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Identification of Organizational Excellence Dimensions with an Organizational Agility Approach in the Department of Education of Sistan and Baluchestan Province

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Abstract: The aim of this research was to identify the dimensions and components of organizational excellence with an organizational agility approach in the Department of Education of Sistan and Baluchestan Province. This qualitative study included individuals with university education, experts, opinion leaders, professors, and experts from the scientific community, who were purposefully selected (25 individuals) as the research population. Descriptive and inferential methods, as well as the Delphi method, were used for data analysis. The research results revealed that the organizational excellence variable consists of four dimensions (professional excellence, organizational excellence, individual excellence, and educational excellence) and 14 components. Furthermore, the organizational agility model in the Department of Education of Sistan and Baluchestan Province indicated that organizational agility comprises four dimensions (responsiveness, flexibility, change, and performance management) and 12 components. As a result, managers and officials, by incorporating human resource development strategies into organizational strategies, creating a shared vision, fostering intellectual synergy, and embracing new ideas, can promote organizational excellence among members of the organization and take steps toward organizational agility.

Keywords: Organizational excellence, Organizational agility, Education, Organizational strategies

Introduction

The driving force behind agility is the concept of change, which is not a new phenomenon (Kuipers et al., 2014). However, it is undeniable that change is currently taking place at a significantly accelerated pace compared to the past. In this dynamic and rapidly changing environment, it is imperative for every organization to possess the capability to effectively and simultaneously produce a diverse range of products with short life spans, adapt and redesign existing products, adjust production methods, and be highly responsive to the ever-evolving market demands (Henderson, 2002). An organization that possesses such multifaceted capabilities can be aptly categorized as an agile organization (Brosseau et al., 2019). Various scholars and researchers have put forth their classifications and understandings of the essential components and requirements of organizational agility (Felipe et al., 2017; Harraf et al., 2015). For instance, Goldman and Nagel (1993) have developed a comprehensive framework consisting of four key strategic dimensions that emphasize the attainment of agile competitive capabilities. These dimensions include customer enrichment, collaboration for increased competitiveness, organizational

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adaptability in the face of significant changes, and leveraging the impact of individuals and information (Rezaei et al., 2014).

In order to successfully navigate the complex and challenging landscape of the 21st century, it is crucial for an effective professional development model to prioritize the enhancement and elevation of both managerial and individual managerial prowess. Haneberg (2019) argues that the design and implementation of a robust managerial professional development model can serve as the driving force and engine behind organizational success, equipping individuals with the necessary skills and capabilities to effectively address and overcome environmental challenges. Similarly, Cardno (2000) has identified numerous interconnections between professional development, improvement, and the achievement of strategic goals within the framework of a holistic professional development model that can be applied to a wide range of organizations. This comprehensive model comprises four distinct dimensions: organizational development, program development, management development, and individual development (Chetty, 1998).

A well-designed and executed development program holds immense value and significance as it creates an enabling and nurturing environment for professional identification, support, and growth. Such a program plays a pivotal role in facilitating the improvement and enhancement of skills, particularly in the realm of mentoring tasks, while also preventing job fatigue and burnout (Lee et al., 2017). On the other hand, organizational agility serves as a foundational pillar for enhancing overall performance and effectiveness within an organization (Lukman, 2017).

In a recent research study titled "Teachers' Perception of Continuous Professional Development: A Study of Professional High School Teachers in Indonesia," conducted by Widayati et al. (2021), it was found that official teachers tend to participate in continuous professional development activities in a more systematic manner compared to their non-official counterparts. This disparity in participation can be attributed to the fact that continuous professional development activities are often associated with job promotion and final job evaluation, thereby motivating official teachers to engage more actively in such initiatives. However, it is important to note that all teachers, regardless of their official status, demonstrate an interest and capacity for further continuous professional development. Nevertheless, the specific elements and dimensions of continuous professional development are influenced by various organizational factors that shape the overall professional development landscape. In a separate exploratory study conducted by Turner et al. (2021), which examined teachers' interest in elevation programs, four distinct themes emerged in relation to the initial decision of teachers to volunteer and their subsequent decision to re-volunteer or not. These themes include self-confidence and friendliness, program reputation, relevant skill set and ability, and four additional themes related to the experience of

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volunteering, including emotional influence, professional progress and knowledge acquisition, professional growth, and the ability to identify and undertake meaningful tasks.

