

Designing a conceptual model of factors and components affecting the effective professional development policy of employees of the National Pension Organization, Wasit Branch, Kot City

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Abstract: Today, the effective professional development of employees in retirement organizations is an important issue that requires special attention. The aim of the present study was to design a conceptual model of factors and components influencing the effective professional development policies of employees in the Country Retirement Organization, Wasit branch, in the city of Kot. The research was conducted in two phases: qualitative and quantitative. In the first phase (qualitative), a thematic analysis with an inductive approach was utilized. In this study, purposeful sampling and snowball sampling methods were employed, beginning with an introduction to the first interviewee from the Education Department in the city of al-Musayyib, Iraq. The sample consisted of 13 professors in the field of educational management. The thematic analysis was performed on articles and books, both domestic and foreign, leading to theoretical saturation with this sample size. After coding and categorizing the themes, content validity was assessed through the opinions of several experts in educational management and higher education, while reliability was evaluated using Cronbach's alpha. The extracted themes included 88 open codes identified (basic themes) categorized into 15 sub-themes (organizing themes) and 5 main themes (global themes). The method used in the second phase of the research was quantitative and descriptive correlational in nature. In the second phase (quantitative), the statistical population included all employees of the Country Retirement Organization, Wasit branch, in the city of Kot, from which 380 individuals were randomly selected as the sample. The research instrument was a researcher-made 29-item questionnaire, whose content validity was confirmed by subject specialists, and the face validity was validated by several individuals from the statistical population. Construct validity was also examined using confirmatory factor analysis. To assess reliability, Cronbach's alpha was employed, with values reported above 0.7, indicating internal consistency of the instrument. For the analysis of quantitative data, descriptive statistics were used, and for inferential analysis, confirmatory factor analysis and Friedman's test were employed. Based on factor loadings, the conceptual framework of the research demonstrated adequate validity. The results indicated that the components of leadership and management, training and development, employee participation, resource management, and technology integration are aspects of effective professional development policies for employees of the Country Retirement Organization, Wasit branch, in the city of Kot.

Keywords: Professional development, retirement organization, educational system

Introduction

Professional development is one of the most important issues in the field of human resource management, the result of which is the emergence of a level of professional competence in employees. Professional development of employees means creating the necessary capacities in employees to enable them to create added value in the organization and play their roles and responsibilities in the organization with efficiency and effectiveness. Professional development is an important factor for integration and sustainable development. Employee development organizations treat each employee as a talent and asset and give each of them the opportunity to develop. To acquire the necessary skills and to develop and grow to their fullest. The opportunity to choose new knowledge and skills through mechanisms such as; training, job rotation, job enrichment, etc. is possible (Perry & Booth, 2024).

A professional development policy outlines the principles, practices and procedures that an organisation follows to ensure the continuous growth and improvement of the skills, knowledge and competencies of its employees. This policy is essential for fostering a culture of learning and development, which in turn can lead to increased employee performance, satisfaction and retention. The main aim of a professional development policy is to promote lifelong learning and to ensure that that employees are competent and competitive in their respective fields. The aim of this policy is to align individual career goals with organizational goals and ensure that the workforce has the necessary skills to meet current and future challenges. By investing in professional development, organizations can improve their operational efficiency, innovation, and adaptability to market changes (Arifin et al., 2024).

The professional development policy should include a systematic process for identifying the development needs of the organization and individual employees. This includes regular performance appraisals, feedback mechanisms, and competency assessments to determine areas where training or development is needed. A variety of learning opportunities should be available, including formal training programs, workshops, seminars, online courses, and on-the-job training. These opportunities should be accessible to all employees and tailored to different learning styles and career stages. Employees should be encouraged to create internal displacements in collaboration with their supervisors (Kellogg & Sessan, 2023).

These plans outline specific goals, the skills required, and the steps needed to achieve them. IDPs help ensure that development activities are targeted and aligned with career aspirations. The organization should provide the resources and support necessary for professional development. This includes funding for courses and certifications, access to training materials, and time allocated for training during work hours. Coaching and mentoring programs can also be valuable components of support. To ensure the effectiveness of a professional development policy, there should be mechanisms for evaluating the impact of development activities. This can include feedback from participants, assessing knowledge and skill acquisition, and tracking improvements in job performance. Continuous feedback helps to refine and improve development programs (Smith & Gillespie, 2023).

