

Developing an Experience Documentation Model of Spiritual Health in the COVID-19 Epidemic

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Abstract

Background & objective: Experience documentation is an important component of knowledge management. Experience documentation aims to elicit tacit knowledge of individuals, document its teachings, and make them publishable. This research develops and proposes a model for recording organizational experiences.

Method: This research is a descriptive study that was performed qualitatively and quantitatively. The statistical population consisted of 24 people selected from academic experts, administrators, and executive experts using the snowball sampling method. Data were analyzed using SPSS and MaxQDA software. After studying the scientific documents and upstream documents, the effective components in experience documentation were extracted. Then, the questions related to each component were determined and validated during meetings with experts.

Results: In this model, important events were first identified and the issues, measures, and decisions were then extracted. Finally, the suggestions, scenario planning and modeling, and teachings were identified.

Conclusion: effective components in recording experiences and related questions can propose a good model for documenting organizational experiences. The results of this research can be used as a basis for managers to plan and implement experience documentation in their organizations.

Keywords: Model, Experience Documentation, Spiritual Health.

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INTRODUCTION

Today, organizational growth and development depend on knowledge resources and intellectual capital in such a way that the development, identification, sharing, and application of knowledge, or more precisely, the management of knowledge is considered as a competitive advantage and effective factor in the quality.

Tacit knowledge refers to the knowledge in the minds of employees and the memory of the organization. This type of knowledge is invisible and depends on its creator and its place inside people's minds. All technical skills and experiences, mental patterns, paradigms, perspectives, beliefs, and attitudes that are formed through the mental analogies of individuals fall into this category. Tacit knowledge is as important as formal knowledge for the organization and its employees and is not easy to express

transfer and modeling, and it is extremely difficult to capture and conquer by the organization. This knowledge is objectified in the form of ideas, facts, assumptions, understandings, questions, decisions, conjectures, stories, experiences, skills, work perspectives, and value systems of human beings and organizations, and helps the manager through solving problems, bargains, and decision-making [1].

Experience documentation is a knowledge management process seeking at collecting and utilizing knowledge to convert the gained experiences into knowledge. Experience documentation is one of the main objectives of learning organizations. The purpose of gaining the experience and technical knowledge of individuals is to share and reuse them in the future [2]. Thus, a learning organization is an organization that can promote and value both the knowledge coming from outside the organization and the knowledge

that currently exists or is produced within the organization to bring innovation in products, methods, and commercialization. Therefore, the growth of organizations depends on updating and applying their knowledge to increase the learning capacity of individuals.

Elahi et al. (2005) believe that experience is first collected and then transferred to the documentation center and evaluated, and if approved, it is documented, and finally, experience owners are rewarded and decisions are made on how to promote the experience [3]. From Tulaei (2008)'s point of view, the experience documentation process has five stages. In the cognition stage, a team is built and after compiling a database of experience owners and knowledge fields, questionnaires are designed and a schedule is prepared. In the training phase, people are trained while creating awareness. In the acquisition stage, knowledge is acquired, and in the edition stage, knowledge is classified and coded, and finally, in the stage of knowledge database design, a system is designed and the data are entered [4]. According to Khaki (2009), the field of experience (e.g., the field of human resources) should be first identified and then, the subject containing the teaching should be determined and the related data should be collected. Then, the experience document containing the main issue and its completion steps are determined and after performing the required editions, the experiences are elicited from the teachings, and at last, the final report of the teachings will be published in books and articles after determining the validity of the teachings [5].

Motavallian (2012) articulated that, in the cognition stage, the desired experience should be selected, the personality of the experience owner and the needs of the audience-subjects neglected by other researchers, should be identified -and then in the first stage of documentation, the questions should be extracted and asked from the experienced owner and his/her experiences should be recorded and the results should be summarized. At the final stage of documentation, the weaknesses of the first stages are clarified and the indicators and keywords are defined and classified after refining experiences to make it possible to store the experience in the knowledge base and retrieve it [6].

