



Design of Strategic Management Model in Technical and Vocational Training

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Abstract

The present research aims to design strategic management model in technical and vocational training. The research has qualitative design and for data analysis and classification, thematic Analysis Method (Thematic Network) was applied. The statistical population of the study consisted of experts of the Iran Technical and Vocational Training Organization. The number of 13 participants were selected by purposive method based on experience and expertise criteria. For data collection, the structured and semi-structured interview were used. The data collection process was performed using theoretical saturation technique until it reached the iteration and saturation stage. For data validation, triangulation method was used. Content validity index (CVI) and Content Validity Ratio (CVR) were used to decision making and assess the consensus of experts and to evaluate the reliability, Holstein coefficient was considered. At the end of the thematic analysis process, the conceptual model of research was designed based on the themes extracted and the theoretical foundations of the research. Results showed that number of eight inclusive themes, including strategic goals, external environment analysis, internal environment analysis, strategic analysis, educational goals, technical and vocational training plans, implementation of technical and professional training and evaluation plans, as well as 33 organizing themes and 160 basic themes were recognized for the strategic management model in technical and vocational training. According to results, this model can provide promisingly a suitable framework for strategic management execution in skill training.

Keywords *Model; Strategic Management; Vocational Training; Strategy*

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1. Introduction

The world, at the end of twentieth century and upon arrival of the third millennium, has been encountered with much more complex, multi-dimensional, and sudden changes. The substantial developments taken place in the last years of the twentieth century have made us aware of the facts that have shattered our previous promising prospects and destroyed our aspirations. These changes occur very rapidly, altering our lives and affecting governance, communication, environmental and organizational systems. To fully understand the changes we must understand their impact and identify what we need and what steps we need to take in dealing with them (Gasemi, 2016). Organizations today are facing a turbulent environment. Environmental threats threaten the lives and survival of organizations everywhere. Organizations need to recognize their current position, analyze their strengths and weaknesses, build on existing strengths, and use the opportunities available to prepare for threats. This is possible through strategic planning. Within the framework of strategic planning, the organization analyzes the capability and environmental conditions and identifies the goals that are achievable and the ways to achieve them. Each organization needs strategic planning and management tailored to its goals and mission. In order to achieve its vision, mission and long-term goals (Forouzeh Dehkordi, 1999). Organizations to design and deploy strategic management follow a specific pattern or combination of different patterns to get the strategic management process on the right track, according to one expert, as there is no single copy for managing organizations. There is no one-size-fits-all version of Strategic Management, and each organization designs its own model based on the nature of its work or adopts a specific model, and different models may be applied. Different types are beneficial (Karager, 1991). One of the integral parts of any country's education system is the vocational training system,

which is considered as one of the basic policies of countries to train human resources (Salehi et al., 2006). Countries that have realized the importance of education and its role in the future economy and at the same time have concerns about development, regard the quality of education as central to their fundamental missions and priorities and make a significant contribution. They spend the GDP on the education system (Salehi et al., 2006). Therefore, the key issue in this research is that although many models and models of strategic management have been presented in different companies, organizations and institutions, so far a model of strategic management, which fits the conditions, structure, goals and duties inherent in the technical and vocational education organization of the country are not designed. There are several basic vacuum models available:

- Their dimensions and components are not in accordance with the mission, culture, goals and duties of the technical and vocational education organization.
- They lack clarity and simplicity.
- Their components do not have proper order and communication
- They do not have the flexibility to respond quickly to changes and educational needs of the labor market.

Organizations that have applied strategic management have performed better and more successful than organizations that focus solely on technology or infrastructure (Dandagi, 2016). The importance of a strategic management model is that it can best be studied through the process of strategic management in the technical and vocational education organization. One of the benefits of a strategic management model in the skill training system is its conductive aspect that allows the direction and direction of the organization's activities and its analysis process to be presented in simple language, as well as describes the products, outputs, and outcomes of the education system.