Successful implementation of a professional development policy requires commitment from all levels of the organization. Leadership should champion the importance of development and be a positive role model by participating in their own learning activities. Managers and supervisors have a critical role in supporting the development efforts of their team members, providing guidance and encouraging participation. In addition, accountability measures should be in place to ensure that both the organization and employees There should be a clear process in place for employees to fulfill their responsibilities related to professional development.

Regular reporting and tracking of development activities helps maintain transparency and demonstrate the organization's commitment to employee growth. A comprehensive professional development policy is a vital tool for cultivating a skilled, motivated, and engaged workforce. By clearly defining the processes, resources, and expectations for professional development, organizations can enhance their overall performance and create a culture that values continuous learning and development (Berkemarg, 2023).

Professional development in employees refers to ongoing education and training designed to improve the knowledge, skills, and competencies of employees in their respective fields. It is a vital component of organizational growth and individual career advancement. Through professional development, employees can stay up to date with industry trends, learn new techniques, and adopt best practices, making them more effective in their roles. This can include formal training, workshops, on-the-job training, mentoring, and self-directed learning (Al-Ali, 2017).

For employees, professional development helps build self-confidence and job satisfaction. When employees acquire new skills and expand their knowledge, they become more proficient and able to take on more complex tasks or higher-level responsibilities. This not only enhances their performance but also opens up opportunities for career advancement and personal growth. It also encourages lifelong learning and creates an environment where employees are motivated to continuously improve (Al-Tai, 2022).

From an organizational perspective, investing in employee professional development contributes to overall productivity and innovation. It ensures that employees are equipped to meet the dynamic challenges of the modern workplace, from technological advancements to changing market demands. Well-trained employees can implement new strategies more effectively, Adapt to new technologies and contribute to the long-term success of the organization by improving customer satisfaction and maintaining competitiveness (Al-Ami et al., 2017).

Additionally, professional development enhances employee retention. When organizations demonstrate a commitment to the growth of their employees, it builds loyalty and reduces turnover. Staff members feel valued and supported, which leads to higher levels of engagement and a stronger organizational culture. Overall, professional development is a win-win strategy that benefits both the individual and the organization (Altan, 2017).

Lack of familiarity with the factors and components affecting an effective professional development policy for employees of the National Pension Organization, Wasit Branch, Shahr-e-Koot can have significant negative consequences. These may include reduced employee performance and productivity due to inadequate skills and knowledge, lower job satisfaction and morale, and increased turnover rates as employees seek better development opportunities elsewhere. The organization may also struggle to adapt to changing regulations and market demands, leading to inefficiencies and potential non-compliance issues. Ultimately, the lack of a strong professional development framework can hinder the organization's ability to fulfill its mission and effectively serve its stakeholders. Therefore, this research aims to design a conceptual model of the factors and components affecting the effective professional development policy of the employees of the National Pension Organization, Wasit Branch, Kot City.

Research Background

Ali Abdul Rahman (1402) identified the factors affecting the professional development of managers in the Kurdistan Region of Iraq. Based on qualitative findings, the determining factors in the professional development of sports referees in the Kurdistan Region of Iraq included 54 components, 7 dimensions, and 3 perspectives. The perspectives and dimensions included environmental factors (drivers and requirements, threats and constraints), structural factors (contextualization and contextualization, planning and capacity building, process

integration), and behavioral factors (improvement of professional capabilities and consequences of professionalization). Based on the conceptual model, the overall flow of relationships and chain of analysis between variables is obtained as a sequence of environmental, structural, and behavioral factors. And its direction is from the drivers and requirements of referees' professionalization, threats and limitations, background and context analysis, planning and capacity building, integration of professional development processes; improving referees' professional capabilities and the consequences of professionalization in managers. In fact, it includes a sequence of environmental, structural and behavioral factors. A quantitative description of the dimensions of the factors affecting the professional development of managers in the Kurdistan Region of Iraq showed The factors of planning and capacity building of professional development had the highest priority and threats and constraints had the lowest priority.

