

Presenting the Cultural Leadership Pattern in Iranian Educational Organizations Using Content Analysis Technique

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Purpose: Cultural leadership plays a vital role in more effective management and leadership of organizations. As a result, this paper aimed to provide a cultural leadership pattern in Iranian educational organizations using content analysis technique.

Methodology: This study was applied in terms of purpose and qualitative in terms of execution method. The research population consisted of experts in the field of culture and management of educational organizations in Iran in 2019. According to the principle of theoretical saturation, 22 subjects were selected as sample with the purposive sampling method. The research tool was a semi-structured interview, whose validity was confirmed by triangulation method and its reliability was calculated to be 0.82 by the inter-coder agreement method. Finally, the data were analyzed based on open, axial and selective coding using the content analysis technique.

Findings: Results showed that cultural leadership in Iranian educational organizations had 129 open codes or indicators, 25 axial codes or concepts, and 3 selective codes or categories. The category of individual competencies includes 13 concepts of cultural strategic thinking, cultural intelligence, cultural analysis skills, ethical orientation, fairness, jihadi spirit, rule of law, excellence, belief in cultural citizenship, managerial intelligence, charisma, self-management and artistry, the category of interpersonal competencies includes 3 concepts of creating cooperation culture, emotional and trust-building leadership and management of relationships with others and the category of organizational competencies including 9 concepts of cultural diversity management, cultural integration, equal access to cultural services, management of organizational values and beliefs, management of organizational cultural heritage, organizational traditionalism, cultural influence, cultural symbolization and cultural change agility. Finally, according to the identified categories and concepts, a cultural leadership pattern in Iranian educational organizations was designed.

Conclusion: According to the results, some programs can be designed and implemented to improve the categories and concepts identified for the cultural leadership model in educational organizations to improve cultural leadership.

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1. Introduction

Culture is considered the most basic aspect of social life, and just as people have their own personality and identity, society is like a living organism whose culture determines its personality (Meshkvtati & Mirshekari, 2018). Culture is the result of habits, beliefs and convictions that belong to a society, and most of it has been passed down from the past generation to the present generation (LaGuardia & Oelke, 2021). Also, culture is a system of basic beliefs and assumptions, values, customs and behavioral patterns that shape and direct society's perceptions, occasions and behaviors and create its identity (Ekasari, Noermijati & Dewanto, 2020). Globalization with many environmental changes has currently had a great impact on the field of various organizations in the world and has caused the organizational environments to become very turbulent, which indicates the need to have capable managers and leaders for the success of the organization (Jamieson, Lefsrud, Sattari & Donald, 2021). Organizational theorists consider the 21st century the organizational leadership century and believe that the success of organizations and society requires leadership. The management and leadership of any organization is considered one of the important factors in its sustainability and continuous improvement, so we see the competition of organizations in using new leadership methods to achieve the best results (Shin & Park, 2021). Fundamental changes in organizations can be used effectively and efficiently when the necessity of it is felt according to the desired organizational culture, and managers of organizations should be able to make appropriate arrangements to reject or modify some common organizational cultures when necessary (Podsakoff & Podsakoff, 2019). The success of organizations in achieving their goals and fulfilling their responsibilities depends to a large extent on its managers and leaders, and if they perform their duties properly, the organizations can achieve their goals (Swanson, Billsberry, Kent, Skinner & Mueller, 2020). Leadership is a process in which a person influences a group of people in a certain direction. In fact, leadership is the art of influencing the individual and organization to create positive changes (Ly, 2020). Leadership is a general theory or concept that describes the relationship between a leader and followers or group members, because the leader influences the people of the group and encourages them to achieve common goals. Since leadership is defined as an interpersonal interaction between the leader and the group, it refers to a purposeful and specific situation to achieve specific goals (Fredrick, Desselle, Gatwood & Hohmeier, 2021).

