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Presentation of a Professional Competency Model for Employees of Bank Mellat, Islamic Republic of Iran, with a Qualitative and Quantitative Approach

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A r t i c l e   I n f o

A B S T R A C T

Objective: The present study aims to present a professional competency model for employees of Bank Mellat, Islamic Republic of Iran, based on human and social development.

Methodology: In this research, the participants in the qualitative section included all experts and specialists in the field of public administration and managers and heads of Bank Mellat, Islamic Republic of Iran, with a scientific background related to human resources and a history of working as a manager or consultant in the banking industry in 2022, totaling 15 individuals. The statistical population in the quantitative section included all managers and employees of Bank Mellat, Islamic Republic of Iran, in 2023-2024. In the quantitative phase, the sample size was determined using Cochran's formula, resulting in 384 individuals, who were selected through cluster random sampling. The findings from the qualitative phase were analyzed using MAXQDA software.

Findings: From the analysis of 15 interviews, a total of 236 initial codes were extracted. After analyzing the interview texts, 41 basic themes and 15 organizing themes were identified. The results of the quantitative section showed that the dimensions of professional competencies for Bank Mellat employees included: the organizational competency dimension, with a factor loading of 0.873, ranked first; the social competency dimension, with a factor loading of 0.823, ranked second; the leadership competency dimension, with a factor loading of 0.746, ranked third; and the individual competencies and self-development dimension, with a factor loading of 0.685, ranked fourth.

Conclusion: The model highlights fostering continuous learning, effective communication, and innovation through training and feedback. Future research should explore broader applications across diverse organizations to validate and refine these findings.

Keywords: *Professional Competency Model, Human Development, Social Development.*

1   Introduction

Experts in the field of management believe that identifying professional competencies is one of the most effective methods for increasing individual and organizational productivity (Rayimjanov, 2022). In highly competitive environments, the capabilities, attitudes, knowledge, and skills of employees are considered the most important and valuable assets of any organization. Organizations that ensure long-term survival are those that possess skilled and high-quality human resources (McDonnell et al., 2024; Mohammadi Yazdi et al., 2024; Nayebpour & Sehhat, 2024; Rasouli et al., 2024). Therefore, recruiting human resources without the necessary competencies not only imposes heavy costs and wastes time and organizational resources but also prevents the effective achievement of organizational goals and strategies (Kousay, 2024; Lubis et al., 2024).

In recent years, various models for human and social development have been proposed; however, considering the nature and existential philosophy of Bank Mellat, Islamic Republic of Iran, the study of employees' professional competencies based on human and social development remains a topic that has been relatively underexplored in the literature and empirical background. Although studies (Arab Mazar et al., 2019; Jamini et al., 2021; Kpolovie et al., 2017; Riazi Nia & Dizaji, 2019; Seth & Villar, 2017; Shahbazi & Mobaraki, 2021; Taheri Goudarzi & Nezami, 2022; Vogelgesang, 2016) have shown that while human and social development is necessary for the progress and welfare of humanity, it is not sufficient by itself. Therefore, from the findings of both domestic and international research, gathering relevant thematic information and the scales for measuring these competencies clearly outlines suitable and effective foundations for improving the present research. However, despite the extensive and growing body of research, there is still limited consensus on the core components of professional competencies based on human and social development.

Consequently, the existing research in this area is scattered, fragmented, and lacks coherence and comprehensiveness. None of the proposed frameworks are directly related to the subject of this study, and each addresses only some of the components of professional competencies based on human and social development. However, the proposed frameworks have, on one hand, provided suitable perspectives and angles for the better execution of this research from both a thematic and content-related viewpoint. On the other hand, these studies, by assuming a theoretical understanding of the framework for professional competencies based on human and social development, question the potential for innovation and revision based on the context and factors studied. Therefore, it appears that omitting certain dimensions from the model has decreased its quality and significantly reduced its theoretical justification. Furthermore, the diversity of approaches without considering the critical contexts applied in previous research remains a limitation. Kim et al. (2022) emphasized only the superficial similarities among theories without addressing the existing paradigm differences, and the research model was derived from this theoretical combination (Kim et al., 2022).

