

**Designing the model of cultural competences of managers of higher education in Iran**

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**Abstract**

The purpose of this research was to identify the components of cultural competences of Iranian higher education managers. This research was conducted in terms of qualitative nature and thematic analysis method (Atride-Sterling model) with a comparative approach. Data collection was done by library method and by reading books, articles and related materials on the internet and analyzing information by exploratory method. Qualitative method (auditing by referees) and Lawshe's validity ratio were used to measure the validity of the data. Retest reliability method and intra-subject consensus method were used to calculate the reliability of analysis and coding. AMOS software was used for data analysis. The results of the analysis showed that the extracted basic themes of the managers' cultural competence were 122 themes that were identified with overarching themes in the five domains of cultural skills, cultural knowledge, cultural awareness, cultural interactions and cultural tendencies. In the field of cultural skills, the themes of the organizer: the skill of accepting cultural differences, the skill of accepting cultural differences, the skill of evaluating cultural competences, in the field of cultural knowledge, the themes of the organizer: the identification of the culture of beneficiaries from other cultures, the source of the culture of beneficiaries from other cultures, epistemology Beneficiaries' culture from other cultures and in the field of cultural awareness, organizing themes were identified: identity of own culture with emphasis on higher education, sourceology of own culture with emphasis on higher education and epistemology of own culture with emphasis on higher education. With the knowledge of these findings, scales and indicators can be used in the selection and appointment of higher education administrators.

**Keywords:** Cultural competencies, managers, higher education, Iran

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## **Introduction**

Higher education, as one of the most important elements of the educational system of any country, on the one hand, preserves and transmits the cultural heritage and values of the society, and on the other hand, responds to social needs for the acquisition, dissemination and development of knowledge and They are technology and as a culture-creating and civilization-creating institution, through the cultivation of human and social capital, they play a critical and decisive role in the economic, social and cultural development of countries. It is necessary for universities to play such a sensitive role, having competent and efficient managers and leaders (Khoshoei et al, 2013). Therefore, identifying and promoting the skills, knowledge, abilities and competencies of managers, especially cultural competencies, is essential for the success of these organizations (Poe & Ballantine, 2006). Designing a model for cultural competence as a central point for planning, organizing, integrating and comprehensively improving the human resource management system in higher education, widely used in the fields of evaluation, selection, training and development of managers. training, performance management, recruitment and development and career path planning; Cultural competence is the process by which individuals and organizations respectfully and effectively treat people of all cultures, languages, classes, races, ethnic backgrounds, and religions in ways that value It emphasizes and recognizes its value to preserve individuals and communities and is defined as the ability to interact effectively with people of different cultures, and trying to achieve it is an important issue in education (Yazdani et al. 2016) and it is the understanding of the values, beliefs and performance of subordinates and customers, which, due to creating satisfaction in them, leads to positive results in the cultural upliftment of the organization (Mosavibazzaz, 2014). Cultural awareness, cultural knowledge and cultural skills are considered as the most important components of cultural competence (Campinha-Bacote, 2003). Managers of higher education centers should be aware of these differences and be equipped with cultural competence in order to provide the cognitive development of students, staff and faculty members and ultimately improve the performance of universities (Deardorff, 2009). ). In this sense and considering the fact that based on the research conducted by the researcher, so far no research has been done in the field of identifying a complete and accurate model or pattern regarding the cultural competence of administrators in general and for higher education administrators in particular. The current research aims to answer the question of what are the components of cultural competence for higher education managers and what model can be presented based on those components?

- 1-What are the components of cultural competencies of Iranian higher education managers?
- 2-What components does the model of cultural competencies of education managers include?

