

# The Quality of Training Courses and Its Role in Promoting Succession Planning: An Analysis of the Development of Knowledge Capital in Educational Organizations

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## ABSTRACT

Today, it can be seen that in some organizations, succession management is recognized as a strategic process that is able to minimize the leadership gaps in key positions. Moreover, it provides opportunities for the organization's competent and talented people to improve their necessary skills. The main purpose of the current research was to investigate the effect of the quality of training courses on the succession of directors based on the development of knowledge capital in educational organizations. This research study used a quantitative method and a survey approach. The statistical population of the study consisted of the principals of secondary schools of the Education Department of Shahre-h Qods. They completed the training courses in 2023. The results showed that the quality of training courses has a significant positive effect on organizational, individual, and contextual components of the succession of managers of the Education Department of Shahre-h Qods. Overall, the findings of this research emphasized the vital importance of high-quality training courses in strengthening the succession planning programs for education managers, as these courses play a key role in promoting the individual and organizational development, and improving the necessary foundations of succession.

## KEYWORDS

Quality of training courses, succession of managers, knowledge capital.

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## Introduction

Over the past half-century, the social, cultural, economic, and industrial landscape of the world has undergone such profound changes and transformations that it is difficult to find even slight similarities between the structures of organizations today and those in the past. Currently, given the accelerating pace of change and increasing competition, organizations strive more than ever to achieve results and sustain themselves (Tootian et al., 2019). In this regard, attention to knowledge is the only capital whose value does not diminish over time and leads to increased values and competitive advantages. In the contemporary business landscape, a knowledge-based economy is crucial for corporate success, emphasising the significance of intellectual capital (IC) encompassing knowledge, skills, experience, organisational technology, customer relations, and professional skills (AlObaid et al., 2025). Intellectual capital provides the infrastructure needed for the utilisation of explicit and tacit knowledge and plays a central role in enhancing dynamic capabilities and boosting a firm's competitive advantages in a knowledge-intensive environment (Abbas et al., 2026).

Today, education is considered as one of the main sources of development and progress in any society. In the current situation, rapid transformations have led to greater attention to education which requires efficiency, productivity, effectiveness, and enhancement of organizational performance. Achieving performance improvement depends on various factors. The most important factors are intellectual capital and knowledge-based assets (Shah Nazari et al., 2023). In today's fast-paced and competitive world, where knowledge and expertise are rapidly evolving, intellectual capital is recognized as the most valuable asset of any organization, especially in educational environments. This intangible capital, including the unique knowledge, skills, experiences, and capabilities of employees and leaders, is the driving force for innovation, quality, and organizational sustainability. On the other hand, succession planning, as a vital strategy, ensures the continuity and transfer of this valuable intellectual capital to future generations of the organization. Ineffective succession planning can lead to losing critical knowledge, reducing leadership capacities, and ultimately, weakening of the organization's competitive position. Succession planning refers to the process of identifying, recruiting, training, and retaining a pool of human talents to fill key positions and roles in the future. These people are prepared for the positions through various educational and developmental programs. This process is also called talent management (Ojaqi Gigloo et al., 2020). Chief executive officers (CEOs), as the navigators of the organization, have consistently considered this issue as one of their main concerns. Similarly, companies such as Korn Ferry, in a survey, asked their executives to explain the issues and the importance of challenges that the organization might face in the next five years. These organizations, as leading companies in industry, considered management succession to be of the highest importance after economic issues and strategic planning (Cullen & Perez-Truglia, 2021).

Succession planning can have positive consequences for an organization. Given this,

Rowell published a study in 2010 stating that organizations use succession management systems for three fundamental reasons:

- This program will help implement organizational strategic plans by identifying needs;
- These replacement programs can be tools for targeted training, development, and growth of employees;
- This process can create a pool of talented employees with potential for promotion (talent treasury) (Cullen, Z., & Perez-Truglia, 2021).

Given the importance and necessity of succession planning, research aims at improving it. One of the strategies for improving succession planning is identifying effective factors. One such influential factor is enhancing the quality of training courses. In this regard, a series of training courses are held annually for employees, each of which can impact the organizational indicators. These courses are often conducted with varying qualities, and perhaps less attention has been paid to their qualities. Therefore, this paper seeks to investigate how the quality of training courses can directly affect the effectiveness of succession planning programs and ultimately lead to the sustainable development of intellectual capital (human and structural) in educational organizations.

