

## RESEARCH ARTICLE

## Open Access

## Designing a Comprehensive Leadership Model System in Organizations

Maryam Khavari <sup>1</sup>, Ebadollah Ahmadi <sup>2\*</sup>, Nader Shahamat <sup>3</sup>, Mojgan Amirianzadeh <sup>4</sup>**Abstract**

Today, considering that the growth and flourishing of any organization depend on the knowledge and capabilities of its leaders, the first and most important step in this path is to identify the level of knowledge and ability of the leaders within an organization. The most effective tool for understanding the awareness of managers is to recognize their competencies within the organization. The aim of the present research was to design a comprehensive leadership model. A qualitative case study research design was employed. Participants were selected using purposive sampling and theoretical saturation criteria, resulting in 27 elites and faculty members from Fars Province being chosen for interviews. To obtain the credibility and validity of the data, participant response review methods were used, and reliability was assessed using the Holistic coefficient, which was found to be 0.81. The findings of the research indicated that the comprehensive leadership competency model consists of four overarching themes: clear thinking, which includes future thinking, team thinking, conceptual thinking, and creative thinking; self-leadership, which encompasses self-management, accountability, flexibility, resilience, and continuous learning; guiding others, which includes empathy, perception and evaluation, multigenerational leadership, communication skills, writing skills, and diplomacy; and knowledge management, which involves negotiation, conflict management, coaching, customer orientation, problem-solving, and authenticity.

**Keywords:** Complete Leadership, Network of themes, Competency, Educational Managers of Schools.**Introduction**

Experts believe that quality and effectiveness in education require the presence of efficient and capable leaders, or in other words, full leadership in all areas related to the teaching-learning processes. This need becomes even more pronounced when education undergoes fundamental changes and transformations in guiding and improving teaching-learning processes and

creating desirable changes in educational systems. Leaders play a crucial role in this context (Habibi et al., 2022). In this regard, one of the serious challenges in effectively managing organizations, especially in the public sector, is ensuring the presence of competent managers at the top of the organizational hierarchy. Management experts propose competency-based management as a strong tool that emphasizes

1. PhD Student in Educational Management, Department of Educational Sciences, Faculty of Educational Sciences, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran.

2. Assistant Professor, Department of Educational Management, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran. (Corresponding Author: [ebadahmadi@yahoo.com](mailto:ebadahmadi@yahoo.com))

3,4. Assistant Professor, Department of Educational Management, Marvdasht Branch, Islamic Azad University, Marvdasht, Iran.

individual behaviors and contributes to organizational success. For an organization to implement a competency-based approach to human resources, competencies must be defined, and a model must be developed that describes these competencies (Cochran, 2009).

The concept of competency is at the heart of leadership, providing a foundation for integrating key human resource activities. As a result, it develops a comprehensive approach to managing people within organizations (Lucia & Lepsinger, 1999).

The presence of a meritocratic system in any country ensures its stability, acceptance, and legitimacy. Therefore, the selection and appointment of competent and exemplary leaders at the helm of organizations is of particular importance. Today's management of organizations and enterprises must be based on the rule of law, alongside knowledge, insight, expertise, and ethical commitment, in such a way that they can meet the spiritual and material needs of society internally and possess the capability to confront various transformations on a regional and global scale. This can only be achieved by individuals who are among the elites, innovators, and, in other words, the deserving (Kheir Khah, 2019). In today's societies, the role of managerial competencies is undeniable; it should be noted that leadership competencies significantly influence organizational effectiveness. The school manager, in the role of a leader, is a critical factor in enhancing the quality of the school and the overall success of the institution (Lunenburg, 2010). Properly and effectively implementing worthy leadership addresses the long-term need of organizations for committed and efficient managers. To

achieve this, governmental organizations must prepare a management competency program tailored to their needs based on the requirements of the public sector and the respective organization. The foundation of genuine leadership with the concept of originality expresses the conditions in which individuals behave in accordance with their values and beliefs and their high human nature (Jafari & et al., 2023). The inability to find suitable individuals for competencies and the succession of managers is one of the serious issues faced by every organization (Chang et al., 2020). The term leadership has been used at various levels of human sciences, including political, social, religious, and managerial disciplines, where, despite slight differences, it generally signifies influence over individuals and the capacity to bring about change and guidance in their behavior to achieve objectives. Motahari has stated that, "a leader is someone who facilitates the group in achieving its leadership goals; in other words, they ease the path to the desired outcome." However, objectives differ across various sciences and domains. In management science, Henri Fayol first introduced leadership as "direction or command" as one of the five functions of management; later, the term "guidance" was adopted in Persian. Currently, it refers to the ability of others to diligently strive to achieve specific goals, and the essence of the leadership process lies in an individual's ability to influence others (Hosseini, 2013).

Research results indicate that leadership competence has a significant impact on improving performance, and appropriate performance positively affects the enhancement of organizational accreditation outcomes (Rahardja et al., 2018). The

establishment of a competency system has been emphasized as one of the major strategic policies in education in the twenty-year vision document and the Fourth Development Plan. In today's turbulent business world, educational organizations are striving and competing to identify, attract, and retain the most competent managers as a competitive advantage. In the complex and evolving conditions of today's society, the development programs for managers' capabilities at various management levels, aimed at enhancing their efficiency and effectiveness, are considered the most important and valuable goal and mission of organizations. In educational systems, the selection, training, and professional development of good and effective managers is one of the fundamental challenges. Management positions are typically complex, and successful and effective performance in an organization requires a set of competencies, skills, abilities, and specific characteristics (Mouszadeh & Adli, 2009). Crises related to social turmoil, such as violence, drug abuse, and ignorance, stem from inadequate leadership, as do the challenges of preparing citizens with social skills, personal values, and high levels of responsibility. Senge believes that when we face fundamental crises that shape our future, we find solutions through cohesive integration among participants and the relationships that bring us closer together. No entity in our society reinforces the concept of structured integration and cohesion better than leadership services. There is always the issue that excessive collaboration and coordination in crisis management and problem-solving can diminish the independence and perspective that define us as a nation or as a creative force in the world;

however, this is not the intent or outcome of leadership (Senge, 2006). Leaders must have the ability to create positive models, develop the skills and capabilities of employees, motivate them, and foster a healthy organizational culture. The inability to create constructive and impactful patterns, a lack of attention to the needs and motivations of employees, and the failure to establish an appropriate organizational culture can lead to decreased employee motivation and performance, increased turnover rates, and reduced training quality. Given these factors, today, the competency of leaders is considered one of the most important tools for achieving goals within organizations, and focusing on their competencies can be a significant source of effectiveness in organizations. Therefore, this research seeks to answer the question of what components constitute a comprehensive leadership competency model in education. Complete leadership in a school context encompasses an integrated approach that promotes the growth and development of all stakeholders within the educational environment. This concept extends beyond mere managerial responsibilities, as it involves fostering an atmosphere of collaboration, empowerment, and accountability among students, educators, and administrators (Suprayitno, 2024). At the core of complete leadership is the recognition that effective schools require strong, principled leadership that actively engages various community members. Principals and school leaders must move beyond traditional top-down management styles and embrace a participatory approach. By involving teachers in decision-making processes, encouraging their professional development, and valuing their insights, schools can create a collaborative culture that

enhances teaching efficacy and improves student outcomes (Zhang & Xu, 2024).