Reduce the risks of decision making. We do not mean, of course, to guarantee the success of the organization by presenting this model, but we do claim that it is a clear and practical way of formulating strategies, implementing and evaluating them in accordance with the requirements of the organization. It seems important. Explaining the strategic management process is complicated and difficult because it is influenced by many components. Modeling is one of the most common techniques for easier understanding and understanding of concepts. The model is a conceptual framework that can assist us in describing, predicting, prescribing and reconstructing reality (Niaz Azari et al., 2011). But what makes this research necessary is that in 2017, the National Technical and Vocational Education Organization, recognizing the importance of the subject, required all subsidiary departments in all provinces of the country to develop a strategy document for skill training with a market need approach. On the one hand, the necessity and necessity of developing a strategic document is the existence of a conceptual framework or model tailored to the skill training on which the strategic document can be formulated. Therefore, it seems likely that the results of this study could help the organization to formulate a strategic document of skills training with a labor market approach as well as to establish a strategic management process and perform assigned missions. Therefore, this study aimed to answer the question "what is the optimal model of strategic management in technical and vocational education and what are its dimensions and components"?

2. Literature Review

Since 1950 onwards, the achievement of a competitive and successful organization is necessarily guaranteed by strategic planning and in recent decades by strategic management. Strategic management is a set of decisions and actions that lead to the design and implementation of strategies that are

used to achieve the goals of an organization. Strategic management is concerned with the political decisions that affect the whole organization and help the organization to interact and interact effectively with its environment (Rasuli & Salehi, 2017). In other words, strategic management is a set of management decisions and actions that affect the long-term performance of the organization. Accordingly, strategic management consists of four main components: 1) environmental analysis and analysis 2) strategy formulation, 2) strategy implementation, and 2) strategy evaluation and control (Huager & Wheelen, 2007). Thus, the study of strategic management emphasizes the monitoring and evaluation of external opportunities and threats in the light of internal strengths and weaknesses.

Table 1.

Strategic Management Prescriptive School Models

Classification type	Dimension of classification
David (1999) model	Mission Determination; External Factor Evaluation; Internal Factor Evaluation; Long-Term Goals Setting; Formulation - Evaluation and Strategy Selection; Defining Annual Goals and Policies; Resource Allocation;
Robinson (1982) model	Corporate mission statement; Company vision; External environment; Remote environment; Operational environment; Strategic analysis and selection; Determination of macro and operational strategies; Institutionalization of strategy; Control and evaluation
Glueck (1980) model	Determining IIS goals; identifying opportunities and threats to the environment; identifying strengths and weaknesses of the environment; formulating different strategies; choosing strategies; allocating resources and organizational structure;...
Stoner (1992) model	Setting Goals; Identifying Current Strategies and Goals; Analyzing Internal and External Environment; Identifying Strategic Opportunities and Threats; Analyzing Changes; Strategic Decision Making; Strategy Implementation and Measuring and Monitoring Progress

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Classification type	Dimension of classification
Pearce & Robinson (1988) model	Identification IST; Internal Environment Analysis; External Environment Analysis; Long-term Goals; Main Strategies; Task Strategies;
Herison & John model	Identification of external and internal environment factors; External and internal environment analysis; Strategic path deployment; Strategy formulation; Strategy selection; Strategy implementation; Strategic control and strategic restructuring

Table 2.

Strategic Management Descriptive Paradigm Models

Classification type	Dimension of classification
model Asof (1981)	Environmental Challenges; Temporary Strategic Hypothesis; Strategic Recognition; Systems Development; Strategic Analysis of Corporate Design; Change Management; Epistemological Infrastructures;
model Mintzberg (1990)	Formulation; strategy formulation; strategy execute and implement
model Jadson (1996)	Mission, Goals, Strategies, Scales Actions, Organizational Systems, Operational Plans