Metcalfe (2008) emphasizes that knowledge management with the aid of information technologies can facilitate collaboration between individuals and departments in higher education institutions. Therefore, these studies emphasized that organizational structure and environmental factors should be seriously taken into account when designing effective knowledge management systems [7].

According to Dolker, knowledge acquisition is the process of extracting, transforming, and transferring expertise from a knowledge source. On the other hand, knowledge acquisition is the process of interaction with experts, during which the expertise and experience of the expert are described and tacit knowledge is transformed into explicit knowledge. He defines tacit knowledge management as the process of gaining experience from people in the

organization and making it available to people in need [8].

In 2019, Makvandi et al. designed a study on the "pathology of documentation method of technical knowledge of personnel and managers in production companies in the area of Arvand Free Zone". The researchers stated that employees' knowledge is the most important asset of the company that needs to be documented. Accordingly, they examined documentation methods of the technical knowledge of personnel and managers in production companies in the area of Arvand Free Zone. The results showed that the knowledge circulated in manufacturing companies in the responses to a combination of why what, who and how questions so that the greater part of this knowledge is tacit and not reflected in company documents. Experiences, technical details, procedures, analysis, and mistakes during the work are not documented and only general results are transmitted in the form of documents. Documentation issues and problems can be classified into three types of technical, human, and administrative barriers [9]. In general, despite the importance of experience documentation, the research performed in this area suffers from many limitations, and knowledge management has prevented documentation from being examined in detail.

According to the World Health Organization (WHO), COVID-19 was first identified on December 30, 2019, in Wuhan, China, and quickly infected a large number of Chinese people [10]. On January 30, 2020, WHO identified COVID-19 as a global concern and calls for a coordinated international response to control its spread [11].

In the last few months, various distinct methods have been conducted in the fields of research, education, treatment, public and private support, and management of COVID-19 in the country and Baqiyatallah university. Experience is an important source of knowledge that, if recorded and documented, can lead to improved organizational performance.

Undoubtedly, employees face a variety of organizational problems and issues during the service period. Employees' decisions and actions in facing these problems and issues will be based on their knowledge and mental patterns. So the question is "how many managers and employees in these organizations write and document their thoughts, views, experiences, teachings, and experimental and scientific reserves?"

THEORETICAL FRAMEWORK

Documentation creates organizational memory, and organizational memory not only copes with organizational forgetfulness but also preserves knowledge for access and reuse in the future. The components of experience documentation are as follows:

Incident: An incident, by agreement, is defined as what happened or what occurred, an event that occurred during the mission or performing a task at a specific time and place that caused problems for the observer, the organization, the

community, or other individuals [12].

Issue: The starting point of any experience in the real world is a problem, a necessity, a challenge, or sometimes an opportunity. That is, it has always been a special issue that occupied the minds of people, forcing them to think of a solution for [13].

Measures and decisions: The decision point is a mainstay of experience that is less considered when documentation. Indeed, the decision point is the way the managers choose a solution for an existing problem through examination [14].

Output-outcome: Achievements that are the direct outcome of activities, and have specific components [15].

Scenario planning and modeling: According to Wendell Bell, a scenario is a story or description of future events that can occur under certain conditions that include the continuation of current processes or the performance of other specific tasks [16].

Suggestions: problem-solving approaches at the community level are provided to those who are the target of the research. [17].

Lessons learned: Lessons learned from engaging with real-world problems or solving them [18].

METHODOLOGY

This applied research is a descriptive study that is performed both qualitatively and quantitatively [19]. In terms of research orientation, this study is applied orientation and evaluative orientation, in terms of research philosophy, it is phenomena understanding, in terms of research approach and research strategy, it is inductive and case study, respectively, and in terms of purpose, it is an exploratory and descriptive study. This study was a one-time cross-sectional survey, in which data was collected using documentary research and questionnaires [20]. In the present study, non-probability sampling as a combination of purposeful and snowball methods was used to determine the sample size. Finally, a statistical sample consisting of 24 elites and experts was selected and participated in this study.