## Theoretical Foundations and Research Background

### The Concept of Intellectual Capital

Intellectual capital encompasses the knowledge, information, intellectual property, and experience that organizations utilize to create value (Salavati Sarcheshmeh & Madah, 2018). It is defined as the effort to effectively leverage knowledge as opposed to raw information and materials. Intellectual capital is considered all those processes and assets that are often not shown on the balance sheet and include all intangible assets (such as trademarks, product patents and exploitation rights, and brand names) that are taken into account in advanced accounting methods (Shah Nazari et al., 2023). This intellectual capital can be the basis for creating a knowledge economy. The term *knowledge-based economy* was first coined by the Organization for Economic Co-operation and Development (OECD) and defined as economies based on producing, distributing, and using knowledge and information (Ghaffary Fard & Ziayee, 2025).

According to Adam Smith, intellectual capital is part of the organizational capital that transforms other resources and capital of the organization into added-value assets (Shah Nazari et al., 2023). In other words, intellectual capital is the sum of the knowledge of the organization's members and the application of their knowledge (Esfandyar, 2021).

Although definitions of intellectual capital may vary, there is a general convergence in its concept. Broadly, scholars in the field of intellectual capital agree on three main constructs or dimensions of human capital, structural capital, and relational capital (Shah Nazari et al., 2023).

- Human Capital: It includes the knowledge, skills, competencies, experiences, entrepreneurial spirit, motivation, commitment, etc., of individuals within the

organization;

- Structural Capital: This is what remains within the organization after employees leave;
- Relational Capital: It encompasses aspects such as good relationships with customers, suppliers, investors, and shareholders, the organization's brand, and goodwill, etc (Salavati Sarcheshmeh & Madah, 2018).

A number of research Studies has been conducted in the field of intellectual capital.

For instance, a study was conducted with the aim of presenting a comprehensive intellectual capital model with an organizational learning approach in educational systems. The research findings included the development of the concept of intellectual capital and organizational learning, the identification and introduction of dimensions related to intellectual capital (human, structural, relational, and innovation capital with twenty-one components), and the identification and introduction of dimensions of organizational learning (process of organizational learning, characteristics of a learning organization, and levels of organizational learning with twelve components). Since the structural validity of the cross-validation, the amount of composite reliability, and the average extracted variances were at an acceptable level, the model was considered appropriate (Shah Nazari et al., 2023).

Another study made an attempt to present a model of the impact of social capital and intellectual capital of trainers and educators of Mazandaran Agricultural Research and Education Center on their educational performance. The results of the research showed that the path coefficient of the impact of social capital of trainers and educators on educational performance was 0.362 and the p-value was less than 0.05. Also, the path coefficient of the impact of their intellectual capital on educational performance was 0.245 and the p-value was less than 0.05. As a result, with 95% confidence, it can be concluded that social capital and intellectual capital were significantly related to the educational performance of trainers and educators of Mazandaran Agricultural Research and Education Center and had an impact on it (Ahmadi et al., 2021).

Samiei Zafarghandi and Agha Kasi (2017) determined the relationship and contribution of knowledge management and intellectual capital to teachers' learning. The type of research was applied and the research method was descriptive and correlational. The research findings showed that knowledge management and intellectual capital have a positive and significant relationship with teachers' learning. Based on the research results, the dimensions of the intellectual capital including structural, human, and relational capital, predicted 29, 28, and 27 percent of the criterion variable (learning), respectively. Furthermore, the dimensions of knowledge management including identification and creation, application, targeting, and transfer of knowledge, predicted 20, 39, and 26 percent of learning, respectively (Samiei Zafarghandi & Agha Kasi, 2017).

In another research study, the role of knowledge capital and human resources in knowledge management of Artesh Jomhuri Islami Iran -Islamic Republic of Iran Army

(AJA)- was explored. The library method was implemented. The results revealed that the important role of human resource management in excellent organizations is to create conditions in which the organization's human resources can achieve the necessary empowerment and productivity to meet the organization's goals and programs. Also, the establishment and application of knowledge capital management in AJA can bring about the production and development of value-creating resources for it. Moreover, the findings indicated that strategic human resource actions and knowledge capital are positively related to knowledge management capacity (Esfadyar, 2021).

### **The Concept of Succession Planning**

The concept of succession planning refers to a process by which an organization's human resources are identified for key positions and roles in the future, and they are prepared to fill these roles through various planning strategies. Succession planning is a continuous and dynamic process, not a fixed goal. In today's highly competitive environment for identifying talents, every organization must adopt a perspective that goes beyond ordinary, unplanned replacement of workforce members. Succession management strategies should, on one hand, bring human resources closer to their competency goals and, on the other hand, focus on employee development to achieve organizational objectives (Elamdari, 2018). In another definition by Carta, succession planning was defined as a process through which suitable employees are selected from among qualified and talented individuals for high-level and key management positions within an organization (Yildiz & Kara, 2021). Succession planning is a flexible, long-term, and growth-oriented approach to future recruitment (Ali Rahimi et al., 2021). According to the theory of a researcher named Hils, succession planning is a smart talent management strategy that can lead to talent retention within the organization and ensure that the organization possesses sufficient skills to respond to the rapid changes in today's business environment (Hils, 2009).