### Research Method

The research method employed was a qualitative case study, conducted using thematic analysis based on the method of Attride-Stirling (2011). The basic themes include codes and key points from the text. A thorough reading of the text should identify the smallest codes, which are then selected as basic themes. Organizing themes consist of themes derived from the combination and summarization of basic themes. The basic codes should be reviewed, and similar concepts should be grouped together. The researcher, based on their ability to discern and their expertise, should choose an appropriate name for each category of codes. Ultimately, the overarching themes encompass the superior themes that represent the text as a whole. The sample size was determined based on the principle of theoretical saturation, meaning that the researcher continuously encounters recurring data. For instance, when the researcher hears similar statements and opinions repeatedly during ongoing interviews, they can infer that data saturation has been reached; however, it is suggested that after the researcher feels the obtained data is repetitive, a few additional interviews should be conducted to confirm this belief (who continued interviews until reaching 27 participants for assurance of results). Participants were selected using purposive sampling with a criterion-based technique. Therefore, the method for selecting participants in the qualitative section was purposive and criterion-based; participants included faculty members with more than 15 years of teaching experience who had at least one publication or article in

the field of leadership and educational management, school administrators with a minimum of 15 years of management experience who held a master's degree in educational management, their thesis focusing on management and educational leadership, and teachers who had been nationally recognized at least once. Among the 27 individuals who participated in the interviews, 11 were men and 16 were women, consisting of 8 faculty members, 13 school administrators, and 6 full-time teachers.

Semi-structured interviews were utilized for data gathering. It is noteworthy that the criteria for sample selection in the qualitative section included having over 15 years of work and management experience, as well as the willingness to collaborate in the research and respond to questions, all of which were considered in the purposive sampling process. In these interviews, the questions were developed using the relevant literature and the results obtained from qualitative research. In the semi-structured approach, the researcher asks a set of questions to collect data. However, this approach gives the researcher the flexibility to ask additional questions if an interesting or new line of inquiry arises during the interview process. This flexibility in questioning helps the researcher to delve deeper into the topic. For this reason, the semi-structured interview method was chosen for data collection. Before the interview session, an introduction regarding complete leadership and the focal points of the interview was provided to the participants. According to Hooman (2011), the interview process with experts and key informants, who are knowledgeable and specialized in education, continued until the aspects and diverse components of the phenomenon of complete leadership



competencies were fully identified and described, reaching theoretical saturation. Initially, they were asked, "What is your perception of complete leadership? What is your understanding of complete leadership competencies in education? What indicators could they have?" The average duration of each interview was approximately 45 minutes. With the interviewee's permission, the interviews were recorded, and after each interview, the text was transcribed onto paper.

Data analysis was conducted using thematic analysis based on the method of Attride-Stirling (2011) to achieve a network of themes. In the first step, excerpts from the participants' interview texts were extracted, recorded on paper, and initial coding was performed on these excerpts in separate tables. In the next step, by grouping codes with similar meanings, basic themes were extracted. Then, based on the practical similarities of the basic themes, each basic theme was categorized into an organizing theme. Finally, the organizing themes were placed within an abstract and overarching theme, and the final table categorizing the themes was compiled. To ensure the accuracy and robustness of the research, the criteria of Lincoln and Guba were utilized. According to Lincoln and Guba, four criteria should be used to assess the scientific validity of qualitative studies: credibility (acceptability, believability), dependability, confirmability, and transferability. In this research, two indicators, believability and transferability, were employed.

To ensure the accuracy and appropriateness of the extracted codes, the coded texts were presented to two participants familiar with the qualitative research process, and their accuracy and

appropriateness were reviewed and, in some cases, revised. These actions were taken to maintain the validity and reliability of the data and the results obtained from the research. To enhance the transferability and applicability of the data in similar contexts, maximum diversity in sampling was utilized. This approach aids in the transferability of the data, as considering diversity in sampling allows for broader generalization and transfer of the data. To increase the transferability and generalizability of the data, this research employed sampling from various levels and made efforts to maximize data diversity. Additionally, the relevance of the data indicates the confirmation of the interview and its accuracy. These actions were taken to ensure the transferability and reliability of the research results. For the reliability of the coding results, the Holistic coefficient was used.

The Holsti coefficient is a measurement criterion for the agreement between two codings, indicating the percentage of overlaps between the two codings relative to the total number of both codings. The formula for calculating the Holsti coefficient is as follows:

$$H = 2 * (a * d - b * c) / ((a + c) * (b + d))$$

Generally, a Holsti index above 0.9 indicates a high level of confidence in the validity of qualitative analysis. However, in various studies, an acceptable Holsti index is considered to be above 0.8. In this research, this value was calculated to be 0.81.

## Research Findings

This research aimed to design a competency model for the complete leadership of educational managers at the secondary level in Fars Province. In this study, the thematic analysis method by

Attride-Stirling was employed. This method allows for the extraction of foundational (key), organizing (central), and encompassing concepts, creating a network of themes from the data. Using this method, important and key concepts present in the data are identified, and then, based on the relationships among them, a hierarchical structure of themes is formed. Furthermore, to validate the proposed model, the opinions of experts were evaluated using a questionnaire. This questionnaire was designed to gather experts' views and

critiques regarding the thematic analysis model used and the results obtained from it. The opinions and feedback from experts can assist in validating and strengthening the thematic analysis model used, and they may also provide new ideas and suggestions for improving the model. The use of the Attride-Stirling thematic analysis method in this research has provided opportunities that help clarify and interpret the data. Additionally, validating the model and receiving feedback from experts is also very important for enhancing and improving the research.

**Table 1.**

*Examples of Excerpts and Core Themes*

Base Theme	Initial Code	Code of Interviewee	A Fragment of Discourse	Row
Future Thinking	The leader must have the ability to see the surroundings in a way that others cannot. They should be knowledgeable and aware of future trends and their impact on all matters. They should be able to predict various scenarios regarding decision-making about the future.	Woman-Associate Professor-21 years of experience	<p>One of the most important responsibilities of effective leadership is to continuously forecast future trends and developments and design educational strategies based on them. To achieve this, one must focus on studying and analyzing information related to the field of education. By researching new educational trends, technological innovations, changes in teaching and learning methods, and optimal principles of instructional design, I strive to gain a deeper understanding and insight.</p> <p>Additionally, analyzing various scenarios about the future plays a crucial role in guiding educational strategies. By reflecting on potential risks and opportunities in the future, leadership can obtain clear images of the different paths that education may take. I believe these scenarios help leaders present a combination of educational strategies and approaches that can adapt to future changes.</p> <p>Moreover, throughout all these processes, I collaborate with my educational team. I leverage the sharing of experiences and knowledge among team members and advance a joint analysis of trends and the future of education. This extensive interaction with the team allows for action even in the face of some ambiguity in conditions, while maintaining focus on desired goals and outcomes, which is an important trait for leaders. By studying and understanding future trends and their impact on the business environment, leaders can constructively address the uncertainties present in situations.</p> <p>Successful leaders capitalize on available information regarding trends, competition,</p>	1

