

Designing a Maturity Model of the Managers of Red Crescent Society in Tehran

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Abstract

INTRODUCTION: Nowadays, manager maturity is one of the concerns of officials of most government organizations, especially the Red Crescent Society (RCS). One of the ways to manager maturity is to identify the appropriate maturity pattern of the managers of RCS. Therefore, this study aimed to design a maturity model of the managers of the RCS using the Grounded theory.

METHODS: This qualitative study was conducted based on an applied research method using the Grounded theory. The statistical population of the study consisted of experts and specialists in the maturity field of the managers of the RCS. The sampling was performed using the purposive method, and 20 individuals were selected based on theoretical saturation. The data were collected using semi-structured interviews, and data analysis was performed at three stages of open, axial, and selective coding. The validity and reliability of the research were evaluated using a triangulation approach.

FINDINGS: According to the obtained results, seven important factors, including managerial, structural, organizational culture, organizational education, organizational justice, organizational socialization of managers, and psychological contracts of managers with the organization, were recognized as the requirements for designing the maturity model of the managers of the RCS in Tehran, as the causal conditions of the axial coding.

CONCLUSION: Based on the results, the outcomes of the manager maturity were classified into five components, including employee participation, employee commitment, organizational productivity, organizational performance, and manager self-efficacy. Moreover, internal changes were selected as strategies along with three components of psychological characteristics and motivators, individual skills, as well as knowledge and attitude.

Keywords: Competence; Managers' Maturity; Organizational Culture.

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Introduction

As the architects of their community, any efforts that managers make to develop their capabilities can be effective at the micro (organizations) and macro (governments) levels. Adequate attention to this issue and addressing the development plans of managers will solve the problem of effective manager shortages in the organizations and communities. The competency approach is one of the newest and most important methods that was proposed as an effective way to deal with these

changes. Since managers play an important role in creating competitive advantages and achieving the strategic goals of organizations, the way they play this role inevitably depends on their capabilities and competencies (1). Organizational management can be defined as the application of knowledge, skills, tools, and techniques to carry out organizational projects in limited time and resources. A manager is responsible for directing things from beginning to end. Therefore, a manager is expected to have special skills that

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enable him/her to succeed in implementing a project (2). Continuous changes in the environment make organizational improvement and growth inevitable in various situations. Organizations, on the other hand, need to improve, develop, and expand their executive operations in order to adapt to environmental changes. In today's world, organizations are present in a complex world where the issue of environmental change is a part of their time being issues.

Organizations in the contemporary world have to be flexible and adapt to changes in order to survive. Human capital is one of the most important parts of the organization and is regarded as a key factor in the success of the organization. The improvement of the level of theoretical and practical knowledge, or in other words, human capital training, is a solution to keep pace with changes inside and outside the organization. Nowadays, management in organizations is experiencing more general and new approaches (3). Therefore, in today's changing environment, organizations have to constantly develop their capabilities and competencies to survive in order to be able to respond to changing and different environmental conditions (4). Accordingly, organizations must have an important feature, and that is the ability to constantly change and adapt. In other words, the sustainability and development of organizations depend on aligning with rapid changes, development, and growth since constant changes in the environment lead to organizational improvement and growth in various situations. Organizations need to improve, develop, and expand their executive operations in order to adapt to environmental changes.

Organizational maturity is the process by which an organization expands its internal capacity to achieve and maintain maximum effectiveness (5). In other words, it is a way in which the performance of employees is improved and is based on the process of training and changing the values and attitudes of managers and employees of the organization (6). One of the major factors in the growth of developed societies and a unique element of any organization, compared to another, is its management (7). Development and management maturity is an action that improves management performance by increasing the manager's knowledge and skills, as well as changing his/her attitude (8). Manager

maturity is of much concern to the officials of most government organizations, especially the RCS. One of the ways to raise the managers' maturity is training. Major obstacles to the realization of the educational system in the RCS include the lack of attention to educational management in its scientific and practical sense; centralized administrative and educational management and its conflict with decentralized management policies; failure to achieve educational goals due to decentralized management policies and weak workforce in the educational units; lack of communication between administrative/human resource (salary and promotion) and educational systems; and lack of sufficient trust in senior managers regarding education as human capital and a tool for organizational change. It is worth mentioning that the indicators of the manager maturity have not been identified so far to solve the above problems; accordingly, this study aimed to identify the indicators of the manager maturity in the RCS of Tehran to face mentioned challenges, concerns, and issues; moreover, it was attempted to answer this question:

What model can be presented for the manager maturity in the Red Crescent Society of Tehran?