In the first step of the research process, relevant concepts were extracted and the various principles, concepts, and dimensions were identified through conducting a comprehensive library study and organizing various meetings with the research workgroup. In the second step, to extract the opinions of experts on the subject using the Delphi technique and reach a group consensus, a series of questionnaire rounds were conducted and the feedbacks were collected while maintaining the anonymity of the respondents. Data were analyzed using SPSS and MaxQDA software.

RESULTS

1- Demographic characteristics of experts

The statistical sample of Delphi members included 24 people selected from experts and elites who participated in

different stages of this research (Table 2).

Table 2. Demographics of experts participating in the research

Variable	Levels	Frequency	Percent	Variable	Levels	Frequency	Percent	
Gender	Female	2	8.3	Membership	Faculty	20	83.3	
	Male	22	91.7		Non-faculty	4	16.7	
Age (years)	35-40	5	20.8	Organizational Unit	University Headquarters	2	8.3	
	41-50	10	41.6		Institute	6	25.0	
	51-55	3	12.5		Vice President for Research	2	8.3	
	56-60	5	20.8		Passive Defense	1	4.2	
	61-70	1	4.2		Baqiyatallah Hospital	9	37.5	
Education	Postdoctoral	5	20.8		nursing school	3	12.5	
	PhD	18	75.0		School of Health	1	4.2	
	MSc	1	4.2		Work experience (years)	1-10	7	29.4
Academic Rank	Professor	6	25.0			11-20	2	8.3
	Associate Professor	1	4.2			21-30	6	25.0
	Assistant Professor	13	54.2	31-40		9	37.8	
	Other	4	16.7	Total	24	100		

Table 2 shows the seven types of demographic variables, including gender, age, level of education, academic rank, membership, organizational unit, and work experience.

2. Research results

Four criteria are used to evaluate content analysis, including

validity, transferability, credibility, and confirmability, and three methods were used to check the validity:

a) Content validity ratio (CVR)

This index is designed by Lawshe. Each question is categorized according to a three-point Likert scale: "essential item (3)", "useful but unnecessary item (2)", and "unnecessary item (1)". Then, the content validity ratio is calculated according to the following formula:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}} \times CVR$$

= $\frac{\text{Number of experts selected an item as essential} - \text{Total number}/2}{\text{Total number}/2}$

Based on the number of experts evaluated, the minimum acceptable CVR values are shown in Table 2-2.

Table 2-2. Minimum acceptable CVR value based on the number of experts

No. of experts	CVR value	No. of experts	CVR value	No. of experts	CVR value
5	0.99	11	0.59	25	0.37
6	0.99	12	0.56	30	0.33
7	0.99	13	0.54	35	0.31
8	0.75	14	0.51	40	0.29
9	0.78	15	0.49		
10	0.62	20	0.42		

Table 2-3. Determination of content validity ratio index for experience documentation tools