Base Theme	Initial Code	Code of Interviewee	A Fragment of Discourse	Row
Team thinking	<p>She should have the idea of utilizing teams made up of talented individuals with work experience and interest in the tasks. Support existing teams in the workplace while also being a part of them. Always be responsive to team members and their needs. Participate in team discussions and support team decisions, and refrain from speaking derogatorily about team members behind their backs.</p>	<p>Woman – Manager – 17 years of experience.</p>	<p>technological changes, and industrial developments. They may form various scenarios about the future through studying industry reports, research findings, interviewing business owners, and utilizing forecasting and analytical methods. The leader must have the ability to see the surroundings in a way that others cannot. They should be inclined to study and understand future trends and their impact on all matters, and be able to predict various scenarios for decision-making about the future.</p> <p>A complete leader should utilize teams composed of talented individuals with strong work backgrounds in the educational environment. These teams can consist of faculty members and school administrative staff and can function as a consulting team to improve the quality of education and learning. Of course, to support these teams, the first step is for the educational leader to also become a member of the team. This action demonstrates that the leader does not belittle the team members and is ready to collaborate with them.</p> <p>The complete leader should participate in team meetings and listen to discussions and debates regarding educational decisions. Additionally, all team members should feel that they can approach me as the educational manager to share their needs and problems. The leader should always be responsive to team members and strive to address their issues.</p> <p>Teams should feel that their decisions are supported by the leader. The leader must fully participate in team meetings and seriously consider the discussions and opinions of all team members. If a decision is made by the team, the leader should provide all necessary support for the implementation of that decision. Furthermore, the leader should not speak disparagingly behind the backs of team members and should strive to respect everyone as much as necessary.</p> <p>By forming teams composed of talented individuals with strong work backgrounds, we can achieve significant improvements in the quality of education and learning. These teams can serve as advisory resources and take on the roles of mentors and guides. They can share their knowledge and experiences with other members of the school and offer innovative solutions to enhance educational processes. Moreover, these teams can create an environment for the professional and personal development of their members. By providing learning and growth opportunities, talented individuals can enhance their capabilities and be more productive in school activities. The team comprises talented members with high work experience, and through collaboration and coordination among them, we</p>	2

Base Theme	Initial Code	Code of Interviewee	A Fragment of Discourse	Row
Conceptual thinking.	Enjoys discussing paradigms and higher education philosophy with peers. Reflects on the models and concepts he encounters and their connection to leadership opportunities. Considers the advantages and disadvantages of structure and culture in organizations and how they impact them.	Male - Manager - 18 years of experience - PhD.	<p>have achieved significant improvements in the teaching and learning process. Additionally, individuals participating in these teams feel a sense of identity and value, which motivates them to advance the school's goals.</p> <p>Hello! Yes, thank you. I'm glad to participate in this discussion. Paradigms are essentially patterns and models that influence our education. Depending on the paradigm adopted in schools for education, various approaches and methods are employed.</p> <p>When examining the relationship between paradigms and leadership opportunities, it can be said that leadership opportunities play a significant role in educational paradigms. Educational leaders can create opportunities for development and progress by influencing paradigms and shaping the philosophy of education. They can foster a better educational environment by improving teaching methods, transforming school culture, and encouraging colleagues to participate more actively.</p> <p>Regarding the advantages and disadvantages of structure and culture in organizations, it can be said that the school's structure and culture are highly impactful. Regional or national structures, as well as the internal structure of the school, can influence workflow and team collaboration. The benefits of an appropriate structure include the clear delineation of tasks and responsibilities, effective coordination and communication among team members, and increased productivity. However, an unsuitable and rigid structure can lead to limitations and problems in decision-making and execution.</p> <p>Organizational culture plays a significant role in the interactions and behaviors of school members. A healthy organizational culture, along with colleagues who treat each other with respect and empathy, contributes to improving the educational environment and enhancing the quality of education. However, a culture based on competition and lack of collaboration can lead to tension and decreased coordination among team members.</p> <p>The impact of structure and culture in an organization is crucial due to their influence on the morale and overall behavior of members. For educational leaders, it is important to outline and promote an appropriate structure and culture to create a dynamic and balanced educational environment.</p> <p>Thank you. These were very interesting points. Do you have any insights about your experience in school and the connection of these concepts to school performance?</p> <p>Considering the relationship between paradigms and leadership opportunities, I strive to create</p>	3



Base Theme	Initial Code	Code of Interviewee	A Fragment of Discourse	Row
			opportunities for the development and leadership of my colleagues. By providing training related to higher education philosophy and offering opportunities to attend workshops and professional development groups, I can enhance the performance and engagement of my colleagues. Regarding the structure and organizational culture of the school, we aim to establish a flexible and transparent structure. Additionally, we utilize a culture of collaboration, respect, and participation. By holding team meetings, encouraging colleagues to provide constructive criticism, and sharing ideas, we seek to promote an organizational culture that leverages collaboration and the sharing of knowledge and experiences among all members.	

By reviewing the core themes and feedback from participants, the themes were modified. After achieving the core themes, the themes were abstracted. At this stage of thematic analysis, an effort was made to organize the initial themes obtained into more abstract themes that would guide us to more fundamental themes.