It also seems that recruitments and dismissals in the RCS do not follow a specific rule. It is yet not clear to what extent a manager of the RCS needs technical, perceptual, and human skills depending on his/her position. Sometimes, paying attention to technical skills regardless of perceptual and human skills (e.g., recruitment of newly graduated students as managers) creates many problems. There are also more ambiguities and challenges in the management dimension.

Local managers in addition to the necessary managerial ability and literacy in specialized fields have complete and comprehensive knowledge on the area in which they are working; accordingly, they get to work much faster and their trial and error period is very short and sometimes close to zero. There is currently training, staff turnover, and promotion in the organization; however, there exists a lack of coherence, clear career path, and changes in factional management, followed by their effects on the organization. In the Red Crescent Society, it is very common to recruit inexperienced managers instead of expert managers. Since these individuals are not familiar with the organization,

organization maturity cannot be achieved making the RCS face challenges in providing the required services. With this background in mind, it seems necessary to explore these issues, as well as develop and explain an appropriate model for the manager maturity in this field. Accordingly, this study aimed to answer the following question:

What model can be provided for the manager maturity in the Red Crescent Society of Tehran?

It is worth mentioning that no investigations have been performed so far on the model of manager maturity in the RCS of Tehran, and this is the first study conducted in the Red Crescent Society of Tehran.

The objectives of the study include:

- Identification of the indicators and components of manager maturity in the RCS (phenomenon-based);
- Determination of the effective and influential factors on the manager maturity in the RCS;
- Determination of the executive mechanisms (strategy) for implementing a model to explain manager maturity in the RCS;
- Determination of the facilitators of the model implementation to explain manager maturity in the RCS;
- Determination of the obstacles to implementing the model to explain manager maturity in the RCS;
- Presenting a model to explain manager maturity in the RCS.

Methods

This qualitative study was conducted using the Grounded theory by Strauss and Corbin (2008). The statistical population included experts and specialists working at the Red Crescent organization in Tehran in the field of manager maturity. During the research process, theoretical sampling was used, and the samples were selected using selective sampling. The sample size in this study was based on the theoretical saturation index. Accordingly, the researcher reached theoretical saturation after selecting 20 experts and specialists. Theoretical saturation occurs when the researcher cannot add more information to the previous cases and observe repetitive patterns of data. Therefore, the interviews are terminated since more interviews do not help

further develop the research and explain it.

The required information was collected using secondary data (e.g., literature, such as books, journals, related dissertations, and websites). Following that, after preparing the interview guide, the researcher referred to the respondents and collected extra information using open interviews. The first step in developing the Grounded theory is to conduct open coding which helps to create a set of first-hand and abstract concepts which are rooted in raw data. At this stage, the researcher reviewed the data, identified its processes and coded them using words and phrases. Subsequently, by constantly comparing the codes in terms of similarity and differences in concepts, categories were formed, followed by identification of their characteristics and dimensions. In the initial coding, the researcher attached a code (concept and label) to each unit based on the coding unit. Afterward, the similar concepts were combined and transferred to subcategories, and finally, to the main categories. In the second stage, the categories were connected and formed a set of cases. At this stage, the codes and categories were compared, and the relationships between categories and subcategories were determined to obtain a more accurate interpretation of the phenomenon. Strauss and Corbin have used "coding paradigms" to describe a set of concepts that underlie the connections among the subjects of the research process (9). This paradigm focuses on issues, such as causal conditions- phenomena (central category/core) -context -interfering conditions- practical/ interactive strategies and consequences or outcomes. The triangulation approach was used in this study due to the novelty of the research and the possible limitations of the data. Triangulation refers to the process of using different approaches and resources to collect data and information in research (9). Moreover, according to the criteria presented by Creswell and Miller (2000), the items in Table 2 were used to obtain assurance in terms of validity and reliability (11).