Furthermore, other researchers (e.g., Cullen & Perez-Truglia, 2023) concluded that succession planning is central to workforce and human resource career planning within an organization. This process always requires a strategic approach for the long-term future and can ensure that capable, competent, qualified, and willing individuals will be available for future positions within the organization (Cullen & Perez-Truglia, 2023). From another perspective, a researcher named Carroll believed that succession planning is a systemic process that combines professional and personal development with a strategic plan. It ensures that the organization has one or more suitable human resources available to fill any vacant position. This researcher also pointed out that succession planning leads to the systemic development of the organization and, by identifying knowledge gaps, can result in the advancement and development of human resources in a safe, positive, and conducive environment (Talebi et al., 2020). In another view, succession management is divided into two categories of formal and informal. The formal succession management system focuses on identifying and nurturing talented individuals, while the informal succession management system may informally assess

high-potential individuals but focuses on the development of all employees (Ali Rahimi et al., 2021).

Some research studies have been conducted in the field of succession planning.

For example, Faghihi (2022) conducted a study which was mixed-methods in its strategy (qualitative-quantitative), applied in its audience approach, and survey-based in its method. The analysis of data obtained from the survey, using Confirmatory Factor Analysis, showed that the 12 identified factors had good suitability for measuring the contextual conditions of organizations for implementing the process of succession planning. Furthermore, the analysis of results indicated that appropriate conditions for establishing the process of succession planning do not exist in Iranian governmental organizations.

Rashidpour et al. (2021) conducted a study to assess the managers' perspectives regarding the implementation of a competency-based succession planning system. The findings showed that the possibility of establishing a competency-based succession planning system, in terms of the existence and identification of necessary competencies, the current state of training and development, and the method of performance evaluation and compensation, was moderate among hospital managers. Also, the possibility of establishing a competency-based succession planning system in terms of planning and forecasting, recruitment methods, welfare services, and retention did not exist among hospital managers. The obtained results draw the attention of healthcare system policymakers to the importance of considering competencies in managerial succession planning for hospitals, thereby providing a basis for increasing efficiency and effectiveness in hospitals.

The findings of another study by Ali Rahimi et al. (2021) indicated that the common identified factors in the field of knowledge management and succession planning were categorized into six main groups: individual, infrastructural, organizational, managerial, competency, and talent. Culture and information technology in knowledge management domain and training, identification, and talent assessment in succession planning domain were identified as the most frequent factors, with culture being introduced as an important and common factor between both domains. The results of this research will support higher education institutions in determining criteria for knowledge management-based succession planning.

Kolivand and Hezarjaribi (2018) explored the managerial succession planning and focused on on talent identification and competency. The results showed that 19 components were extracted based on expert opinions from succession planning models that had the highest scores. In this regard, 15 components were initially based on the theoretical foundations of the research and derived from various succession planning models, and four components – military spirit, commitment to the system, social status, and religious and ideological competencies –were identified and considered in presenting the desired model.

Alamdari (2018) made an attempt to design and explain a succession planning model

by implementing a competency approach. The results showed that the five main criteria of the model included strategic alignment and needs analysis, strategic communication and networking, talent identification and strategic capabilities and competencies, growth and development of successors and candidates, and monitoring programs and evaluating capabilities and competencies and their indicators. Finally, a process model for human resource managers' competencies in the public sector, with an emphasis on general policies of the administrative system, was presented.

The findings of another study by [Koulivand \(2018\)](#) indicated that the succession planning model for NAJA commanders and managers included 5 steps (initial preparation and planning, policy setting, talent identification and job qualifications, development and training of potential successors, and program evaluation) and 19 components. To validate the model, the components and indicators identified in qualitative phase were used to design a questionnaire to be given to the participants in the quantitative phase. After analyzing the findings, the results confirmed the proposed research model.

[Ednoah \(2016\)](#) implemented a knowledge management approach to support effective succession planning. He addressed one of the main challenges of organizations and examined methods to protect key organizational expertise and knowledge from employee turnover. The results indicated that the high importance of preserving and protecting key organizational expertise and knowledge, as well as establishing a mandatory balance between employees and technology, avoid excessive use of scientific and technical language in succession planning, and correctly utilize structures, rules, and the key role of employees in the organization.

