



## Extended Abstract

# Exploration of Dimensions and Components of Practical Management Skills Training Based on the Teachings of Martyr General Qassem Soleimani in the Vocational and Technical Education Sector



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## Introduction



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This research aimed to explore the dimensions and components of practical management skills training based on Martyr General Qasem Soleimani's teachings in the vocational and technical education sector.

## **Theoretical Framework**

Practical training in today's world, especially in the present century, is recognized as one of the fundamental pillars for achieving economic growth and sustainable development. Without people who have practical and efficient skills, achieving economic and social goals will not be possible. Technical and vocational education, as an effective method for developing intellectual, practical and social skills, helps individuals to acquire the necessary capabilities in various career fields.

This type of training is widely used in various fields and can help improve the quality of the workforce. Given the high importance of technical and vocational education, there is a need for an appropriate and efficient educational structure.

This structure must be flexible so that it can easily adapt to the rapid changes in the labor market and the needs of society. In this regard, informal education, whether structured or unstructured, plays a significant role in improving the quality of education. Many people strengthen their abilities and perform their job duties effectively by taking advantage of non-academic practical training; in fact, without this training, countries cannot achieve economic and social growth, and this highlights the importance of paying attention to the practical training system (Tun & Juchelková, ۲۰۲۲).

The Holy Quran also emphasizes the importance of following such people as role models (Khani & Mohammadi, ۲۰۱۰). Individuals and societies shape and strengthen their identities through role models, and ultimately, by taking advantage of these models, they sustainably institutionalize various values within themselves (Khalifa, ۲۰۱۹).

Young people are always looking for popular heroes and worthy role models to coordinate their behavior and characteristics with them. Modeling refers to the process in which the behavior and personality of a particular individual or group acts as a source of inspiration for others and causes them to follow them (Ahmadi et al., ۲۰۱۰). In this learning process, an individual changes by observing the behavior of others or hearing and reading about that behavior.

Martyr General Hajj Qasem Soleimani, as a soldier loyal to the ideals of the Islamic Revolution, is known in contemporary Iranian history as one of the enduring legends and national heroes. With his unique personal, spiritual, and behavioral characteristics, he has been able to have a profound impact on society and become an inspiring figure for the people, the Resistance Front, and even the free people of the world. (Mousavi, ۲۰۱۹).

## **Methodology**

The research methodology employed a mixed-methods approach (qualitative-quantitative), utilizing grounded theory for the qualitative section, which involved interviews with experts and three types of coding: open, axial, and selective.



To rank and categorize factors, determine variable types, and analyze the relationships between model variables, the combined ISM-DEMATEL method was used to assess the intensity of relationships and identify the influence and impact of criteria.

### Discussion and Results

The results indicated that the practical skills training model based on Martyr Qasem Soleimani's vocational and technical education teachings includes key categories such as educational strategies, practical approaches, behavioral styles, educational axes, outcomes, consequences, and individual characteristics. In the resulting paradigmatic model, causal factors included individual characteristics encompassing self-management, practical actions, decisiveness, and accountability.

Core factors comprised educational axes, which included targeted training, modeling, operationalization, and quality of education. Intervening factors included practical approaches, encompassing worldliness, adherence to leadership, and a jihadist approach. Strategies included educational strategies comprising ethical teachings, spiritual and scientific training, and monotheistic education. Contextual factors included behavioral styles, which encompassed lifestyle, emotions, and the development of oneself and others.

Additionally, the outcomes in the paradigmatic model included results and consequences that encompassed the school of spiritual education, spirituality, and sincerity.

### Conclusion

The results showed that the model of teaching practical management skills based on the school of Martyr Hajj Qasem Soleimani in the technical and vocational branches included the main categories of educational strategy, practical approach, behavioral style, educational axes, results and consequences, and individual characteristics. In the paradigmatic model obtained, the causal factors included individual characteristics that included self-management factors, practical actions, decisiveness, and responsibility.

The pivotal factors included educational axes that included targeted education, modeling, operationalization, and quality of education. The intervening factors included a practical approach that included worldly escapism, guardianship, and a jihadi approach. The strategies included educational strategies that included educational teachings, spiritual and scientific education, and monotheistic education.

The contextual factors included a behavioral style that included lifestyle, emotions, and development of oneself and others. Also, the consequences in the paradigmatic model included results and consequences that included the school of spiritual education, spirituality, and sincerity. These results were in agreement with the findings of Hosseininia and Bakhtiari (۱۴۰۲), Khorasani Parizi and Moradi (۱۴۰۱), Ahmadinejad et al. (۱۴۰۱), and Sobhani (۱۴۰۱).

In recent years, due to the potential available in the development of technical and vocational education to address the challenges of productivity and equality and to draw a better job outlook, to achieve sustainable development, new goals have been considered by different nations (Clement et al, ۲۰۲۱), which can play an important role in developing essential skills in the labor market (Aldossari, ۲۰۲۰).



Technical and vocational education is an essential tool for creating productive employment and achieving economic and social development that can increase productivity and reduce poverty and unemployment in different societies (Ochieng and Ngware, ۲۰۲۱).

Accordingly, research and innovation in technical and vocational education are very important in helping to achieve the Sustainable Development Goals. (Tun & Juchelková, ۲۰۲۲). In recent years, due to the potential available in the development of technical and vocational education to address the challenges of productivity and equity and to outline a better job outlook, to achieve sustainable development; new goals have been considered by different nations (Clement et al, ۲۰۲۱); which can play an important role in developing essential skills for the labor market (Aldossari, ۲۰۲۰).

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The results of the study show that the model of teaching practical management skills based on the school of Martyr Hajj Qasem Soleimani in the technical and vocational branches includes the main categories of educational strategy, practical approach, behavioral style, educational axes, results and consequences, and individual characteristics. Causal factors include individual characteristics such as self-management, practical actions, decisiveness, and responsibility. Central factors include educational axes such as targeted education, role modeling, operationalization, and quality of education.

Also, intervening factors include a practical approach with an emphasis on worldliness, stewardship, and a jihadi approach. Strategies include educational teachings, spiritual and scientific education, and monotheistic education, and contextual factors are related to behavioral style, which includes lifestyle, emotions, and the development of oneself and others.

Consequences also include the school of spiritual education, spirituality, and sincerity. However, the limitations of the study include the lack of access to extensive and diverse data from all educational institutions and the inability to deeply examine the cultural and social influences on these models. Also, some aspects of the Martyr Soleimani School may not have been fully covered in this research. To improve and make this model more applicable, it is suggested:

Development of training programs: Design and implementation of training courses based on this model in technical and vocational centers in order to improve management skills.

Creation of cooperation networks: Formation of cooperation networks between educational and industrial institutions to exchange experiences and share best practices.



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**Research and development:** Conducting further research to examine the effects of this model on the performance of students and graduates in the workplace.

**Attention to cultural context:** Considering the cultural and social context in the design of training programs in order to increase their effectiveness.

## **Contribution of authors**

All authors have participated in this research in equal proportion.

## **Ethical approval**

All ethical considerations have been met.

## **Conflict of interest**

No conflicts of interest are declared by the authors.