In response to this research gap, this study aims to present a model for the professional competencies of employees at Bank Mellat, Islamic Republic of Iran, based on human and social development, grounded in theoretical principles and its empirical testing within the bank. This need has been operationalized through the design of the professional competency model for employees, focusing on human and social development, for effective organizational development.

Additionally, this research is the first to design a professional competency model for the employees of Bank Mellat, Islamic Republic of Iran, based on human and social development within the context of the target population. Therefore, this study is distinct from other works, particularly domestic studies, in its use of structural equation modeling and its simultaneous focus on the components that influence this model. Given the significance of the topic of professional competencies based on human and social development, and the gap in studies regarding the components affecting such competencies in the country, this research seeks to design, explain, and test a model for professional competencies of employees at Bank Mellat, Islamic Republic of Iran, based on human and social development. The study aims to address the following question: How can the professional competency model for employees of Bank Mellat, Islamic Republic of Iran, be characterized using a qualitative and quantitative approach?

2   Methods and Materials

The present research adopts a mixed exploratory approach. To this end, the design of this study is of a combined type, with the method being sequential exploratory mixed models (qualitative-quantitative),

considering that no prior model exists in this domain and the researcher aims to discover this model. In the qualitative phase, a thematic analysis method was applied. During this phase, the researcher reviewed the gaps identified based on the variables, components, and factors related to professional competencies based on human and social development, as categorized in Chapter 2. The gaps that were irrelevant to the topic and target population of the research were removed, and the remaining gaps were considered as the main factors in the domain of human and social development. Based on this, the interview framework was designed. The core dimensions derived in the qualitative phase were then exposed to the judgment of the statistical population, and their importance was quantified.

The participants in the qualitative section included all experts and specialists in the field of public administration, as well as managers and heads of Bank Mellat, Islamic Republic of Iran, with a scientific background related to human resources and experience as managers or consultants in the banking industry in 2022. This group consisted of 15 individuals. In the quantitative section, the statistical population included all managers and employees of Bank Mellat, Islamic Republic of Iran, during 2023-2024, including front-line employees and staff such as the CEO, members of the board of directors, department managers, heads and deputies of central offices, branch managers and deputies, experts, senior bankers, security personnel, administrative staff, and clerks. The experts in the qualitative phase were selected purposively based on their specialization and experience (managers and experts at Bank Mellat, Islamic Republic of Iran).

In the quantitative phase, the sample size was determined using Cochran's formula, resulting in 384 individuals, who were selected through cluster random sampling. It should be noted that 11 questionnaires were not returned, and the analysis in the quantitative section was performed based on the data from 373 participants.

The research tools in the qualitative section included semi-structured interviews with open-ended questions. In the quantitative section, a questionnaire designed from the qualitative phase was used.

Given the interpretive nature of the thematic analysis method, both validity and reliability were carefully considered. For validity, the auditing method was employed, with approval from two expert reviewers. This process was conducted by key informants in a consultative process involving researchers and faculty members. To calculate reliability, coding was performed manually by two individuals, line-by-line, using selected sources. After completing the coding, the results were compared using Holsti's method.

The reliability coefficient of 0.81, calculated for this research, indicates high reliability of the themes.

To assess the validity of the questionnaire in this study, expert opinions were sought. A version of the questionnaire was first provided to five specialists and faculty members at the University of Tehran to evaluate its content validity. The final suggestions were incorporated into the revised questionnaire.

In this study, data collected from the qualitative phase were analyzed using the template analysis method and thematic network analysis, employing MAXQDA software. For the quantitative analysis, confirmatory factor analysis and structural equation modeling techniques were used, with the assistance of SPSS and Smart PLS software.