Rezvani and Shiravani (2010), in a study entitled "Mission, Vision, Values and Strategic Destination: Differences and Similarities" with a comparative comparison, expresses the differences and similarities of the views of strategic management experts in this regard. And then he concludes that the characteristics and the nature of the mission, the vision, and the values are the same, all of them are some sort of strategic goal or purpose, and if all of them are expressed simultaneously, they are strategic destinations. In a qualitative study, Fanaei (2014) shed lights on the components of strategic science and technology management. Using purposeful sampling and in-depth interviews with 15 experts in the field and content analysis, the researcher identified 10 key components of strategic management in the science and

technology sector as well as to localize the components. Strategic management has chosen the resistive economics model as the theoretical basis for the research. The research findings show that perceptions of the importance of improving strategic management models, perception of the importance of referring to the Resistance Economics Model, importance of planning and rationality of management, systematization and reform of existing structures, educational development and system reform Educational and publicity programs, paying attention to the role of people and public culture, the central need to have an indigenous perspective, self-reliance and self-sufficiency, entrepreneurial orientation, and the creation of wealth, extraversion, and active scientific diplomacy, should be considered as management components. A science and technology strategy should be of interest to planners and policymakers in the country. Rahnavard et al (2014) identified key success factors in implementing organizational strategies in East Azarbaijan broadcasting Organization. These include: a) supportive organizational culture 2- rewarding and empowering executives 3- vertical alignment of strategies 4- management and control of operations 5- capable manpower 6- sufficient budgeting and financial resources 7- consistent organizational structure. Zahran Al Hijji (2014), in a study entitled Strategic Management Model for Oman Academic Libraries, used a qualitative design to design a strategic management model. The model derived from this research has three stages (pre-planning, planning and post-planning). According to Ogbechie (2018) research findings entitled Strategic Management Practices in Africa, to succeed in a business environment one must understand the cultural context of the operational environment, stakeholder management and social dimensions of the business in the strategies. The proposed model of strategic management has five key dimensions in this research: vision leadership,

flexible strategic planning, entrepreneurial thinking, stakeholder management, and talent development.

3. Method

The present research is one of the qualitative designs. Thematic analysis was used to analyze, categorize and summarize the data. In this way, each interview extracts key codes and points (basic themes), and in the following, the basic themes are divided into separate categories based on the similarity of the content and with their composition and summary, themes The organizer is formed with a greater degree of abstraction and generality, and thus, by summarizing and combining the themes of the organizer and placing them in similar classes, inclusive themes are obtained. The number of 13 participants were selected by purposive method based on experience and expertise criteria. For data collection, the structured and semi-structured interview were used. The data collection process was performed using theoretical saturation technique until it reached the iteration and saturation stage. For data validation, triangulation method was used. Content validity index (CVI) and Content Validity Ratio (CVR) were used to decision making and assess the consensus of experts and to evaluate the reliability, Holsti coefficient was considered. At the end of the thematic analysis process, the conceptual model of research was designed based on the themes extracted and the theoretical foundations of the research. At the end of the thematic analysis process, a conceptual model was drawn based on the themes extracted and using the theoretical foundations of the research.

4. Finding

Thematic analysis is one of the best techniques in qualitative research. Thematic analysis can be used to identify patterns in qualitative data. The

thematic network is also a good method of content analysis developed by Attrid and Stirling (2001). What the network offers themes is a website map. (Abedi Jafari et al., 2011).

Table 3.

Basic, Organizing and Inclusive Themes

row	Basic themes	Organizing themes	Inclusive themes
1	Policy making in non-formal vocational education and training		
2	Workforce training		
3	Determine the competency of the skill		
4	Research	mission	
5	Training the unemployed and the employed		
6	Technology		Strategic goals of technical and vocational education
7	Pay attention to staff		
8	Central Ethics		
9	Meritocracy	values	
10	Educational Justice		
11	Human dignity		
12	time horizon		
13	Agile		
14	Standard	vision	
15	Interact with the environment		
16	Comparison with other organizations		
17	The future image of the organization		
18	Country Vision and Comprehensive Scientific Program	documentation	
19	Five-year development plans		
20	Constitution		External environme
21	Development plan and employment		
22	Review of development axes		