**Table 2.**

*Core Themes, Organizing Themes, and Comprehensive Themes Model*

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
Complete Leadership Competencies	Clear Thinking	Future Thinking	The ability to see the surroundings in a way that others cannot. Being knowledgeable and aware of future trends and their impact on all matters. Predicting various scenarios regarding decision-making about the future.	<i>I can see trends and patterns in the world around me that most people are unaware of. This helps me to better predict the future and understand what events might occur in the future. (Interview 1).</i>
		Team Thinking	Should have the idea of utilizing teams composed of talented individuals with work backgrounds and interests. Support the existing teams in the workplace and also be a part of them. Always be responsive to the team members and their needs. Participate in teams, engage in discussions, and support team decisions. Should not	<i>A good team member should support the existing teams in the company and also be an active member of a team. They should always be attentive to the needs and wants of the other team members and be able to respond to them. This is very important. In a way, you could say that a good team member is an active listener and a true supporter, and there is one more thing that is very important. A good team member should actively</i>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
			<p>speaking disparagingly about team members behind their backs.</p> <p>I enjoy discussing the concepts of paradigms and the philosophy of education with those around me. I think about the models and concepts I encounter and their connection to leadership opportunities. I reflect on the advantages and disadvantages of structure and culture in organizations and how they influence them.</p>	<p><i>participate in team discussions and decision-making and support the opinions and ideas of others. (Interview 2).</i></p> <p><i>I am passionate about discussing new and challenging ideas in the field of education. I believe it is very important to look at education from different perspectives and to think together about solving problems and improving the quality of education. Personally, I am interested in the various models and concepts that exist in the field of education. I like to think about how these models can be used to enhance student learning (Interview 21).</i></p> <p><i>I believe that the structure and culture of an organization can have a significant impact on how students learn and grow. In my opinion, an ideal educational environment should be creative, collaborative, and supportive (Interview 9).</i></p>
		Conceptual thinking		
		Creative thinking	<p>I utilize brainstorming to address issues and find it enjoyable. I look at new ideas and perspectives with an open mind, engage with them without bias towards preconceptions, and avoid hasty judgments. When facing challenges, especially new ones, I maintain a creative thinking style. I hold necessary sessions for creative thinking and lead them. I propose new ideas to improve outcomes.</p>	<p><i>It is very interesting for me to collaborate with others to solve problems by using brainstorming. I believe this is the best way to find creative and innovative solutions. I take pleasure in being able to approach new ideas and perspectives with an open mind and to engage with them without bias towards preconceptions. I also enjoy avoiding hasty judgments and giving all ideas a chance to be heard (Interview 26)</i></p>
		Problem Solving	<p>It involves breaking down issues and taking step-by-step actions to solve them. One should always be interested in challenges and</p>	<p><i>Hypothesis formation is a very important skill that helps a person solve problems. This means that I should be able to make a series of correct and</i></p>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
			unsolvable problems. To solve problems, one should be able to hypothesize well. After solving a problem, one should regularly review and assess their performance to ensure improvement has been achieved.	<i>logical guesses based on the information I have (Interview 14).</i>
	Self-direction	Self-management	One should maintain a balance between physical and emotional self-care and completing tasks. Be aware of how one reacts to employees. Be able to work independently whenever necessary. Have awareness of oneself and be present in the moment.	<i>I always try to maintain a balance between taking care of myself and fulfilling my responsibilities. I try to have a regular schedule and set aside time for myself to engage in activities I enjoy, such as exercising, reading, or spending time with family and friends. Additionally, I make an effort to take regular breaks throughout the day and fully utilize my holidays and time off (Interview 14).</i>
		Personal accountability	If they fail to succeed in a commitment, they should not make excuses or blame others. They should take responsibility for their actions, recognize and understand them, and provide feedback to others in this regard. They should learn from their mistakes and failures to enhance their future performance. They should accept responsibility	<i>Regarding how to interact with employees, I believe that mutual respect and understanding are very important. I try to treat all my colleagues with respect and pay attention to their opinions and feelings, and I strive to be a good listener so that I can help them when necessary (Interview 26).</i> <i>I always try to take responsibility for my actions and tasks, even if I make mistakes. I believe making excuses and blaming others does not help solve the problem and only makes things worse. It's good for a person to learn from their mistakes and use them to improve their performance in the future. They should consider their mistakes as an opportunity for learning and growth (Interview 7).</i>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
			for their emotions, behaviors, and outcomes.	<i>I try to provide my feedback in a constructive and positive manner. It's important to pay attention to people's strengths while also helping them improve their weaknesses (Interview ١٩).</i>
		Flexibility	Recognize changes in the current circumstances and take steps towards them. Understand that their viewpoint is not the only acceptable perspective and be ready to consider different ideas and approaches, listening to others' suggestions. Have the ability to manage and accept some ambiguity in various situations while focusing on goals and outcomes. When necessary, be able to change their priorities and scheduling.	<i>I try to focus on my goals and results, even when the circumstances are unclear. It's important to be able to cope with uncertainty while continuing our efforts to achieve our goals. Sometimes, it's necessary to adjust our priorities and planning. Therefore, I am prepared to change my priorities and plans as needed. It's crucial to be able to adapt to new conditions and seize new opportunities (Interview ٢٤).</i>
		Resilience	In personal life, one should have experience and have tasted the ups and downs of life. Learn from past failures and turn them into opportunities. Share difficult problems with colleagues and friends. Remain hopeful about the future during tough days. Be able to manage daily stress well.	<i>I believe that failures are a part of life and can teach us many lessons. I try to learn a new lesson from each failure and use that lesson to improve my performance in the future. Essentially, I make an effort to give myself a chance to feel upset after each failure, and then look at the situation logically to see what happened and how I can learn from it (Interview ١٨).</i>
		Continuous learning.	Those around him should consider him an expert and professional in his field. He should have a professional development plan for a year. He should familiarize himself with thinkers in his areas of interest and study their works. He should eagerly participate in learning opportunities such as forums, conferences, and	<i>I love participating in new learning opportunities. I believe that learning is a continuous process, and I am always looking for new ways to learn and grow. Therefore, my preference for learning opportunities is to attend conferences, seminars, online courses, and workshops; I truly enjoy it. I also like reading</i>



Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
guiding others		Empathy	seminars. Support employees' efforts to learn. They should easily set aside their own assumptions to achieve a deeper understanding of others. They should have good listening skills to understand employees' emotions. While listening to employees' statements and feelings, they should ask themselves if they have a shared understanding. When talking to employees, they should ask meaningful questions. They should include being part of groups and NGOs aimed at helping others in their plans. Empathy and guiding others.	<i>books and articles and listening to podcasts (Interview ٤). If we want to help each other, we need to know how to listen well. What I mean is that we shouldn't just hear our colleague's words; we should also be able to understand their feelings. For example, when a manager sees an employee talking about a problem at work, they should listen carefully and try to understand how the employee feels (Interview ٢٧).</i>
		Understanding and evaluating others	They should not pay attention to stereotypical behaviors based on ethnicity, beliefs, gender, and religion in their plans. They should identify individuals' talents and utilize them in their tasks. They should understand multiple perspectives on important leadership issues.	<i>In my opinion, a good manager should treat all their employees with respect and without any prejudice. What I mean is that they should not differentiate between their employees based on ethnicity, religion, gender, or any other type of difference (Interview ٢٧).</i>
		Multi-generational leadership	Always utilize individuals with experience in negotiation and bargaining within teams. Prioritize individuals who want to understand what their job means in addition to just doing it and whether it has a positive impact. Consider using people who are willing to collaborate and work online and who possess skills relevant to their tasks in the organizational development	<i>In today's world, where many people are only after money and status, I think it's really important for individuals to pursue work that gives them meaning and makes them feel like they're making a positive impact on the world. What I mean is that work should not just be about a salary. A person should feel like they are creating something valuable or helping others in some way (Interview ١٢).</i>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
		Public speaking skills	<p>program. Take into account young interns seeking recognition and experience within the organization.</p> <p>Be able to enthusiastically prepare for formal speeches and monitor opportunities. Have completed courses in public speaking and presentation skills. Demonstrate strong leadership through appropriate attire and by engaging others in conversation and the work environment. Be able to organize tasks well and show enthusiasm in this area. Review all technical details that affect the audience, such as lighting, sound, equipment, etc.</p>	<p><i>I love speaking in front of an audience and I'm not afraid of it at all. I believe it's a very important skill that can be useful in any job (Interview ٢).</i></p>
		Writing skills	<p>Before sending a letter or message, they should check it several times before sending. They should be familiar with and adhere to the rules and guidelines of the Persian language. They should avoid using specialized or colloquial terms in their writing unless the audience is a professional individual. They should regularly present articles or reports in various media.</p>	<p><i>If someone wants to work in the field of correspondence, they must be able to write correctly and fluently in Persian, avoid spelling and grammatical errors, be familiar with Persian grammar, and be able to use various sentence structures appropriately (Interview ٧).</i></p>
		Diplomacy and tact	<p>They should always behave politely and respectfully towards others, regardless of the situation or people's attitudes towards them. They should have the ability to express disagreement in a respectful and considerate manner to foster constructive dialogue and a positive environment.</p>	<p><i>Everyone, regardless of their situation, whether at work or in personal life, should be able to speak well and convey their meaning accurately to others (Interview ٧).</i></p>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
			When speaking, they should pay attention to the words used and how others perceive them to establish effective communication. They should always actively seek feedback from others on how they can be more tactful.	
	communication skills	Bargaining and persuasion	I use my influence to persuade others and can build the necessary trust. When persuading others, I do not use tricks or unethical approaches and strive to be transparent. During negotiations, I can separate individuals from important issues and focus on the essence of the negotiation instead of confronting personal dynamics. In negotiations, I think about win-win outcomes. I believe that there are alternatives that are better than the current solutions.	<i>My colleagues tell me that I have a lot of skill in persuading others. I can speak in simple and understandable language and clearly and logically convey my ideas to others. Of course, just talking isn't enough. I always try to be honest and transparent. I never use deception to persuade others (Interview ٢).</i>
		Conflict management	I seek to understand the different values or interests of the parties involved. I view conflicts as opportunities to gain deeper insights about others and use that for stronger collaboration in the future. I do not ignore conflicts or avoid them; instead, I use them as opportunities to strengthen relationships.	<i>I believe that conflict is a natural part of any work environment, and instead of avoiding it, I try to use it as an opportunity for learning and growth. I think when we face a conflict, it's important to try to understand where the root of the problem lies instead of just looking for someone to blame. After that, we should talk to the other party and listen to their words with an open mind (Interview ٣).</i>
		Coaching	Professional development programs should focus on being a coach for employees. Skills such as providing timely feedback and asking questions to set	<i>In my opinion, in any team, whether it's a work team or a sports team, it's very important for team members to be able to give each other timely and accurate feedback. This way, everyone learns from each</i>

