Designing a Substitute Model for Training Educational Managers with a Data-driven Approach: A Qualitative Research

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Abstract

If the educational system fulfills its mission properly, it will provide a favorable environment for cultural, economic, political and social growth in society. A large part of the complexity and sensitivity of the education system goes back to the behavior of education managers. One of the challenges of human resource management in education is how to manage talent, succession, selection and promotion of managers. Therefore, the present study was designed with the aim of developing a model of alternative model of education managers with a data-based approach. For conducting the research, a qualitative approach of phenomenological type and grand theory method was used to conduct the research. The study population was all experts, professors and senior managers in the field of human resources in education who were interviewed using purposive sampling with 18 experts. The research tool was a semi-structured interview. Coding method was used to analyze the qualitative findings. The results showed that "succession planning and talent management" as a central category, "succession planning, evaluation system, analysis of training gaps and staff development, and meritocracy and merit selection" as causal conditions, "Improving the human resource system, creating progress, creating a professional perspective and laying the groundwork for the implementation of a decent-oriented succession" as strategies, categories of "organizational culture of leadership development and facilities" as a platform, "organizational factors and "Legal barriers and problems" were introduced as intervening conditions, and succession can have positive individual and organizational consequences in education. By designing and applying the succession model of education managers based on talent management, a clear and optimal vision for providing, training and maintaining human resources in education will be provided.

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Introduction

In the current competitive situation of organizations and in an environment where successive changes and the necessity of continuous innovations are its main feature, only organizations will succeed in achieving excellence that understands the strategic role of their human resources and has capable, skilled and knowledge-based people; Therefore, the necessity of professionalism of human resource management system of the organization is taken into consideration and the design of a comprehensive process of succession planning and talent management is emphasized (Phillips & Roper, 2009). The increasingly changing developments and advancements in technology and the rapid and rapid changes that have occurred in today's organizations have caused a shortage of skilled managers for key jobs of the organization and Therefore, regarding the importance of surrogate in organizations as a fundamental and vital factor, it should be related to the strategic objectives of the organization and be taken from the strategy of the organization and directly engage the managers of the queue (Sabuncu & Karacay , 2016). In fact, it can be said that succession is one of the most fundamental and important issues that today's organizations face (Russell & Sabina, 2014). Organizations need to make preparations for the not-too-distant future where there is a shortage of talented staff,one of the methods to deal with these concerns is subsynthecy (Vaiman, Scullion, & Collings, 2017). Because elites and talents are the main pillars of social capital Therefore, attracting, maintaining and using their scientific and research capacities is very important and necessary. When a country achieves growth and development, it will use all its elite capacities (Ghavidel, Ayati, and Asgari, 2019). Organizations that cannot formulate and implement a proper process of talent management, in addition to wasting their developed talents, at the same time cause them to face the absence of suitable people for their organizational positions in the future. At the micro level, if organizations cannot design and implement a coherent and integrated cycle of talent management within the organization and in other words, scientific elites, they will inevitably face the exodus of elites and talents and the waste of human capital (Donner, Michael, Gridley, Ulrich, and Bluth, 2017).

Since educational organizations are an important part of human, economic and social capitals of each country, a coherent planning is necessary to attract talented people in key positions (Cross, Dobson & Brooks, 2024). However, according to the research, 51% of HR professionals do not know talent identification activities well and only 49% of them formally implement the succession plan (Mellahi & Collings, 2020). There are reports that due to lack of understanding the current conditions of educational organizations and lack of succession models and specific talent management and special talent management planning in these organizations has not been successful (Vaiman et al., 2017). Since the Organization of Education in any country can be the source of developments in that country and the managers of this organization are the most significant capital and have the greatest impact on employees; Therefore, succession planning and talent recruitment and identification in educational organizations is of double importance because the outliers of educational organizations are used as the internalization of other organizations; Although there is no discussion of trade and industrial competition in educational organizations, there is competition in the field of succession planning and maintenance of talented managers and employees and developing their skills. And the success of education and ultimately schools is mainly due to their talented, competent, competent, expert and responsible principals, and their failure is often associated with inappropriate and incompetent leadership (Sayfhashemi et al., 2019). From the research that investigated succession planning is research Jalali (2020), Mahfouzi, Lafzfroushan, & Ghorbani (2019), Cho, Heinz & Choi (2023), Donner et al. (2017), Ulrich et al (2017), Acree-Hamann and Dnpaprn (2016), Seniwoliba (2015), Khalvandi, & Abbaspour (2013), and Yang et al. (2022), Can be noted. The above researches have been done mainly quantitatively and have investigated the effect of succession planning on the variables of non-educational organizations and organizations. The aim of this study was to identify the factors affecting managers' succession planning according to the needs of education.

The short period of service of education managers deprives them of the permission of long-term planning, and if long-term plans have been considered by a management group, by changing him and with the appointment of another manager with different approaches, the possibility of implementation and operationalization of the programs has been diminished or lost. Rapid changes of managers in different categories, in addition to the aforementioned disadvantages, also have a lot of human and executive costs. By doing so, a large amount of talent, ability, and most importantly different organizational experiences will be removed from the organization as these people leave the organization. (Farrokhi, 2020). If the management time of individuals, especially in management areas, is longer and there is a structure for the development of subordinates and talented organizations If for any reason there is a change in the head of management, there will be a replacement

person with his or her abilities to be able to perform his or her duties and this greatly reduces the management costs of education and In addition, it prevents them from taking the talents of the organization, the abilities and the useful experiences with them from the organization without giving it to anyone (King, 2017). Therefore, education should take a prospective approach, with the aim of developing and empowering, as well as managing the career path of managers and talented people, using the competency model and holding the evaluation center at different time intervals, to plan and develop succession planning in the organization and schools (Gallardo et al., 2015). To coordinate between the measures taken and creating a specific intellectual path, it is necessary to revise the activities performed and using the concepts and specialized texts in this field, a completely specific native model for succession planning for selection and appropriate appointment for education managers has been redesigned And based on that, appropriate methods and tools as well as the desired process of appointment and selection for managers in the organization of engineering education and creation. Succession planning and management of managers' demands in education is a challenging activity and demands complex effort and seriousness. The challenges of employment can be enumerated in cases such as the following points: Economic changes and changes, demographic changes and displacements, increasing multicultural issues and the emergence of different cultures, increasing global competition, outsourcing, organizational restructuring and enacting broad laws and regulations (Jalali, 2020). These cases indicate that the process of appointing employees and managers in education will also become an important and critical process in the coming years and A capable talent management with a succession approach, especially in key and strategic positions and occupations, is needed. Therefore, the problem of the present study is that what is the model of succession planning of the country's education managers?