Item	Interview oral questions	CVR	Outcome
Incident	1) What cultural and spiritual events have taken place in your field of activity with the occurrence of the COVID-19 crisis?	0.84	Confirmed (<0.54)
Issue	2) What problems did these cultural and spiritual events lead to and what issues did you face?	0.53	Confirmed (<0.54)
	3) Describe the problem and issue caused by the cultural and spiritual event in terms of spatial, temporal, and conditions.	0.64	Confirmed (<0.54)
	4) Explain the factors affecting the aggravation or mitigation of the cultural and spiritual problem.	0.82	Confirmed (<0.54)
Measures and decisions	5) What has been your role as a cultural and spiritual guardian in solving these problems?	0.54	Confirmed (<0.54)
	6) What solutions have come to your mind to deal with these cultural and spiritual problems?	0.92	Confirmed (<0.54)
	7) What has been the best cultural and spiritual solution in your opinion?	0.68	Confirmed (<0.54)
	8) In your opinion, what were the advantages of the final decision?	0.81	Confirmed (<0.54)
	9) In your opinion, what has been the innovative solution for these cultural and spiritual problems?	0.72	Confirmed (<0.54)
	10) What was the most important cultural and spiritual practical measure after the decision was made?	0.64	Confirmed (<0.54)
Output-outcome	11) What are the positive and negative outcomes of the cultural and spiritual measures and decisions?	0.93	Confirmed (<0.54)
	12) What are the factors influencing the success or failure of measures in solving cultural and spiritual problems?	0.59	Confirmed (<0.54)
	13) In your opinion, what is the reason for the failure to achieve the expected cultural and spiritual outcome?	0.85	Confirmed (<0.54)
	14) To what extent has the final solution being able to solve the cultural and spiritual problem?	0.65	Confirmed (<0.54)
Lessons learned	15) What cultural and spiritual lessons have you learned from this event?	0.92	Confirmed (<0.54)
	16) What is your suggestion for using cultural and spiritual experience in similar situations?	0.89	Confirmed (<0.54)
	17) What effect did cultural and spiritual creative decisions and measures have on current organizational processes?	0.69	Confirmed (<0.54)
	18) What changes have the cultural and spiritual experience made in the (behavioral, structural, contextual, and semantic) dimensions of the organization?	0.88	Confirmed (<0.54)
	19) If you were to be in that position again, would you change the process of cultural and spiritual decision-making?	0.57	Confirmed (<0.54)
	20) What is your practical suggestion for similar cultural and spiritual events?	0.54	Confirmed (<0.54)
	What do you feel is missing in this cultural and spiritual event?	0.92	Confirmed (<0.54)

Table 2-3 shows the general design of experience documentation in the university during the COVID-19 crisis.

b) Content validity index

The Waltz & Bausell method is used to examine the content validity index. In this approach, experts define each item in terms of "irrelevant (1)", "relatively relevant (2)", "relevant (3)", and "completely relevant (4)".

$$CVI = \frac{\text{Number of experts rating the item with a 3 and 4 score}}{\text{Total number of experts}/2}$$

The minimum acceptable value for the CVI index is 0.79, values below which should be omitted.

Table 2-4. Determination of content validity index for experience documentation tools

Item	Interview oral questions	CVR	Outcome
Incident	1) What cultural and spiritual events have taken place in your field of activity with the occurrence of the COVID-19 crisis?	0.85	Confirmed (<0.79)
	2) What problems did these cultural and spiritual events lead to and what issues did you face?	0.85	Confirmed (<0.79)
Issue	3) Describe the problem and issue caused by the cultural and spiritual event in terms of spatial, temporal, and conditions.	0.79	Confirmed (<0.79)
	4) Explain the factors affecting the aggravation or mitigation of the cultural and spiritual problem.	0.83	Confirmed (<0.79)
Measures and decisions	5) What has been your role as a cultural and spiritual guardian in solving these problems?	0.85	Confirmed (<0.79)
	6) What solutions have come to your mind to deal with these cultural and spiritual problems?	0.92	Confirmed (<0.79)
	7) What has been the best cultural and spiritual solution in your opinion?	0.84	Confirmed (<0.79)
	8) In your opinion, what were the advantages of the final decision?	0.89	Confirmed (<0.79)
	9) In your opinion, what has been the innovative solution for these cultural and spiritual problems?	0.91	Confirmed (<0.79)
	10) What was the most important cultural and spiritual practical measure after the decision was made?	0.92	Confirmed (<0.79)
Output-outcome	11) What are the positive and negative outcomes of the cultural and spiritual measures and decisions?	0.79	Confirmed (<0.79)
	12) What are the factors influencing the success or failure of measures in solving cultural and spiritual problems?	0.89	Confirmed (<0.79)
	13) In your opinion, what is the reason for the failure to achieve the expected cultural and spiritual outcome?	0.81	Confirmed (<0.79)
	14) To what extent has the final solution being able to solve the cultural and spiritual problem?	0.86	Confirmed (<0.79)
Lessons learned	15) What cultural and spiritual lessons have you learned from this event?	0.85	Confirmed (<0.79)
	16) What is your suggestion for using cultural and spiritual experience in similar situations?	0.92	Confirmed (<0.79)
	17) What effect did cultural and spiritual creative decisions and measures have on current organizational processes?	0.91	Confirmed (<0.79)
	18) What changes have the cultural and spiritual experience made in the (behavioral, structural, contextual, and semantic) dimensions of the organization?	0.79	Confirmed (<0.79)
	19) If you were to be in that position again, would you change the process of cultural and spiritual decision-making?	0.85	Confirmed (<0.79)
	20) What is your practical suggestion for similar cultural and spiritual events?	0.92	Confirmed (<0.79)
	What do you feel is missing in this cultural and spiritual event?		