Main Theme	Comprehensive Theme	Organizing Themes	Core Themes	Interview Text Sample
			clear expectations should be included. Help others think better about what they want and their work plans. Assist stakeholders in increasing their personal accountability for the commitments they have made.	<i>other, and things progress better. By timely feedback, I mean that if someone is doing something wrong or could do it better, we should let them know. Of course, it's not just about pointing out faults; we should also suggest solutions. Most importantly, we need to do this in a timely manner, not wait until the end of a task to say that there was a problem somewhere (Interview ۲۲).</i>
		Customer Orientation	Always ask stakeholders how to work and what actions can be taken for improvement. Promise stakeholders and act seriously on those promises. Consciously seek opportunities to exceed customer expectations and plan accordingly.	<i>It is very important to utilize the opinions and ideas of everyone who has a stake in a project or organization. This way, a more comprehensive view of the situation can be obtained, and the best solutions can be found (Interview ۲۲).</i>
		Authenticity	Recognize their strengths and weaknesses and act accordingly. Have the courage in new decision-making because change leads to growth. Understand that their position depends on the support and backing of their colleagues. To become a complete leader, be honest with everyone, both inside and outside the workplace.	<i>I believe a successful person in this job is someone who first and foremost has the courage to make decisions. In today's world, where everything changes very quickly, it is crucial for a person to be able to make decisions swiftly and not be afraid of taking risks (Interview ۱۴).</i>

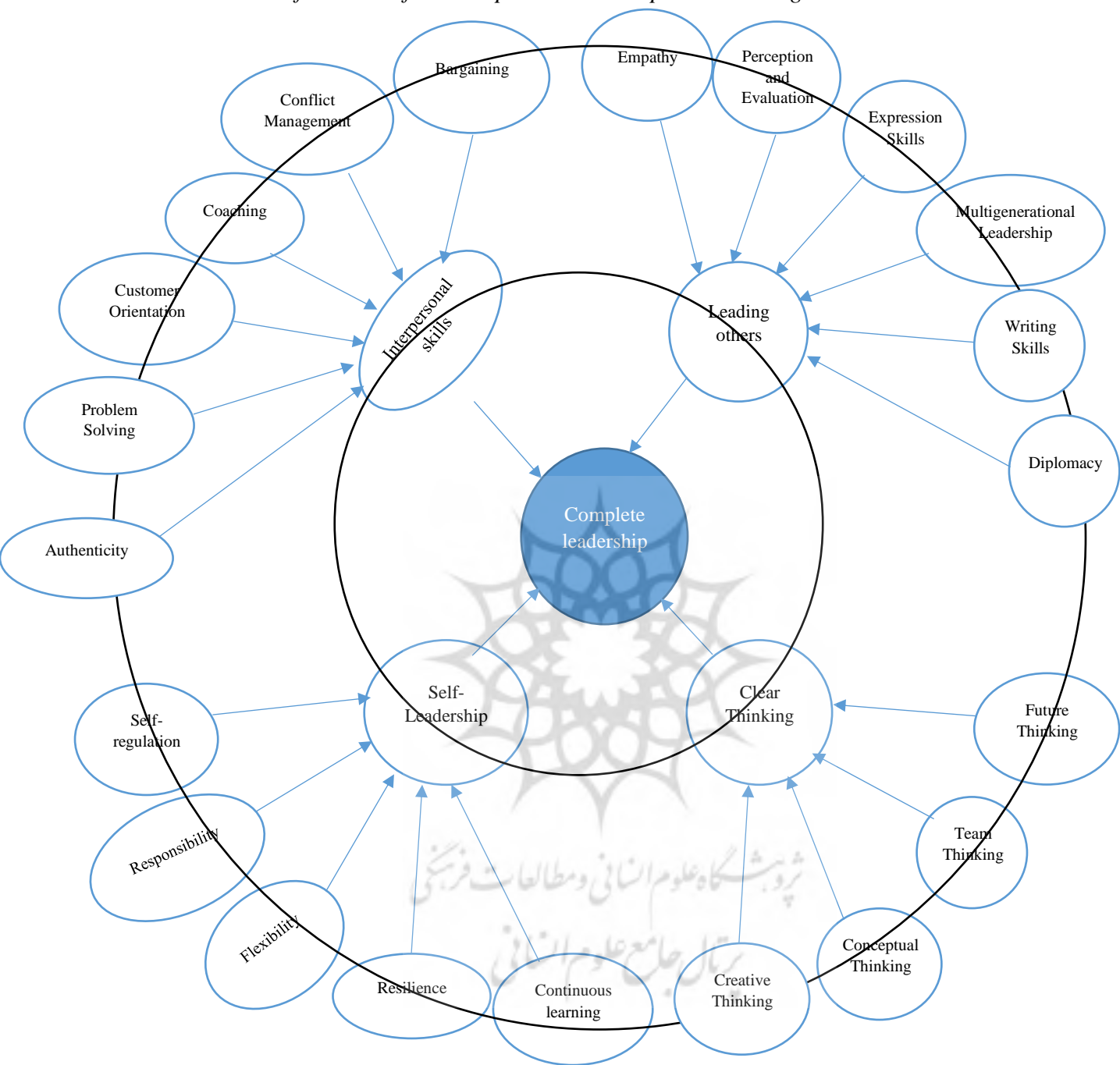
Includes: clear thinking including (future thinking, team thinking, conceptual thinking, and creative thinking), self-leadership (self-management, accountability, flexibility, resilience, continuous learning), guiding others including (empathy, perception and

evaluation, multigenerational leadership, communication skills, writing skills, and diplomacy), and knowledge management including (negotiation, conflict management, coaching, customer orientation, problem-solving, and authenticity).



**Figure 1.**

*The Network of Themes of the complete Leadership Model in Higher Education Institutions*



As seen in the above figure, the network of full leadership themes in schools consists of four overarching themes: clear thinking, self-leadership, guiding others, and communication skills. Each of these overarching themes has its own organizing themes. Clear thinking includes (future thinking, team thinking, conceptual thinking, and creative thinking), self-leadership (self-regulation, accountability, flexibility, resilience, continuous learning), guiding others includes (empathy, perception and evaluation, multigenerational leadership, expression skills, writing skills, and diplomacy), and interpersonal skills include (negotiation, conflict management, coaching, customer orientation, problem-solving, and authenticity).

To assess the credibility of the work stages and the results obtained from the trustworthiness, the following steps were taken:

- Continuous observation of the research process and review of research findings
- Establishing appropriate and correct communication with research participants
- Acceptance of the concepts revealed during the study process with special attention
- Review of interviews by colleagues and research experts to ensure the accuracy of the work

Participants were revisited for review and confirmation of findings by colleagues and research experts. Additionally, to ensure reliability, all interviews were recorded in writing. Furthermore, any points that were ambiguous were discussed with participants, and these ambiguities were resolved. Only a few categories had ambiguities that were corrected in the final categorization.

## Research and Conclusion

In this section, we first describe and analyze the findings of the research, followed by a comparison with previous studies.