Understanding trying to ensure the effective performance of the organization, unit or working group that prepares the key people of the organization before the specified time. Organizations that cannot provide the grounds for succession planning and talent management for their key jobs will be justified in the future with the absence of competent and competent people to fill organizational positions, which can have a significant impact on the success rate and competitiveness of the organization in the organizational ecosystem eventually (King, 2017). Background review indicates that the discussion of succession planning and the development of talent retention, despite its high importance in preventing the

withdrawal of organizational knowledge, saving money, maintaining competitive advantage and better fulfillment of goals, has been less considered. This can be one of the necessities of this research. The education organization should use the appropriate succession model to achieve the vision it has drawn, Therefore, the focus of this research is on identifying the components and indicators of the succession process. The main question that the researcher seeks to answer by doing this research is: What is the model of succession planning of education managers? What is the main category of succession model of education managers? What are the all conditions of succession planning of managers in education? What are the succession strategies of education managers? What are the underlying conditions of succession planning of managers in education?

According to the given explanations, it is clear that to improve the state of education, development of the country and improve its out food, both cultural and local patterns should be considered, and it is necessary that the educational system be managed by qualified managers with the necessary competencies. Therefore, it is important to address the issue of developing a model for succession planning of education managers. This research helps us to improve productivity, efficiency, and performance of each domain of talent management, meritocracy, and succession planning of education managers.

Theoretical Foundations and Research Background

Management based on competencies in recent decades has become the centerpiece of organizations' ability to attract, preserve, nurture and promote their resources (Ebrahimi, 2019). Competency-based approaches are one of the most important tools in strengthening and improving management processes (Khanifar, et al., 2020). Based on the necessity and importance of education and the increasing trend of this growth in education and based on the vital role of managers in improving the quality of each organization, it is necessary for education managers to take fundamental steps in order to acquire or promote the required competencies in the managerial and occupational fields (Khanifar, Ebrahimi, Sayfi & Fayazi, 2020). One of the challenges of human resource management of organizations is how to select and promote employees and managers (Khannifar et al., 2019). The owners of the organization and management, while emphasizing on the role of managers in achieving the goals, state that the quality of management in educational systems will significantly determine the success and way of investment in education (Lewis & Heckman, 2006). Based on the necessity and importance of education and the increasing necessity trend of this growth in education,

and based on the vital role of managers in improving the quality of each organization, it is necessary for education managers to take fundamental steps in order to succeed and manage talent in management and career areas.

Talent and Talent Management:

Talent means people who regularly manifest exceptional and extraordinary ability as well as success in a range of activities and situations, or within a particular specialized field often show high competence in activities that lead to eye-catching developments (Zopiatis, 2010). Talent means outstanding maturity in competencies (knowledge and skills) and individual activities in a way that makes the individual among the top 10 percent of people who work in the same field (Sayfhashemi et al., 2019). Management means facilitating the improvement and progress of the career path of talented individuals and high skills in the organization using formal processes, policies, procedures, and procedures. Talent management process focuses on developing employees and leaders for the future of the organization (Pohlig, 2022). Talent management has a fair look at employees, in other words, it does not seek equality and equality among all employees, but claims that in order to attract, keep skilled, competent and elite employees, different measures should be applied (Coulson, 2012)

Table (1): Definitions of Talent Management

Row	Pundit	Definition
1	Phillips & Roper (2009)	A process that defines in a coherent framework that includes five components of recruitment, selection, planting, development and retention of employees.
2	Davies & Davies (2010)	It states that talent management of recruitment system, identification, development, interaction, retention and employing people has a high potential which is part of the organization's specific values.
3	Coulson (2012)	Talent management defines the implementation of integrated strategies or systems designed to increase organizational productivity by developing improved processes for attracting, developing, maintaining, and employing people with the skills and talents needed to meet current and future business needs.
4	Järvi & Khoreva (2020)	Talent management is the systematic use of human resource management activities in order to attract, identify, develop and maintain people who are considered as talents.
5	Makram et al. (2017)	Talent management is defined as a set of managerial ideological principles in four main areas of recruitment, performance management, succession planning, development and maintenance.
6	Carson (2022)	Succession planning is a process in which the human talents of the organization are identified for the future and its key positions are identified and prepared for the tenure of these jobs through various educational and educational planning.
7	khanifar, Ebrahimi, & Gholami (2020)	Facilitating the improvement and progress of the career path of talented individuals and high skills in the organization using formal processes, policies, procedures, and procedures.

Succession planning: Succession planning refers to a systematic and systematic effort by the organization in order to continue leadership, preserve and develop intellectual and knowledge assets for the future and encourage people to progress. This concept is by Rothwell (2001) it was stated that succession planning is the process of selecting and progressing competent and talented forces to ensure continuous leadership of the transition period (transformation) which strengthens the human capital of the organization. In fact, succession planning is a program that strengthens the human capital of the organization.

Table (2): Summary of definitions of succession management

Row	Pundit	Definitions of succession management
1	Davies & Davies (2010)	It is a program that systematically ensures the continuation of leadership for key positions.
2	Coulson (2012)	Succession management creates a competitive advantage for the organization by filling the path of career promotion, an organization through talented people to ensure the existence of these people, both for the present and the future, for each level of leadership in the organization.
3	Hadadi (2014)	Succession planning also describes different management positions and positions to maximize flexibility in managerial relocations to ensure that the achievements of people with higher ages, general managerial abilities more relevant to the goals of the organization, are the most important priorities for selecting people for managerial positions.
4	Järvi & Khoreva (2020)	A process that assures the organization that experienced and capable people are available to fill managerial and senior positions.