3 Findings and Results

In the qualitative section of this study, 15 individuals were interviewed, of which 8 were male and 7 were female. The youngest participant was 28 years old, while the oldest was 55 years old. The minimum work experience was 7 years, and the maximum was 25 years. Eleven participants held a master's degree, while 4 held a doctoral degree. In total, 236 initial codes were generated, and from these initial codes, 41 basic themes were extracted from the interview texts related to the professional competencies of Bank Mellat employees. After categorizing the 41 basic themes, 15 organizing themes were derived. After analyzing the interview texts, the 41 basic themes were finally grouped into 4 overarching themes: individual competencies and self-development, organizational competencies, social competencies, and leadership competencies. These basic, organizing, and overarching themes are depicted in Table 1.

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Table 1

Basic, Organizing, and Overarching Themes

Basic Themes	Organizing Themes	Overarching Themes
Problem-solving ability and new idea generation—creativity in work processes and innovative improvements	Creativity and innovation	Individual competencies and self-development
Mastery of learning processes—encouraging others to engage in continuous learning—ability to update skills and knowledge	Learning spirit	
Improvement and enhancement of skills and capabilities—commitment to professional growth—ability to develop personality	Personal and professional growth	
Flexibility—rethinking behavior and thought—ability to lead and manage oneself	Personal leadership	
Effective interpersonal communication—teamwork ability—collaboration and cooperation with colleagues and other members of the organization	Collaboration and interaction	
Business environment analysis and forecasting influencing factors—decision-making ability based on the organization's long-term goals	Strategic decision-making	Organizational competencies
Understanding the interrelations and impacts among organizational components—knowledge of organizational systems	Systemic thinking	
Evaluation of different options—ability to analyze and examine complex issues—data collection	Problem analysis and examination ability	
Setting priorities and managing resources to achieve goals—ability to complete projects—ability to plan—resource management—time management	Planning and project management ability	
Selecting options and making effective decisions in various conditions—ability to analyze and evaluate situations	Decision-making power	Social competencies
Good communication with customers—ability to communicate effectively both verbally and in writing—persuasion power—active listening	Communication skills	
Respect for differences—balanced interaction with other members of the organization—ability to understand and tolerate different viewpoints	Empathy and respect	
Encouraging and empowering team members to achieve organizational goals—ability to inspire	Motivation and empowerment enhancement	Leadership competencies
Encouraging colleagues and developing teamwork and synchronization in work teams—ability to lead groups	Team leadership	
Creating a spirit of collaboration in transformation processes and facilitating adaptation to organizational changes—ability to manage organizational change	Change and transformation management	

Table 2 presents the descriptive statistics of the research variables.

Table 2

Descriptive Statistics of Variables

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Creativity and Innovation	6.73	2.03	-0.44	-0.62
Learning Spirit	10.17	2.74	-0.48	-0.47
Personal and Professional Growth	10.23	2.81	-0.39	-0.67
Personal Leadership	10.05	2.67	-0.36	-0.48
Collaboration and Interaction	10.22	2.71	-0.45	-0.56
Strategic Decision-Making	6.57	1.73	-0.31	-0.47
Systemic Thinking	6.02	2.14	-0.13	-0.67
Problem Analysis and Examination Ability	9.39	2.96	-0.19	-0.76
Planning and Project Management Ability	15.41	4.96	-0.16	-0.83
Decision-Making Power	6.35	1.97	-0.29	-0.46
Communication Skills	12.78	3.94	-0.29	-0.93
Empathy and Respect	9.43	2.67	-0.16	-0.79
Motivation and Empowerment Enhancement	6.72	1.83	-0.37	-0.26
Team Leadership	7.01	2.03	-0.65	-0.29
Change and Transformation Management	7.14	1.94	-0.64	-0.08

Table 2 provides the means and standard deviations of the research variables. For example, the variable *Creativity and Innovation* has a mean of 6.73 and a standard deviation of 2.03.

To examine the normality of the data distribution, the absolute values of skewness and kurtosis should not exceed 3 and 10, respectively. The skewness and kurtosis values for the research variables have been reported, and the absolute skewness values for all variables are less than 3, and the absolute kurtosis values for all variables are also less than 10. Therefore, with 95% confidence, it can be concluded that the distribution of all variables is normal.