The first dimension and its components include clear thinking, which encompasses (futuristic thinking, team thinking, conceptual thinking, and creative thinking). Future-oriented educational leaders have the ability to envision and anticipate changes, beginning preparations for these changes before others do. They actively seek new ideas regarding customers, products, services, strategies, and even their business models, looking for new opportunities. Futuristic thinking is more than mere daydreaming; it is based on a precise understanding of current conditions and a comprehensive knowledge of one's current job or expertise. Futuristic thinkers grasp the fundamentals of their industry and are thus able to propose the best solutions and strategies to address future changes. They seek a deep understanding of trends, challenges, and opportunities within their industry to better predict future possibilities and act accordingly (Obeng & Gillet, 2008).

Conceptual thinking is the ability to think at an abstract level: considering and applying ideas, principles, and assumptions in real-life situations. Individuals skilled in conceptual thinking understand why something is done. They can see through what is happening to grasp the underlying causes. Strong conceptual thinkers can focus on the big picture or a directed strategy. They identify the fundamental principles or assumptions that generate outcomes. Because they can identify hidden causes and establish unclear connections, they can easily explain these causes and connections to others, subsequently applying these fundamental

insights to create practical results. Conceptual thinking may be viewed as a form of futuristic thinking applied to today's problems, as individuals skilled in conceptual thinking can see the level of a situation and understand the underlying theories, models, or paradigms that guide or create current outcomes (Obeng and Gillet, 2008).

Creativity is the ability to think in new ways. It involves going beyond traditional ideas, rules, and methods to express something different or solve a problem. Being creative starts with a need, problem, or opportunity and may arise from internal or external stimulation. For example, a need may stem from personal feelings, such as the desire to express oneself through painting, or the need to solve a puzzle, like understanding why an apple falls from a tree. Creativity generates diverse opportunities in various fields, including problem-solving, achieving goals, and motivating teams to be creative and discover unconventional perspectives. The closest finding that can compare with this section is the research by Tavakoli and colleagues (2017), which concluded that six skills can be identified for quantum leaders, including: creative thinking, systemic thinking, conscious intuitive thinking, situational and contextual thinking, the ability to inspire, and self-organization. Team thinking is important. Teamwork is also vital because leadership is not an individual sport. Independence has been replaced by interdependence—and this will become even more pronounced in the future. The essence of leadership is achieving worthy goals through the collective efforts of others, with the understanding that everyone's aim is to serve the mission and clients, not the boss. In this regard, Obeng and Gillet (2008) also concluded that one of the characteristics of

leadership is attention to teams and groups. Self-leadership includes self-regulation, accountability, flexibility, resilience, and continuous learning. Leading others first requires that an individual can lead themselves. If one is skilled in self-leadership, meaning they are constructive, they will ultimately be recognized as a person who can get things done. In this context, the components are examined. Self-regulation refers to the ability to manage and control oneself, emotions, focus, and motivation. Individuals with strong self-regulation can manage their self-improvement without depending on others and can maintain constructive thinking in various situations. Success and failure are related to the strength of self-regulation. This finding aligns with the results of ENT and colleagues (2012). Therefore, the relationship between leadership and self-regulation means that effective leadership can help strengthen individuals' self-regulation, while a person with strong self-regulation can act as an effective leader. These two factors are aligned and mutually reinforcing, impacting individual and organizational development effectively.

Responsibility means accepting and committing to one's duties and tasks. A responsible individual has the ability to accept their role and responsibilities and is committed to their performance in achieving goals. Personal responsibility is the willingness and ability to take personal accountability for the processes, decisions, actions, and outcomes created by the leader. Individuals who have developed the competence of personal responsibility do not need someone else to hold them accountable. Instead, they consider themselves responsible. They can be relied upon. They

are accountable for their actions and behaviors. They are responsible for responding to calls in a timely manner, spending less than their income, maintaining important relationships, and preserving their physical and mental fitness. In the workplace, they take responsibility for completing their work for the team. This finding aligns with the results of Obeng and Gillet (2008). Flexibility refers to the ability to adapt and change in the face of various conditions. A flexible individual can improve and adjust in challenging situations and changes, considering various solutions to achieve goals. Flexibility is one of the essential traits of leadership that plays a significant role in the success and advancement of leaders and organizations. Flexible leadership means the ability to adapt and change with dynamic and variable conditions. Leaders who possess this trait can respond to changes in their organizations and business environment and timely adjust their strategies and approaches. The findings of this section are consistent with the results of Yukl's research (2008). Flexibility is the ability to change plans in response to current realities. Individuals who are flexible can recognize dynamic conditions and adapt their tactics to achieve desired outcomes. They respond quickly to changes in direction, embrace new ideas, and adjust their personal styles to work with diverse individuals. They maintain productivity during transitions or periods of chaos. Resilience means the ability to cope with and recover quickly from difficulties, stress, and trauma. Resilient individuals can focus and improve in the face of setbacks and complex issues, continuing to move forward. Resilience is a skill that allows a person to recover swiftly from hardships and not give up when faced with challenges. This finding

aligns with the findings of Obeng and Gillet (2008). Continuous learning refers to the willingness to enhance skills, knowledge, and abilities. A person in a state of continuous learning seeks to improve and elevate themselves over time, taking advantage of learning opportunities in any situation. Continuous learning encompasses the knowledge, skills, and attitudes necessary to create a personal process of ongoing learning and development. Individuals skilled in continuous learning naturally take the initiative to learn and implement new ideas and methods. These individuals are often described as "lifelong learners." They find ways to learn about their interests and the work they are engaged in. In this regard, Najafi and colleagues (2022) identified continuous learning as one of the components of leadership based on Nahj al-Balagha in their research. Leading others involves empathy, perception and evaluation, multigenerational leadership, communication skills, writing skills, and diplomacy. A widely accepted general definition of leadership is that leaders strive to achieve goals through and with their followers. Leading others encompasses the factors you mentioned, including empathy, perception and evaluation, multigenerational leadership, communication skills, writing skills, and diplomacy. Leaders must have the ability to create empathy and emotional connections with group members. They should be able to empathize with others and establish effective communication by reflecting on and understanding the feelings and needs of their members. The term empathy refers to the ability to "be in another's feelings." When you empathize with someone, you see their experience as they see it and feel it as they feel it. You are



able to recognize the emotions that another person is experiencing. Empathy leads to a deeper understanding of others and helps the leader connect with them and care about them. Empathy is different from simply agreeing with others. Instead, it provides the other party with the opportunity to gain greater awareness of their own feelings and experiences. Individuals who are unable to communicate with empathy lack an emotional connection with the other person. Research findings in this area align with the studies of Obeng and Gillet (2008). Understanding and evaluating others is the ability to see individuality in others, recognizing each person as a unique human being, and understanding the unique perspective and attitude of an individual. Each person has unique values, experiences, and aspirations. Another aspect of understanding and evaluating others is the ability to listen objectively to their opinions. Elder (2022) considers the perception and evaluation of others to be part of critical thinking. Critical thinking, in its explicit form, requires organizing one's own thoughts as well as understanding and evaluating the thoughts of others with a deliberate focus on the components present in all human reasoning. This necessitates the development of executive function, where the mind examines and re-examines its thoughts through reasoning about its own thinking to improve its reasoning. This component aligns with the findings of Elder (2022) and Obeng & Gillet (2008). Leaders must have the ability to guide group members from various generations and backgrounds. They should be able to respond to the diverse needs and situations of different generations and establish effective communication with them. Ultimately, multigenerational

