Exploring an Authentic Leadership Pattern for Education Administrators: A Qualitative Study

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Abstract

Objective: Educational institutes have increasingly recognized the importance of choosing authentic leadership pattern for their administrators, as it will bring them very positive and wonderful consequences in various levels. Therefore, the aim of the present study is to explore an authentic leadership pattern for educational administrators.

Method: In order to achieve this special pattern, the study was performed qualitatively and with a qualitative case study method. Potential research participants included successful directors and Vice-Presidents in Shiraz University and colleges with ten successful managers of the ten first considerations using targeted sampling approach. Then, using snowball sampling technique and considering the findings' saturation criteria, another 5 people were added to determine the sample adequacy. Furthermore, semi-structured interview tools were used to gather the research data and then, the interview results were analyzed; that is, firstly open coding and then axial coding were performed to achieve the basic, the organizer and the comprehensive themes.

Results: The findings of the current study showed that, from the primary 188 codes, the authentic leadership pattern of the education administrators involves 83 basic themes and four personal, interpersonal, organizational, and intra-organizational organizer themes in order to achieve the inclusive themes of academic authentic leadership.

Conclusion: Paying attention to this leadership style and investment in enhancing this particular model by educational leaders help them to do their tasks effectively toward all the stakeholders in a moral manner and improves managers' insights in developing strategies when dealing with challenges and issues ahead. In conclusion, according to the findings of the study, the following suggestions, divided to functional and research, are being provided.

Keywords: Authentic leadership, Personal, interpersonal, Intra-organizational themes.

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Introduction

Constant complexity of activities and the factors in today's changing world, as well as the encountering challenges in education, such as collective expansion of education, decrease in general cost of education, educational diversity, globalization of education, commercialization of education, changes brought by information technology (Barblan, Ivosevic & Daxner, 2007; Vukasovic, 2008) has brought the demand for honest, frank and reliable leaders (Northouse, 2013). The reason is that leadership has a direct effect on effectiveness and morality, fulfilling the tasks, meeting the goals and predicted results (Fraser, 2014). On the other hand, in recent years, these institutes have increasingly recognized the importance of dealing with these organizational changes and challenges, as these institutes face new economic, population, curriculum and adult training challenges (Tierney, 2016). So, in order to coordinate and adjust with vague, complex and prompt educational changes, there is an urgent need for strong leaders with features different with those of other leaders.

Terry (1993) argues that in order to recognize all really happening in leadership, authenticity is essential. Authentic leadership has roots in positive psychology and it was introduced as a novice approach after transformational, servant, and spiritual leadership (Ladkin & Taylor, 2010) and shares to fundamental principles: the real self and the relationship with ethics and morality (Gardner, Cogliser, Davis & Dickens, 2011). There are numerous definitions of authentic leadership and authentic leaders. For instance, Seeman (1966) defines authentic leadership as the ability to reduce the doubts to one's role, Rome and Rome (1967) define it as accepting the limitations, lack of confidence and possibilities by the leader, Hoy and Henderson (1983) states that authentic leadership is the amount of accepting the organizational responsibility of the leader by the subaltern people, Bhindi and Duignan (1997) define authentic leadership as the recognition of the real self and supporting the significant and real values, Begley (2001) sets it as a metaphor for professional effectiveness, morality, and conscious methods, George (2003) states it as the use of abilities, recognizing deficiencies, establishing sustainable relationships, self-adjustment, lifetime personal development, Luthans and Avolio, (2003) define it as the process of developing positive mental capacities, Avolio, Luthans and Walumbwa (2004) and Erkutlu and Chafra (2013) define it as being aware of others' and his thoughts, behavior, and viewpoints, Begley (2004) puts it as self-awareness and sensitivity to others' justification, Ilies, Morgeson and Nahrgang (2005) define it as deep awareness of values and beliefs, being honest and reliable, Shamir and Eilam (2005) say that authentic leadership is the level of integrity, self-concept clarity, self-harmony, and adapting one's behavior to the self-concept, George and Sims (2007) define it as people who are honest, reliable, guide, stimulator and concerned about others, Amanda et al. (2014) and Walumbwa et al. (2008) define it as a behavioral role model arising from the positive psychological aspects and organizational positive behavioral atmosphere, Avolio, Walumbwa, and Weber (2009) define it as a role model of an ethical and honest leader, Whitehead (2009) says authentic leader is a person who has a high level of self-awareness, modesty and pays attention to others' improvement and welfare and is committed to the organization's success, and finally Walumbwa et al. (2010) says that an authentic leader shows a level of awareness and a sample of openness and clarity toward others; however, the most well-known definition of authentic leadership is proposed by Walumbwa et al. (2008): "authentic leadership is a pattern of leadership, arising from positive psychological capacity and positive moral atmosphere; he tries to promote these two behaviors and leads to development of a sense of self-awareness and promotes inner moral viewpoints, harmonious process of information and relationship transparency in part of leaders' work with supporters, ultimately resulting in positive self-development".