5	Acree-Hamann & Dnpaprn (2016)	It refers to a process in which the human talents of the organization are identified for the future of its key positions and positions and prepare for the tenure of these jobs through various education planning.
6	Makram et al (2017)	Succession management is a process for preparing people to meet the organization's need for talents in a long-term period of time.
7	Donner et al. (2017)	Substitution provides the necessary preparation in the organization for the replacement and application of key people at the right time.
8	Phillips & Roper (2009)	Succession management is a systematic approach to ensure that you have a permanent reserve of the best talents by helping these people develop.
9	Carson (2022)	The process of preparing people for higher responsibility.
10	Farrokhi (2020)	Planning and management of succession planning is a tool to identify important management positions that start from the level of project manager and supervisor and continue to the highest levels of management in the organization.

Johareh is a succession plan for identifying, educating and developing people who can take key jobs with the necessary knowledge and skills (Garger, Jacques, & Filippelli-DiManna, 2022). So far, different patterns and approaches have been identified about succession planning, the most important of which includes seven-point star model, accelerated treasury and path to leadership promotion and succession planning model without job titles (Khatri et al., 2010). By examining the succession models, it can be concluded that the implementation of the succession process in organizations is different; Although they have similarities (Hor et al., 2010). When an organization acts to continue its leadership, it should be aware that simple planning does not confuse alternative planning with the systematic method of effective succession planning. The main differences between these two approaches are:

Table (3): Comparison of succession planning and replacement (Farrokhi, 2020)

Succession planning method	Alternative Planning Method
Activist	Reactive
Planned development is the future	It's a form of risk management.
It's re-filled.	Replace is the maker
Organized alignment	Has a narrow-minded approach
It's softenable.	Limited

Wooler and his colleagues suggest that when they refer to succession planning, they consider a process that includes strategic planning, financial planning, asset planning and the preparation of successors. Organizational strategy, organizational culture, change management and economic-political environment have influence and power in creating talented future leadership (Hossaini, Shaemi, & Nasresfahani, 2018). Observing the process of succession planning from the perspective of new science or systemic thinking paradigm requires integration with other subsystems, which causes the process to be affected. Any small change in the single subsystem will lead to changes in the whole system.

Table (4): Research Background (Summary of Researches)

Row	Authors	Research Summary
1	Sklair & Glucksberg (2021)	Key features of success of the success of the succession planning program are divided into two general categories of institutional and employee characteristics: institutional: 1) creating and maintaining a source of top talents 2) ethical measures 3) flexibility; Employee: 1. Career progression planning, .2 Moradi relationships, .3 training, .4 Insight.
2	Farrokhi (2020)	Managers' support and participation, equity, determining competencies and evaluation methods of talented managers, succession management strategy, strategic alignment, performance measurement, and transparency are components of managers' succession planning.
3	Azizi, Ezati & Mohammaddawoudi (2020)	Talent management components in gifted schools include: rules supporting talents, having a vision of talent management, financial resources, creating a supportive atmosphere for talents.

4	Mahfouzi, Lafzfroushan & Ghorbani (2019)	A comprehensive talent management model with a surrogate approach has three dimensions of talent management, including two components of talent strategy and talent thinking, then talent management strategy, Five components of communication, employee training, culture, performance management and reward and appreciation, and succession planning dimension, including three components of structure, context and content were presented.
5	Hossaini, Shaemi & Nasresfahani (2018)	In their research, they noted that the necessary conditions for succession planning are: cultural context, executive context, executive commitment, determining and specifying policies, evaluating candidates for meritocracy and evaluating succession management system.
6	Amin, Khorshidi, & Wahed (2016)	In the current situation, "individual performance appraisal", "highest priority" and "succession planning evaluation" have the lowest priority. In the desired situation, "filling the farming vacuum" has the highest rank and "succession planning evaluation" has the lowest rank.
7	Seniwoliba (2015)	In order to succeed, the following should be considered: culturalization, policy setting, evaluation of candidates and evaluation of management system.
8	Gardfild (2016)	In order to succeed, it is necessary for managers to develop more effective coaching skills, enter competency in performance management model and establish a leadership skills training system that helps people improve their performance.
9	Pandi & Sharma (2014)	They conclude that succession planning requires a systematic approach and can be extended from organization to organization and from industry to industry. We need to make sure that key positions will be filled with capable talents and that this trend will continue.
10	Stephe & Simon (2013)	Organizational culture, reward system, job development, and work environment are the most important factors affecting the implementation of talent management in the organization and can predict the success of talent management in the organization.
11	Davis & Davis (2012)	Paying attention to the issue of raising employees creates an environment in which not only the progress of individuals but also the acceleration and flourishing of their hidden talents is possible.
12	Sweem (2009)	It proposes five components for succession management strategy: performance management, employee training, reward and appreciation, communication and atmosphere and open culture.

The definition, conceptualization and typology of talent will not lead to optimal management of succession planning, but this requires the application of a comprehensive model in this field. The present study has tried to provide a comprehensive model in this field by studying and empiricizing succession management. Few researches have directly investigated the subsurre management system in education. And there is no systematic and complete research that investigates the succession planning, how to manage succession planning and finally investigates the conditions, context and factors affecting succession planning in education. In this regard, it is necessary to pay attention to the factors that have direct and indirect relationship with the subject of research and influence it. The innovation of this research is to present a model of succession management system in education so that it can be tried in order to successfully implement competency-based, talent management, appoint managers and improve decisions in education. Therefore, the results of this study can help to advance and improve organizational productivity, analysis and recognition of challenges and complexities caused by contextic and local factors related to action gap and human resource management knowledgeism in education.