Hosseini et al. (1402) identified the dimensions and components of the teachers' professional development model: a meta-synthesis of professional development models. Based on data analysis, the dimensions and components of professional development were classified into 5 dimensions and 22 axes. These dimensions include individual, organizational, socio-cultural, strategic-contextual, and obstacles and challenges. Educational policymakers can provide the basis for improving and designing a local model of professional development for teachers by considering these axes.

Moradi et al. (1402) identified the components of teachers' professional development. The findings from interviews conducted in eight components are as follows: change skills, communication skills, personal development, research development, evaluation skills, organizational development, educational development, and information technology.

Karami et al. (1401) identified the global components of teachers' professional development in order to provide an appropriate model. The studies showed that synthesis studies have had a growing trend in recent years and the desired model can be separated into three dimensions: knowledge (specialized knowledge, information technology knowledge, educational knowledge), character (personal ethics, organizational ethics), and action (interpersonal communication, intra-organizational communication, extra-organizational communication). Using the derived conceptual model, educational policymakers and planners can adopt appropriate measures for teachers' professional development and improve educational quality. Teachers will also be able to benefit from the existing model to increase their competencies and update their knowledge and skills.

Sim et al. (2024) Identifying the characteristics of effective teacher professional development: A critical review. This article re-evaluates the evidence underlying the consensus and argues that the reviews on which it is based have important methodological weaknesses, as they use inappropriate inclusion criteria and rely on invalid inference methods. Therefore, the consensus view is likely incorrect. It is argued that researchers will make further progress in identifying the characteristics of effective professional development by seeking alignment between evidence from basic research on human skill acquisition and the characteristics of rigorously evaluated professional development interventions.

Theoretical Basis

Research shows that skilled employees are more productive, satisfied, and innovative, and create higher quality products and services than unskilled employees. Organizations are more efficient when there is a more developed workforce. Professional development is defined as the use of formal and informal learning opportunities that lead to the deepening and expansion of professional competence, including knowledge, beliefs, and motivations. It is the extent to which organizations and educational institutions are able to identify and retain qualified workforces. One of the factors considered in adopting this ability is the professional development and nurturing of human capital in these institutions. Human capital and professional development

refers to the productive and efficient abilities and capabilities of individuals, which include knowledge, skills, and experience that have economic value. The professional development of human resources and its proper use in educational, technical, economic, agricultural, and other scientific organizations and institutions requires the provision of efficient and skilled trained human resources (Hall et al., 2018).

The results of many studies on the role and importance of human resources in the growth and development of organizations and sometimes in the growth and development of human societies emphasize the fact that no society can develop unless it develops its human resources. Many efforts have been made in this field, which began with the human relations movement and continues to this day. Some of which lead to the creation of methods, procedures, standards and models for the improvement and development of human resources. The most important factor in productivity in organizations and ultimately in society as a whole is human resources. There is no doubt that the prosperity of any society lies in the improvement and development of its human resources, and this is why organizational officials, with the help of behavioral science and human resources experts, pay special attention to the development of employees. One of the concepts that has been proposed in the direction of human resource development is the professional development of members (Dalsey & Oziapisi, 2018).

Professional development is an aspect of human life. Nothing is continuous and continuous like development and transformation. In organizations and institutions, the trend towards more intense changes is more pronounced, and this affects all stages of activities such as production, technology and employees. All organizations and companies must learn how to manage and develop and change, otherwise, change and development will inevitably determine their direction. Professional development is an ongoing process of assessing each individual's learning needs and planning to meet those needs. This process helps you reflect on your knowledge, performance, or achievements and plan for your personal, academic, and training advancement and development. Professional development of employees seeks training and skill acquisition, experience and expertise, not only in one field, but also for the present and the future. Without professional development of members, organizations will not be able to reach their short-term and long-term goals. The function of professional development of employees consists of a series of educational and training activities and its goal is to improve the knowledge, skills and attitudes of employees, and all managers at all levels are responsible for the promotion of their employees (Toropova et al , 2021).

Performance feedback is one of the factors of professional development of employees. Creating an environment of group performance instead of individual performance causes managers to delegate supervision and control to the group and not involve themselves in strict supervision and control. Therefore, for most organizations, the most important strategy for solving the challenges ahead is the professional development of its members.

Research Method

The research method of this study is a mixed method and is a combination of qualitative and quantitative methods.