Next, to fit the conceptual model of the research and test the hypotheses, Partial Least Squares (PLS) method was used through Smart PLS software. In Table 3, the factor loadings, Average Variance Extracted (AVE), and Cronbach's Alpha coefficient for each construct are provided. The values in these tables indicate adequate and suitable reliability for the constructs.

Table 3

Constructs and Indicators of the Study

Construct	Component	Factor Loading	T-Value	Cronbach's Alpha	Composite Reliability	AVE
Individual Competencies and Self-Development	Creativity and Innovation	0.850	49.85	0.941	0.955	0.810
	Learning Spirit	0.901	90.38			
	Personal and Professional Growth	0.935	149.17			
	Personal Leadership	0.910	91.29			
	Collaboration and Interaction	0.902	72.17			
Organizational Competencies	Strategic Decision-Making	0.744	31.33	0.925	0.945	0.777
	Systemic Thinking	0.918	93.84			
	Problem Analysis and Examination Ability	0.938	125.04			
	Planning and Project Management Ability	0.971	370.18			
	Decision-Making Power	0.815	41.25			
Social Competencies	Communication Skills	0.906	98.23	0.771	0.897	0.814
	Empathy and Respect	0.899	85.71			
Leadership Competencies	Motivation and Empowerment Enhancement	0.859	85.20	0.810	0.885	0.721
	Team Leadership	0.873	56.78			
	Change and Transformation Management	0.814	33.22			

Regarding factor loadings, since the factor loading of all components was greater than 0.50 (t-value > 1.96), all dimensions were included in the analysis, indicating the acceptance of sufficient and appropriate reliability for the constructs of the study. To assess the construct validity or discriminant validity of the constructs, the Fornell-Larcker criterion was used.

Table 4

Correlation Matrix and Square Root of Average Variance Extracted (AVE) of Variables

Variable	1	2	3	4
Social Competencies	0.902			
Leadership Competencies	0.576	0.849		
Organizational Competencies	0.741	0.441	0.881	
Individual Competencies and Self-Development	0.318	0.632	0.333	0.900

According to the data in Table 4, the square root of the AVE for each variable is greater than its correlation with other variables, ensuring that the discriminant validity criterion of the research variables is met.

After determining the measurement models, the conceptual model of the research was estimated, and to confirm the existence or absence of causal relationships between the research variables, as well as the goodness of fit of the observed data with the conceptual model, the

hypotheses were tested using Structural Equation Modeling (SEM). A critical value smaller than 0.05 for the significance level indicates a significant difference between the estimated regression weights and zero at a 95% confidence level. The output of the conceptual model, using Smart PLS software, is shown in Figure 1.