Research Methodology

This research is applied in terms of research purpose and based on the collection of qualitative information; Therefore, it has been done using a qualitative approach based on phenomenological method. Because the context of our country's educational system has a unique context in terms of management, structure, culture and the atmosphere that governs it, the theoretical foundations derived from the research background cannot necessarily be in harmony with that context. Grounded theory is a type of qualitative research method strategy designed to develop a set of coherent concepts that explains the complete theory of the axial phenomenon of the study (succession planning); in this research, Strauss or objectivist method has been used for data analysis because it has a systematic method. The research field was all experts, professors and senior managers in the field of human resources in education in Tehran. In this qualitative method, 18 participants were selected by using snowball-based purposeful sampling considering maximum changes. In this study, data collection was continued to theoretical saturation point. Two general criteria were used to select experts: A) Being an expert in the field of human resources as

a scientific field, B) Scientific and practical familiarity with the country's education.

Table (5): The number of samples in qualitative interviews by gender and education

gender	Number
Man	11 people
Wife	7 people
Level of education	Number
Master's Degree	6 people
PHD	12 people

According to the theory of fundamental conceptualization in the research, open coding and axial coding method have been used in analyzing and interpreting the findings. In the open coding stage, refer to the initial codes extracted from the interviews (Coding Key Points), Codes that referred to a common theme were grouped and constructed concepts, and categories were determined by comparing and categorizing them. In the pivotal coding stage, paradigm model was used to link the main categories to the sub-categories in order to determine causal conditions, pivotal phenomena, interventionist conditions, underlying factors, strategies and outcomes that are pivotal coding components. Then, through selective coding and based on the identified relationship pattern between categories and sub-categories in open and axial coding, the categories were linked and the relevant theoretical system was presented. The research tool was semi-structured interview. Participant feedback method was used to validate the data. To calculate the reliability of the re-experience, 3 interviews were selected from the interviews and each of them was coded twice in a 14-day interval by the researcher. The results of these encodings are as follows:

Table (6): Calculation of the reliability of the re-embezzy

Row	Interviewed Code	Total codes in two stages	Number of agreed codes	Number of unloved numbers	Re-emertical reliability (Percentage)
1	3	140	65	12	91%
2	7	138	64	10	93%
3	9	109	51	7	94%
4	13	108	49	10	91%
Total		497	229	39	92%

The results of the reliability of the interview with the intra-subject agreement method of the two coders are listed in Table 3.

Table (7): Calculation of reliability between two coders

Row	Interviewed Code	Total codes of two encoders	Number of agreed codes	Number of unloved numbers	Re-emertical reliability (Percentage)
1	4	134	61	12	91%
2	7	130	30	10	92%
3	10	101	46	9	91%
4	13	100	44	12	88%
Total		465	211	43	91%

Research Findings

In this section, information obtained from interviews with 18 experts and managers in the field of human resources, including 87 concepts that have been categorized under 16 categories, are presented below.

First question: What is the central category of the model of succession planning of education managers?

The central category is a phenomenon that is the basis and axis of the process. This category is the title (name or conceptual label) that is considered for the created framework or design (Strauss & Corbin, 1998). Accordingly, in the present study, among the

existing categories of "succession planning and talent management" have been introduced as focal or pivotal categories.

Table (8): The Main Category of Managers' Succession Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Surrogate-Planning	Set Policy	Interviews 1, 2, 3, 4, 12,7, 17;	There is no serious strategy and " policy of talent development and succession planning in education. While it should have been planned to develop and evaluate talents in this field" (1, 17).
	Evaluation of candidates		
	Improving talents		
	Development of managers' competencies		
	Identifying efficient managers		
Talent Management	Talent Development	Interviews 1, 2, 5, 6, 8, 9, 10, 11, 12, 14 and 15,	One of the fundamental " principles of succession planning is talent management, which I have not seen talented people select in selecting managers for key positions" (6).
	Keeping talents		
	Selection and appointment of talented individuals		
	Talent Management Strategy and Planning		

Second question: What are the causal conditions of the succession model of education managers**?**

There are always conditions and factors that facilitate or limit strategies. Among the existing categories, "succession planning, evaluation system, analysis of educational gaps and employee development, and meritocracy and meritocracy" are considered as causes Talent management is not formed until these factors are provided.

Table (9): Causal Conditions of Managers' Succession Planning Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Planning succession planning	Considering a variety of sources of candidates	Interviews 3, 4, 5, 6, 8, 11, 12, 13, 16, 18	" I have seen many times that decent people have not been seen in the organization and that individuals have not had equal opportunity for progress, and the organization has chosen to be carefree about this issue" (4).
	Creating opportunities for promotion and progress		
	Human Resource Management		
	Identifying and encrypting leadership talent		
	Identify key positions		
	Road Management		
	Pivotal program in succession planning		
Evaluation System	Competency-based performance measurement	Interviews 1, 3, 7, 10, 11, 13, 14, 15, 16, 17	"Our evaluation system is inefficient, it is not professional, there is no assessment based on performance, talent and competence" (7).
	Measuring the strengths and weaknesses of managers		
	Evaluation of potential and actual capabilities of individuals		
	Establishing and establishing modern evaluation centers		

	Continuous evaluation of succession planning and talent management system		
Analysis of gaps Education & Development Staff	Determining educational needs	Interviews 2, 4, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18	" In ITDA, the educational needs of managers should be determined and educational planning should be prepared for the development of managers' skills and competencies" (2). "The guidance of capable managers can also be used" (11).
	Training Courses & Workshops		
	Knowledge Sharing		
	Specialty-based development		
	Educational Planning		
	Coaching and Guidance		
	Paying attention to the motivational system		
Meritocracy and Meritocracy	Meritocratic Management	Interviews 1, 2, 5, 6, 9, 10, 11, 12 and 13, 15, 17	"There must be a strong will for meritocracy in order to improve the planning and selection of managers. Meritocracy makes it easy for talent and succession" (12).
	Paying attention to meritocracy		
	Development of management competencies		
	Knowledge Competencies		
	Leadership Competencies		

Question 3: What are the strategies for succession planning model of education managers?

Strategies are based on reactions and reactions to control, manage and deal with the desired phenomenon. Strategies are purposeful, purposeful, and are carried out for a reason. The most important strategies adopted in this study are: "improving the human resources system, making progress, creating a professional perspective, and laying the groundwork for the implementation of succession planning".