Table 2-4 shows the general design of experience documentation in the university during the COVID-19 crisis.

The results of the organizational experiences documentation model in dealing with the COVID-19 crisis with 5 dimensions of 20 components on a 5-point Likert scale are as follows:

Rows	Dimension/Type	Mean (1-5)	SD	rating mean	Chi-square statistics	Degrees of freedom	Significance level	Kendall's coefficient
1	Incident	4.48	0.311	3.13	15.73	4	0.003	0.90
2	Issue	4.49	0.313	3.26				
3	Measures and decisions	4.32	0.393	2.10				
4	Output-outcome	4.51	0.266	3.39				
5	Lessons learned	4.47	0.287	3.13				

The results of the Friedman test for rating the indicators determined to record the experience of the organization in dealing with the COVID-19 crisis showed that the difference between the ratings is statistically significant ($P > 0.05$). According to the table, the mean ratings from the highest to the lowest are as follows: output-outcome effect, issue, incident, lesson learned, measures and decisions.

Kendall's coefficient of concordance is a non-parametric test and is used to determine the extent of agreement between opinions. Kendall coefficient varies between -1 and 1. If the Kendall coefficient is -1, it means complete disagreement, and if it is 1, it means complete agreement. In the present study, a coefficient of 0.90 was obtained, indicating an excellent agreement between the opinions of experts.

c) The validated model was identified quantitatively and qualitatively, with the opinion of the model experts.