In this study, the reliability of the data was determined by the fact that the data obtained in the interview were also obtained in the notes in the field. Moreover, in order to achieve the criterion of verifiability, all stages of research, especially data analysis, were recorded in detail so

Table 1. Methods of ensuring the validity

Ensuring validity	Implementation in this study
Triangulation	Use of multiple sources to collect data
Long-term involvement	Enhancement of theoretical sensitivity, practical participation, and communication with participants (experts and specialists) to evaluate research findings
Re-investigation of the information acquiring path	Periodic inspection of the obtained information and codes to prevent bias and ensure accuracy by the researcher and an external reviewer (PhD Candidate) familiar with the subject
Checking with participants	Review of the obtained data from the results with the help of the research group and the interviewees
Continuous comparison	Continuous comparison of the data obtained from the studied sources with those of the other sources throughout the research

that if another researcher wants to conduct further research in this field, s/he can easily follow this guideline based on the available documents related to interviews, analysis, and other stages of research. In addition, some of our research colleagues and a number of faculty members who were familiar with qualitative research analysis were provided with a number of interviews, codes, and extracted categories. They were then asked to check the accuracy of this coding. Categories and subcategories along with some quotations from the interviewees (narrative analysis) were also included. Finally, by presenting the extracted concepts, the final paradigm of the research was developed according to the method by Strauss and Corbin (2008).

Findings

Upstream documents and interviews accounted for the main sources of data in this study. The initial interviews were exploratory and descriptive, and coding was conducted gradually after obtaining data from each interview. Following that, using the constant data comparison, theoretical codes were achieved through open coding, and accordingly, 20 interviews and upstream documents were coded (Table 1).

Question 1: What are the characteristics and components of manager maturity in the Red Crescent Society?

Based on the findings of the grounded theory, manager maturity in the RCS consists of five components (sense of competence, sense of

independence, sense of effectiveness, sense of job meaningfulness, and sense of trust among colleagues).

Question 2: What are the influential factors and outcomes on the manager maturity in the Red Crescent Society?

After content analysis and interviews with experts, the components affecting the manager maturity in the Red Crescent Society included managerial, structural, organizational culture, organizational education, organizational justice, organizational socialization of managers, and psychological contracts of managers with the organization. Furthermore, the outcomes were classified into five groups of employee participation, employee commitment, organizational productivity, organizational performance, and manager self-efficacy.

Questions 3, 4, and 5: What are the executive mechanisms (strategies), facilitators, and barriers to implementing the model to explain manager maturity in the Red Crescent Society?

Based on the literature, theoretical foundations, interviews with experts, and analysis of the dimensions, components, and indicators (moving from unfavorable to favorable, as well as maintaining and improving the favorable situation), mechanisms or strategies to implement the manager maturity in the RCS included psychological characteristics and motivators, individual skills, as well as knowledge and attitude. Furthermore, the facilitators of the implementation of the manager maturity in the RCS were support mechanisms and essential

contexts. In this study, environmental factors (as interfering factors) with five components were identified, which include cultural-social, legal, economic, technology (professional network), and political.

Question 6: What model can be presented to explain the manager maturity in the Red Crescent Society?

Using the Grounded theory, the final research model is as follows (Figure 1.)