leadership means the ability of leaders to manage and direct individuals from various generations and styles. Today, an employer can easily have young graduates working alongside their grandparents (Usungu, 2023). Multigenerational leadership entails the leaders' ability to manage and guide group members of different generations and styles. In this regard, implementing the following can help leaders: 1. Utilizing experienced negotiators: Experienced individuals often possess successful negotiation experiences. Leaders can learn from these experiences to improve their skills in this area, thereby enhancing their ability to guide group members during negotiations. 2. Valuing individuals for better understanding of their jobs: Leaders can show individuals what their jobs mean and how they can actively and effectively contribute to the organization. This can motivate individuals to not only increase their productivity but also develop an interest in the organization's core purpose and goals. 3. Engaging skilled individuals willing to work online: Given the growth of technology and changes in the work environment, involving those who are proficient in technology and willing to work online is crucial. Leaders can consider these individuals in organizational development programs and actively leverage their abilities and experiences within teams. 4. Engaging young, aspiring interns: Young and aspiring individuals bring fresh perspectives and new experiences to the organization. Leaders can regard them as a creative and energetic force and utilize their talents and ideas for organizational development. 5. Communication Skills: Leaders must possess the ability to express themselves effectively and understandably. They should be able to convey their ideas, instructions, and opinions

clearly and understandably to group members. 6. Writing Skills: Leaders must have the ability to write effectively. They should be able to prepare documents, reports, and other written communications accurately and understandably. Written communication is the ability to convey a message in a clear and persuasive manner. A person skilled in written communication knows their audience, has a clear purpose, and presents an appropriate number of words that are expertly organized to achieve their goal. 7. Diplomacy: Diplomacy and tact involve the ability to interact fairly, sensitively, and effectively with others, regardless of personal biases or beliefs. Individuals with a well-developed sense of tact and diplomacy are usually polite and courteous. They choose their words carefully to avoid unnecessary provocation of hostility. Diplomatic and tactful individuals use caution and appropriate actions to foster understanding. These findings align with the research of Peterson et al. (2014) regarding the attention to components of empathy, perception, and evaluation of others, and are consistent with the communication and writing skills highlighted in the research of Obeng & Gillet (2008). Interpersonal skills include negotiation, conflict management, coaching, customer orientation, problem-solving, and authenticity. Interpersonal skills in leadership encompass elements that help leaders establish effective relationships when interacting with others and possess the necessary abilities to face various situations and challenges. Below is an explanation of interpersonal skills in leadership: Negotiation refers to the ability to understand and empathize with others. Leaders who possess this skill can accurately comprehend the needs, feelings, and experiences of others,

thereby establishing effective relationships and successful interactions. Persuasion is the ability to convince others to change their actions, decisions, opinions, or thoughts. Influence is achieved through communication. When we refer to persuasion, in this context, Hoy and Smith (2007) identified ten principles of persuasion and influence in their research, providing empirical support for each and discussing the concepts for educational leaders. In summary, they proposed ten fundamental strategies for educational leaders to persuade and influence students, teachers, and parents. Conflict management refers to the ability to effectively manage and resolve conflicts. Leaders who possess this skill can improve conflicts and reach solutions for them. They are capable of managing problems constructively and using conflicts as an opportunity for growth and learning. In alignment with this finding, Bagshaw (1997) noted that conflict is often seen as an obstacle to progress, but it does not have to be. If there is only one opinion, development will not occur. Coaching means the ability to guide and develop individuals. Leaders who have this skill can identify individuals' capabilities and assist them in reaching higher potentials. They can foster greater motivation for learning and growth in individuals and collaborate in achieving personal and organizational goals. A coach helps individuals reach their desired outcomes or goals in a timely manner. Customer orientation means focusing on the needs and wants of customers. Leaders who possess this skill can understand the needs and desires of customers and improve their services and products based on these needs. They act in a way that ensures customer satisfaction and demonstrate customer-oriented behavior. In

fact, customers play a vital role in determining the value of a product or service. Customization is becoming more common, smarter, and technology-based, allowing for personalized experiences and products. In this evolving landscape, organizations that truly understand and respond to the unique needs of their customers will stand out. Creating a continuous and skilled focus on the customer is crucial for the success of businesses in the future. This includes deepening the understanding of customer needs, utilizing data and analytics, and taking proactive measures to meet these needs. By doing this, organizations can create value that aligns with customer expectations and build strong, long-lasting relationships. Problem-solving means the ability to analyze complex issues and find effective solutions. Leaders who possess this skill can conduct a thorough analysis of challenges and complex problems, providing innovative and efficient solutions. They are able to view problems constructively and use creative and logical methods to solve them. Individuals skilled in problem-solving can anticipate, analyze, diagnose, and address issues in an innovative manner. The ability to solve problems also utilizes other skills discussed in the first part, including conceptual thinking, planning and organizing, and creativity. Those with less skill in dealing with problems and roadblocks may do some or all of the following: fail to recognize the problem, be unclear about who should participate in solving it, misdiagnose or choose the wrong solution, or be uncertain about where the problem starts and where it ends. In this regard, Obeng & Gillet (2008) stated in their research that leaders accomplish tasks collaboratively and through others. Problems and obstacles inevitably arise along this path, and leaders who have a

good ability to confront challenges are more effective in achieving their desired outcomes. Authenticity means being true to oneself and acting honestly with others. Leaders who possess this skill act sincerely and honestly in their interactions with others and in their own leadership. They are truthful in expressing their values, beliefs, and goals, serving as credible and inspiring examples for others. These interpersonal skills in leadership help leaders to interact more effectively with others and establish stronger relationships. Additionally, these skills assist them in identifying improvements and new opportunities when facing issues and challenges, leading to better performance. Leadership in schools and their administration has generally attracted considerable attention as a crucial area in the development of education and learning. The current research has shown that effective leadership in schools can be composed of four overarching themes, which include clear thinking, self-leadership, guiding others, and interpersonal skills.

1. Clear thinking: This overarching theme includes the competencies that school leaders must master. These competencies encompass forward-thinking (the ability to plan and anticipate the future of the school), team thinking (encouraging collaboration and synergy among school members), conceptual thinking (the ability to connect concepts and ideas), and creative thinking (the ability to solve problems in innovative ways).

2. Self-leadership: This overarching theme includes the skills that school leaders must possess in self-regulation, accountability, flexibility, resilience, and continuous learning. These skills enable leaders to serve as role models for others and to act as

powerful and effective leaders by managing themselves.

3. Guiding others: This overarching theme includes the competencies that school leaders must have in guiding and leading others. This includes empathy (the ability to understand and connect with others), perception and evaluation (the ability to assess performance and provide constructive feedback), multigenerational leadership (managing diverse generations and leveraging the strengths of each generation), communication skills (the ability to convey ideas effectively and persuasively), writing skills (the ability to present ideas and validate them in writing), and diplomacy (the ability to manage internal and external relationships within the school).

4. Interpersonal Skills: This comprehensive subject includes the abilities that school leaders must possess in communications and interpersonal interactions. This encompasses negotiation (the power to share and collaborate with school members), conflict management (the ability to manage and resolve conflicts), coaching (the ability to provide goal-setting and guidance to school members), customer orientation (attention to and addressing the needs of customers), problem-solving (the ability to identify and resolve issues), and authenticity (integrity and consistency in performance and personal values).

