency model, the estimated parameters in these two charts were summarized in the (Table 3).

Variable	Dimensions	Path coefficient	statistics t	R <sup>2</sup>	Rank
<b>Competency</b>	Perceptual	0.65	15.52	0.42	3
	Professional expertise and	0.72	19.59	0.52	2
	Communication human and	0.59	14.62	0.35	4
	Managerial	0.87	22.34	0.76	1
	Belief and value	0.51	10.55	0.26	5

Table 3  
Results of Structural Equation Modelling of the Competency Model

According to the results, the management factor was in the first priority, and the factor of belief and value was in the final priority of the competency model.

### Managers competency status

A single-sample T-test was used to investigate the status of the variables in the research. The questionnaire used a 5-point Likert scale ratings 1 to 5. Score 1 represents the lowest value of the relevant question and score 5 represents the highest value, so the number 3 is selected as the median of the response. According to the questions, if the average of the variable is significantly greater than 3, then this means that the desired variable has a favorable status. The results of this test are presented in (Table 4).

Variable		M	SD	statistics t	df	sig	status
<b>Communication-human</b>	communication	3/477	0/913	8/862	283	0/000	<b>Good</b>
	human	3/436	0/920	7/934	283	0/000	<b>Good</b>
<b>Perceptual</b>		3/482	1				<b>Good</b>
<b>Managerial</b>	Managerial	3/818	0/782	17/633	283	0/000	<b>Good</b>
	Decision-making	3/670	0/982	11/670	283	0/000	<b>Good</b>
<b>Professional and expertise</b>		3/573					<b>Good</b>
<b>Belief and value</b>	righteousness	3/215	1/052	5/324	283	0/000	<b>Good</b>
	Fairness	3/349	0/817	7/655	283	0/000	<b>Good</b>
	Belief	3/301	0/851	6/249	283	0/000	<b>Good</b>
	<b>Behavioral-ethical</b>	<b>3/378</b>	<b>0/908</b>	<b>8/443</b>	<b>283</b>	<b>0/000</b>	<b>Good</b>

Table 4  
Single sample T-test

## Discussion and conclusions

Based on the results obtained in all variables, the level of significance was less than 0.05 and the average was greater than 3. Therefore, with 95% confidence, it can be argued that the status of variables related to communication-human, perceptual, managerial, professional-expertise, belief and value were favorable among the deans and deputies of the universities of Khorasan Razavi.

Given that universities are one of the most important organizations in society, it is recommended to act as a learning system and continuously capture and improve the competencies required.

It is also recommended that senior executives provide a systematic program that addresses the competencies and capabilities of current managers and, attract and train the most qualified managers to promote the university and community academic level.

## References

Alvani, Mehdi et al. "Designing and developing an appropriate model of competencies of managers and commanders in the Army organization using Imam Khamenei's viewpoints (Al-Azhali)"., *Quarterly Journal of Human Resources Management*, Vol: 8 num 8 (2015): 1-30.

Abbasi T. and Hamed. Formation of competency components of educational managers and assessment of competency of managers of educational departments of Shahid Beheshti University. Master's dissertation, Faculty of Psychology and Educational Sciences, Shahid Beheshti University. 2014.

Boroujerdi, Alavi; Mahdokht, Forghani; Mohammad, Mahdi and Ranjbar, Mahboubeh. "Model of Competency of Public Relations Managers Using the Theoretical Approaches of Management Science and Communication". *Quarterly Journal of Interdisciplinary Studies in the Humanities*, Vol: 9 num 1 (2016): 146-129.

Boyatzis, R. E. "Competencies as a Behavioral Approach to Emotional Intelligence". *Journal of Management Development* Vol: 28 num 9 (2009): 749-770.

Erasmus, B.; Loedolff, V. P. & Hammann, M. F. "Competencies for Human Resource Development Practitioners". *International Business & Economics Research Journal*, Vol: 9 num 8 (2010): 113-126.

Ghorban, Nezhad; Parisa, Isa and Khani, Ahmad. "Designing the Competency Model of Academic Managers Based on Islamic Patterns: Comparative Study". *Management in Islamic University* Vol: 11 num 1 (2016).

Haji Karimi, Abbasali and Hosseini, Abolhassan. "The Effect of Controlling Strategic Factors on Talent Management". *Strategic Management Studies*, Vol: 1 Issue 2 (2010).

Jeou-Shyan Horng H. H.; Liu C-H. Lin L. & Tsai C-Y. "Competency analysis of top managers in the Taiwanese hotel industry". *International Journal of Hospitality Management*. Vol: 30 (2011): 1044–1054.

Nurshahi, N. "Competencies for the University of the University and their relative importance from the perspective of the experts of higher education in Iran". Quarterly Journal of Research and Planning in Higher Education, Vol: 14 num 2 (2008): 27-48.

Rothwell, W. J. The workplace learner: How to align training initiatives with individual learning competencies. American Management Association. 2002.

University of Manchester. Assessment centers. Retrieved from The University of Manchester. 2011.  
<http://www.careers.manchester.ac.uk/students/applicationsinterviews/assessmentcenters/>

Vitala, R. "Perceived development needs of managers compared to an integrated management competency model Department of Management and Organization University of Vaasa". Journal of Workplace Learning Vol: 17 num 7 (2005): 436-451.

Vathanophas, V. and Thai-ngam, J. "Competency Requirements for Effective Job Performance in the Thai Public Sector". Contemporary Management Research. Vol: 3 num 1 (2007): 45-70.

Young, M. & Dulewicz, V. "A study in to Leadership and Management Competencies predicting Superior Performance in the British Royal Navy", Emerald-Journal of Management Development, Vol: 28 num 9 (2009): 794-820.

## CUADERNOS DE SOFÍA EDITORIAL

Las opiniones, análisis y conclusiones del autor son de su responsabilidad y no necesariamente reflejan el pensamiento de la **Revista Inclusiones**.

La reproducción parcial y/o total de este artículo debe hacerse con permiso de **Revista Inclusiones**.