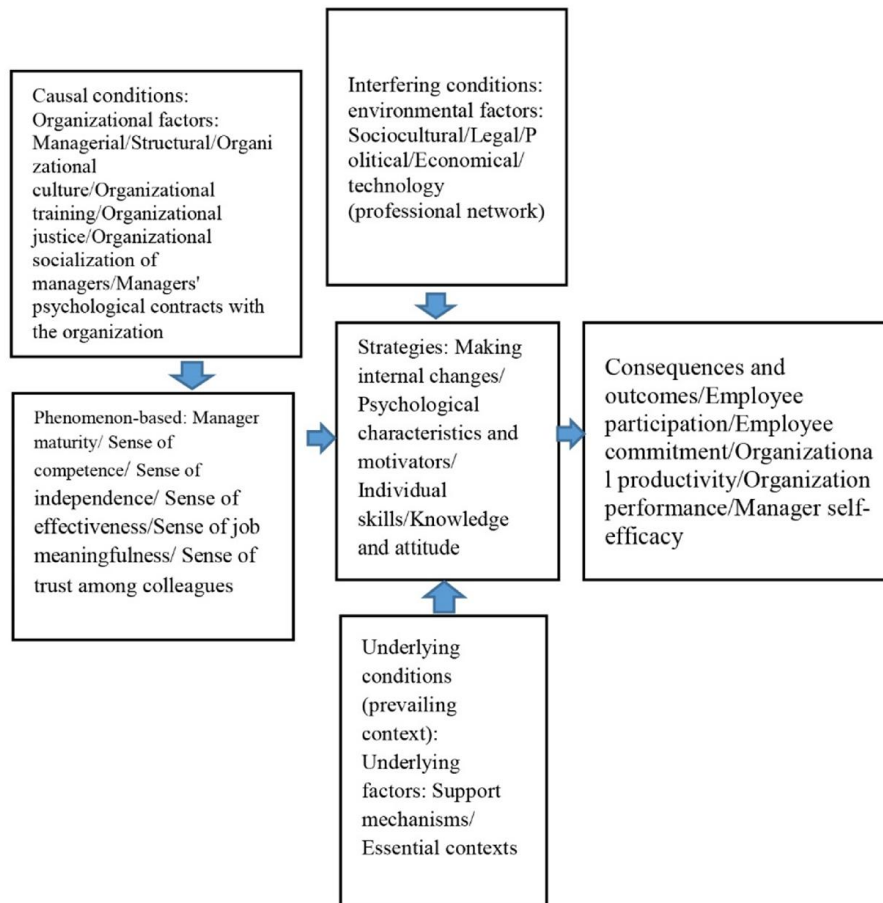


Figure 1. Ultimate research model

Table 2. Selective, axial, and open coding of the research results

Open coding (index)	Axial coding (component)	Selective coding
Having the assurance that s/he has can do the tasks, has the range of skills and capabilities to do the tasks, the ability to do the tasks successfully, the ability to master the required skills	Sense of competence	Managers maturity
Freedom of action to decide how to do things, decide how to do things, have enough opportunity for independence and freedom in how to do things, use personal initiative to do things	Sense of independence	
Having a significant impact on what happens in the workplace, paying attention to the manager's opinion in the decisions at work, having control over what happens at work	Sense of effectiveness	
The importance of the task done by him/her, the special meaning of his/her job, the accuracy in doing things in the workplace, the meaningfulness of the job activities	Sense of job meaningfulness	
Having the assurance that colleagues are honest, paying attention to the success and achievement of colleagues, having fidelity to the promises made, sharing information with colleagues	Sense of trust among colleagues	