In conclusion, complete leadership within schools is pivotal for fostering an educational ecosystem that nurtures holistic development. By engaging educators and students alike, embracing inclusivity, and promoting accountability, schools can cultivate environments that thrive on collaboration and innovation. As such, educational leaders must be committed to

evolving their practices to ensure that every stakeholder can contribute to and benefit from the leadership dynamic within the school (Hasanpuor et al.,2023).

## Recommendations

In the educational environment, school leaders play a crucial role. They act as leaders and role models for their colleagues and students. Leadership in schools involves setting goals and strategic approaches, planning and managing resources, evaluating and providing feedback, creating a safe and collaborative environment, professional development, individual and organizational growth, and establishing an effective organizational culture. Considering the aforementioned comprehensive subjects, school leaders should utilize appropriate training, courses, and resources for their own development and to improve their performance in these areas. Additionally, they should pay attention to communication skills, information technology, and modern leadership skills. Ultimately, leadership in schools holds significant meaning and value in order to enhance student education and learning, develop colleagues and team members, and create a dynamic educational environment.

- 1- Effective leadership within educational institutions is imperative for fostering a positive learning environment and enhancing academic achievement. This essay outlines key recommendations that can facilitate comprehensive leadership in schools, thereby promoting the holistic development of both students and staff.
- 2- Firstly, it is essential for school leaders to cultivate a shared vision.



This involves engaging all stakeholders—including teachers, students, parents, and the community—in the development of a collective mission that reflects the values and goals of the institution. By fostering a shared sense of purpose, leaders can ensure that all parties work collaboratively towards common objectives, thereby enhancing the overall educational experience.

- 3- Secondly, promoting professional development for educators is crucial. School leaders should prioritize ongoing training and support for teachers, encouraging them to adopt innovative teaching methodologies and stay abreast of the latest educational research. By investing in the professional growth of staff, leaders not only enhance instructional quality but also boost teacher morale, leading to higher retention rates and a more stable educational environment.
- 4- Furthermore, effective communication is paramount in establishing transparent relationships within the school community. Leaders should implement regular meetings and feedback mechanisms to ensure that concerns are addressed promptly and that all voices are heard. This open line of communication fosters trust and collaboration, which are vital for a positive school culture.
- 5- Lastly, promoting inclusivity and diversity within the school is fundamental for complete leadership. Leaders must actively seek to create an environment where all students

feel valued and respected, regardless of their background. Implementing programs that celebrate diversity and strengthen relationships among various groups can significantly enhance the school climate.

- 6- In conclusion, complete leadership in schools necessitates a multifaceted approach that includes cultivating a shared vision, prioritizing professional development, ensuring effective communication, and promoting inclusivity. By embracing these recommendations, school leaders can create an environment conducive to academic success and personal growth, ultimately preparing students to excel in an increasingly complex world (Rahimi Firozabad & et al 2023).

## References

- Attride-Stirling, J. (2001). Thematic Networks: An Analytic Tool for Qualitative Research. *Qualitative Research*, 1, 385-405. <http://dx.doi.org/10.1177/146879410100100307>
- Bagshaw, M. (1998). Conflict management and mediation: key leadership skills for the millennium. *Industrial and commercial training*, 30(6), 206-208.
- Chang, Ch. Y., & Besel, Karl. (2020). Cultivating next generation of healthcare leaders in Havana: Barriers and recommendation for succession planning. *International Journal of Healthcare Management*. Volume 14, 2021 - Issue 4. Pages 1062-1070
- Elder, L. (2022). *Critical Thinking*. Routledge. <https://doi.org/10.4324/9781138609877-REE215-1>
- Ent, M. R., Baumeister, R. F., & Vonasch, A. J. (2012). Power, leadership, and self regulation. *Social and Personality Psychology Compass*, 6(8), 619-630.
- Habibi, H., Azimi Aqblag, A., & Madani, S. H. (2022). Analyzing the professional performance of educational leaders from the point of view of principals and teachers of rural primary schools. *Bimonthly scientific research journal - a new*

approach in educational management. 12(4). pp. 111-88.

Hasanpuor, N., Sina, K., Nasiri, M. (2023). The Combination of Organizational Factors Affecting the Performance of Organizational Accelerators. *Journal of System Management*, 2(0), 55-67.

Hooman, H. (2011). *Practical Guide to Qualitative Research*. Tehran. Samt.

Hosseini, T. (2013). A Study of Organizational Factors Affecting Human Empowerment in the Deputy Minister of Development of the Ministry of Jihad Agriculture. *Quarterly Journal of Educational Management Research*; Fifth Year, No. 1.

Hoy, W. K., & Smith, P. A. (2007). Influence: a key to successful leadership. *International journal of educational management*, 21(2), 158-167.

Jafari, A., Gholamnia, H., Dadashi, I. (2023). Identifying the Dimensions and Components of the Perceptual Cognitive Model of Investors with Regard to the Information Environment of the Iranian Capital Market *Journal of System Management*, 2(0), 119-135.

Kheir Khah, A. (2019). Identifying the components of leadership competence. The first international conference on management, world trade, economics, finance and social sciences.

Lucia, A. D., & Lepsinger, R. (1999). *Art & science of competency models*. Jossey-Bass San Francisco, CA.

Lunenburg. (2010). The principal as Instructional Leader. *National Forum of Educational and Supervision Journal*, 27(4), 1-8.

Mouszadeh, Z., & Adli, M. (2009). Criteria for selection and appointment of managers with the merit selection approach in Nahj al-Balagheh, *Andisheh Management*, No. 1.

Najafi, E., Hossein Qolizadeh, R., Ghafari, Abolfazl and Ghanbari, Bakhshali. (2022). Ethical codes of educational leadership based on the teachings of Nahj al-Balagha. *Quarterly Research in Islamic Education Issues*, 30(56), 259-280.

Obeng, E., & Gillet, C. (2008). *The complete leader: How to lead to results*. Pentacle.

Peterson, R. S., Day, R. D., & Mannix, E. A. (2014). *Leading and managing people in the dynamic organization*. Psychology Press.

Rahardja, U., Moein, A., & Lutfiani, N. (2018). Leadership, competency, working motivation and performance of high private education lecturer with institution accreditation B: Area kopertis IV Banten province. *Man India* 97 (24), 179-192.

Rahimi firozabad, A., Razeghi, S., Kazemi, A. (2023). Organizational Culture Types Model Affecting the Perceived Organizational Performance According to the Role of Organizational Learning (Case Study: Kohgiluyeh and Boyer-Ahmad Agricultural Jihad Organization). *Journal of System Management*, 4(0), 163-184.

Senge, P. M. (2006). *The fifth discipline: The art and practice of the learning organization*. Broadway Business.

Suprayitno, D. (2024). The Influence Of Leadership On Employee Performance . *Journal of Law, Social Science and Humanities*, 1(2), 87–91

Tavakoli, A., Mohammadi, A.R., & Khodaei, Arshiya. (2017). *Quantum Leadership: Why, What and How*. *Organizational Behavior Studies*, 6(1), 33-56

Usungu, S. (2023). A Framework for Retaining a Multigenerational Workforce. <  
<https://firescholars.seu.edu/cgi/viewcontent.cgi?article=1015&context=dsl-abstracts>>.

Yukl, G. (2008, April). The importance of flexible leadership. In 23rd Annual Conference of the Society for Industrial-Organizational Psychology, San Francisco, CA.

Zhang, W. and Xu, F. (2024), "Proactive personality, transformational leadership and ethical standards: influences on radical creativity", *Management Decision*, Vol. 62 No. 1, pp. 25-49. <https://doi.org/10.1108/MD-05-2022-0666>