[Hall-Ellis \(2015\)](#) explored succession planning and staff development. The findings showed that a proper and integrated succession planning program with leadership development would lead the library director not to rely on the replacement process to find a new successor. Choosing the most qualified and ready candidate for a leadership position is a very important decision due to its significant impact on the organization's current and future activities. Therefore, with professional development of employees, the succession planning program will be embedded in the organizational culture and will be beneficial for the organization.

### **The Quality of Training Courses**

Each organization, recognizing the importance of training, strives to create opportunities for the growth and development of its members. The rapid advancements in science and technology, coupled with vast cultural, social, and economic transformations, necessitate that the workforce within organizations—as the most crucial factor in an organization's development—do not rely solely on pre-service and in-service training. To keep pace with these changes, by utilizing opportunities and participating in in-service training courses, they can play the necessary roles of active and effective participants in achieving their own and the organization's goals ([Astaraki, 2010](#)).

Training is the process of facilitating learning or acquiring knowledge, skills, values, ethics,

beliefs, and habits. Methods of teaching include instruction, practical training, storytelling, discussion, and guided inquiry. Training is often guided by instructors, but learners can also train themselves. Training can occur in formal or informal settings. Any experience that has an important effect on how a person thinks, feels, or acts can be considered as a form of training. The methodology of teaching is called pedagogy (Dewey, 2011).

A training course refers to sessions and workshops that enhance learning. Quality training courses are those that improve knowledge, skills, values, ethics, beliefs, and habits (Dewey, 2011).

Sunny Stout (1993), Martarius (1996), and Jacobi Bamrouf have outlined the stages of training as follows:

1. Determining Training Needs: What are the roots of the problems? Are the problems related to training?
2. Training Planning: Designing how trainees will solve the issue or problem.
3. Implementation: Developing the necessary knowledge, skills, and/or behaviors in employees.
4. Evaluation: Assessing the impact of the course and the trainees' performance, especially in the real work environment (Abbas-Zadegan & Tork-Zadeh, 2000).

Hatami (2020) evaluated and measured the effectiveness of in-service training courses in increasing the knowledge, skills, and attitudes of managers, faculty members, and staff of university units in Region One. Duncan's test showed that there is a difference in the mean levels of staff and managers in skills and behavior, but no significant difference was observed in knowledge among different levels. In the categories of knowledge, skills, and behavior, there is no significant difference among educational fields, but there is a difference in skills between the mean of agricultural and medical fields. In terms of service history, there is no significant difference. In the category of skills, there is a significant difference between men and women, but in the categories of knowledge and behavior, there is no significant difference between men and women.

Yaghmaei (2022) investigated the impact of in-service training on the job skills of public library staff in Tabriz and the variables affecting it. He used regulations, reports, phone interviews, and in-person visits to public libraries and the General Directorate of Public Libraries of the province that had undergone in-service training. The results showed that out of the total respondents, 56% agreed with the increase in problem-solving ability in work matters, 38% with appropriate and correct use of opportunities and facilities, 60% with the increase in staff skills in providing services, 48% with the increase in initiatives, 50% with the increase in staff interest in service compared to past, and 44% with the acceleration in staff decision-making, and 48% considered in-service training to be based on solving real library problems.

Considering the research background, there is a research gap regarding the impact of the quality of training courses on succession planning. Therefore, the hypotheses of this research are as follows:

## Main Hypothesis

The quality of training courses has a significant impact on the succession planning of managers in the Department of Education.

### Sub-hypotheses:

- The quality of training courses has a significant impact on the organizational characteristics of succession planning for managers in the Department of Education.
- The quality of training courses has a significant impact on the individual characteristics of succession planning for managers in the Department of Education.
- The quality of training courses has a significant impact on the characteristics of the process of succession planning for managers in the Department of Education.

## Methodology

Given that the present research seeks to achieve a scientific objective and emphasizes on solving a problem (the enhancement of succession planning in the Education Department of Shahre-h Qods), and it involves a set of methods aimed at describing the conditions or phenomena under investigation (Sekaran, 2011), it is categorized as applied research in terms of its objectives. From a qualitative standpoint, the present study is a descriptive-survey study and can be considered within the branch of correlational studies. Furthermore, in terms of data type, it falls under quantitative research type.

The statistical population for this research consisted of high school principals in the Education Department of Shahre-h Qods . The participants completed training courses in the year 1402 (2023-2024). The investigations indicated that the population size, based on the Education Department's announcement, is approximately 260 individuals. In this study, a simple random sampling method was employed. The sample size, according to Morgan's table, is 152 individuals.

The descriptive analysis revealed that 73% of the statistical population consists of males, while the remaining percentage comprises females. In terms of marital status, 81.6% are married. In terms of education, 94.1% of the population consists of individuals with Bachelor's and Master's degrees. Regarding their work experience, most individuals had over 15 years of experience, which accounted for 32.2% of the individuals.