Qualitative Section: The method of the present research in the qualitative section is the type of content analysis. In this study, the study area was all professors in the field of management in Iraq. To select the sample in this study, purposive sampling using the snowball method was used, which was done by referring to the Education Department of Al-Musayyib, Iraq, to get acquainted with the first interviewee, and the sample size was 13 professors in the field of educational management. In this study, the sample consisted of 13 interviews of 60 to 90 minutes, and the researcher reached theoretical saturation with this number of interviews. The data collection tool in this study was a 60-90 minute in-depth semi-structured interview. Therefore, based on the research objective, a series of general and introductory questions were prepared and used as a guide, and the content

validity of the questions was approved by the university research group. As the research progressed, changes were made to the subsequent questions based on the type of responses from the participants. Themes were extracted in a descriptive and visible manner in terms of their nature and identifiability and were classified into comprehensive, organizing, and basic types according to their role in the analysis. In the present study, the Attridge-Stirling method (2001) was used to analyze the data. In the present study, in order to obtain validity, the triangulation technique, such as using confirming sources, researchers, and multiple methods during the data collection and analysis process, which leads to increased reliability, and the member control technique (by providing data analyses and results to respondents to gain knowledge of their reactions at the stage of writing reports) were used, and for reliability, the technique of Clint and Sell (1992) was used.

Quantitative part: The research method of this quantitative part of the research is a survey method. This research is cross-sectional, because the data collection in it is carried out in the yield of one or more traits of a period of time through sampling from the population. The data and information of this quantitative part of the research were collected in the year 1402-1403. The statistical population of the present quantitative part of the study included all retirees in Iraq, the intermediate part. In the quantitative part of this study, 380 retirees (including 199 men and 181 women) were selected as samples using the Cochran formula and simple random sampling method. The research data collection tool is a researcher-made questionnaire. This questionnaire has 29 options. And measures the factors of effective professional development policy of the employees of the National Pension Organization, Wasit Branch, Kot City. To identify the items of the questionnaire of this research, interviews with experts in this field were used. In such a way, 13 people were interviewed about the factors of effective professional development policy of the employees of the National Pension Organization, Wasit Branch, Kot City, and the items were identified from the responses obtained. The quantitative data analysis of this study was conducted using SPSS-23 statistical software at two levels of descriptive and inferential statistics. In the descriptive statistics section, statistical characteristics such as frequency, percentage, mean, and standard deviation were used, and in the inferential statistics section, confirmatory factor analysis and Friedman test were used.

Data Analysis

To collect data, 13 management professors were interviewed until theoretical saturation in concepts and themes was achieved (Table). The interviewees spoke about a wide range of issues related to this area. After each participant's response, theoretical sensitivity guided the next question and minimized bias and prediction. The interview data are used as the basis for this study. The data collection process began with a brief description of the research topic and semi-structured questions to be asked during the interview. Individuals who agreed to participate in the interview agreed. The interviews lasted approximately 60 to 90 minutes. The interviews were recorded and archived using a digital recorder, and notes were taken for those who did not consent to their voices being recorded. Coding was done during the interview process to provide follow-up questions and a deeper understanding of the interview. The recorded or note-took interviews were transferred to a personal computer and stored.

Table (1) Demographic characteristics of interviewees

row	Education	age
1	PhD	48
2	PhD	52

3	Masters	41
4	Masters	40
5	Masters	49
6	PhD	53
7	PhD	55
8	PhD	45
9	PhD	46
10	Masters	58
11	PhD	60
12	Postdoctoral	49
13	PhD	43

In this study, the text of the participants' interviews during the multi-stage process of identifying the factors of effective professional development policy of the employees of the National Pension Organization, Wasit Branch, Kot City and reducing them, from 88 open codes (basic themes) were separated into 15 sub-themes (organizing themes) and 5 main themes (overarching themes) as follows:

Table (2) Identified themes of the study

Basic Themes	Organizing Themes	Cross-cutting themes
Clear Objectives Strategic Planning Leadership Commitment Policy Implementation Resource Allocation Performance Measurement	Vision and Mission	Leadership and management
Transparency Feedback mechanisms Dissemination of information Inter-sectoral communication External communication	Communication	
Data-driven decisions Inclusive decision-making Risk assessment Policy review Stakeholder engagement Consensus building	Decision Making	
Training Needs Analysis	Needs Assessment	