Darvishmotevali et al. (2020) conducted a research study titled "The Relationship between Environmental Uncertainty, Organizational Agility, and Organizational Creativity in the Hotel Industry". In their study, they found evidence to support the claim that organizational agility plays a moderating role in mitigating the negative impact of competitive and technological uncertainty, while also influencing organizational creativity. Furthermore, the researchers highlighted the importance of reducing administrative bureaucracy in highly dynamic and complex environments, where the effects of environmental uncertainty are more strongly felt. This is crucial for organizations to effectively manage and navigate environmental challenges.

In today's business world, characterized by intense competition resulting from technological advancements and shifts in customer demand, traditional management models are being called into question. Companies are realizing the need to adapt to continuous and unexpected changes, as well as address new customer challenges, all while minimizing costs. As a result, the ability to respond quickly and effectively, engage in time-based competition, and meet customer needs has become a competitive necessity.

Indeed, agility has become essential for survival in the face of competitors and variable environments. Organizations need to be able to confront challenges related to rapid product and service delivery, ensuring quality and customer satisfaction. The concept of agility was introduced as a new production paradigm by the researchers at the *Ayakoka Institution* in 1991. It refers to an organization's capability to adapt to changes and effectively identify and exploit opportunities that arise from these changes (Nafei, 2016; Singh et al., 2013).

The Iranian industrial environment has experienced rapid, unprecedented, and fundamental changes over the past two decades, driven by technological innovation, market conditions, and customer demands. This has led production organizations to face issues such as rapid and unforeseeable changes, resulting in increased competition. To navigate these challenges, agility has become an inevitable requirement for organizations operating in the global economic arena. Managers of Iranian production organizations are actively exploring agility capabilities and seeking ways to acquire the necessary skills and knowledge to become agile.

Given the societal and organizational changes taking place, the examination of organizational elevation and development holds particular importance. Factors such as the introduction of new technologies, the growth of knowledge, financial constraints, and organizational competition have all contributed to the increased focus on organizational elevation. The Kazemi Kia et al. (2018) emphasize the need to

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understand the dimensions and components of organizational elevation, particularly in the context of an organizational agility approach.

In summary, the concept of agility, introduced as a new production paradigm, has become crucial for organizations operating in the Iranian industrial environment, which has experienced rapid and fundamental changes. Finally, the focus on organizational elevation and development, particularly within the General Directorate of Education in Sistan and Baluchestan Province, reflects the broader societal and organizational changes that are driving the need for agility and adaptation. According to the stated introduction, the researcher seeks to answer the question, what are the dimensions and components of organizational excellence dimensions with an organizational agility approach in the department of education of Sistan and Baluchestan province?

Material and Methods

The present study, from a methodological perspective, adopts a qualitative approach, which emphasizes the exploration and understanding of phenomena in their natural settings. In order to gain insights and perspectives from experts in the field, interviews will be conducted, reflecting an inductive research approach in the initial stage. The statistical population in the qualitative phase encompasses a diverse range of individuals with extensive educational backgrounds, including those with university education, experts, opinion leaders, professors, and intellectuals in the scientific community. Additionally, the population also includes university research specialists, experts in educational planning, educators, curriculum planning specialists, and members of educational working groups who possess executive backgrounds at different educational levels. These individuals, commonly referred to as informed elites, are considered valuable sources of knowledge and expertise in the field of education. Specifically, individuals with specialized doctorates (Ph D.) who have published at least 10 valid scientific articles in JCR journals, authored books, and demonstrated excellence in research were selected as part of this group to contribute to the qualitative component of the research.

In order to ensure a comprehensive and robust analysis, a total of 25 experts who possessed a deep understanding of the relevant field were purposefully selected as participants in the initial stage of the research. To analyze the collected data, a combination of descriptive and inferential methods was employed. In the descriptive section, various statistical techniques were utilized to present and summarize the data, including graph plotting, frequency and percentage reports, as well as central tendency and dispersion indices. These techniques allowed for a comprehensive description of the study population, variables, and questionnaire items. Furthermore, in the qualitative section, the Delphi

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method, a structured communication technique that involves multiple rounds of questionnaires and feedback, was utilized to further explore and gather expert opinions on the research topic.