To measure the succession planning variable, the Succession Planning Questionnaire () was used. This questionnaire includes 43 five-option questions rated on a Likert scale (Very High, High, Medium, Low, and Very Low). This scale measures three dimensions of succession planning including organizational, individual, and process-related characteristics in employees. To confirm the validity of the questionnaire items, necessary confirmations were obtained using the opinions of the esteemed supervisor and several other experts in the fields of educational management and organizational behavior. To assess the reliability of the questionnaire items, Cronbach's alpha test was used.

To measure the quality of training courses, the In-service Training Courses Questionnaire for Employees (Beheshti, 2005) was implemented. This questionnaire is designed to assess the effectiveness of training courses and includes 35 five-option

questions rated on a Likert scale (Very High, High, Medium, Low, and Very Low). To confirm the validity of the questionnaire items, necessary confirmations were obtained using the opinions of the esteemed supervisor and several other experts in the fields of educational management and organizational behavior. To assess the reliability of the questionnaire, Cronbach's alpha test was used, yielding a value of 0.87.

For data analysis, descriptive statistics were used to estimate central characteristics and organize frequency distribution tables. Inferential statistics (Structural Equations Modeling) was used to test the hypotheses. In the present study, the K-S test was also run to examine the normality of data prior to conducting inferential statistics. T-test was run to examine the status of the data, with analysis conducted using SPSS software. Furthermore, SEM and related software were implemented to test the hypotheses. To examine the relationship between the two variables and to test the validity or invalidity of the hypotheses, correlation tests and SEM were employed.

## Findings

The results of CFA for each research variable are presented separately using LISREL software. It should be noted that in order to reduce the variables and consider them as a latent variable, the factor loading should be greater than 0.3 (Momeni & Gheyoumi, 2007). When examining each model, the fundamental question is whether these measurement models are appropriate. To answer this question, the Chi-Square ( $\chi^2$ ) test and other model fit criteria must be evaluated. A model is considered appropriate if it meets the following optimal conditions: The Chi-Square test should be as low as possible, as it indicates the difference between the data and the model. A lower index value signifies a smaller difference between the conceptual model and the observed data in the research. The Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) should be greater than 0.90. The Root Mean Square Error of Approximation (RMSEA) should be as low as possible, as it represents the average squared error of the model.

The estimation results, after necessary modifications, indicated the suitability of the model for training course quality. According to the LISREL output, the calculated  $\chi^2/df$  was 1598.88 divided by 560, which equaled 2.85. This value is less than the average statistic of 3. The low value of this index indicated a small difference between the measured model and the observed data. Furthermore, the RMSEA value was 0.069. The acceptable limit for RMSEA is 0.08; the lower this value, the better the model fit.