Table 2. Continued

<p>Demanding professional advancement and development, motivation for progress, having a passion for management and motivating employees, having a job commitment at work, interest in continuous learning, having organizational commitment, having professional attitude of managers, interest in management, being in a good physical condition, having a mental state appropriate to the job, job satisfaction and security, gaining financial benefits from the organization, gaining social benefits from the organization, presence of motivated employees, the spirit of coping with challenges and job developments (emotional intelligence), ethical intelligence of managers, principles of individual ethics of managers, having ideological criteria, value and ethical criteria, team work spirit (participation in group activities), self-learning spirit, self-assessment spirit, self-control spirit, self-regulatory spirit, and curiosity spirit that leads to managers' growth and development. Having the ability to do the job, having other related experiences and skills, the ability to use virtual information networks, the managers' growth with the necessary management skills, communication skills (the ability to establish friendly relationships with colleagues, employees, and the community), the degree of sense of responsibility (task-based) and responsibility in managers, creativity and innovation, decision-making skills, development of entrepreneurial managers, norm-setting and having professional ethics</p>	<p>Psychological characteristics and motivators</p>	<p>Internal changes</p>
<p>The way of thinking and insight of managers towards ethics show their maturity, the intention of managers to accept their responsibilities, beliefs and values towards the organization and employees, having a positive attitude towards criteria, as well as scientific components and knowledge in the organization</p>	<p>Individual skills</p>	
<p>Positive communication and interaction of management with individuals, evaluation and monitoring of educational and research performance, ethics of managers lead to the growth of managers, support of management and appreciating the individuals' performance and their innovative activities, meritocracy in delegating responsibilities, supporting the individual efforts, flexibility in the management system, creating a suitable environment for expressing opinions, demands, and criticisms of employees, the ability to optimally allocate the relevant budget to a variety of employee development programs</p>	<p>Managerial</p>	<p>Organizational factors</p>
<p>Existence of procedures and regulations that facilitate the development of managers in the organization, specific and clear development goals and strategies, provision of sufficient financial resources and information for the development of managers, the existence of necessary processes and areas to facilitate group and team participation of managers, clear vision of the organization for managers, the hierarchy of command and decision-making in the organization, the existence of a comprehensive and ethical system for employment</p>	<p>Structural</p>	
<p>The culture of creating, developing, and sharing knowledge between employees and managers, the culture of cooperation and partnership between employees and managers (and at the community level), promoting the culture of the learning organization in the organization, institutionalizing the culture of meritocracy in the organization</p>	<p>Organizational culture</p>	
<p>Existence of various empowerment programs for managers based on evaluating their performance, training new skills and methods of research, training new skills and methods of communication with people, training new technologies, training time management, creation, development, and sharing of knowledge (knowledge management), training search skills in valid sites and news</p>	<p>Organizational training</p>	
<p>Having justice in distributing organizational outcomes, such as payments, job challenges, job security, work environment, having procedural justice and methods of hiring, selecting, managers' reward, having interactive justice and fair behavior based on reciprocity, respect, honesty, and consideration of others</p>	<p>Organizational justice</p>	
<p>The clarity in the managers' role in the organization makes them pay more attention to the organization and leads to self-efficacy and social acceptance in the organization</p>	<p>Organizational socialization of managers</p>	
<p>Organizational work environment, type of communication in the organization, physical, financial, and material resources in the growth and development of the organization</p>	<p>Managers' psychological contracts with the organization</p>	

Table 2. Continued

<p>Society's respect to the managers in the organization, maintaining the position of the managers in the society, attention to ethics in the society, consulting services (interaction with the managers, agents, and policymakers of the society), the organization's relationship with other industries, manager's relationship with the community</p>	Sociocultural	Environmental factors
<p>Attention to the development of staff and managers in the policies of the higher education system (relevant ministry), the position of the manager development in the beliefs and actions of community managers (relevant ministry), meritocracy in recruiting, employing, and promoting managers, efficiency of monitoring and evaluation system, organizational performance, designing an appropriate plan for the development of managers' professions, allocating sufficient budget to organizations</p>	Legal	
<p>Avoiding political factions in selecting managers of the organization, implementing non-political approaches in the management of organizations, federal government policies in outsourcing many tasks in the organization</p>	Political	
<p>Few opportunities for promotion, appropriateness of the payment system, incentive instructions, academic degree and in-service courses, appropriate financing according to the dignity of managers, no discrimination between managers and other staff of other ministries regarding payments, providing facilities and welfare facilities (dental services) in the organization, paying attention to treatment and health issues, and lack of favorable insurance contracts in favor of managers</p>	Economical	
<p>Sharing experiences based on networking, receiving ideas and opinions from the network, using ideas and feedback from the network, creating collaborative opportunities through network membership, knowledge enhancement through network membership, improving staff productivity through network membership by the manager</p>	Technology (professional network)	
<p>Providing efficient and up-to-date equipment in the organization, communication with leading international organizations, cooperating with other organizations, providing technological infrastructure, information technology in the organization</p>	Support mechanisms	Underlying factors
<p>Existence of balance between the authorities and responsibilities of managers and employees, institutionalization and internalization of ethical values through a special ethical charter in the organization, creating a culture of encouraging ethical behaviors by the manager, lack of physical and psychological barriers in the workplace</p>	Essential contexts	
<p>Cooperation and constructive participation of different parts of the organization, interaction of the organization with other executive systems of the country, using employees and mediator managers to determine the strategy of participation and feedback, a strong relationship of the organization with industry, use of consultations and participation of other experts and professors in making important decisions</p>	Employee participation	Outcomes of manager maturity
<p>Employees' satisfaction with working in the organization, employees' pleasure to talk about their organization with others, employees' pleasure to gain the social status created for themselves, employees' satisfaction with choosing a job in the organization, considering the organization's problems as their own problems</p>	Employee commitment	
<p>Appropriateness of the organization's training to the needs of the labor market for managers' maturity, the efficiency of the organization's training for managers' maturity in the short- and medium-terms, improving the skills of the workforce, allocating the most facilities to the maturity and empowerment of human beings in terms of different dimensions</p>	Organizational productivity	
<p>Profitability of manager maturity, an increase in sales and provision of organizational services, progress in the growth of the organization, improvement of the global competitiveness of the organization, strengthening the strategic position of the organization, increasing the global market share, satisfactory maturity performance of the managers in the organization, successful maturity and empowerment of managers in the organization, meeting the employees' expectations</p>	Organization performance	Outcomes of manager maturity
<p>Employees' confidence in their abilities and capabilities to do the job, employee mastery of the skills needed for their job, employee decision-making ability on how to do the job, meaningful job activities, employees' control over what happens at the workplace, creating considerable opportunities for employees' independence and freedom on how to do things</p>	Manager self-efficacy	