Figure 1

Measurement Model in Standardized Form
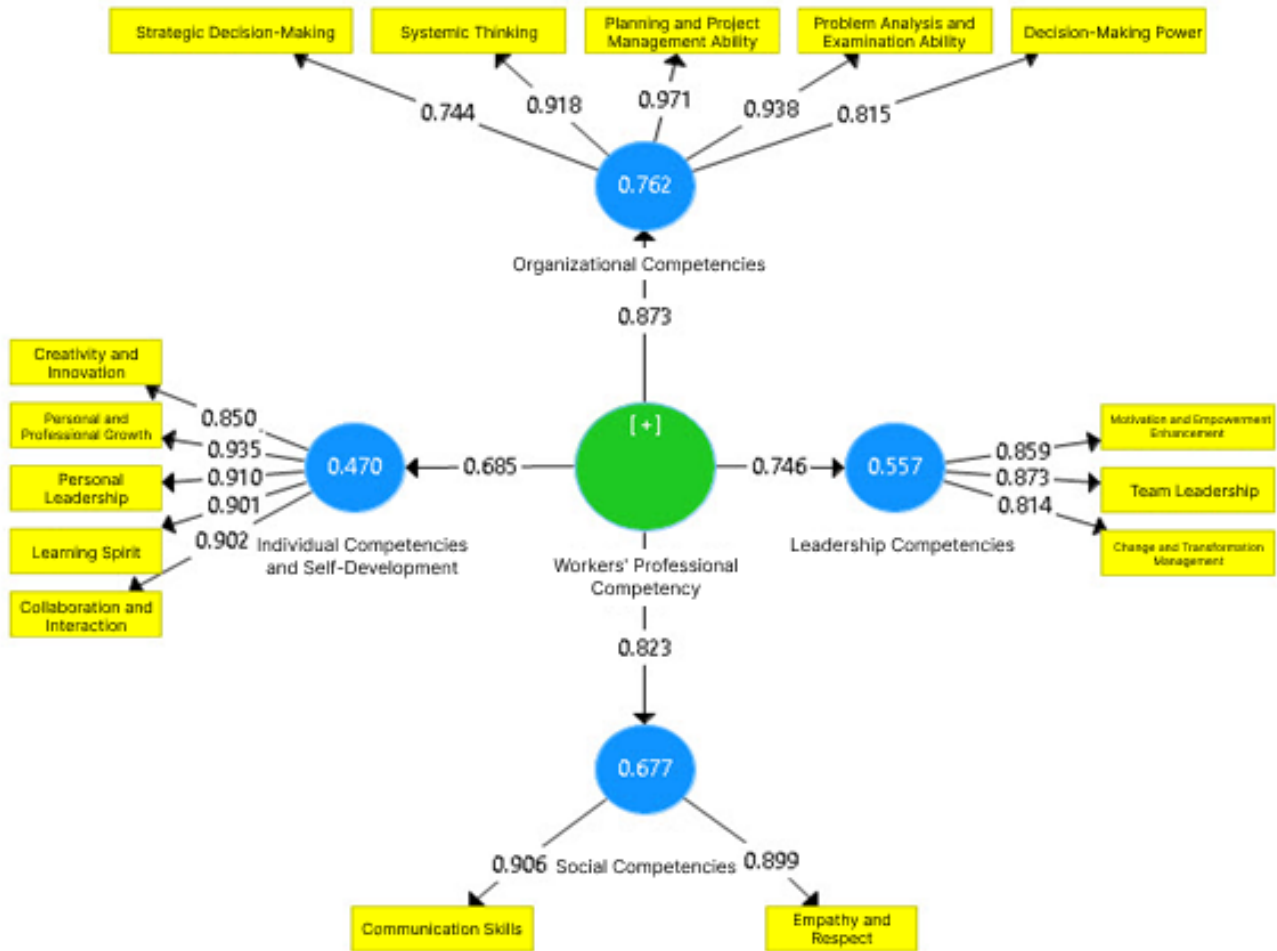
At this stage, the goodness of fit (GOF) criterion, which includes both the measurement and structural components, was used for the overall model fit. As a result, the average of the shared variances was 0.780. The overall model fit value was 0.693, indicating a strong model fit. To further examine the relationships between independent and dependent variables and confirm the overall model, path analysis was employed. The significance coefficients and results of the relationships proposed in the research model are reported in Table 5.

Table 5

Significance of Impact Coefficients in the Research Model

Relationship	Coefficient	T-Value	Significance Level	Result
Employee Professional Competency → Social Competency	0.823	56.49	p < 0.001	Confirmed
Employee Professional Competency → Leadership Competency	0.746	28.70	p < 0.001	Confirmed
Employee Professional Competency → Organizational Competency	0.873	61.11	p < 0.001	Confirmed
Employee Professional Competency → Individual Competency and Self-Development	0.685	15.50	p < 0.001	Confirmed

According to the findings in Table 5, and since the significance value for the path between all variables is greater than 1.96, and the significance levels are less than 0.05 and even 0.01, all the above relationships are accepted. As shown in Table 5, the dimensions of employee professional competencies in Bank Mellat include: organizational competency with a factor loading of 0.873 in the first rank; social competency with a factor loading of 0.823 in the second rank; leadership competency with a factor loading of 0.746 in the third rank; and individual competency and self-development with a factor loading of 0.685 in the fourth rank.