Skills Gap Analysis Employee Feedback Industry Trends Performance Metrics Competency Mapping		Training and development
Curriculum Development Instructional Design Learning Objectives Content Communication Methodology Technology Integration	Program Design	
Selecting a trainer Planning Choosing a venue Participant engagement Availability of resources Monitoring and evaluation	Implementation	
Incentive Programs Recognition Programs Career Development Work-Life Balance Employee Independence Job Security	Motivation	Employee engagement
Participation in decision-making Team building activities Feedback loops Social events Innovation clubs Volunteering opportunities	Participation	
Job Satisfaction Survey Exit Interview Grievance Mechanisms Work Environment Job Recognition Workload Management	Satisfaction	
Budget planning Cost control Financial audits Investment strategies Resource allocation Capital raising	Financial Resources	Resource management
Recruitment	Human Resources	

Training and Development Performance Appraisal Employee Retention Workforce Planning Succession Planning		
Infrastructure Maintenance Equipment Procurement Facilities Management Resource Inventory Asset Utilization Resource Protection	Physical Resources	
System Upgrade Network Security Information Management Software Implementation Hardware Maintenance Technical Support	IT Infrastructure	Technology integration
Educational programs E-learning platforms User-friendly interfaces Online collaboration tools Cybersecurity awareness Access to digital resources	Digital Literacy	
Research and Development Innovation Centers Technology Partnerships Pilot Projects Continuous Improvement Ideation	Innovation	

From the combination, leveling, and sequence of effects between the identified variables (overarching and organized themes), the conceptual model of the research was drawn as shown below (Figure 1).

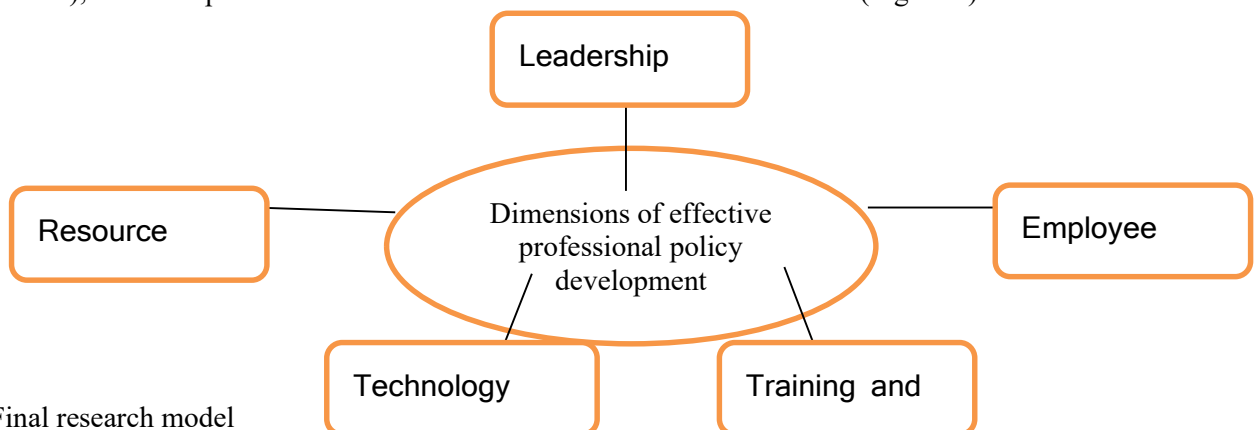


Figure (1) Final research model

Friedman test was used to rank the components. The results of this ranking are given in Table 4-4.

Table (3) Average ranking of components and dimensions of effective professional development policy of employees of the National Pension Organization, Wasit Branch, Kot City

Dimension	Component	Mean ranking	Chi-Square	Degrees of freedom	Meaningful Level
Leadership and Management	Vision and Mission	7.2	135/776	379	0/01
Leadership and Management	Communication	7.2		379	0/01
Leadership and Management	Decision Making	7.2		379	0/01
Training and Development	Needs Assessment	6.8		379	0/01
Training and Development	Program Design	6.8		379	0/01
Training and Development	Implementation	6.8		379	0/01
Employee Engagement	Motivation	5.4		379	0/01
Employee Engagement	Participation	5.4		379	0/01
Employee Engagement	Satisfaction	5.4		379	0/01
Resource Management	Financial Resources	8.1		379	0/01
Resource Management	Human Resources	8.1		379	0/01
Resource Management	Physical Resources	8.1		379	0/01
Technology Integration	IT Infrastructure	4.9		379	0/01
Technology Integration	Digital Literacy	4.9		379	0/01
Technology Integration	Innovation	4.9		379	0/01