Table (10): Strategies for Managers' Succession Planning Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Improving the human resources system	In-service training	Interviews 1, 2, 4, 7, 9, 12, 14, 16, 18	In order to succeed the " organization, it must first specify key jobs and, according to the merits and competence of individuals, nurture managers for those positions" (7, 16).
	Identifying and nurturing successors for key and strategic jobs		
	Placing talents alongside strong managers (Morad-Moridi relationship)		
	Organizational Learning		
	Compiling assessment criteria		
	In-service training		
Progress creation	Opportunity for personal and professional growth and development	Interviews 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 16	One of the problems and " concerns of individuals in education is the feeling of plateauing. There should be a feeling for talented and capable people that they can progress, do research and ..." (3 ‹8).
	Career advancement and continuous and not cross-sectional promotion		
	Payment difference between key and normal human resources		
	Research-oriented and achieving research successes		
	Using talents at their own time, place and place of work (time and place geography)		

	Creating scientific and research attractions		
Creating professional prospects	Designing an Individual Development Plan Based on Competency Model	Interviews 4, 8, 10, 11, 15, 17	Unfortunately, there is no clear " horizon in the A.P.P. for the improvement of qualified people and the career path of individuals. Education should gradually create the grounds for the promotion of talented individuals and... » (10).
	Simultaneous attention of the organization to the technical career path and the managerial career path		
	Gradual and step-by-step improvement of individuals in key jobs		
	Elimination of tasteful approach and competency-oriented substitution		
	Designing comprehensive plans and plans in the field of talent improvement		
Laying the groundwork for the implementation of succession planning	Organizational Support	Interviews 1, 2, 3, 5, 6, 7, 9, 10, 11, 15, 18	Without the support of senior " managers, no talent management and succession planning program can be accomplished. It's more than just words. If the organization and managers do not support it, it will be useless" (15, 18).
	Managers' support		
	Bringing to research findings		
	Formation of cores and talent recruitment committees		
	Pathology of reasons and factors of talent desertion		
	Designing comprehensive plans and plans in the field of talent retention		

Question 4: What are the underlying conditions of the succession model of education managers?

Context or context is a set of special features that imply the phenomenon in question; That is, the location of events and events belonging to the phenomenon. The context indicates a set of specific conditions in which action and reaction strategies are performed. The conditions of the context in the present study are the categories of "organizational culture of leadership development and facilities and facilities".

Table (11): Underlying Conditions of Managers' Succession Planning Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Organizational Culture of Leadership Development	Senior Manager's Strong Commitment to Leadership Development Programs	Interviews 1, 2, 3, 4, 6, 8, 10, 16	The success of any strategy " and human resource management program depends on its organizational culture. Looking at talent and thinking about succession planning is very important in its success" (13). "The hereditary view of the chair of management and interference and tastes of influential people should be avoided" (15).
	Active participation in learning courses and facilitating learning projects		
	The progress of the production's dwinds as a standard of performance		
	Committed implementation and responsibility-based succession-planning		
	Evaluation of managerial performance and reward processes		
	Preventing the obvious role of inheritance		
Facilities & Facilities	Capable Managers	Interviews 1, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18	Succession planning and talent " management requires resources and resources. Education is hand-tied in terms of requirements. The
	Competent and talented staff		
	Government support		
	Comprehensive and codified policies, plans and plans		

	Educational strategy, improvement and meritocracy of talents		conditions of education should be taken into account" (13, 8).
	Organizational will and maturity		
	Financial power in the field of salaries and benefits to hunt talents (pay based on elitism)		

Question 5: What are the intervening conditions of the succession model of education managers?

Interventionist conditions are structural conditions that belong to the desired phenomenon and affect strategies. Interventional conditions limit or facilitate strategies within a particular context. In this study, the categories of "organizational factors and legal barriers and problems" have been considered as the intervening conditions of paradigm model.

Table (12): Interventional Conditions of Managers' Succession Planning Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Organizational Factors	Political work	Interviews 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 16, 18	Unfortunately, there is always " political and fallacy in the selection of senior education managers, the complex structure of the organization and its lack of flexibility will always hinder meritocracy and succession planning" (1, 14).
	Insufficient authority of managers		
	Disregard for change management		
	Complexity and concentration of the organization		
	Non-renewable and non-flexible organization		
	Communication and Organizational Structure		
Legal obstacles and problems	Cumbersome rules and regulations	Interviews 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 16, 17	Rules and sections of " cumbersome and contradictory letters are always there. It is important to develop clear and targeted criteria for succession planning" (5).
	Unnecessary procedures in the organization		
	Lack of outlook document		
	Lack of alignment of laws		
	Lack of strategy, clear criteria and standards for succession planning and talent management		

Question 6: What are the consequences of the succession model of education managers?

Outcomes are the results and results of actions and reactions. Outcomes cannot always be predicted and are not necessarily the ones that people intended. Consequences may be accidents, negative forms, real or implicit, and occur now or in the future. It is also possible that what is at some point in the time of consequence will become part of the conditions and factors at another time. The most important consequences extracted in this study are "individual consequences of organizational outcomes".

Table (13): Consequences of Managers' Succession Planning Model in Education

Main Category	Minor categories	Interview	Examples of conceptual propositions
Individual consequences	Persistence of talents	Interviews 1, 2, 3, 5, 6, 7, 8, 10, 14,13, 15, 16, 17, 18	Although succession " planning and talent management are very difficult in education, only the feeling that the organization is moving in this position will motivate and self-actualize people" (9).
	Development and self-actuality of talents		
	Staff motivation		
	Expertise and Expertise		
	Meritocracy		
	Self-improvement		
	Individual creativity and innovation		
	Productivity and Organizational Efficiency		Succession planning will " create meritocracy and will

Organizational Consequences	Organizational Commitment	Interviews 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17, 18	take over the capable and talented people of the management of the organization, which will lead to the development of the leadership and excellence and development of the organization" (7). "With surrogate thinking, organizational maturity improves" (7).
	Maturity and Excellence of the Organization		
	Organizational trust and responsibility		
	Excellence in learning and organizational development		
	Development of education		
	Achieving the goals of the organization		
	Achifing in glass off the arganization.		