Most people have acknowledged the effect of leadership on how goals and organization duties are met effectively. This is of high significance in complex and fast field of education in the 21st century (Fraser, 2014). Authentic leadership has appeared in response to the challenges that contemporary

organizations deal with (Franklin, 2010) and helps to the organization and employees in dealing positively with challenges ahead, especially in critical periods when leaders' and organization's behavior diminishes and the probability of official and behavioral infringement increases. These features can create a negative atmosphere and ultimately lower level of employees' psychological assets, so authentic leadership plays a key role here, because authentic leadership benefits from internalized moral aspect and behaves and makes a decision only according to moral indicators (Luis, 2014). Moreover, authentic leadership theory sought to prove how a leader can overcome the crises in unreliable and changeable atmospheres by means of ethics (Liu, Cutcher & Grant, 2015). Authentic leaders have a real sense of self-awareness and believe in their feelings, emotions, motivations, and values (Kernis, 2003). So, they provide a balanced understanding of their strengths and weaknesses (Walumbwa et al., 2008).

Many models and frameworks have been prepared for authentic leadership, including the model based on identity of authentic leadership (Klenke, 2007); development of authentic leadership model (Fusco, O'Riordan & Palmer, 2015), developing the component of morality of authentic leadership model (May et al., 2003); framework of relationship between authentic leadership and employees' attitude and behavior (Avolio, Luthans & Walumbwa, 2004), model on the effect of authentic leadership on cheerful well-being of employees and leaders (Ilies, Morgeson & Nahrgang, 2005), a conceptual framework for authentic leadership and developing adherents (Gardner et al., 2005); refined model of authentic leadership (Zhang et al., 2012). However, the role of authentic leadership in educational settings is to promote and maintain the environment that can improve the authentic learning and teaching process (Starratt, 2004). Studying authentic leadership in education can provide insights and opportunities for developing strategies so that they can cope with the current realities of universities more easily. Employees and faculty members can say to educational managers whether they are authentic in their leadership. They in turn transfer this authenticity to show their commitment and trust to university and perform their duties (Fraser, 2014). Trust is one of the main features of authentic leaders and when it disappears, it can have destructive effects on group function. Robins and Judge (2010:450) believe that when adherents trust the leader, they are ready to accept the vulnerability caused by the leader's actions, since they are sure that their rights and interests are not going to be violated. People do not follow a dishonest person or one who has the potential to abuse them. In fact, when employees feel that their leaders are so kind, honest, reliable and sympathetic toward them (Rego et at., 2014) and as decision-makers, they adhere to principles and pay attention to employees', organization's and society's welfare more than that of themselves (Anna et al., 2014), they feel that they are required to compensate the valuable behavior of the organization; this can result in their sense of identity with the organization (Lotfi Jalalabadi, Moghli, Feizi, and AmirKhani, 2015).