In summary, this study adopts a qualitative research approach, utilizing interviews with experts to gain valuable insights. The population consists of individuals with diverse educational backgrounds and expertise in the field of education. Furthermore, a rigorous analysis of the collected data is conducted, employing both descriptive and inferential methods. The descriptive section presents the data through various statistical techniques, while the qualitative section utilizes the Delphi method to gather expert opinions. Overall, this research aims to contribute to the existing knowledge in the field of education and provide valuable insights for educational practitioners and policymakers.

Results

The findings from the qualitative section indicated the presence of 25 experts in this research, comprising 19 males and 6 females. Among them, 11 individuals hold a Master's degree, while 14 individuals possess PhD degree. Fifteen of these individuals are part of the academic staff, among whom 8 are associate professors, 5 are assistant professors, and 2 are full professors.

The results obtained from the execution of the Delphi technique revealed that in the first stage, a questionnaire containing the extracted dimensions and components for designing an organizational resilience model or confirming organizational agility was presented to the Delphi panel or expert group members to express their opinions and views regarding the significance and importance of each of the model's dimensions and components. In this stage, 8 dimensions (4 excellence dimensions and 4 agility dimensions) for the mentioned model, based on theoretical foundations, theories, existing models, and internal and external research background, were identified and presented to the Delphi panel members (25 experts) for feedback. Table 1 reports the opinions and viewpoints of the expert group regarding each of the discussed dimensions for the mentioned model.

Table 1. Demonstrated dimensions for the two variables of agility and organizational excellence approved by the experts

Variable	Dimention	Agree		Disagree	
		Frequency	%	Frequency	%
Organizational agility	Responsiveness	19	76	6	24
	Flexibility	25	100	0	0
	Change	25	100	0	0
	Performance management	19	76	6	24
Organizational excellence	Professional excellence	22	88	3	12
	Organizational excellence	25	100	0	0
	Individual excellence	19	76	6	24
	Educational excellence	22	88	3	12

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After validating the dimensions in the first stage, the researcher focuses on determining the components within the validated dimensions and presents them to the experts for confirmation in the second stage. In the second stage, the components of each dimension were identified, and they were presented to the experts for a five-point scale agreement level ranging from completely agree, agree to some extent, neutral, disagree, and completely disagree. Any variable that gained agreement from at least 70% of the Delphi panel members and achieved a score of 3 or higher was considered significant and retained in the model at this stage; otherwise, it was removed from the model. Table 2 details the opinions and perspectives of the expert group regarding each of the discussed dimensions for the mentioned model.

Table 2. Frequency distribution of experts' views regarding the dimensions of the organizational excellence model (second stage)

Dimension	Component	Experts' views					Descriptive statistics		Result
		Very disagree	Disagree	Somewhat agree	Agree	Very agree	Mean	SD	
Responsiveness	Response to social change	0	0	6	7	12	4324	0.83	Accept
	Response to environmental changes	0	0	11	5	9	3.92	0.90	Accept
	Response to environmental changes	0	0	8	8	9	4.04	0.84	Accept
Flexibility	Flexible work environment	0	0	10	8	7	3.88	0.83	Accept
	Flexible workforce	0	0	12	9	3	3.60	0.70	Accept
	Flexible strategy	0	0	10	9	6	3.84	0.80	Accept
Change	Continuous improvement	0	0	12	6	7	3.80	0.86	Accept
	Attitude towards environmental changes	0	0	8	12	5	3.88	0.72	Accept
	Continuous internal and external environmental	0	0	11	5	9	3.92	0.90	Accept
Performance management	Improving performance indicators	3	6	6	6	4	3.08	1.28	Accept
	Identifying opportunities and needs	0	0	10	8	7	3.88	0.83	Accept
	Empowering employees	2	3	6	11	3	3.40	1.11	Accept
Professional excellence	Research	5	6	4	4	6	3	1.50	Accept
	Education	1	8	3	7	6	3.36	1.28	Accept
	communication networks	2	4	8	8	3	3.24	1.12	Accept
Organizational excellence	leadership	4	3	4	5	9	3.48	1.50	Accept
	Corporate Communications	0	0	6	8	11	4.20	0.81	Accept
	Organizational team	6	3	3	7	6	3.16	1.54	Accept
	Time Management	4	3	3	9	6	3.40	1.41	Accept
Individual excellence	interpersonal communication	2	2	7	5	9	3.68	1.43	Accept
	Innovation	2	2	6	7	8	3.68	1.24	Accept