4   Discussion and Conclusion

The primary objective of this study is to propose a model of professional competencies for the employees of Bank Mellat, Islamic Republic of Iran, based on human and social development. The thematic analysis method was used to present the professional competencies model for employees of Bank Mellat. In this study, 15 experts were interviewed, and data saturation was observed after the 17th interview. However, interviews continued until the 15th interview to ensure that the data were completely repetitive and reached saturation. A total of 236 initial codes were extracted from the interview analyses. After analyzing the interview texts, 41 basic themes and 15 organizing themes were identified. In the final stage, a review of the organizing themes resulted in the extraction of 4 overarching themes. To examine the research questions, relevant statistical tests, including path analysis, were applied, and factor analysis was used to determine the convergent and divergent validity of the research questionnaire. Since the reliability and validity of the questions were confirmed, hypothesis testing was conducted through structural equation modeling.

Creativity and innovation are important dimensions of individual competencies and self-development. Creativity and innovation enable individuals to approach problems and challenges in a creative and innovative manner, discovering new solutions. With creativity and innovation, individuals can find the best solutions to complex issues, create new opportunities, and bring continuous improvements to their work and life. A learning mindset enables individuals to consistently update their knowledge and skills, improving and growing over time. With a learning mindset, employees will be motivated to acquire new, up-to-date knowledge and learn new skills. Employees view the learning process as an opportunity for personal and professional growth, allowing them to benefit from others' experiences and knowledge.

Professional growth allows employees to enhance the skills and knowledge needed for career advancement. By learning new and updated skills, employees can become aware of innovative strategies and best practices in their field and deliver optimal performance in their work. The development of employees' personal and professional growth can be fostered through appropriate training, learning opportunities, continuous feedback processes, performance evaluations, and support for mental and psychological development. Using various methods, such as training courses, workshops, seminars, conferences, and online educational resources, can help employees experience continuous improvements in their careers and update their skills and knowledge.

Personal leadership refers to the ability to guide and manage oneself in different aspects of life and has a significant impact on individual and professional performance. Personal leadership helps employees become more self-aware, understanding their strengths and weaknesses. With personal leadership, employees can manage themselves, reduce stress, and serve as positive role models for others. The process of personal leadership development can involve improving time management, communication, decision-making, motivation, and other related abilities. Additionally, feedback processes and performance evaluations can help employees accelerate their growth in personal leadership.

Collaboration and interaction among employees reflect the power of teamwork, the ability to collaborate, and effective communication with others. These skills enable employees to collaborate effectively in teams, groups, and organizations to achieve common goals. Collaboration and interaction include abilities such as active listening, understanding and considering others' needs and viewpoints, coordinating and synchronizing in group work, effective communication, and solving team problems. The results obtained in this area are consistent with the findings of prior studies (Abedini et al., 2021a, 2021b; Chahardoli et al., 2022; Chekani Azaran et al., 2021; Kazemi et al., 2021; Rayimjanov, 2022; Riazi Nia & Dizaji, 2019; Shcherbik et al., 2022).

Strategic decision-making among employees is one of the dimensions of organizational competencies. This dimension emphasizes the importance of strategic decision-making by employees at the organizational level. Strategic decision-making refers to employees' ability to provide opinions,

suggestions, and decisions related to organizational strategies. Organizations can create processes and mechanisms to gather employees' opinions and suggestions regarding organizational strategies. Systems thinking refers to the perspective in which employees have a broader understanding of the organization and the complex interactions between various organizational factors. This perspective demonstrates that the performance of one section or unit within the organization directly affects the overall performance of the organization, and the way sections and units interact with one another is also critical. Employees with systems thinking should be able to understand the relationships and communications between sections and units of the organization and consider these relationships in strategic decision-making.

Employees' ability to analyze and examine issues indicates their ability to analyze problems related to themselves, the organization, and the external environment, and base their decisions on these analyses. Employees must be able to collect and analyze relevant information, assess data, and interpret them to gain a better understanding of the issues and challenges at hand. They should be capable of using analytical methods such as inductive reasoning, root cause analysis, modeling, and simulation. Employees should be able to identify patterns and trends in data, recognizing positive and negative trends, predictions, and changes, and make decisions based on this information.