After comparing the grouped categories, the related categories were categorized into a general theme. And based on the titles in related theories or concepts derived from the research literature, general titles were considered for these themes. Using open and axial coding results, the succession model of education managers based on the six paradigms will be as follows:
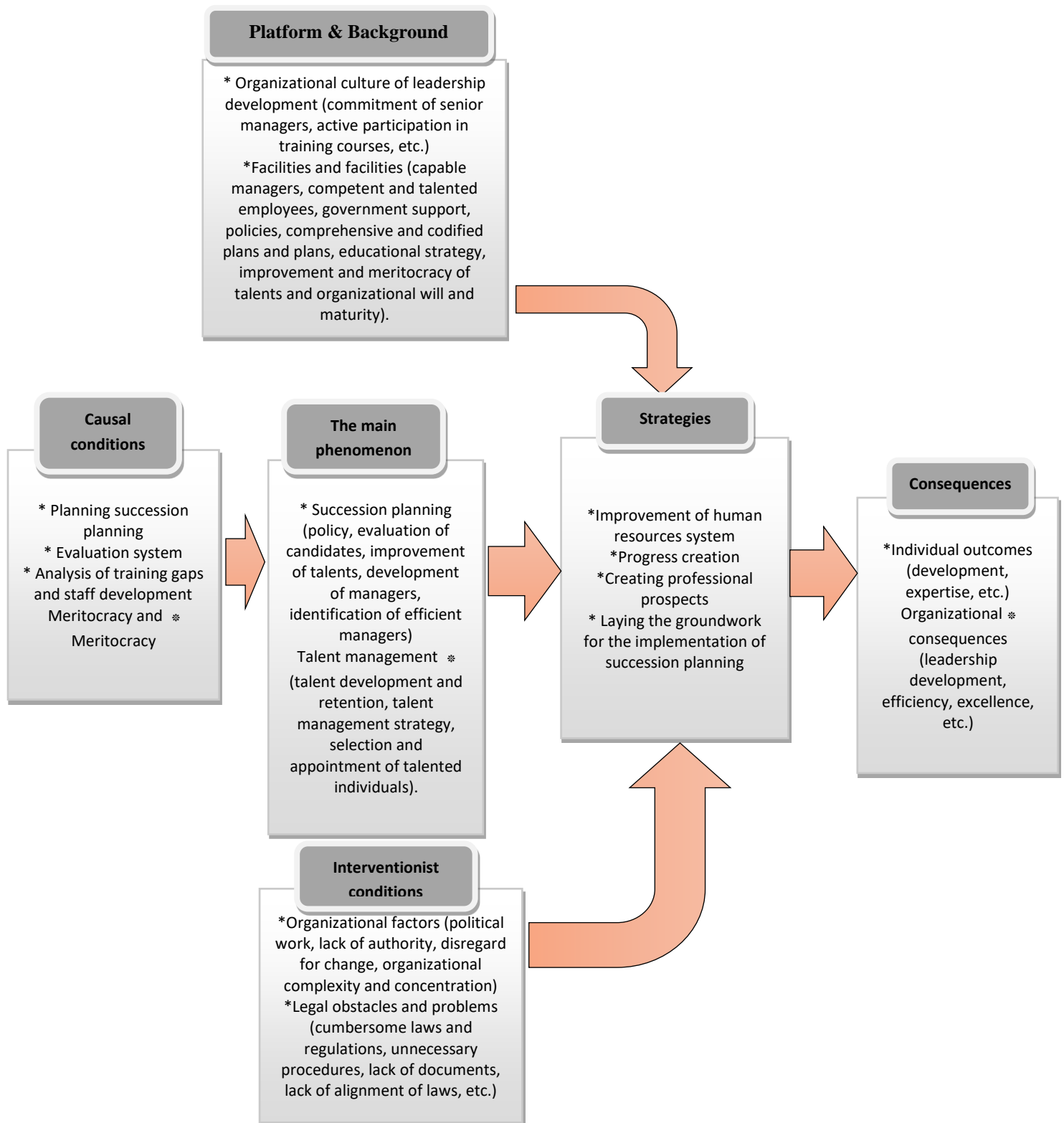
Platform & Background

* Organizational culture of leadership development (commitment of senior managers, active participation in training courses, etc.)
*Facilities and facilities (capable managers, competent and talented employees, government support, policies, comprehensive and codified plans and plans, educational strategy, improvement and meritocracy of talents and organizational will and maturity).

Causal conditions

* Planning succession planning
* Evaluation system
* Analysis of training gaps and staff development
Meritocracy and ※ Meritocracy

The main phenomenon

* Succession planning (policy, evaluation of candidates, improvement of talents, development of managers, identification of efficient managers)
Talent management ※ (talent development and retention, talent management strategy, selection and appointment of talented individuals).

Strategies

*Improvement of human resources system
*Progress creation
*Creating professional prospects
* Laying the groundwork for the implementation of succession planning

Consequences

*Individual outcomes (development, expertise, etc.)
Organizational ※ consequences (leadership development, efficiency, excellence, etc.)

Interventionist conditions

*Organizational factors (political work, lack of authority, disregard for change, organizational complexity and concentration)
*Legal obstacles and problems (cumbersome laws and regulations, unnecessary procedures, lack of documents, lack of alignment of laws, etc.)