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	Ethics	4	3	2	10	6	3.44	1.41	Accept
Educational excellence	Using workshop tools	4	4	5	8	4	3.16	1.34	Accept
	Use of new technology	3	4	7	4	7	3.22	1.37	Accept
	Mastery of standard educational content	2	3	6	11	3	3.40	1.11	Accept
	Talent Survey	0	4	8	5	8	3.68	1.10	Accept

As explained, in the second stage of the Delphi technique, a questionnaire based on the confirmed components was evaluated and monitored using a five-point spectrum. In the third stage of Delphi, a one-sample t-test was used to compare the mean value of each dimension against the value of 3, showing that all finalized dimensions in the third stage, as presented in Table 3, were accepted.

Table 3. Descriptive index and inferential statistics based on experts' views regarding the dimensions of the organizational excellence model (Third stage)

Dimension	Component	Descriptive statistics		Inferential statistics			Consensus index (-2 to +2) Mean SD	Result
		Mean	SD	T value	DF	p		
Responsiveness	Response to social change	4.24	0.83	13.98	24	0.001	1.12	Accept
	Response to environmental changes	3.92	0.90	13.98	24	0.001	1.15	Accept
	Response to environmental changes	4.04	0.84	18	24	0.001	1.15	Accept
Flexibility	Flexible work environment	3.88	0.83	18	24	0.001	1.21	Accept
	Flexible workforce	3.60	0.70	18	24	0.001	1.28	Accept
	Flexible strategy	3.84	0.80	41	24	0.001	1.27	Accept
Change	Continuous improvement	3.80	0.86	14.90	24	0.001	1.26	Accept
	Attitude towards environmental changes	3.88	0.72	14.90	24	0.001	1.24	Accept
	Continuous internal and external environmental monitoring	3.92	0.90	13.22	24	0.001	1.23	Accept
Performance management	Improving performance indicators	3.08	1.28	13.60	24	0.001	1.29	Accept
	Identifying opportunities and needs of the organization	3.88	0.83	13.52	24	0.001	1.91	Accept
	Empowering employees	3.40	1.11	33.26	24	0.001	1.56	Accept
Professional excellence	Research	3	1.50	21.76	24	0.001	1.57	Accept
	Education	3.26	1.28	20.13	24	0.001	1.26	Accept
	communication networks	3.24	1.12	22.03	24	0.001	1.34	Accept
Organizational excellence	leadership	3.48	1.50	19.66	24	0.001	1.26	Accept
	Corporate Communications	4.20	0.81	19.66	24	0.001	1.55	Accept
	Organizational team	3.16	1.54	19.24	24	0.001	1.32	Accept
	Time Management	3.40	1.41	42.05	24	0.001	1.15	Accept

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Individual excellence	interpersonal communication	3.68	1.43	50.03	24	0.001	1.54	Accept
	Innovation	3.68	1.24	50.04	24	0.001	1.55	Accept
	Ethics	3.44	1.41	26	24	0.001	0.98	Accept
Educational excellence	Using workshop tools	3.16	1.34	41	24	0.001	1.12	Accept
	Use of new technology	3.22	1.37	12.02	24	0.001	1.15	Accept
	Mastery of standard educational content	3.40	1.11	14.12	24	0.001	1.32	Accept
	Talent Survey	3.68	1.10	26.13	24	0.001	1.42	Accept

Table 3 portrays the descriptive indices and inferential statistics based on the expert opinions regarding the dimensions of the organizational excellence model with an approach towards organizational agility in the third stage.