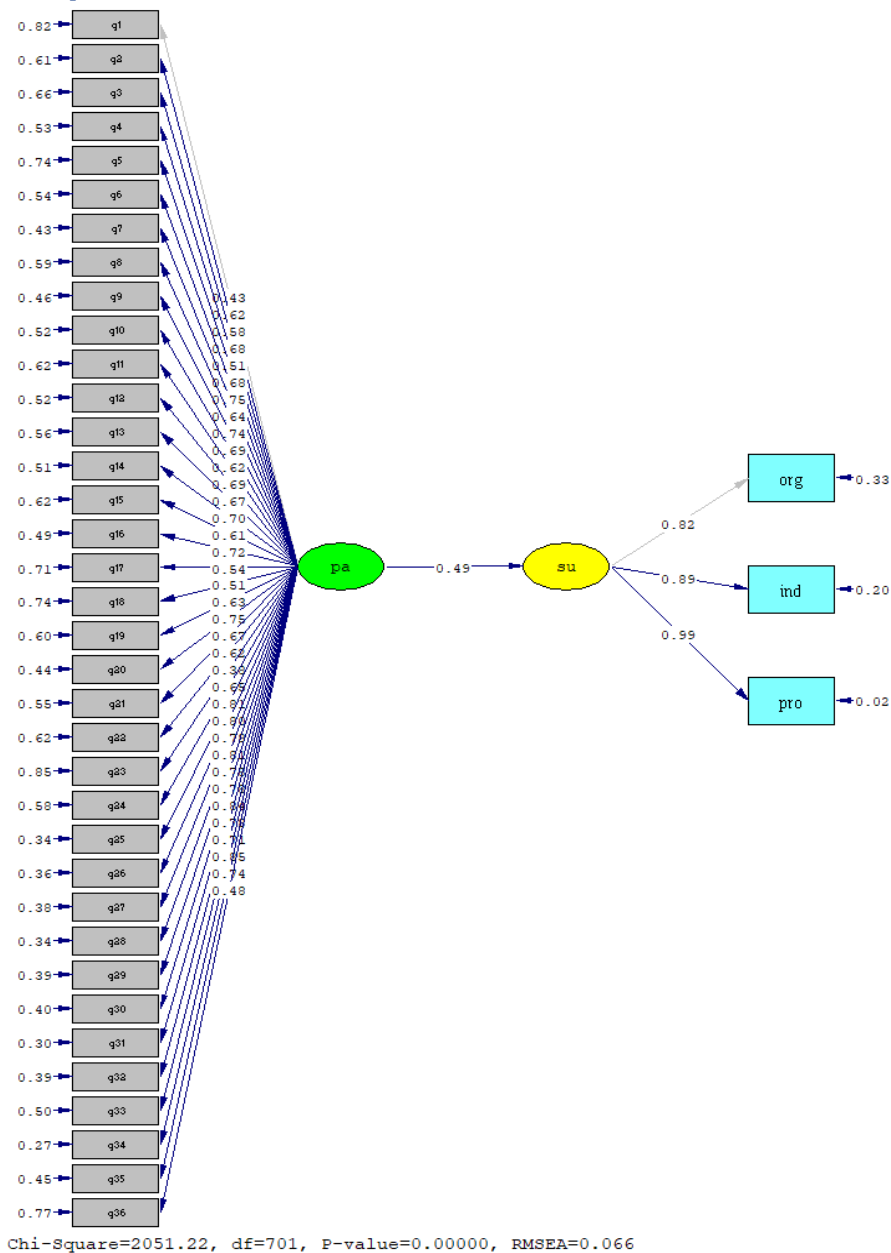
The results of the first-order CFA for succession planning indicated the suitability of the succession planning model. According to the LISREL output, the calculated  $\chi^2/df$  is 2233 divided by 776, which equaled 2.87. This value was less than the average statistic of 3. The low value of this index signifies a small difference between the measured model and the observed data. Additionally, the RMSEA value was 0.071. The acceptable limit for RMSEA is 0.08; the lower this value, the better the model fit.

Moreover, the results of the second-order CFA for succession planning indicated the suitability of the succession planning model. According to the LISREL output, the calculated

$\chi^2/df$  was 78.21 divided by 29, which equaled 2.69. This value was less than the average statistic of 3. The RMSEA value was 0.0611. The acceptable limit for RMSEA is 0.08.

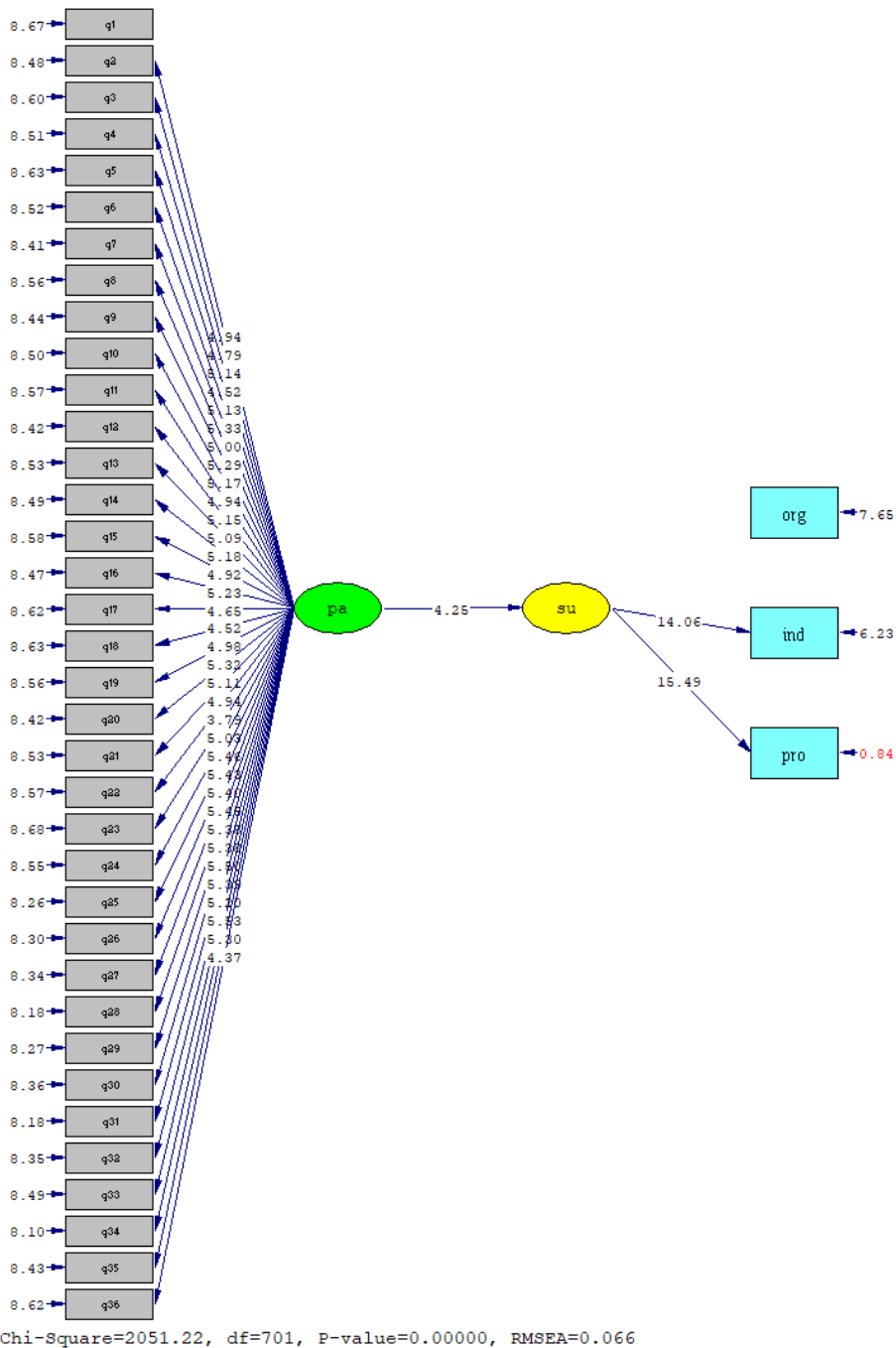
After validating the measurement models for the research variables and making some necessary modifications, the conceptual model of the research was evaluated. Before making modifications, the RMSEA value was 0.10. After implementing the necessary modifications, the calculated  $\chi^2/df$  was 253.7 divided by 103, which equaled 2.43. This value was less than the average statistic of 3. The RMSEA value was 0.086. The results of examining the research model are presented in Figures 1 and 2.