Behavioral pattern of authentic leadership can act as a response to a sizeable number of challenges of organizations and bring about positive consequences in workplace and lead to organizational identification as it is the root to all modern leadership styles and the most comprehensive and functional leadership theory which can provide the answer to the needs of a modern society (Lotfi Jalalabadi et al., 2015). In fact, organizations, especially educational institutes, need authentic leaders to overcome the active, new intense changes (Müceldili, Turan & Erdil, 2013). Leadership has become much harder and more outstanding because, by considering the pivotal role these institutes play in continuing the comprehensive development of a society, there is urgent need to change and develop educational institutes, responding the contradictions and environmental ambiguities. Responding the necessities and the need to have leaders who can survive and save the organization with self-confidence, optimism, and flexibility and can lead to developing trust and identification of their adherents simultaneously has brought about the interest to create a new type of leadership called authentic leadership (Luthans & Avolio, 2003; Fernando, 2011; Avolio, 2004; Avolio & Gardner,

2005). Authentic leadership style is a morality-based style in organizational management. If it is exploited by educational managers at university, it can be the basis of developing and enhancing morality-based management styles in personal, organizational and social level (Piran nejad, 2013). With the experience of half a century, Shiraz university is regarded as one of the elite universities among other educational institutes, so a moral leader with positive psychological capacities, followed by leaders' authenticity is of high importance. Choosing the special leadership approach which is authentic in organizations has gained more importance due to its role in society, as leaders, with these capacities and their authentic leadership, can preserve appropriate and positive organizational results in challenges and problems, take into account moral standards in their decision and seek for their adherents' (university staff and faculty members) and the university's well-being and establish transparent relationships. This transparency opens the door for interacting ideas, beliefs, and relationships among members of an organization (Fraser, 2014). Authentic and kind leaders of a university can contribute to creating a sense of mutual trust by creating sincere relationship with staffs and faculty members. Thus, the adherents will undertake their duties and tasks honestly and committedly to achieve the 20-year vision plan and higher effects. At university, an authentic leader responds positively and constructively to external and internal pressures and challenges by getting to know his and his adherents' strengths and exploiting the challenges put forward by adherents and never surrenders to environmental pressures. So, paying attention to this leadership style and investment in enhancing this particular model by educational leaders help them to do their tasks effectively toward all the stakeholders in a moral manner and improves managers' insights in developing strategies when dealing with challenges and issues ahead.

What was stated reveals the importance of authentic, unique and native leadership and shows the direct and indirect effects of this particular approach in leaders' success and effectiveness. It also shows the development of positive aspects in different organizational levels such as trusting the leader, communicative atmosphere and sharing the knowledge, adherents' job satisfaction and organizational commitment, citizens' behavior and work interaction, employees' turnover, group creativity, team efficiency, psychological well-being and organization's total function. By choosing this leadership style, universities' authentic leaders can get over all crises and challenges using this moral guideline. It seems that achieving these positive and great consequences requires special considerations and planning; thus, it asks for managers' special attention to revising their leadership style and their attempt to enhance their authentic leadership behaviors and one of the major prerequisites of forming this authentic leadership style at universities is discovering an authentic leadership pattern for educational managers. This pattern should consist of all university authentic leadership features. What is intended in this study is the attention to educational authentic leaders as the directors of this high-ranking entity and how a pattern, with all the capabilities and features of an academic authentic leader, can be discovered for its leaders. Conducting this study can help us to answer so many questions in the field and add to the existing knowledge in leadership and broaden our horizon in order to do studies in future.

Literature review
Some studies have tried to investigate the notion of authentic leadership and characteristics of an authentic leader with a heuristic approach. These studies have had different aspects and components which are proposed for an authentic leader, including, four aspects of intellectual simulation, inspiring motivation, idealistic influence, personal considerations (Bass and Avoli, 1997), five aspects of attention to the aim, attention to values, interest-based leadership, establishment of sustainable relationships and expressing self-adjustment (George, 2003), four aspects of self-awareness, undistorted process of information, authentic behavior and relationships (Kernis, 2003; Ilies et al.,