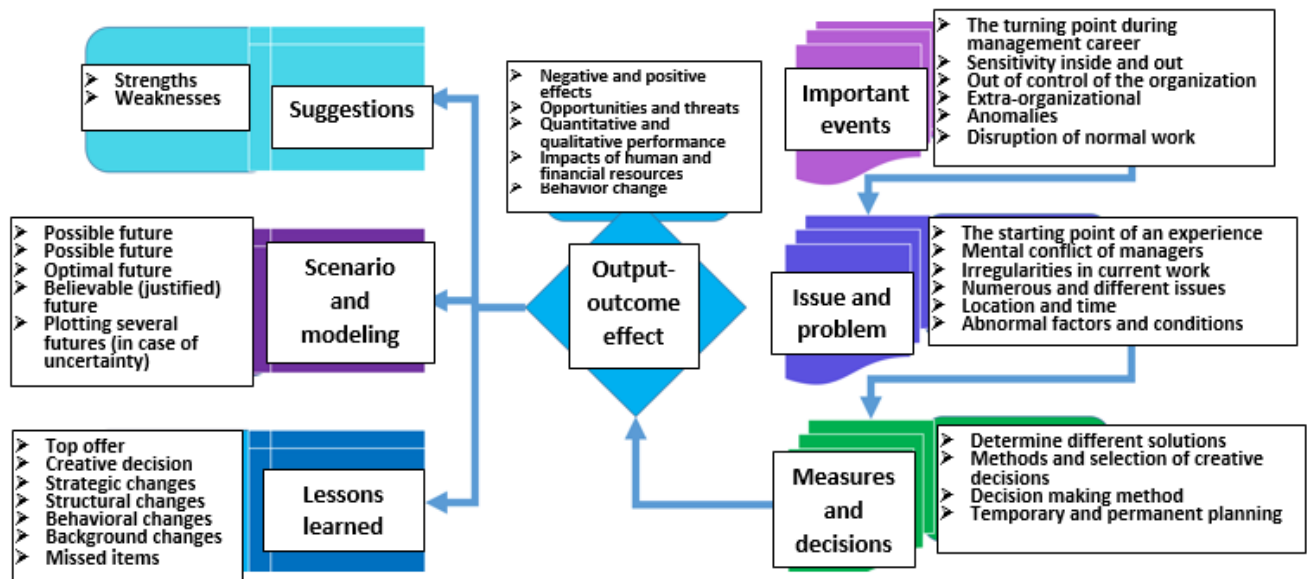


Table 3-4. Experience documentation pattern (researcher-made)

In this model, important events are first determined, then the issue is specified and measures and decisions are extracted, the result of which will be an output-outcome effect. Finally, suggestions, scenario planning and modeling, and lessons learned are identified.

DISCUSSION

An incident, by agreement, is defined as what happened or what occurred, an event that occurred during the mission or performing a task at a specific time and place that caused

problems for the observer, the organization, the community, or other individuals. To document an incident, therefore, some questions need to be answered without margination and leaving the topic, e.g., what was the incident? How did it happen? What caused it? What were the environmental conditions governing the event? What were the effects of your' and others' behaviors on its occurrence? [21].

The starting point of any experience in the real world is a problem, a necessity, a challenge, or sometimes an opportunity. That is, it has always been a special issue that occupied the minds of people, forcing them to think of a solution. Therefore, the dimensions of this incident must be properly conveyed to the target audience. For this purpose, it is necessary to have detailed information of various aspects occupying the minds of managers and be able to reflect it [22].

An issue is a problem, anomaly, disorder, or opportunity that occurred during an event or incident that has led to obstacles and barriers in the normal course of the mission or the performance of the duties for an individual, organization, or community, or caused social, cultural and family damage among others. Moreover, this issue has no previous solution and there is a need to decide and take action to eliminate or control it. Therefore, the issue is a turning point of an incident that needs to be properly explained to reflect the problems arising from it [23].

The decision point is a mainstay of experience that is less considered when documentation. Indeed, a decision point is a way the managers choose a solution for an existing problem through examination. In this section, it should be clearly stated what are the decision-making mechanisms employed by the related manager(s); was it a participatory decision through a specialized committee, or a study of others' experiences of or something like that. [24] & [25]

Measures and decisions are mental and behavioral processes manifested as problem-solving approaches that have caused the problem to be permanently or temporarily controlled and prevented from progression or have caused this opportunity to be exploited efficiently. Its achievement requires studying and analyzing the environmental, human, logistic ... factors that have played a role in the occurrence of the problem or have helped control the issue. To explain the decision made, it will be necessary to answer certain questions, such as what was the mental and behavioral atmosphere before making the decision? what measures and solutions have come to your mind or your companions' to solve the problem? What factors did you consider when choosing the measures and decision-making? What were the environmental details that influenced and helped you during decision-making? What were the strengths and advantages of the final measure and decision that was considered to lead to a solution for the issue? What was the different and innovative point in your measure and decision? What was the role of the companions in making the final decision? What was the extent and type of involvement or participation in problem-solving? What was your role in

solving the problem? Did you solve the problem individually or in groups, or only was a witness? [26].

The output-outcome section is very important since it indicates the success of your managerial experience. This means that after explaining the issue and the necessity, decision-making method, and the activities performed, you must document the actions causing the problem to be solved or at least causing its effects to be diminished. In the output-outcome section, we must analyze the activities performed and show the effectiveness of our work in different ways. This can be done through charts, tables, statistical analysis, and surveys [27].