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row	Basic themes	Organizing themes	Inclusive themes
23	Survey of rural and urban employment plans		nt analysis of technical and vocational education
24	Investigate the needs of the labor market in different sectors	Land use planning	
25	An examination of the social, economic, cultural and political environment	Remote environment analysis	
26	Technology environment review		
27	Examine legal capacity		
28	Manager's belief in programs		
29	Manager's Commitment		
30	Creativity	culture	
31	Organizational Trust		
32	method of leadership		Internal environment analysis of technical and vocational education
33	Communication Lines	structure	
34	How to decide		
35	Office space		
36	Workshop space	Educational environment	
37	Welfare and cultural space		
38	Educational and Consumer Equipment	Examination of equipment and training materials	
39	Educational Assistance Equipment		
40	Support		
41	Course content and materials		
42	skill level	Human Resource Analysis	
43	Number of staff		
44	Work experience		
45	education		
46	Gender		
47	Comprehensive Portal	Review systems and methods	
48	Automation		
49	Management Information Systems		
50	Teaching method		
51	Water and Agriculture Sector		Strategic Analysis of
52	service sector	Determination of	
53	Department of Tourism and Crafts		

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row	Basic themes	Organizing themes	Inclusive themes
54	Industry Sector	development center	Vocational Education
55	Oil and Gas		
56	Analysis of the current status of careers in the field of services	Analysis of the current status of job positions	
57	Analysis of the current status of occupations in the field of industry		
58	Analysis of the current status of agricultural careers		
59	Prioritizing the job needs of the domestic labor market	Training Needs Assessment	
60	Identify and prioritize skill needs		
61	Industry and labor market analysis		
62	SPACE Analysis	Determination of development centers	
63	SWOT analysis		
64	Organization level analysis		
65	Analysis of the level of general administration		
66	Providing skilled workforce in cities	Skilled worker supply	
67	Providing regional markets with a skilled workforce		
68	Providing skilled labor in the villages		
69	Equipping the economically active population with job skills	Providing sustainable employment	Training goals
70	Training the unemployed		
71	Reducing social problems		
72	Creating an employment platform		
73	Developing a culture of training		
74	Improve workforce productivity	Empowerment in Economic	
75	Job stabilization		
76	Elimination of deprivation		
77	Diversification of professions		
78	Research Development		
79	Innovation in skill training		
80	Opportunities utilization		

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row	Basic themes	Organizing themes	Inclusive themes
81	Human Resources Development	Strategy formulation	Vocational training programs
82	Development of partnerships		
83	Prioritize strategies		
84	Empowering the socially disadvantaged	Policy selection	
85	Access to skill training		
86	Entrepreneurship Development		
87	Labor market based education		
88	Meritocracy in the appointment of directors		
89	Communication with research institutes		
90	Quality Control	Development of operational training programs	
91	Efficient force absorption		
92	Providing suitable bedding for non-governmental sector		
93	Promoting coaches' competence		
94	Remove strings parallel to the private sector		
95	Developing and revising educational standards	Development of operational training programs	
96	Upgrading and completing existing systems		
97	Training in the real work environment		
98	Integrated education		
99	Follow up on Mutual Affairs		
100	Qualification of managers		
101	Job standard formulation		
102	Holding national skills competitions		
103	Tracking the employment of skilled workers		
104	Training program in industries, mobile teams, and public and private fixed centers	Development of operational training programs	
105	Developing an annual educational commitment program		
106	Ranking of public and private education centers		
107	In-service training courses for coaches and other staff		