According to Table (3), the following rankings were obtained:

Resource Management (Average Rank: 8.1)

Leadership and Management (Average Rank: 7.2)

Training and Development (Average Rank: 6.8)

Employee Engagement (Average Rank: 5.4)

Technology Integration (Average Rank: 4.9)

Discussion and Conclusion

According to the participants in the qualitative section, the components and dimensions of an effective professional development policy for employees of the National Pension Organization, Wasit Branch, Kot City are:

1. Leadership and management (vision and mission - communication - decision-making)
2. Training and development (needs assessment - program design - implementation)
3. Employee engagement (motivation - participation - satisfaction)
4. Resource management (financial resources - human resources - physical resources)
5. Technology integration (IT infrastructure - digital literacy - innovation)

In explaining these results, it can be said that the findings of this study show a complex and interconnected framework of components and dimensions. Which contributes to the effective career development policy of the employees of the National Pension Organization, Wasit Branch, Kot City. These findings can be understood through the lens of organizational theory, human resource management, leadership studies, and educational psychology. To explain the reasons behind these results, it is necessary to examine how each component and dimension plays a vital role in shaping an effective career development policy and how they interact to support the overall goals of the organization. A clear vision and mission are essential for any organization. They serve as guiding principles that guide all activities and decision-making processes. In the context of professional development, a well-articulated vision and mission help align the goals of professional development initiatives with broader organizational goals. When employees understand the organization's long-term goals and objectives, they are better able to see how their development contributes to those goals. This alignment strengthens a sense of purpose and direction, making career advancement more meaningful and motivating for employees. Effective leadership, therefore, involves not only creating a compelling vision and mission, but also effectively communicating it to all members of the organization. Leadership that can inspire and motivate employees through a clear, shared vision is likely to foster a culture of continuous learning and development.

Communication within leadership and management is another important factor. Effective communication ensures that all employees are aware of the professional development opportunities available to them and understand how these opportunities align with their roles and the organization's goals. Communication is not just about transmitting information. It's about creating a shared understanding and fostering a culture of openness and transparency. In an environment where communication is clear and consistent, employees are more likely to feel valued and supported in their professional growth. This, in turn, increases their engagement and commitment to the development process. On the other hand, poor communication can lead to misunderstandings, false expectations, and a lack of engagement in professional development activities.

Decision-making processes in leadership are crucial for determining the strategies and resources needed to effectively implement professional development plans. Strategic decision-making involves assessing the needs of the organization and its employees, identifying the most effective development strategies, and allocating resources accordingly. Inclusive decision-making, in which employee input is valued and considered, can lead to more effective and relevant professional development plans. It also fosters a sense of ownership and commitment among employees, as they feel that their views and needs are acknowledged in the decision-making process. When decisions are made transparently and inclusively, they contribute to a culture of trust and accountability, which is essential for the success of professional development initiatives.

A thorough needs assessment is the starting point for any effective training and development program. Understanding the specific skills, knowledge gaps, and competencies required by employees allows the organization to tailor development programs to these needs. Needs assessment is a systematic process that involves identifying employees' current competencies, the competencies required to achieve organizational goals, and the gaps that exist between the two. This process ensures that training efforts are relevant and targeted, addressing the most critical areas of improvement. When professional development programs are based on a thorough needs assessment, they are more likely to be effective in enhancing employee skills and performance. This targeted approach not only improves the return on investment for the organization, but also increases employee satisfaction with the development process because they see direct benefits to their jobs.

Program design is a critical component of training and development. It involves creating structured learning experiences that address the identified needs of employees. Effective program design incorporates adult learning principles, such as connection, participation, and practical application. Adults learn best when they can see the connection of learning to their work, when they are actively engaged in the learning process and when they can immediately apply what they learn in their role. Therefore, an effective professional development policy should include programs that are not only well-designed, but also flexible and adaptable to the diverse needs of the workforce. This ensures that all employees, regardless of their roles and levels, can benefit from the development opportunities provided.