**Figure 1.**  
**The Modified Conceptual Model in Standard Estimation Mode**



(Source: Researcher's Findings)

**Figure 2.**  
**The Modified Conceptual Model in Meaningful Numbers Mode**



(Source: Researcher's Findings)

Subsequently, to test the main hypothesis and sub-hypotheses of the research, correlational analysis was employed. The results are presented in Tables 1 to 4. Here, due to the quantitative nature and normality of the data (normality confirmed by the Kolmogorov-Smirnov test), Pearson’s correlation coefficient was used.

**Table 1.**  
**The Quality of Training Courses with Managerial Succession**

Correlations			
		The quality of training courses	Managerial succession
The quality of training courses	Pearson Correlation	1	.539**
	Sig. (2-tailed)		.000
	N	143	141
Managerial Succession	Pearson Correlation	.539**	1
	Sig. (2-tailed)	.000	
	N	141	147

\*\* . Correlation is significant at the 0.01 level (2-tailed).

(Source: Researcher's Findings)

**Table 2.**  
**The Quality of Training Courses and the Organizational Component of Succession Planning**

Correlations			
		The quality of training courses	The organizational component
The quality of training courses	Pearson Correlation	1	.601**
	Sig. (2-tailed)		.000
	N	143	141
The organizational component	Pearson Correlation	.601**	1
	Sig. (2-tailed)	.000	
	N	141	147

\*\* . Correlation is significant at the 0.01 level (2-tailed).

(Source: Researcher's Findings)

**Table 3.**  
**The Quality of Training Courses and the Individual Component of Managerial Succession Planning**

Correlations			
		The quality of training courses	The individual component
The quality of training courses	Pearson Correlation	1	.458**
	Sig. (2-tailed)		.000
	N	143	143
The individual component	Pearson Correlation	.458**	1
	Sig. (2-tailed)	.000	
	N	143	152

\*\* . Correlation is significant at the 0.01 level (2-tailed).

(Source: Researcher's Findings)

**Table 4.**  
**The Quality of Training Courses and the Process Component of Managerial Succession Planning**

Correlations			
		The quality of training courses	The process component
The quality of training courses	Pearson Correlation	1	.486**
	Sig. (2-tailed)		.000
	N	143	143
The process component	Pearson Correlation	.486**	1
	Sig. (2-tailed)	.000	
	N	143	152

\*\* . Correlation is significant at the 0.01 level (2-tailed).