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row	Basic themes	Organizing themes	Inclusive themes
108	Decentralization		
109	Creating an advisory structure	Structure fitting	
110	Flexibility		
111	Designing and deploying the national system of skills and technology		
112	Openness to change		
113	Organizational Learning	Organizational culture	Implementation of vocational training plans
114	teamwork spirit		
115	Payment of salaries and benefits	Resource allocation	
116	buying equipment		
117	Appropriate educational space		
118	Accompanying staff		
119	motivating	Leadership in skill training	
120	common language		
121	Internal control		
122	Implementing Selected Strategies		
123	Implementing selective policies	Plan execution	
124	Implementation of training programs		
125	Per capita educational space	Input assessment	
126	Evaluating Expenditure Credits		
127	Evaluation of Capital Credits		
128	Human Resources Assessment		
129	Equipment		
130	Course content and materials		
131	The process of training the trainees to follow the program	Process assessment	Evaluation of technical and vocational education
132	In-service training program process		
133	Revision and standardization of skills training standard		
134	Personnel Empowerment Program		
135	Control of systems and systems		
136	Evaluation of partnerships and agreements		
137	Integrity of strategy		
138	Strategy fit		

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row	Basic themes	Organizing themes	Inclusive themes
139	Innovation evaluation		
140	Investigation of Private Sector Performance	Results assessment	
141	Review of public sector performance		
142	Acceptance rate		
143	Diversification of professions		
144	Skill penetration rate		
145	Educating socially vulnerable people		
146	Participation rate		
147	Increasing productivity	Outcome assessment	
148	Job sustainability		
149	Employment of graduates		
150	Managers satisfaction		
151	Satisfaction of trainees		
152	Employer Satisfaction		
153	Compliance with laws and regulations	Environment assessment	
154	Staff Satisfaction		
155	Competitors evaluation		
156	social responsibility		
157	International Opportunities		
158	Benchmarking		
159	Comparison	corrective action	
160	Action		

As can be seen in Table (3), 160 quotes were identified in relation to the strategic management model in technical and vocational education. In the next step, these quotes were converted into 160 basic themes and then, by examining the similarities, they were categorized into 33 organizing themes, and finally the organizing themes into eight main themes: Strategic Goals, Orientation, external environment analysis, indoor environmental analysis, strategic analysis of technical and vocational education, educational goals,

vocational education programs, program implementation and vocational and evaluation of vocational education.