The implementation of these programs is equally important. Implementation refers to the actual delivery of training programs. This dimension includes logistical planning, resource allocation, and selection of appropriate training methods, such as workshops, online courses, on-the-job training, and mentoring. Effective implementation ensures that training is accessible, engaging, and capable of delivering the desired outcomes. It also includes monitoring and adjusting training programs as necessary to ensure they are relevant and effective. Implementation challenges, such as limited resources, scheduling conflicts, and varying levels of employee participation, must be carefully managed to ensure the success of professional development initiatives.

Employee motivation plays an important role in encouraging participation in professional development activities. Motivation can be intrinsic, driven by personal growth, career advancement, and the desire to excel, or extrinsic, driven by rewards, recognition, and extrinsic incentives. An effective professional development policy fosters motivation by aligning development opportunities with employees' career goals and creating incentives for participation. When employees are motivated, they are more likely to actively participate in professional development, take ownership of their learning and apply new skills and knowledge to their work. Organizations can increase their motivation by providing career development paths, recognizing and rewarding learning achievements, and creating a supportive environment that values continuous learning.

Participation in professional development activities is critical to their success. Active participation goes beyond mere attendance. It requires participation, reflection, and application of new knowledge and skills. When employees are engaged in their own learning and development, they are more likely to internalize new information and incorporate it into their work practices. Encouraging participation through supportive policies, such as providing time for learning during work hours, access to resources, and creating a culture that values learning, is essential to maximizing the benefits of professional development. Participation also increases employees' sense of agency and ownership over their jobs, leading to higher levels of job satisfaction and performance.

Employee satisfaction with professional development opportunities is an important indicator of program effectiveness. Satisfaction is influenced by factors such as the relevance of the training, the quality of the trainers, the perceived value of the development activities, and the support provided by the organization. High

levels of satisfaction are associated with increased motivation, better application of learned skills, and a greater likelihood of continued participation in future development opportunities. Organizations should regularly assess employee satisfaction with professional development programs and use this feedback to make corrections and adjustments as needed.

Financial resources are a key factor in supporting professional development. Adequate funding ensures that the organization can provide high-quality training materials, employ skilled trainers, and utilize appropriate facilities and technology. Good financial management requires not only securing adequate financial resources, but also allocating them effectively to areas of greatest need. An effective professional development policy ensures that financial resources are used efficiently and prioritizes the most impactful training and development activities. This requires careful budgeting, cost-benefit analysis, and ongoing evaluation of the return on investment in professional development. By effectively managing financial resources, an organization can sustain its professional development initiatives over time and ensure that they continue to deliver value to employees and the organization.

Human resource management is another vital aspect of professional development. It involves attracting, developing, and retaining talent within the organization. An effective professional development policy focuses on creating a skilled and motivated workforce that can meet the current and future needs of the organization. This includes not only providing training and development opportunities, but also creating a supportive environment that encourages continuous learning and career growth. By investing in human resource development, an organization can increase its competitiveness, improve employee retention, and foster a culture of innovation and excellence.

Physical resources such as training facilities, equipment, and materials also play a role in supporting effective development programs. The availability of appropriate physical resources ensures that employees have access to the tools and environments they need to engage in meaningful learning experiences. For example, well-equipped training rooms, access to up-to-date technology, and a library of training materials can enhance the quality of professional development programs. Organizations should regularly assess the adequacy of their physical resources and make investments, as needed, to support their professional development initiatives.

Integrating technology into professional development is increasingly important in today's digital age. A strong IT infrastructure, coupled with efforts to improve digital literacy among employees, facilitates the delivery of modern and innovative training programs. Technology enables more flexible and accessible learning opportunities, such as online courses, virtual classrooms, and e-learning platforms, which can reach a wider audience and accommodate different learning styles. Technology integration also supports the development of digital skills, which are increasingly important in the modern workplace. By using technology in professional development, organizations can increase the efficiency, effectiveness, and accessibility of their training programs and ensure that all employees have access to the learning opportunities they need to succeed.