Project planning and management ability is another dimension of organizational competencies, referring to employees' capability to plan, organize, and execute projects. This competency is vital for an organization's success in achieving its goals and executing key activities. Employees should be able to prepare comprehensive and effective plans for organizational projects and activities, which involves setting objectives, allocating resources, scheduling, and defining related tasks. They should be able to logically and efficiently organize resources and activities, ensuring that projects are executed properly and all necessary aspects are covered.

Decision-making ability refers to employees' capacity to make independent and effective decisions within their responsibilities and tasks. Employees must have the ability to assess the situation, evaluate options, and make correct and rational decisions. They should take responsibility for their decisions and actions and be capable of evaluating the outcomes and consequences of their decisions. In case of errors, they should be able to revisit and correct their decisions. The findings of this dimension align with prior research (Jamini et al., 2021; Kazemi et al., 2021; Kim et al., 2022; Rayimjanov, 2022; Shahbazi & Mobaraki, 2021).

Employees' communication skills are linked to social competencies, emphasizing their ability to establish effective communication, collaborate with others, listen actively, convey ideas, and interact with various internal and external groups within the organization. Employees should be capable of listening attentively to others' needs and messages, understanding their content, and responding appropriately. They must also be able to express their ideas and information clearly and concisely using suitable language. Empathy and respect are essential social competencies in the workplace. These competencies demonstrate employees' ability to build healthy and balanced relationships with colleagues, organizations, and other individuals. Empathy involves understanding and sharing the feelings and perspectives of others, while respect refers to valuing others' rights, opinions, and thoughts. Employees skilled in these competencies can foster positive relationships and cooperation, contributing to a supportive organizational culture.

Motivation enhancement and employee empowerment are key dimensions of leadership competencies. Leaders skilled in this competency can effectively inspire and motivate employees, guiding them toward growth, high performance, and achieving organizational goals. Leaders use tools like appreciation, encouragement, and recognition to inspire employees and enhance their motivation. They acknowledge employees' efforts, trust them, and motivate them to improve their performance. Team leadership is another important dimension of leadership competencies. Leaders who excel in team leadership can facilitate collaboration and coordination among team members, ensuring a balanced and cohesive work environment. Effective communication, understanding team members' needs, and fostering an atmosphere of cooperation are essential aspects of team leadership. Leaders must also be capable of setting clear goals, guiding team members toward achieving them, and evaluating their performance. Leadership plays a crucial role in managing and directing organizational change. Leaders must plan changes carefully, define goals, design appropriate strategies, and communicate these changes effectively with employees. The results obtained in this dimension are consistent with previous studies (Abedini et al., 2021a, 2021b; Chekani Azaran et al., 2021; Kazemi et al., 2021; Rayimjanov, 2022; Shcherbik et al., 2022).

To achieve creativity and innovation, it is crucial to stay updated on events, developments, and knowledge related to your field of work. Part of this process includes reading books, articles, and reliable sources, as well as attending educational courses and conferences. By expanding your knowledge and awareness, you can generate newer and better ideas. Critical thinking skills are essential for developing creativity and innovation. Try to think outside conventional patterns and look at issues and challenges from a different perspective. This requires breaking mental patterns and abandoning traditional solutions. Collaboration with others and continuous interaction can help develop creativity and innovation. By participating in teams or working groups, you can share new ideas with others and benefit from their experiences and viewpoints. Additionally, interacting with individuals outside your field can help you take advantage of diverse perspectives and opinions.

Creating spaces in your work or life where individuals can freely share their ideas and interact with one another can encourage creativity and innovation. These spaces can include planning sessions, creative thinking groups, or workshops. Technology and new tools can also help enhance the creative and innovative environment. Technological advancements such as artificial intelligence, the Internet of Things, and virtual/augmented reality can provide you with new opportunities and tools to offer creative and innovative solutions. Develop diverse and engaging educational programs within your organization. These programs can include training courses, workshops, seminars, and webinars. Strive to cover topics that address the actual needs of employees. You can also invite reputable professors and experts from various fields to conduct these sessions.