Discussion and Conclusion

Organizations have to constantly develop their capabilities and competencies to survive in today's changing environment; accordingly, they will be able to respond to changing and different environmental conditions (4). Human resource maturity leads to the comprehensive development of society and acts as a competitive advantage over other societies; therefore, this process is the main concern of society and managers of today's dynamic and mature organizations. It is obvious that prioritizing training and educational programs to improve the level of managers and employees lead to the enhancement of their thoughts, creativity, and innovation along with improvement of their skills, knowledge, and attitudes, thereby boosting the economic, social, and cultural situation of the society (10). The present study aimed to design a model of manager maturity in the Red Crescent Society of Tehran. Accordingly, the indicators of the manager maturity in the Red Crescent Society of Tehran were identified and finally analyzed. Furthermore, the present study investigated the factors affecting the manager maturity in the Red Crescent Society of Tehran, followed by the assessment of its outcomes. Consequently, considering the theoretical foundations and after interviewing with experts, different dimensions of manager maturity were identified, and the components affecting it were investigated.

The analysis was performed in order to answer the research questions. According to the evaluations and indicators, the components and dimensions of the manager maturity in the Red Crescent Society of Tehran included the sense of competence, sense of independence, sense of effectiveness, sense of job meaningfulness, and sense of trust among colleagues (n=5). Following that, the factors affecting (causal factors) manager maturity in the Red Crescent Society of Tehran were managerial, structural, organizational culture, organizational education, organizational justice, organizational socialization of managers, and psychological contracts of managers with the organization (n=7). Furthermore, based on the results, the outcomes of manager maturity included employee participation, employee commitment, organizational productivity, organizational performance, and manager self-efficacy. In this study, making internal changes

was along with three components of psychological characteristics and motivators, individual skills, as well as knowledge and attitude that were selected as strategies. In addition, environmental factors with five components were identified as interfering factors, including cultural-social, legal, political, economic, and technological (professional network).

Facilitators (underlying factors) of the manager maturity in the Red Crescent Society of Tehran are summarized in two components of support mechanisms and essential contexts. In general, according to the experts and specialists' views on the manager maturity in the organization, the extracted model has good validity and reliability. It can be stated that an in-depth and accurate study of the sources, achievement of a theoretical saturation point in the studies, as well as the inclusion of the opinions of academic experts in this field, helped reach these acceptable levels of reliability and validity. Therefore, it is suggested that this model be operationalized by academic and organizational managers and stakeholders.

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Conflict of Interests

The authors declare that there is no conflict of interest in this study.

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