



## Pathology of Organizational Training in Universities of Iran Medical Sciences based on McKinsey 7S Model

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### ABSTRACT

**Background:** The educational system of any organization is actively and potentially one of the most important aspects of that organization in human resource development. It is necessary for any system to benefit pathology in order to function properly. The goal of this study is to investigate and identify the weaknesses of staff education systems of the country's medical universities based on McKinsey 7S Model.

**Methods:** This cross-sectional study was conducted in two phases. In the first phase through key criteria, seven elements of the model were extracted using expert ' opinions and selection criteria was converted to measures and distributed in the form of a questionnaire among 113 officials and experts from Medical Sciences universities. Cronbach's alpha questionnaire was 0.931. Data were analyzed by using descriptive statistics for the frequencies of demographic data and means and standard deviation and analysis statistics such as *t*-test.

**Results:** The results showed that the state of education in the country's universities is undesirable respectively in dimensions of the structure (P-value = 0.401), management practice (P-value = 0.69) and strategy (P-value = 0.473). However, the average of overall pathology (141.07) was higher than the interested average (138) and showed that there is generally no serious damage in the country's medical universities training.

**Conclusion:** Managers' support, clarification of educational rules and regulations, determining specific hierarchy in training unit, goal setting and training strategies in a targeted form and by stakeholders' engagement are proper strategies to remove injuries in staff training systems.

**Key words:** Pathology, McKinsey Model, Organizational Training

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## Introduction

The educational system of any organization is potentially and actively a major aspect of the organization in respect to human resource development. Human resource training is a profitable investment, considering it is one of the rational and principal ways employed in guiding the staff's efforts in the organization and results in the utilization of hidden talents, imagination power and creating required intellectual flexibility among employees (1,2).

According to studies, productivity in the country's government agencies, despite the arrival of advanced technology, does not show a favorable trend. The fact is that a company or organization, has different aspects such as goals, structure, human resources, technology and environment and in a bid to, identify organizational problems, any of these dimensions should be checked. Organizations are affected by environmental changes, and these changes cause organizations to improve and reconstruct. Organization improvement begins with the pathology stage in which, if damages are not recognized properly and timely, and if no related health version is suggested, the organization will be led to regression and early destruction (3).

The purpose of pathology is to identify root and causes of factors that are involved in the crisis and can disrupt the process of phenomena development and efficiency. Pathology is a systematic process of collecting data in order to effectively and profitably interacts so as to solve the problems, challenges, and organization's environmental constraints (4).

Staff training includes all aids and efforts to change knowledge, attitude and skill structures of an organization's employees in such a way that the level of their knowledge, awareness and skills can be upgraded and desirable behaviors created in them, thereby making them ready and efficient in carrying out their duties and job responsibilities (5,6).

An Iranian research showed that staff training is one of the most important and easiest tools to achieve growth and development of employees and

consequently the organization. Therefore, understanding the challenges and the probable damages of this aspect is an important step in order to promote the organization productivity (7).

The results of a previous study about the educational system pathology of government employees came to the conclusion that in order to create an efficient administrative system in Iran we should firstly take care to the pathology of the education system (8).

Different researchers and experts, have introduced different models of organizational pathology and in these models, organizational pathology was been investigated from different angles (9). In this study, McKinsey 7S model was used for staff organizational training pathology in medical schools. This model among the different models of pathology has a relative collectivity because it has revealed the levels which should be fully reviewed (10, 11). This model by taking in to account seven factors of which all names begin with the letter S has offered a model to assess organizations. This work was presented at first by Waterman, Peters and Philips (1980) as a framework for studying organizations. They believed that organizational change and movement are influenced by the interactions among seven dimensions of: structure, strategy, systems, management style, staff, skills, shared values (12).

Thus, according to the need to create awareness on the condition and performance of staff training aspects in Medical universities, the aim of this study is to examine the pathology of staff's organizational training based on the seven dimensional model of McKinsey.

## Materials and Methods

The mentioned model has 7 dimension including: shared values and beliefs: confirmation of values, preferences and beliefs of the organization, strategy: organization prospect and ahead opportunities and threats, systems: required capabilities, used systems and technologies, staff: human resource management for the development of skills and talents, including policies, standard



and process of recruitment, training and development, motivation and reward, style: the best style of organization management, structure: changes in processes and organization style and changes in the organizational structure and skills: skills needed for organization (12).