Figure 1. Paradigm model of pivotal coding results of succession planning of education manager
Discussion & Conclusions

In today's societies, education plays an essential role in meeting the needs and expectations of society. This system requires proper management of its resources in order to meet the expectations and needs of members of the community and it is undeniable that a large part of the effectiveness, efficiency, complexity, and sensitivity of the educational system is achieved by talent management and succession planning of qualified managers (khanifar et al., 2020). In this regard, the present study aimed to study the succession model of education managers using qualitative method. In this study, using qualitative method and using systematic design (Strauss and Corbin, 1998) a comprehensive and process model was presented. This model can be very effective and useful in training in order to appoint, select, promote and develop managers' succession planning using talent management and improving human resource management and meritocracy. According to the background of the research, it can be said that the results of this study are partly comparable to the researches Jalali (2020), Hossaini et al. (2018), Mahfouzi et al. (2017), Donner et al (2016), Acree-Hamann and Dnpaprn (2015), Seniwoliba (2015), Malay (2015), Wang and Assumpth (2013), Khalvandi and Abbaspour (2013), Yang et al. (2022), aligned et al. (2015) In this regard, talent recruitment, talent retention and development have been mentioned as effective factors and showed that two dimensions of talent retention and talent development have the most role in implementing human resource management programs and thus increasing human resource productivity. Cheng et al. (2023) Creating a supportive organizational culture through active participation of senior management and executives is one of the special measures that organizations and management development professionals must implement to effectively establish their leadership path. Various researchers such as Rothwell (2001) and Mandi (2008) Determining the key competencies required to perform tasks has been mentioned as one of the most important success factors of success of succession planning programs. Regarding the necessity of having the tools and requirements of succession planning, it was said earlier that organizations will be successful in substitution of managers to create the ecosystem and nest of talented individuals.

The necessity of designing distinctive and specific human resources measures for top and high-performance employees has been raised by various thinkers (Lewis & Heckman, 2006; Collings & Mellahi, 2009; Phillips & Roper, 2009). These people have emphasized that talent management measures in different areas such as recruitment and selection, job analysis, performance evaluation, compensation of services and development and career path should be different from human resource management (normal) measures. For this reason, they have emphasized on the necessity of separation, classification, and differentiation of individuals in the organization in the first place. Strategic jobs are jobs that cover about 15% of the jobs of an organization, have strategic importance for the organization, which means that they are directly related to the strategic objectives of the organization, and the difference in the performance of the employees in them is high compared to other jobs. In other words, the necessity of high performance in these jobs is essential and necessary (Maunganidz & Dzingirai, 2022). That's why filling such jobs through talent is highly emphasized (Boudreau & Ramstad, 2005; Collings & Mellahi (2009); Maunganidz and Dzingirai (2022). In designing the joshin planning system in the present study, identifying these jobs in educational and education organizations is considered as one of the main priorities in the direction of talent management and succession planning. The next action in talent management system is to identify the required competencies of strategic jobs through competency modeling. The experiences of respondents of succession planning in education show that developing the required competencies of jobs is one of the required measures to identify the talents related to education. Discussion about job competencies and competency modeling recently has taken a considerable part of human resource management literature (Maunganidz & Dzingirai, 2022). Competency modeling has assumptions such as the purpose of changing behavior rather than describing behavior; Looking at the job as a role that should be created rather than an objective and fixed entity; Focusing on the organization instead of the job, the future rather than the orbital past, the maximum performance level rather than the normal; and general measurement of competencies instead of partial measurement (Sharma & Bhatnagar, 2009). According to these assumptions, applying competency modeling for strategic jobs of educational organizations can play an important role in the realization of strategies of these organizations. After compiling the required competencies of strategic jobs in education, talents can be evaluated and identified based on them. The concept of senior managers' support is another factor that is important in the success of surrogate management systems in education. Senior managers' support points out that designing and implementing a succession planning system in the organization requires serious and continuous attention, support, and support from high managers. Without such support, succession planning has not been completed and will fail. Cooperation of senior

managers of the organization with talent management planners and succession planning, assigning a member of the management team of the organization to keep talent management thinking up to date in the organization, taking measures and methods to encourage managers to accept responsibility in the field of succession planning (Iles, Chuai & Preece, 2010) And the necessity of high managers' support for succession planning programs (Besel et al., 2021) Examples of this type are. Therefore, relating to the concept of supporting senior managers, it can be said that there is a commonality between this part of the theory and the existing theories.

Nowadays, uncultivated and tasteful managements, along with lack of experience and weakness of scientific qualifications in management, have created problems for educational systems (Ebrahimi, 2019). Although the design of talent management system may not jeopardize anyone's interests, but since it is associated with the distribution of benefits, it is possible that a group of people who do not include it through political behaviors try to prevent the realization of the goals of such a system. Behaviors such as fallacy, unfairness of the distribution of benefits and questioning the procedures, criteria and methods of talent management system can be examples of this type. Therefore, it is recommended that in order to succeed the success of succession planning organizations and their managers, they should be treated decisively and determinedly and do not become captives of destructive atmospheres. In addition, they should convince others that identifying talents and succession planning and providing benefits to them based on accurate, correct and valid indicators and criteria will be done and as long as others meet such indicators, they will have the relevant benefits. Although the reduction of hierarchy can be effective in the dynamics of the organization and the acceleration of affairs, at the same time it causes the promotion of people to higher levels to be very slow and time-effective. Therefore, it is recommended that education, by maintaining the current levels, level the jobs so that people within a job are promoted. At the same time, moving from one level within the job to another should be accompanied by a significant increase in benefits, opportunities, and facilities in order to motivate people.

Considering the wave of crises of losing talented forces and leaving jobs among them in the country and especially in education, identifying the determining factors of succession planning is a necessity, and it should be noted that having skilled and qualified managers and staff cannot be solved only by recruitment, and organizations should also look within the organization to solve the succession crisis. So that they

can focus on improving and empowering and nurturing their existing talents. In fact, the succession system requires a platform that can nurture its original and developed form (Barkhuizen, Mogwere, & Schutte, 2014). Self-building is a continuous and comprehensive process that can be the basis for becoming a succession system as a macro goal. In this case, the succession planning system is a dynamic process that covers a wide range of perspectives from organizational review to leadership development. Moreover, the necessity of institutionalizing talent management is one of the main requirements of succession management in education. Adapting people and organizations to existing structures and procedures makes creating new structures difficult. Organizational structures are facts that do not exist objectively but are constructed socially. Through their language, behavior and movements, the members create organizational reality, make sense and then react to this constructed reality. Meanings are definitions that people attribute to objects and events. Meanings are formed through social interactions with themselves and others and eventually become the basis for individual and collective action. How meanings are formed and how people interpret and act on these meanings is effective in understanding organizational realities.