Discussion

The research findings pertaining to the primary inquiry of identifying the dimensions and components of organizational excellence with an approach focused on organizational agility in the General Directorate of Education in Sistan and Baluchestan Province were demonstrated through an overall summary of the Delphi stages conducted in three distinct phases. The examination revealed that a total of 4 dimensions and 12 components were taken into account for organizational agility, whereas 4 dimensions and 14 components were considered for organizational excellence. This aligns with the studies conducted by Bakhtiari et al. (2019), hejazi (2020), Kazemi Kia et al. (2018), Bashir and Hussan (2020) and Turner et al. (2021).

By thoroughly analyzing the theoretical underpinnings and the outcomes of previous researchers, it can be asserted that the initial step in fostering organizational resilience involves ascertaining the current state of the organization, including its strengths and weaknesses. This initial step requires careful attention to be given to all the systems and subsystems within the organization. Consequently, this process illuminates the strengths and weaknesses inherent in the system. Subsequently, appropriate actions are designed to address the challenges and sustain the strengths of the organization. The action plan encompasses a range of interventions aimed at enhancing organizational resilience, addressing existing challenges related to individual effectiveness, group effectiveness, intergroup connections, as well as hidden challenges within the various subsystems.

The third step entails the examination and exploration of the consequences stemming from the implementation of corrective actions. This stage determines whether the desired outcomes resulting

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from the implementation of resilience actions and interventions have materialized or not. In the event of affirmative results, the organization will move forward and face a new set of challenges. However, if the response is negative, the members of the organization engage in devising new actions to tackle the same challenge. In cases where the implemented actions fail to resolve the challenge at hand, the need to redefine the challenge arises, prompting subsequent corrective steps in the form of actions or interventions.

In the current landscape of competitive global environments, the identification of factors that influence the development of follower organizations assumes particular significance. Understanding these factors lays the necessary groundwork for informed decision-making and the implementation of appropriate strategies. Moreover, by taking these factors into account, organizations can consistently compare their circumstances with similar entities at the national and international levels, thereby continually enhancing their conditions. One of the fundamental factors that contribute to creating favorable conditions for achieving educational goals lies in the managers and leaders of the educational system.

The process of development represents one of the most intricate tasks in managing any organization, particularly in the realm of human resource management. Organizations that exhibit vibrancy and dynamism, striving to attain predetermined objectives, bring forth innovation and creativity, and successfully adapt to their environment while aligning it with their aspirations. The managers of such organizations intervene in influential environmental factors, aligning them according to their strategies and, to the greatest extent possible, altering the elements of the environment. These organizations undergo rapid transformation in terms of the speed of change, surpassing the pace of their environment. They display flexibility, adaptability to the future, and responsiveness to the environment, adjusting their organizational structures to align with the environmental factors while simultaneously leaving their own imprint on the environment.

It is highly recommended that managers and officials within the educational organization adopt a strategy that prioritizes transparency in the communication of missions, objectives, policies, and defined procedures. This entails ensuring that these key elements are not only clearly articulated, but also widely

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accepted and supported by all stakeholders within the organization. In order to foster a cohesive and unified approach, it is essential for managers and officials to create a shared vision that aligns with the organization's overarching goals. This shared vision serves as a guiding force, allowing for the cultivation of intellectual synergy among employees. By encouraging the exchange of ideas and embracing new concepts, managers and officials can foster a culture of resilience and innovation within the educational organization. It is imperative for these leaders to recognize the importance of developing a work environment that promotes adaptability and the ability to bounce back from challenges. This can be achieved through various means, such as implementing empowerment mechanisms that give employees a sense of ownership and control over their work.

Additionally, the establishment of suggestion systems can provide a platform for individuals to contribute their ideas and suggestions for improvement. Furthermore, team building activities and fostering a spirit of teamwork among employees can enhance collaboration and cooperation within the organization. Finally, managers and officials should actively promote an education and resilience culture among all employees and relevant individuals. This can be achieved by instilling a sense of purpose and importance in the work being done, as well as providing opportunities for professional development and growth. In conclusion, by following these recommendations, managers and officials can create an environment that fosters a culture of transparency, intellectual synergy, excellence, and innovation within the educational organization.

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