(Source: Researcher's Findings)

According to these tables, since  $\text{Sig} < 0.05$ , there is a correlation between the quality of training courses and managers' succession planning, as well as its dimensions. Therefore, the main hypothesis and the sub-hypotheses of the research are confirmed.

## Discussion and Conclusion

With the very rapid development of global markets, identifying and nurturing employees who possess the knowledge, experience, and skills needed to lead the organization in the future will place additional pressure on organizations. In this regard, many senior leaders believe that to identify a successful organization, its ability to identify, develop, advance, and utilize effective leadership talents should be considered more than ever before. In response to these changes, the succession planning management can act as a key important and systematic method. Successful global companies have various distinguishing factors from others and economic enterprises. One of these distinguishing factors is that in all top companies, systematic, serious, and persistent programs for talent identification and succession planning of valuable human resources have been designed and are being implemented, enjoying direct support from the senior managers of these organizations (Oojaghi Giglo et al., 2020). Therefore, the main goal of the present research study was to investigate the impact of training course quality on succession planning of managers.

To examine the main hypothesis of the study, a correlation test was used. The results showed that at the significance level of 0.05, there is a positive and significant relationship between the quality of training courses and the succession planning of managers. It can be argued that the higher the quality of training courses, the greater the growth in the succession planning performance of managers. To examine the sub-hypotheses of the study, the correlation coefficient was calculated. The results showed that the sub-hypotheses of the research were also confirmed at a one percent error level. The confirmation of the third sub-hypothesis of the research is consistent with the results of Ghasemizadeh et al. (2015).

## Practical Implications

1. **Prioritize Training Quality:** The strong correlations we have found suggested that the quality of training courses is a significant factor. Educational organizations should invest in designing and delivering high-quality training programs that are well-structured, relevant, and effectively delivered. This can directly impact the success of succession planning.
2. **Link Training to Succession Planning:** Explicitly connect the content and objectives of training courses to the competencies and skills required for future leaders. This ensures that training directly supports the development of potential successors.
3. **Focus on Key Success Factors:** The correlations with *managerial succession*, *organizational component*, and *individual component* indicated that the training quality influences different facets of succession. Organizations should tailor their training to address these specific components including leadership skills, strategic thinking, or organizational understanding.

4. Measure and Evaluate the Return On Investment (ROI) of Training Program: Since the training quality appears to have a tangible impact, organizations should implement robust evaluation methods to measure the ROI of their training programs, particularly in relation to succession planning outcomes.
5. Develop Intellectual Capital: By focusing on high-quality training that enhances succession planning, organizations are, in turn, developing their intellectual capital. This includes the knowledge, skills, and abilities of their current and future leaders, which is crucial for long-term success and innovation of organizations.

### Limitations

1. Correlation vs. Causation: While the data showed strong correlations, it is important to remember that correlation does not equal causation. High-quality training might be *associated* with better succession planning, but other unmeasured factors could be at play.
2. Generalizability: The findings are specific to educational organizations. The strength and nature of these relationships might differ in other sectors (e.g., corporate, governmental, non-profit).
3. Measurement of Quality: The definition and measurement of training course quality can be subjective. The specific metrics used in the study might not capture all aspects of quality that influence succession planning.
4. Sample Size and Representativeness: While there was a decent sample size, the representativeness of the included organizations is crucial. If the sample is not diverse enough, the findings might not apply broadly.
5. Focus on Specific Components: The analysis seemed to focus on specific components of the succession planning. Other critical aspects, such as talent identification, performance management, and career pathing, may also interact with training quality in complex ways.

### Suggestions for Future Research

1. Longitudinal Studies: Conduct longitudinal studies to track the impact of training quality on succession planning outcomes over an extended period. This can help establish a clearer causal link.
2. Cross-Sectoral Comparisons: Replicate this study in different types of organizations (e.g., private sector companies, healthcare institutions) to explore how the relationship between training quality, succession planning, and intellectual capital development varies across different sectors.
3. Investigate Mediating and Moderating Factors: Explore other variables that might mediate (explain the relationship) or moderate (change the strength of the relationship) the link between training quality and succession planning. For example, organizational culture, leadership support, and technology adoption could play roles.
4. Deeper Dive into Intellectual Capital: Expand the analysis to specifically measure different dimensions of the intellectual capital (human capital, structural capital, relational capital) and how the training quality influences each.
5. Qualitative Research: Complement quantitative findings with qualitative research

(e.g., interviews, case studies) to gain a deeper understanding of *how* high-quality training specifically contributes to the development of successors and enhances intellectual capital within organizations.

6. Explore Specific Training Methodologies: Investigate the impact of different training methodologies (e.g., e-learning, blended learning, on-the-job training, mentorship programs) on succession planning and intellectual capital development.

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