2005); nine components of positive psychological capacity, positive moral views, leader's self-awareness, leader's self-adjustment, leadership behavior and processes, adherents' self-awareness and self-adjustment, adherents' development, organizational background, sustainable, real and extraordinary function (Avolio and Gardner, 2005), two aspects of self-awareness and self-adjustment (Gardner et al., 2005), four aspects of self-awareness, moderate process of information, authentic behavior and relationship transparency (Avolio and Gardner, 2005), four aspects of self-awareness, moderate process of information, relationship transparency and internalized moral aspects (Walumbwa et al., 2008; Neider and Schriesheim2011; Mazutis, 2011; Wong and Laschinger, 2013; Rego, Sousa, Marques & et al., 2012), five aspects of adherentship, following the rules, leader's characteristics, honesty and coherence (Xie Hengxiao, 2007), four components of awareness, unbiased process, behavior and behavior justification (Kernis and Goldman, 2006), four aspects of self-concept, self-transparency in a high level, self-harmony goals, self-assertiveness behavior (Shamir and Eilam, 2005). Accordingly, the general aim of this qualitative study is to discover a pattern of authentic leadership for educational managers of Shiraz University. The key question of the research is, "What are the components of the patterns for authentic leadership of educational managers?"

Method

The method: the following study was done qualitatively and with a qualitative case study method to find the authentic leadership pattern for educational managers in Shiraz University.

Potential participants in the study: Potential participants in the study were the current (about 48 people) and previous (number unknown) chancellors and vice chancellors in different faculties who had the experience of a management position. It is to be noted that the academic ranks ranged from associate professor to professor with 5 to 35 years of management experience.

Participants and their selection method: as it was not so easy to distinguish managers who were authentic leaders, the participants were selected with sequential sampling approach with snowball sampling method and then were interviewed. Also, the process of selecting participants (15 including 6 assistant professors, 6 full professors and 3 professors who were all male) was stopped after the theoretical saturation.

Data collection: semi-structured interview was the tool used to identify the themes and components of authentic leadership of educational managers and in this way, chancellors and vice chancellors of the university and faculties stated their viewpoints openly. It should be stated that the allocated time for each interview lasted between 30 minutes to 3 hours. During these interviews, the participants were asked open-ended questions and after getting their permission, their voice was recorded and then transcribed.

Reliability of the collected data: in this study, in order to investigate the trustworthiness, credibility and dependability techniques were used.

Data analysis: thematic analysis was used to analyze the acquired data from the interview. This analysis consisted of three stages, including basic themes, organizer themes and comprehensive themes. Finally, by using these three stages, a thematic network was established and by identifying the relationship between these three themes, the primary pattern for authentic leadership was discovered as a website.

Results

After collecting the data, the researcher tended to codify the notes and establish three themes or steps to recognize basic, organizer and comprehensive in three stages. These were done to create the thematic network of authentic leadership pattern.

Stage 1: in this stage, the content of the interview was transcribed to achieve a pattern of authentic leadership for educational managers. Then, every single line of the transcriptions was studied carefully and nearly 183 primary codes were extracted. In the next stage, some codes were merged, deleted and changed and finally, 80 basic themes related to authentic leadership and four organizer themes were achieved, including personal (20 basic themes), interpersonal (29 basic themes), organizational (23 basic themes), and ultra-organizational (8 basic themes) to extract the comprehensive themes of authentic leadership for educational managers.

Positive psychological aspects, positive behavioral and guidance aspects, valuation and understanding duties, one's responsibilities and rights, the ability to plan accurately, scientific and real judgment and assessment, encountering and struggling with corruption and infringement, a researcher, scientist and expert in his own field, attention to their development, the ability to take part in academic society, creative and scientific solution to problems, attention to authentic criteria, measures and scientific values, maintaining academic behavior, political and intellectual stability, scientific viewpoint, pragmatic, result-oriented, pluralistic, specialistic-oriented, flexible, comprehensive, positive, understanding and experiencing all scientific processes, transparent, timely, reasonable, and accurate decision-making, acceptance, efficient, academic entrepreneur, believing in science importance, anthropocentric.