In the first stage, by reviewing studies in the field of organizational training pathology learning and by using comments of 20 experts ( 16 people of medical universities authorities, 2 officials of the Health Ministry's staff education and 2 experts of Health Ministry's staff education), key metrics in each element of the seven elements of the discussed model were extracted. In the second stage, each of the identified measures in the previous step was changed into question (totaling 46 questions) in the form of Likert 5-item questionnaire. The study of formal quality validity was done in the 15-member expert panel by attending officials of medical universities' staff training (10 People), Health Ministry staff (2 people), experts of staff training (3people) for finding difficulty level, the amount of lack of fitness, ambiguity in words and meaning of phrases that their views were applied as minor changes in the questionnaire. In order to determine the validity, questionnaire content was also sent to 20 experts consisting of 15 training officials and medical universities empowerment and 5 educational experts, and who were asked to respond to questions as " necessary ", "not necessary but helpful" and " not necessary " and then the answers were calculated based on content validity formula and the numbers higher than 0.59 were accepted.

Content validity of the questionnaire was studied according to the opinions of 17 people who were education officials of the Ministry of Health and medical universities staff and also some educational experts that was approved after making some changes in content and sequencing of questions. The reliability of the questionnaire in the experimental implementation phase of 30 people of the sample, based on Cronbach's alpha, was also 0.931.

The method of scoring the questionnaire was

scored based on Likert 5-point (1 - 5). The cut off point of the questionnaire that was used based on Likert scale, is 3 (According to the scoring dedicated to options of Likert scale), based on which the average of each of the seven dimensions has been calculated and the average of each dimension were compared with the desired average for describing the state of universities education field.

The study population which included all experts and officials of medical universities totaled about 160 people (50 Medical Sciences Universities) of which randomly selected sample of the population were considered as 113 people, according to Cochran pheromone and by considering the possible loss of samples.

The data were analyzed by SPSS<sub>18</sub> software and descriptive and inferential tests. Through using the descriptive statistics to investigate prevalence of participant's demographic characteristics and the mean and standard deviation of each research variables and through the utilization of inferential statistics and one sample *t*-test according to the normality of variables through reviewing skewness and kurtosis.

Further, in the current study all ethical issues were observed based on the Helsinki Declaration.

## Results

In this study, 113 experts and directors of the country medical universities training who participated indicated that According to Table 1, most of the participants in the study, 84 people (74%), were female. The ages of 94 person (83% of participants) were between 30-40 years. Degrees of 58 people (51%) were experts, work experience of 71 people (62%) was between 5-10 years and 99 persons (87%) were training experts.

The results showed that in the dimensions of structure, management style and state strategy of education in the country's universities is undesirable. But the average of overall pathology (141.07) was above interested average (138) (The optimal average is obtained based on the rating average of questions of each dimension) and showed that generally there is no serious damage



in the country's Medical Universities training.

According to Table 2, to test the study hypothesis, we used one sample T analytical test and according to the level of significance in structure variables (P-value = 0.401), strategy (P-value = 0.473), shared values (P-value = 0.514), management style (P-value = 0.690) and general pathology (P-value = 0.075) that is more than 0.05 and by taking into account differences between

values mean and the benchmark score, the test results show that the structure variable status is worse than any other variables while strategy variable status is better than management style situation. Finally, we do not see a serious challenge in this area according the average of general pathology and cut-off point of the questionnaire about damage assess in the area of universities education which is 138.

**Table 1.** Demographic characteristics of participants in the research

| Variable                |                          | Number | Percentage (%) |
|-------------------------|--------------------------|--------|----------------|
| Sex                     | Male                     | 29     | 25.66          |
|                         | Female                   | 84     | 74.33          |
| Age                     | 30 years-20              | 5      | 4.42           |
|                         | 40 years- 30             | 94     | 83.18          |
|                         | 50 years- 40             | 12     | 10.61          |
|                         | Over 50 years            | 2      | 1.76           |
| Education               | Diploma                  | 3      | 2.65           |
|                         | Associate Degree         | 5      | 4.42           |
|                         | Masters                  | 58     | 51.32          |
|                         | Senior                   | 37     | 32.74          |
| Experience              | 1-5 years                | 5      | 4.42           |
|                         | 5-10 years               | 71     | 62.83          |
|                         | 10-15 years              | 24     | 21.23          |
|                         | 15-20 years              | 8      | 7.07           |
|                         | 20-25 years              | 5      | 4.42           |
| Organizational position | Responsible for training | 14     | 12.38          |
|                         | education expert         | 99     | 87.61          |