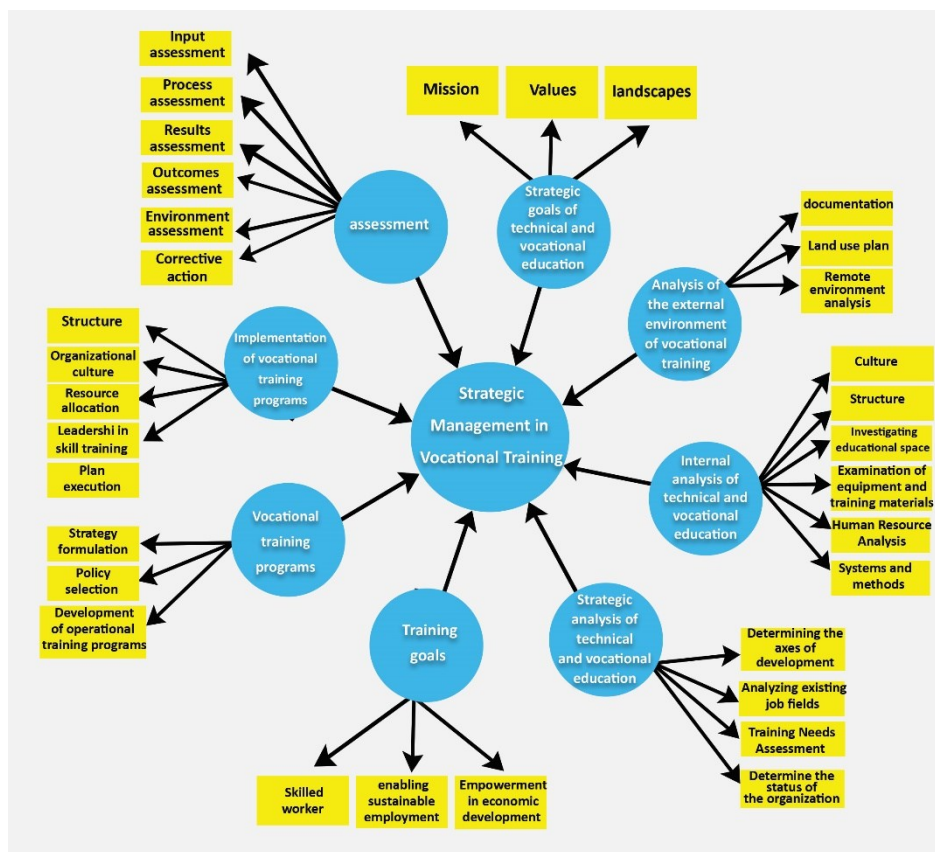


Fig. 1. The Network Of Strategic Management Themes

Validation: In order to data validation, a triangulation method (survey of research participants, conformity with theoretical foundations and prior research) was used. For this purpose, the extracted themes were first

distributed to the participants using a Delphi technique and after surveying and applying corrective comments, the questionnaire was re-administered to the participants in the second round. Content validity index (CVI) and content validity ratio (CVR) were used to decide the consensus on the model's dimensions and components. Content validity index is provided by Waltz and Basel. The minimum acceptable value for the index (CVI) is 0.79, if it is between 0.7 and 0.79 the review should be revised and if the component is less than 0.7 the component will be rejected. The index (CVR) is designed by Lawshe and the acceptable value is determined by the number of participating experts. The minimum acceptable value for 13 participants is 0.54 (Habibi, 1977). According to the research findings, for all the components, the index value (CVI) was higher than 0.79 and also the index value (CVR) was greater than or equal to 0.54, so on all the dimensions and components of the model The consensus has been accepted and accepted and the themes validated.

In this study, for reliability analysis after coding the interviews was investigated by the researcher, modifying and validating the extracted codes, the coding process was performed by another person with sufficient knowledge in the content analysis and the results of the two coders together. The Holsti method was used to calculate the reliability coefficient, and its formula is: $PAO = 2M / (N1 + N2)$, where PAO is the percentage of agreement observed (reliability coefficient), M is the number of agreement in two coding steps, N1 is the number of researcher codes, N2 is the number of second coders. N1 = 160, N2 = 155, M = 136, PAO = .86 are confirmed by observing the observed agreement coefficient of model reliability.

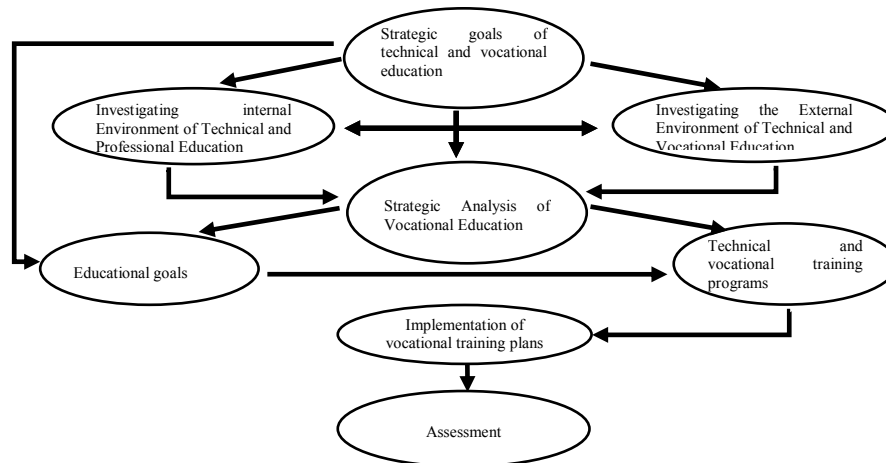


Fig. 2. Conceptual Model

Like David, Pierce and Robinson models, the model begins with strategic goals (credibility, values, and vision) and then examines external and internal environments. Indoor analysis is a general concept. The analysis of the environment involves examining the strengths, weaknesses and weaknesses, and examining the external environment, opportunities and threats. By analyzing the external environment, identifying legal capacities in upstream documents, developmental axes, existing and future jobs, labor market training needs, factors (political, economic, social, cultural, and technological) influencing skill training. . The internal environment survey provides a copy of the organization of skills training that includes a review of culture, structure, training environment, equipment and materials, human resources analysis, skills and systems. Simultaneous strategic analysis of internal and external environments will prioritize existing opportunities and be consistent with the organization's vision, mission, values and position. In other words, at this stage, educational needs assessment and job analysis processes are