Talent management, consulting the adherents, partial ability in law, psychology, and sociology, balanced attention to adherents' needs and desires, flexibility and coordination of ideas and comments, providing motivation, job belonging, establishing a calm and peaceful atmosphere based on morality, respect, honesty, reliance and trust, satisfaction, friendship, kindness, and mutual intimacy, establishing an atmosphere for association and freedom of thought, providing an understandable scientific atmosphere, scientific communications and interactions which are transparent and morality-based, empowering the adherents, accountability, stating expectations transparently, recognizing viewpoints and beliefs of all cultures and religions, acceptance of leader's authority by the adherents, preferring collective interests over personal interests, not changing the viewpoint and personality according to the conditions, sovereignty of law, sympathy and honest solution of adherents' problems, supporting the adherents, getting to know the adherents, improving and developing citizenship's positive behavior, providing the facilities needed by adherents, providing the chance for adherents to ask questions, providing the background for conducting research projects, kind, reputable, open, brave and sympathetic, open attitude and viewpoint, comprehensive based on choosing the right one, inspiring and compassionate guidance, being of help to adherents.

Providing high-quality items in all levels, evaluation, supervision and quality guarantee, improving the efficiency of university's processes, systems and structures, increasing the university's national and international rank, increasing the research contracts and university's income, rising the university's educational, service and research quality, awareness of rules and regulations in all levels, believing in university's duties, dealing with all infringements, adherence and accountability to all rules and regulations in all levels, developing the academic communication of university nationally and internationally, cooperation with all university structures, maintaining the university's independence in political matters, awareness of university's scientific rank, coordination with university's goals, views and strategies, recognizing all scientific processes of university, control over the rules and principles of educational management, solving the needs, obstacles, and challenges, non-political attitude to university's problems and challenges, coordination with supreme educational plans and evidence, imposing high-quality, comprehensive, valuable, transparent, reasonable, lasting and update rules, attention to university's social responsibility, university's improvement, development and enhancement.

Recognizing the university nationally and internationally, knowing the interior and exterior stakeholders and increasing the communication with them, meeting the needs and expectations of the society, solving the society's issues and problems, attention to the country's improvement and development, increasing the interaction and communication with other universities nationally and internationally, enhancing the university's outer image, coordinating with society's expectation.

Table 1. Organizer themes and the related evidence.

Personal	1. They are scientists, knowledgeable people and "we often see people in this field who have a word in their area of expertise and are expert". (code 3) 2. If he is an ideal manager, he pays attention to both his development and the three group he is working with. With regard to his development, he shouldn't feel disdained to take part in a workshop in university, either in management or education. (code 4)
Interpersonal	1. The manager should put aside his personal preferences and respect all preferences and work within the system's general framework. So, respecting others' preferences and tastes as well as maintaining the insights and strategy are the prerequisites of popularity of an authentic leader. (code 14) 2. He should have high mental capacity and not get disappointed after challenges and crises. He should also be able to make decision in tough situations. He has to be able to prefer collective interests over personal interests and sacrifices his own preference. (code 11).
Organizational	1. Another principle is that a successful manager should know about regulations, know what the most so-called updated regulation with regard to a phenomena is and keep themselves updated (code 4) and circulars are sent to university on a daily basis from ministry of education which need to be answered by the manager (code 4). Secondly, he must have a plan and these should be in line with the university's goals and viewpoints. "A university leader should be able to plan for his long-term, midterm and short-term actions and have a daily plan and work based on these plans". (code 9) 2. People think that the infringement which should be tackled is a major infringement. They think that what causes a problem to a society are big things. I have an opposite idea. I believe what can be dangerous to a society are minor infringements (code 2). He should be able to implement supervision in all fields completely. The supervision committee has recently changed its name to: supervision, evaluation and guarantee of quality, as mere supervision is not of any use. I emphasize on being result-oriented. It means that seeing the results of our endeavors. Supervision in different ways. (code 13).
Out-of-organization	1. writing an article is not the ultimate goal. How can this article solve the problems in a society? Attracting the research load at university is a tool, not goal. It should be a tool to get to a profound effect, that is solving the problems of a society. (code 13) The purpose of increasing general awareness is that you place yourself in the middle of it to be able to comment on it (Reality of Certainty) and our duty is the same at universities. (code 13) 2. In these international interactions, he can claim these more. So, he can increase the rank of Shiraz University throughout the world. One

criterion of ranking Iranian universities is the amount of interaction with international universities, the number of foreign professors coming here and the number of Iranian professors going abroad to teach. (code 6)