### **Methodology**

The current research is conducted with a qualitative approach using the method of thematic analysis (with a comparative approach) and in terms of its purpose, it is an exploratory research. Amos software was used for data analysis. Due to the fact that the validity of the research and the results of the research depend on choosing the correct research method, in this research, an exploratory qualitative approach was used to answer the research questions according to the objectives. In this approach, comparative thematic analysis method was used. For this purpose, the theoretical framework of Campaigns-Bucket regarding cultural competence (cultural-awareness, cultural-knowledge, cultural-skills, cultural tendencies and cultural interactions) as the overarching (main) themes of cultural competences and as a prediction model. was considered and the basic themes based on this prediction model were extracted from the core of scientific texts. The process of conducting this research was carried out according to the method proposed by Atride-Sterling (2001) and in five stages: introduction and preparation, identification and coding of basic concepts, coding of organizing concepts, identification and coding of comprehensive concepts and presentation of a conceptual model. The scope of the research was the study of all the texts included in the databases and websites separately from the articles, treatises, theses and related books. In this field, which included 24 books, 120 articles (32 foreign articles and 88 domestic articles), 15 treatises, 22 theses, all domestic sources in the field of cultural competence since 2005 and all foreign sources since 2000. (2022) were used to collect data. The review of the texts was done by the method of census and reflection on the content of the entire articles. To collect data, a library method was used by using a tool for extracting books, articles, treatises, theses available on reliable internet sites; Also, to measure the credibility of the research, the auditing method was used by the judges to test and emphasize the credibility of the research results.

### **Results**

As mentioned, due to the existence of diverse cultural characteristics in the universities and higher education centers of the country, there is a need for managers equipped with cultural competences in order to be able to face this cultural diversity while having a correct and appropriate understanding of the characteristics of Hidden in different cultures, by creating a common culture and language, in addition to preserving the rich heritage of multiple cultures, it was achieved to create convergence, synergy and improve the cultural level in the university by taking advantage of the many capacities available in different cultures. . To achieve this goal, by answering the research questions, first the components of cultural competence and then the model of cultural competence of higher education administrators were presented. 1- What are the components of cultural competence of higher education managers? In response to this question, using the method of content analysis and in a

comparative way, 120 articles (32 foreign articles and 88 domestic articles), 15 treatises, and 22 theses included in the databases and websites were examined. and 24 volumes of related books were discussed to determine the components of cultural competence of managers in universities. The results of the analysis showed that the extracted basic themes of the managers' cultural competence were 122 themes that were identified with overarching themes in the five domains of cultural skills, cultural knowledge, cultural awareness, cultural interactions and cultural tendencies. In the field of cultural skills, the themes of the organizer: the skill of accepting cultural differences, the skill of accepting cultural differences, the skill of evaluating cultural competences, in the field of cultural knowledge, the themes of the organizer: the identification of the culture of beneficiaries from other cultures, the source of the culture of beneficiaries from other cultures, epistemology Beneficiaries' culture from other cultures and in the field of cultural awareness, organizing themes were identified: identity of own culture with emphasis on higher education, sourceology of own culture with emphasis on higher education and epistemology of own culture with emphasis on higher education. 2- What components does the model of cultural competencies of higher education managers include? To answer this question, the basic themes extracted from the texts related to cultural competencies by a group of 5 people consisting of experts and experts in educational management, cultural management and higher education management, who were selected purposefully (as external judges) , was investigated and finally the conceptual model of cultural competencies of higher education administrators was obtained.

### **Discussion and conclusion**

Cultural competences have different benefits for organizations and managers at different levels and organizations also for various reasons such as: transfer of valuable behaviors and organizational culture, effective performance for all employees, emphasis on people's capacities instead of their jobs They use cultural competencies as a way to gain competitive advantage, strengthen team behavior and emphasize socialization. Managers of higher education centers must be aware of these differences and be equipped with cultural competence in order to provide the cognitive development of students, staff and faculty members and ultimately improve the performance of universities. Also, higher education managers should understand the cultural values of their subordinates and be sensitive to their cultural differences. Therefore, in order to establish this relationship, higher education managers must acquire the necessary knowledge and skills related to culture and cultural competence. A manager in educational organizations, especially higher education, must have cultural skills to acquire cultural competencies in order to achieve high organizational goals; It means to be able to understand the cultural differences between students, staff and professors from ethnic and national groups. to discover the values of his own culture and with its development, to increase his cultural awareness and finally to spread it. A higher education manager should be able to recognize the differences between the cultural identity of stakeholders from other cultures. All this is for him to have the ability to develop intra-organizational cultural interactions among the academic community. and by promoting it to the convergence and efficiency of the organizational era, to help create a common

language and, accordingly, a common culture, and in this way, to expand extra-organizational communications and interactions and to achieve an increase in the scientific and cultural advancement of the society. From the mentioned topics, it can be concluded that the establishment of cultural competences of higher education administrators by employing elites and creating a suitable platform, not only helps their growth and excellence; Rather, it has increased productivity and due to the wide influence of educational institutions and universities in the society, its positive effects will appear in all elements of the society.

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