Also, based on the research findings, the dimensions are ranked from highest to lowest as follows:

First place: Resource management (financial resources - human resources - physical resources)

Second place: Leadership and management (vision and mission - communication - decision-making)

Third place: Training and development (needs assessment - program design - implementation)

Fourth place: Employee participation (motivation - participation - satisfaction)

Fifth place: Technology integration (IT infrastructure - digital literacy - innovation).

In explaining this result, it can be said that the ranking of the components and dimensions of an effective professional development policy in the National Pension Organization, Wasit Branch, Shahr-e-Koot, shows a clear prioritization of specific factors that are considered critical for the successful implementation and

sustainability of professional development plans. These rankings reflect the practical realities and challenges facing the organization as well as the theoretical underpinnings of effective organizational management and human resource development.

The first ranking given to resource management emphasizes the critical importance of financial, human, and physical resources in guiding any professional development effort. Financial resources are fundamental because they provide the necessary funding for the development, delivery, and sustainability of training programs. Without adequate financial support, even the best programs cannot be implemented effectively. Human resources are equally important. Because the quality, motivation, and engagement of the workforce directly impacts the success of professional development initiatives, the emphasis on physical resources highlights the need for appropriate infrastructure such as educational facilities, technology, and materials that are essential to providing a conducive learning environment. Together, these elements form the foundation upon which other professional development activities are built and explain why resource management is ranked as the highest priority.

Leadership and management are ranked second, reflecting their critical role in guiding and supporting professional development efforts. Effective leadership is critical to setting a vision and mission that aligns professional development with the broader organizational strategy. Leaders play a key role in communicating the importance of professional development to employees, motivating them to participate in learning opportunities, and making informed decisions about resource allocation. Leadership also involves creating an environment that supports continuous learning, innovation, and professional growth. The relatively high ranking of this dimension suggests that while leadership is critical, it is seen as more effective when supported by strong resource management, compliance, and performance measurement structures.

Training and development, ranked third, plays a fundamental role in the professional growth of employees. This dimension encompasses the entire process of identifying training needs, designing relevant programs, and effectively implementing them. The Training and Development ranking recognises its importance as a key component of professional development, while acknowledging that its success is dependent on the availability of resources, strong leadership and effective governance. Needs assessment is the first step in this process, ensuring that training programmes are designed to address specific gaps in skills and knowledge. Programme design involves creating structured learning experiences that are engaging and relevant to employees' roles. Implementation refers to delivering these programs, ensuring they are accessible, practical, and aligned with the organization's goals.

Employee engagement ranks fourth and emphasizes the need for employees to participate in the professional development process. Employee engagement includes motivating employees to participate in training opportunities, ensuring their active participation, and creating satisfaction with the development process. Engagement is critical to the success of any professional development program, as engaged employees are more likely to apply what they learn to their work, leading to improved performance and job satisfaction. However, the low ranking of this dimension suggests that employee engagement is seen as a secondary concern, dependent on the effectiveness of other components such as leadership, instructional design, and organizational culture.

Technology integration, ranked fifth, reflects the growing importance of IT infrastructure, digital literacy, and innovation in professional development. Technology integration enables more flexible and accessible learning opportunities, such as online courses and virtual learning environments. Digital literacy is increasingly important as organizations adopt new technologies and processes and require employees to develop new skills. Innovation in teaching methods, such as the use of interactive tools or artificial intelligence, can increase the effectiveness of professional development programs. The low ranking of technology integration indicates that,

while recognized as important, it is currently less important than more traditional elements such as resource management and compliance. This may reflect the current state of technology adoption in the organization or the belief that other components are more fundamental to successful professional development.

Finally, the ranking of these dimensions provides insight into the priorities and challenges facing the National Pension Organization, Wasit Branch, Shahr-e-Koot in implementing an effective professional development policy. The emphasis on resource management, compliance, and performance measurement highlights the importance of ensuring that professional development efforts are well-funded, legally compliant, and aligned with organizational goals. Although this study used a sample size derived from 380 retirees for the quantitative portion, However, the selection was limited to this specific group. The findings may not be generalizable to employees or retirees in other branches or similar organizations. Future researchers should consider expanding the sample to include a wider range of participants from different regions or organizations. Future research should include a more diverse sample that goes beyond retirees. and include current staff, managers and other stakeholders involved in professional development. This can provide a more comprehensive view of the factors influencing effective policy implementation.

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