Stage 3: in this stage, using the basic, the organizer and the comprehensive themes in the previous stage, the "thematic network of authentic leadership pattern of educational managers" was planned to be created which is shown in figure 1.
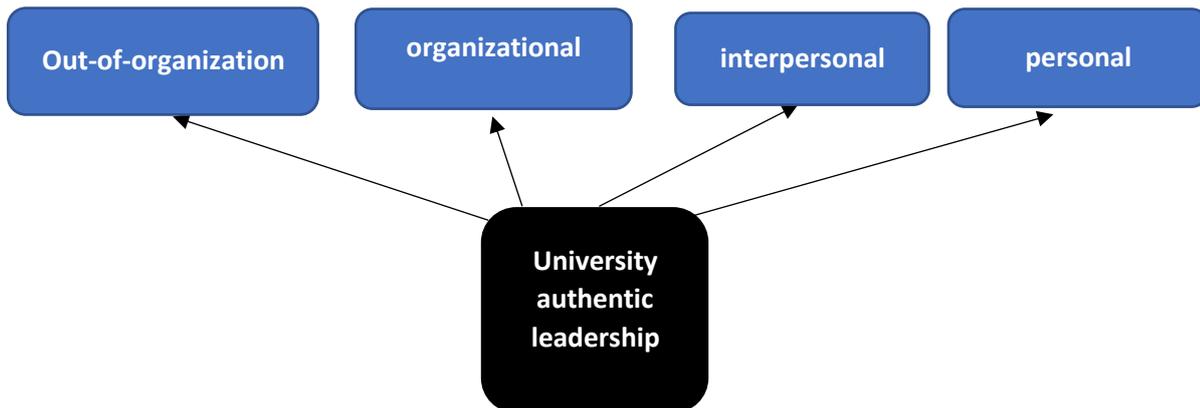

Figure 1. Thematic network of authentic leadership pattern of educational managers.

Validation of qualitative data
The results of aligning data showed that the themes arising from thematic analysis in this study is in line with research and theoretical basis. It confirms the validity of qualitative data of the previous part.

Discussion and Conclusion
The results of the findings from thematic analysis which was done to recognize the themes and characteristics of authentic leadership of educational managers showed that the mentioned pattern consists of four major components: 1. Personal, 2. Interpersonal 3. Organizational 4. Out-of-organization; which can be considered as key features, as these components have had the highest attention among the mentioned features by participants in order to form an authentic leadership pattern of educational managers. In this pattern, for participants, personal component of university authentic leadership denotes all features that an authentic leader should have, including having positive and moral characteristics, so that he keeps enough self-confidence and deals with the adherents' and organization's problems and issues optimistically and hopefully. Modesty and humbleness, and kindness and sympathy are other features for an authentic leader as they can be effective for adherents' positive attitude and its development. These findings are in line with those by Avi, Richmond and Nickson (2012). They stated that positive leadership has a direct relationship with employees' psychological assets and leads to more creativity in them. An authentic leader should be totally aware of all his strengths, weaknesses, values and beliefs; they should be aware of their rights and responsibilities and value each factor. These were also in line with Kernis (2003). As he stated, authentic leaders have a deep self-awareness and trust their feelings, emotions, motivations and values. One of the main features of university authentic leaders is accurate planning, scientific and real judgment and analysis of current and previous issues for future planning. Such leaders should struggle with any corruption or infringement at university and should never allow the corruptive atmosphere to occur. They also argued that a university authentic leader should be a scientist and expert in his own field, and has the ability to take part in academic society. They should be able to

understand and have experienced all scientific approaches and take scientific criteria and values into account. Another point mentioned by the participants is preserving academic morality and ethics under all circumstances in a way that a university authentic leader needs to keep his political and intellectual balance in different cases. Other points mentioned by the participants were the ability to recognize, prescribing scientific approaches and honest solutions for various issues. An authentic leader should decide clearly, timely, reasonably and accurately in all cases. These findings were compatible with Wong and Laschinger (2013) in which they claimed that transparency in an organization will provide the basis for a professional job atmosphere with mutual trust; also, a kind of continuous coaching will be established in the organization by creating conditions to communicate with the adherents and donating some independence to them, which results in constructive feedback and employees' cooperation in decision making and their acknowledgement of the organization. Moreover, for a university authentic leader, some other points were confirmed, including having a scientific viewpoint, being pragmatic, result-oriented, pluralist and expert, flexible, comprehensive, positive, and based on worthy experiences. Among other important features mentioned for a university authentic leader is being proficient, efficient, entrepreneur, and paying attention to his own development. Finally, recognizing plurality and effect on people was mentioned as other personal features of an authentic leader by the participants.