Unfortunately, despite many changes and changes, in recent years not only the efficiency and efficiency of management systems has not increased, but also the growth of managers based on their specialized capabilities, capabilities, hierarchical logic and in other words, according to their meritocracy, and this can disrupt managerial creativity (Khanifar et al., 2019). Therefore, according to these points, the attitude of succession management and development and retention of talents in the education organization which are selected, selected, appointed and promoted with the principled competencies of managers and helps to replace the talents in the future is one of the necessities of the educational system. Designing and using the model of succession planning of education managers based on talent management can provide a clear and optimal perspective for providing, training and maintaining educational human resources. And the executive use of the competency approach promotes the system and culture of meritocracy in the organization of education and will be a model for all individuals in the complex to measure themselves and take steps to promote them. However, it should be noted that the statistics model shows that succession planning requires basic measures by human resource management of the organization and with current mechanisms cannot be expected to attract, maintain talents and improve education management.

Institutionalization of talent management system can be done under compulsory, normative and cognitive mechanisms. Compulsory mechanism is an official and top-down mechanism that through laws, guidelines and regulations can help to institutionalize and advance the goals of the talent management system. Normative and cognitive institutionalization mechanisms are softer than compulsory and focus on internalization and culture of talent management among individuals and managers of the organization. In this case, it is attempted to form people's perceptions and beliefs of talent management (Sharma & Bhatnagar, 2009).

In general, the most important point of differentiating the grounded theory with existing theories is succession planning in its comprehensiveness and integrity. In this regard, it should be said that most of the theories in the field of surrogate-development refer to the specific aspect of this concept, while in the present study, succession planning from the perspective of causal conditions, interventionist conditions, bed conditions, actions and strategies and outcomes have been discussed. Also, adopting an institutional and typological approach to the concept of succession planning and talent management is another unique feature of this study. One of the factors that can transform the economic, social, cultural and industrial face of a country today is efficient education and benefiting from qualified managers and ultimately effective training and training. In order to strengthen the educational system of the country and help to develop a capable, creative, multidimensional, skill-based and value-creating force, several researches should be conducted in the field of human resources and innovation in the country's education system that can contribute to the development and innovation of the educational system. Therefore, other researches are needed to increase the validity and application of the results of this study.

According to the results of this study, the following practical suggestions can be helpful:
- The main suggestion of this study is that educational and educational organizations move towards structural separation of talent management from non-talent management. Depending on the size of the organization, along with the human resources unit, it is possible to form a succession unit and talent management, or design a team or committee to manage talents within the human resources management unit.
- Familiarizing the beneficiaries with the concepts of the succession planning system and identifying the project objectives to them.
- Holding training courses in the field of succession planning in employees.

- Changes in the strategies of the organization according to the succession planning in the organization.
- Reviewing the definition, implementation and grounding of succession planning in organizations using process reengineering techniques.
- It is suggested that in the organization emphasize on job rotation, training course inside and outside the company, succession planning, professional experiences and equal job opportunities to influence succession planning.
- Dualization of human resources architecture is a necessary condition for succession planning and talent management and is a sufficient condition for using different and different measures in each of the two types of systems. This means that, for example, the service compensation system for talents must be different and distinct from the service compensation system for ordinary employees.
- One of the main priorities in succession planning system is identifying key and strategic jobs. Therefore, educational organizations are advised to identify strategic jobs based on their strategic orientation.
- The position of human resources in recent years has become a strategic partner from administrative unit. New and credible approaches such as recent research can promote the position of human resources (which has been neglected in the organization of education) and play the real role of strategic partner and this is how it can promote the human resources brand as one of the strategic units of organizations.
- Revising the criteria and criteria for attracting, selecting, selecting, appointing managers and emphasizing more on the competencies of evaluation centers;
- It is suggested that education use competency modeling to formulate the competencies needed for their strategic jobs. These competencies can include general competencies and specialized competencies required in the job.
- Establishing and establishing evaluation centers in education for recruiting, selecting, selecting, appointing and promoting capable people for management.

Also, the difference between succession planning and human resource management measures should be discussed more precisely and comprehensively. For example, topics such as analysis and evaluation of specific surrogate jobs (identifying and defining key and strategic jobs), evaluating the specific performance of talents, compensating for specific services of talents, training and improving specific talents, and recruiting and selecting talented managers can be studied in depth;

And the resulting model is not needless of implementation evaluation. Other suggestions are made to researchers for future research:

- Pathology and explanation of the reasons for inefficiency of recruitment system and selection of education managers in Iran.

- As mentioned, the present study was conducted among managers and experts of education. It is suggested that the proposed model be implemented in other organizations and the results of this study should be compared with the results of this study.

- The present study has only identified the model of succession planning and has not mentioned their development methods, problems and problems of its establishment and implementation. Therefore, future researchers are suggested to deal with the executive problems of succession planning, talent management, competency selection and development of managers' competencies.

- Considering the key role of environment (especially culture and conditions) in the development of managers' competence, succession planning and talent management is desirable, researches have investigated the role of environmental factors in the development of succession planning and managers' competency.

- In future researches, a combined qualitative and qualitative approach (mixed method) is used to provide a model for identifying factors affecting succession planning.

The main limitation of this study is related to the research approach. Since in qualitative studies, the phenomenon is studied in the context that occurs, therefore, the possibility of generalization of the results and findings of the research is limited to other conditions and situations. Therefore, it is not easy to generalize the results of this study to other areas. In qualitative researches, the possibility of occurrence and interference of research hypotheses and biases may damage the findings and results of the research, which, of course, in the present study, the researcher has tried to act as bias-free as possible and merely observe the experiences and observations of the participants. One of the limitations of qualitative research is that there is the possibility of different interpretations of the phenomenon under study, so the interpretation of the phenomenon of talent management in this study is only one of the possible and acceptable interpretations about it and there is the possibility of other interpretations of it. Also, the adoption of interview tools in model design has created countless limitations in data collection, many of the samples had large and key positions in the education

organization and experts did not have the opportunity to cooperate with the researcher due to their great work.

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