It should be noted in the output-outcome section that we refer to the achievements that are the direct result of our activities and also have defined components. Expressing general conclusions and talking about dramatic variations without stating the signs will only cause confusion and distrust in the audience about the content of your managerial experience. Therefore, it is recommended to present your weak points and suggestions for optimizing the results by expressing and analyzing the tangible results of the management experience [28].

Output-outcome refers to all actions taken by a person or persons to realize a decision, solve a problem, or use an opportunity. This section describes the actions and their results in solving the problem, which confirms whether the problem is solved temporarily or permanently, and indicates normal conditions in the implementation of an individual or organizational missions and tasks or elimination of anomalies caused by the incident (Regardless of whether the result is positive or negative). In this regard, answer to some questions can explain the teachings from the experience, e.g., what were your most important practical steps to implement the decision? What other related and complementary actions and activities have you done to implement the decision? How did you manage to implement and make the activities effective? How have you managed and controlled the adverse factors including the environment, others' performance, and psychological atmosphere? What were the practical outcomes of the actions? etc. [29].

Accurate explanation of the effects or lessons learned from experience along with the right order of extraction and acquisition will help using the experience in the future, generalizing or sharing it, as well as producing indigenous knowledge [30].

In the scenario planning technique, the expert must perform a task or set of tasks in a specific situation. There are two types of scenarios: a) actual situations that have occurred for the expert or other experts and b) situations that may occur in the future. Typically, three scenarios are created in this technique. The first scenario is explained to the expert in detail. The expert is then asked to talk about it or do the task according to the scenario. Finally, the knowledge extractor analyzes and models the knowledge [31]. The scenario is one of the appropriate tools for strategic planning under

uncertain situations and under situations where the oncoming world is a world full of different wonders. According to Wendell Bell, a scenario is a story or description of future events that can occur under certain conditions, and these conditions include the continuation of current processes or the performance of other specific tasks [32].

Scenario-writing goes beyond possible futures and tries to be within the realm of plausible (justified) futures to seek alternatives that may be different from the conventional and possible future, but avoids future surprising (or failure) through identifying and tracking them. Each alternative future is expressed as a specific and coherent story, which forms a scenario [33].

Compared to many forecasting techniques that only address a single scenario and statistically estimate its occurrence probability, the scenario-planning technique addresses several plausible futures (alternatives), instead of trying to determine a definite (predicted) future [34].

After presenting the research achievements and the results, it is time for the researcher to make suggestions based on the findings and knowledge gained across the research. These suggestions can be presented to the research audience as problem-solving strategies at the community level. Suggestions should be drawn from the depth of the research findings and should be completely relevant to the research subject. Suggestions must have a scientific basis and be presented exactly according to the research results. These suggestions should be directly related to the findings and results of the research. An effective technique for documenting the experiences of organizational managers should be able to transform experts' tacit knowledge into overt knowledge in the best possible way [35]. The most important features of experience documentation include focusing on key knowledge, adaptation by several experts, understanding of non-expert individuals, and knowledge retention [36].

Lessons learned come from engaging in real-world problems and their solutions. They usually have a negative connotation including systems, methods, and processes that should be avoided in certain situations. Lessons with positive connotations contain the solution to the problems [37].

The lesson learned is the understanding gained from an experience. The experience may be positive or a failure. Lessons learned can be considered as a good source of learning and include several practical activities to identify, collect, validate, disseminate and use the teachings that must be designed and implemented in the organization. In addition, the requirements for managing the lessons learned and strategies for creating and improving the learning organization and approaches for learning from mistakes and successes are also explained and practiced [38].

CONCLUSION

According to the results of the study, the exploitation of a managerial incident from the emergence of the idea and its cause to the study of its various aspects, environmental and organizational realities, decisions, and the effects of their implementation not only requires registration as a historical event but also requires a comprehensive analysis to pave the way for future managers. Therefore, documenting managers' teachings is a surefire method of transferring personal and social experiences to others. Accordingly, the present study seeks to develop an integrated model for documenting experiences.

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CONFLICT OF INTEREST

The authors acknowledge that there is no conflict of interest in the publication of this article.

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