The second feature, that is interpersonal component of a university authentic leadership implies all the features that a university authentic leader should have with regard to his adherents. For example, a university authentic leader should valorize the knowledge and expertise of the adherents and employs those are able, well-known, expert, and creative. The leaders should use their adherents' mind and abilities and be flexible simultaneously. Leaders should also synchronize the compliant and opposing views and coordinate the adherents. An authentic leader does not change his position and personality according to conditions and prefers collective interests to personal ones. These are in line with Klenke (2007). He believes that a behavior which is authentic is based on values, preferences and needs, not just in order to achieve the rewards or avoid the punishments. An authentic leader always prioritizes the law not relationships. He also needs a high level of knowledge in law, psychology and sociology in his interactions and balanced attention to adherents' needs and desires. As well as this, an authentic leader should provide a peaceful environment for his adherents and scientific, informational, welfare, educational, and recreational facilities. An authentic leader should let them inquire and comment on their needs and be a promoter and provides solution. He should also take into account the recruitment and other research work. University is a place where freedom of opinion should be a priority and providing this field for his adherents, the authentic leader can come up with new ideas. Mirmohammadi and Rahimian (2012), the result of whom being in line with these findings, stated that authentic leadership has a positive and significant effect on employees' personal creativity. At university, adherents seek for a collaborative, tranquil and joyful environment to do their tasks and an authentic leader will provide them this atmosphere. These were similar to what Sednaghavi and Kahah (2014) has claimed. They found that job enthusiasm has a profound effect on the relationship between authentic leadership and creativity and an authentic leader can affect creativity by having an impact on employees' enthusiasm. Moreover, an authentic leader should create an environment which is peaceful, joyful and based on morality, respect, honesty, trust and confidence, satisfaction, friendship, kindness and mutual intimacy. This environment makes the adherents feel safe and secure and state their ideas openly. Walumbwa et al. (2010) stated that authentic leaders show a level of awareness and a pattern for openness and transparency in their behaviors with others through sharing the information necessary for decision-making, acknowledging others' achievements, and revealing his values, motivations and feelings, so that adherents can see leader's merit and morality clearly in his behavior. Particularly at university, an authentic leader

establishes an academic environment, in which all the adherents tend to do a task with a high sense of motivation and belonging. In his interpersonal interactions with adherents, an authentic leader is a kind, open, problem-solver, and brave person who has a father figure and guides the adherents sympathetically and provides the way. He listens to adherents' issues and problems and attempts to solve them basically and supports them since he knows how to interact effectively with them. Begley's (2004) findings in this field showed that an authentic leader is self-aware, sensitive to others' justifications and technical complexities, leading to higher synergy in their leadership proceeds. His attitude is open, general, comprehensive, wide, human-centered and based on choosing the right person, providing all the fields required for adherents' development, especially their citizenship behavior. Furthermore, in his interactions with his adherents, an authentic leader should be able to create transparent, good, honest, close, continuous, respectful, balanced, scientific and wide interactions with his adherents. An authentic leader states his expectations clearly. These findings are in line with the study done by George and Sims (2007). They pointed out that authentic leaders are "honest people, being realistic with regard to themselves and abilities". They try to create trust and develop a real relationship with others. People believe in them and this belief enables them to provide a sense of motivation for a high level of performance. He accepts others' viewpoints, religions, beliefs and tastes and respects them. Adherents also welcome his knowledge and expertise. Begley (2001) suggests that an authentic leader at university approves the legitimate needs of people, groups, organizations, societies and cultures and offers an appropriate management performance.