**Table 2.** Results of one sample *t*-test to compare variables scores with criterion or cut-off point in the sample

| Variable          | Mean   | Standard Deviation | Mean Difference | Number | T      | P      |
|-------------------|--------|--------------------|-----------------|--------|--------|--------|
| Structure         | 21.84  | 3.341              | -2.160          | 75     | -5.59  | 0.401  |
| Strategy          | 17.73  | 3.202              | -0.267          | 75     | -0.721 | 0.473  |
| System            | 23.56  | 4.530              | 2.560           | 75     | 4.894  | 0.000* |
| Staff             | 32.53  | 4.137              | 2.533           | 75     | 5.303  | 0.000* |
| Skill             | 13     | 2.181              | 1.000           | 75     | 3.971  | 0.000* |
| Shared Values     | 15.15  | 1.936              | 0.147           | 75     | 0.656  | 0.514  |
| Management Style  | 17.25  | 3.507              | -0.747          | 75     | -1.844 | 0.69   |
| General Pathology | 141.07 | 14.728             | 3.067           | 75     | 1.803  | 0.075* |

\*Significant at the 0.05 level



## Discussion

Based on the need to identify staff training vulnerabilities and weaknesses and considering the only way to identify this area's vulnerabilities and weaknesses is its evaluation, McKinsey 7S model has been used in this study, assuming the model's full collectivity.

This study was done with the aim of investigating training pathology for medical universities employees. The results revealed that, generally, there is no major damage in the area but according to McKinsey 7S model that assesses damage in 7 areas of structure, strategy, system, staff, skill, shared values and the management style, in the structure area (that includes organizational structure, rules, processes and system limitations: low welcome of changes in education area, focused decision-making and control in the field, rarely doing team work, poor coordination among various departments in training actions, unclear hierarchy of education unit, low transparency of communication lines in training field, irregular management changes and decentralization of the training programs). Management style include low welcome of education experts comments and suggestions, lack of easy communication by educational experts with managers and their heads, lack of definition of the specific budget for education unit, managers limited support to benefit from the creative ideas in this unit, senior managers positive attitude limited to the training. Strategy involves unidentified organizational learning strategies, limited transparency of educational purposes, low alignment of strategies with educational goals, lack of period review of strategies and training objectives. In the area of shared values, periodic review of training unit values, existence of obstacle or challenge (actual or implied) in the values implementation process are also included. Average scores have been less than desired limit and therefore training status in the 4 variables has little weakness.

In line with the findings of this study, Junaidi and Mohabati's study and also Kamrani's research have reached the conclusion that structural factors have

the greatest impact in injuries of human resource aspects.. Research of Esfandiari's et al has also shown that structural factors have played a significant role in making human resources lesions. Other researches also confirms this issue and are in line with the results of this study (13,14).

Various researches, have reviewed staff training from many different views. Some inefficiency may be in educational programs implementation. Such cases can include little attention to the culture of educational evaluation, uncertainty of staff training outcomes due to lack of suitable evaluation model for training courses, problems related to the preparation of criteria and educational standards, lack of use of different designs and different methods of performance evaluation, lack of attention to the content of training courses in evaluation (15,16). All respondents' data through questionnaires will be safe in the study. The greatest limitation of this study was access to the staff due to their busy schedule in distribution and retrieval of the questionnaires.

## Conclusion

Finally it can be concluded that the status of staff training area at Medical Sciences universities is generally favorable, but more attention should be paid to some areas, such as structure, strategy and management style in training.

Proposal to solve the problems related to the structure, management style and strategy in the field of education:

According to the fact that teaching staff is a field for investment, it is necessary to prepare a background for attracting managers' support in this areas and encouraging their belief in this issue. Although the efficiency of this type of investment can be seen long term but staff empowerment and capitalizing on them will solve many problems in the organization. It is suggested that the effectiveness of education areas in managers should be shown periodically. On the other hand, clarification of education rules and regulations, setting specific hierarchy in education units and determining the structure and system of the education unit, developing its goals and strategies in a targeted form and partnership of stakeholders and



organization educational specialists in the form of multi-year strategic and operational plans (annual) can help improve and promote this area performance.

### Conflicts of interest

The authors of this study did not report any contradiction in their interests.

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all medical universities who collaborated in the study.

### Author's contributions

Alirezaei S and Rabbanikhah F designed research; Mosa Gholizadeh R and Alirezaei S conducted research; S. Alirezaei analyzed data; S. Alirezaei and Rabbanikhah F and Mosa Gholizadeh R wrote the paper. Alirezaei S had primary responsibility for final content. All authors read and approved the final manuscript.

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