performed and the organization's position is determined in terms of internal and external factors. In general, strategic management is the process of making decisions and taking actions that create an effective strategy for achieving the overall goals of the organization and is the way in which strategists set goals and make the necessary decisions. . The strategic analysis of vocational and technical education provides a combination of long-term educational goals and curricula (strategies, policies, and operational programs) that deliver, based on conditions and in line with goals and objectives. Strategic organization will be formulated. In other words, the key strategies (offensive, defensive, conservative and competitive) of the skill training system are extracted to achieve the goals and fit the situation of the organization. Once operational strategies, policies, and training programs are formulated, it is time to implement them. Successful implementation requires a well-structured, strategic and supportive culture, resource allocation, effective leadership, and program execution. Organizations with a strategic culture, while having a long-term attitude, pay attention to both external and internal factors and strive for excellence (AliAhmadi, 1997). The final step in the process of the above conceptual model is evaluation, which is carried out to determine the extent to which the strategic goals and objectives are achieved. The strategy formulation process is more subjective, so the first real evaluation and testing of the strategy is possible only after its implementation or implementation, requiring a systematic and clinging view. Evaluation of inputs, processes, outcomes, outcomes, and remedial actions are steps in this step.

5. Discussion and Conclusions

Each organization needs strategic planning and management appropriate to its goals and missions, in order to achieve its vision, mission, and long-term

goals. Organizations follow a specific pattern or combination of different patterns to design and deploy strategic management, so that the strategic management process is done in the right way, as there is no single version for managing organizations, for strategic management. There is also no single complete version, and each organization has to design a model based on the nature of its work or adopt a specific model with modifications. The model is a conceptual framework that can help us to describe, predict, prescribe and reconstruct reality. The results of the thematic analysis showed that the strategic management model in technical and vocational education consists of eight dimensions and 33 components. Dimensions of strategic intentions include three components, mission, vision and values, exterior environment including three elements (upstream documentation, land use planning and remote environment review), indoor environmental analysis including six components. Investigation (culture, structure, educational space, equipment and materials, human resources and systems and methods), strategic analysis of components (development orientation determination, analysis of existing job areas, training needs assessment and determination) And the status of the organization, including educational goals (providing the workforce, providing sustainable employment and empowering businesses). Economics), the dimension of technical and vocational training programs comprising three components (strategy formulation, policy selection and curriculum development and operational planning), the implementation of programs including (structural fit, organizational culture , Resource allocation, leadership in skill training and implementation of programs) and finally, the evaluation was carried out on six components (input evaluation, process evaluation, outcome evaluation, outcome evaluation, and corrective action). In general, the dimensions of this model are as follows: (Mackenzie, 1980), (David, 1999), (Robinson, 1982), (Glueck, 1980), (Stoner, 1992),

(Pearce & Robinson, 1988), (Herison & John, 1988) as well as research by Razvan (2010), Rahnavard et al (2014), (Ogebchie, 2018) and (Dandagi, 2016) are somewhat consistent. The model under study combines prescriptive and descriptive models with a view to timely thinking and action in accordance with current conditions, step by step processes and formal design, and predicting analytical measures to achieve long-term goals. Emphasizes. In summary, three basic features have been evident in this model. It has established a balance between examining the internal and external environments of the skill training system. 2- In the model attempted, any contingency changes in the environment are aligned with the goals and strategy of the organization. 3. The formulation of any goals derives from the management's view of purpose. Also one of the benefits of this model is its conductive aspect, which provides the direction and direction of the VET activities in a simple language. Given that the model has been developed in the context of technical and vocational education in accordance with its mission, structure, culture and values, so it is consistent with its realities and in explaining and describing the activities of the system. Education is effective and effective.

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