The components of university authentic leadership denote the features of an authentic leader with regard to his university, including (from participants' points of view) providing high-quality products in all levels, evaluation, supervision and guarantee of quality, increasing the efficiency of university processes, systems and structures. He should also pay attention to the increase in the university's national and international rank, the research contracts and university's income, and the university's educational, service and research quality. He needs to be aware of rules and regulations in all levels, believing in university's duties, dealing with all infringements, adherence and accountability to all rules and regulations in all levels. University's beliefs and values is another feature needed by a university authentic leader, adherence to which is essential. Developing the academic communication of university nationally and internationally, coordinating goals, plans and insights with all university structures, and maintaining the university's independence under any circumstances, especially political matters are important. They must have understood and experienced all scientific approaches, such as research, teaching, etc. He should have enough knowledge in educational management and knows completely about work-related scientific subjects. He should know the university's issues, obstacles and challenges and tries to solve them fundamentally and appropriately. He should not look politically toward the university's issues, as he finds the university a place for knowledge. Coordination with supreme educational plans and evidence, imposing high-quality, comprehensive, valuable, transparent, reasonable, lasting and update rules, attention to university's social responsibility, university's improvement, development and enhancement are other features of a university authentic leader. In Luthans's and Avolio's (2003) opinion, moral capacity, moral belief, moral braveness, self-awareness, self-adjustment and emotional intelligence are some characteristics of authentic leaders, as they can align their acts and intentions with his values using these features. So, an authentic leader guides all his organizational activities and behaviors according to moralities and preferring organizational interests over personal interests. Moreover, according to Chan et al. (2005), authentic leaders become aware of multilateral subjects by equipping himself with high moral capacities in the field of morality; in different situations and complicated issues, they look at the problem in different views and tries to act within the morality and works based on his scientific and academic values.

The outside-university component denotes the behavioral features of a leader beyond the organization, country, etc. According to participants, these features include knowing universities nationally and internationally, knowing interior and exterior stakeholders and developing his relationships with them, recognizing and meeting the society's needs and expectations, recognizing and trying to solve the problems of the society, paying attention to country's growth and development, expanding the university's interaction and communication with other universities in different fields nationally and internationally, enhancing the university's outer image so that everyone knows the university throughout the world, and coordinating with society's expectation. Due to these findings and according to May et al. (2003), an authentic leader looks at the problem in different views and takes into account the needs of stakeholders. In fact, these leaders try to make the best decisions by taking into account the needs of different people. Also, according to Toor and Ofori (2008), authentic leaders are all aware of cultural sensitivities and are really motivated and self-aware. They also have a high sense of honesty, adherence to goals, braveness in moving ahead and skill.

Based on what has been mentioned so far, it can be said that authentic leadership principles can be of help to interior and exterior demands and pressures, especially when they face issues such as having access to education, cost-effective education, and exterior evaluation by regional educational organizations. Moreover, this leadership pattern pays attention to employees' and faculty members' tensions with regard to accountability to manager and the ever-increasing need to transparency and responsibility. Establishing open relationships with employees and faculty members by university managers can make them successful in achieving their job demands and doing their duties without any expectations. University leaders act clearly with regard to their values and beliefs, they are stable and guide people's behavior and plans in the appropriate manner and by setting themselves as role model, they provide behavioral expectations (Arasteh, 2008). So, paying attention to this leadership style and investment in enhancing this particular model by educational leaders help them to do their tasks effectively toward all the stakeholders in a moral manner and improves managers' insights in developing strategies when dealing with challenges and issues ahead.

In conclusion, according to the findings of the study, the following suggestions, divided to functional and research, are being provided.

Functional suggestions: 1. Due to the personal features for authentic leadership pattern for educational managers, educational managers are suggested to deliberate themselves and know more about their moral and behavioral features and improve their self-awareness in this field; 2. As it was said that many educational features of authentic leadership can be taught, it is suggested that we recognize these features and plan to improve them in managers of all levels; 3. Due to the importance and dignity of authentic managers of Shiraz University, top managers are advised to appreciate these people.

Research suggestions: 1. In order to investigate educational managers' viewpoints thoroughly, this should be investigated in other universities in Iran; 2. Because of the importance of educational system and especially education in schools, it is suggested that this subject is studied for authentic professor, authentic trainer and authentic teacher.

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