Provide opportunities for employees to learn independently based on their personal interests and needs. This may include offering various educational resources such as books, articles, videos, and online courses. Additionally, you can make online educational platforms and tools available to employees so they can use them for self-directed learning. Establishing a system to encourage employees to engage in learning activities and skill development can be effective. This could include providing financial or non-financial rewards, promotions, public recognition, and appreciation for employees' efforts.

Employees should create a plan for their personal and professional growth and development. This plan could include setting short- and long-term goals, identifying the processes and steps necessary to achieve those goals, and scheduling appropriate time for learning and development.

Organizations can organize training courses, workshops, seminars, and conferences for their employees. Moreover, using online educational resources can help employees update their skills and knowledge. Regular feedback processes are highly beneficial for employees. Constructive and passive feedback enables employees to identify their strengths and weaknesses and make necessary improvements. Feedback processes can be conducted one-on-one with managers or through annual performance evaluations. Regular and continuous performance evaluation systems can guide employees in their personal and professional growth and improvement. These systems may include setting performance goals, regular monitoring and feedback, and defining development and progress paths.

Effective time management is one of the key skills of personal leadership. By setting priorities, you can focus on completing essential and urgent tasks first. Utilize various planning methods, such as using calendars, task lists, and time management techniques. To improve coordination and synchronization in teamwork, you can use project management tools and shared calendars. Additionally, clearly defining and distributing tasks, maintaining continuous communication with team members, and holding regular meetings to review project progress can be helpful. To improve effective communication, you can use various communication methods such as email, team messaging software, and both in-person and online meetings. Clear and effective communication helps to capture the audience's attention and convey messages more accurately. Providing constructive feedback to colleagues—combining constructive criticism and encouragement—can lead to improvements in both team and individual performance. Furthermore, regular and transparent performance evaluations can help employees identify their strengths and weaknesses and work on improving them.

In strategic decision-making, consider the role of systems thinking. Before making strategic decisions, try to predict how these decisions will affect departments and units, and ultimately the entire organization. This comprehensive approach to strategic decisions not only helps you make better decisions but may also facilitate the development of strategies that have a positive impact on the organization. To facilitate systems thinking within the organization, you can use tools and methods for systems analysis. These tools and methods include flow charts, structural diagrams, system modeling, and simulation. By using these tools and methods, you can make improvements within the organization and

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predict the impact of decisions on the overall performance of the organization.

Employees must be trained to identify patterns and trends in data and information. This training could include techniques and methods for pattern and trend recognition. With this ability, employees can detect positive and negative trends, make predictions, and base their decisions on those insights. Employees should also be trained on how to face and analyze complex organizational issues and challenges. This involves considering multiple and complex factors and taking their impact into account when making decisions. With the ability to analyze complex issues, employees can bring significant improvements to the decision-making process and organizational performance.

Using project management software and tools can assist employees in planning and managing projects. These tools may include scheduling programs, Gantt charts, tracking systems, progress reporting tools, and online collaboration tools. By using the right tools, employees can improve the planning and progress of projects and foster better coordination within their teams. Establishing effective communication and coordination among team members and various groups can significantly enhance project management and planning. Employees should possess good communication skills and be able to convey information and ideas clearly and effectively. Additionally, managers should create an environment for collaboration and interaction within the team and allow team members to stay informed about project progress and existing challenges. Using communication tools such as email, online collaboration software, and coordination meetings can be helpful in this regard.

To develop and generalize the model proposed in this study, it is recommended that the model be tested and applied in other departments and organizations in both public and private non-financial and non-profit sectors. Future researchers are also encouraged to explore organizational cultural factors and core competencies in studies related to the professional competencies of employees.

Authors' Contributions

All authors have contributed significantly to the research process and the development of the manuscript.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

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Declaration of Interest

The authors report no conflict of interest.

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Ethical Considerations

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

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