Many organizations of the 21st century faced cultural diversity, and in such organizations, leaders must be people with enough knowledge and intelligence to be able to manage and lead organizations in these conditions (Lee, Law, Chun & Chan, 2017). In order to create change and transformation in the organization, it is necessary to make appropriate changes in the organizational culture to create an optimal culture compatible with the new organizational requirements. Therefore, one of the new skills that managers need in the organizational change management process is cultural management and leadership skills (Kliwer & Ndirangu, 2019). Management means the science and art of managing organizations, and management in the current era has enjoyed significant development due to the valuable results that its correct application has for various organizations (Reynolds & McKimm, 2021). Leadership is a higher order concept for management in which leaders strive to influence others to achieve goals. Therefore, the basis of leadership is the ability to influence people, and leadership is an effort to influence individuals or groups without exerting power (Nghia, Phuong & Huong, 2020). Cultural leadership style has recently been mentioned in management and organization studies, and due to the entanglement of different cultures in an organization, its importance is increasing persistently. This structure refers to a type of leadership that affects the beliefs, ideologies, values and norms formed by members of the organization and the cultural forms that are expressed through it (Sutherland & Gosling, 2019). Cultural leadership means the activities that leaders do for the efforts of others to achieve lofty goals spontaneously. This perception of leadership as intellectual, religious and cultural guidance shows the difference between cultural management and cultural leadership. In other words, the main difference between these two should be found in their educational and intellectual and cultural growth-creating components. Therefore, the cultural leadership of a society is always in the hands of those who, in addition to the accurate knowledge of the national culture in the field of public culture, consider the two principles of intellectual-cultural authority through discourse and excellence through idealism (Stephan &

Pathak, 2016). Cultural leadership is the process of planning, organizing, directing, controlling, managing and leading a set of activities that are followed in the direction of transferring, stabilizing, promoting and evolving a specific culture with all its components and elements (Rao-Nicholson, Carr & Smith, 2020).

Although there have been researches about cultural management, previous researches have less investigated cultural leadership and designing a pattern for it. In the following, the results of the most important researches in this field are reported.

Mohammadi, Rahimekeya and Daraei (2021) showed that the cultural capital model from the point of view of education managers has four dimensions: individual (with components of personal identity, skills, taste, behavior and procedure, value, creativity and innovation and needs), social (with components of social security, mutual cultural understanding, national self-confidence, commitment to common norms and recognition of national identity), organizational (with components of satisfaction, cultural justice in the organization, organizational productivity, participation in cultural affairs and legality) and technological (with components of the Internet and social networks and providing technology field).

Ghaiyoomi, Daliri and Jahanshahloo (2020) conducted a research on cultural management model based on cultural policies and concluded that its main criteria and components included awareness, participation, training, management and planning, cultural issues and legislation.

Pourmoosavi, Abdollahi, Naveh Ebrahim and Abbasian (2020) while conducting research on multicultural management in primary schools concluded that multicultural school features such as policy and strategy, multicultural programs, people with diverse culture, processes with multicultural approach and diverse cultural environment and principals of multicultural schools had characteristics such as trans-ethnic personality traits, multicultural professional competencies, and multicultural leadership skills.

Nazemi Ardakani and Morakabi (2018) conducted a research on the analysis of strategic cultural management model and concluded that the main components of the model included politics, culture, economy, society, ethics, science and art.

Yosri, Fakohhi and Salehi Amiri (2018) in a research introduced the dimensions and components of cultural development management, including the media and publishing dimension (with five components of books and libraries, radio and television, films and series, internet and virtual space and newspapers and magazines), culture and art (with three components of art, language and dialect, and religion), economy of culture (with two components of cultural heritage and tourism and cultural exchanges), leisure time (with two components of sports and games), cultural institutions (with one cultural organizations component), cultural capital (with two family and capital components), environment dimension (with one nature component) and education and research dimension (with two education and research components).

Babashams, Salehi Amiri and Azizabadi Farahani (2017) in a research on cultural development identified three dimensions and ten components, which include the dimension of cultural freedom with four components of personal security, freedom of speech and thought, social justice and the right to make decisions and choices, the dimension of cultural creativity with three components of creation of new products, the cost of cultural activities and products and creative activists, and the dimension of cultural dialogue with the three components of educational achievement, communication tools and dialogue diversity.

The need for leadership in all fields is currently clear and vital, and the need for it is doubly important in educational organizations. Because, on the one hand, educational organizations play the main role in training, learning and cultivating committed and expert human resources for all organizations and departments, and on the other hand, leadership style has a great impact on the level of creativity and innovation of subordinates. Therefore, in the current conditions of the society and considering the rapid changes, the existence of cultural leaders who can adapt themselves and the organization to the conditions and help the organization to achieve its goals is clear more than ever. One of the existing gaps was not finding a cultural leadership model. By reviewing the background, it was found that there have been few researches about cultural management, but since leadership is at a higher level than management and shows influence on employees, there is a need to conduct research on cultural leadership and design a suitable model for it. Undoubtedly, cultural leadership

model in educational organizations can help the officials and planners of educational organizations in designing programs to improve cultural leadership. According to the mentioned materials, this research aims to provide a cultural leadership pattern in Iranian educational organizations using the content analysis technique.

2. Methodology

This study is applied in terms of purpose and qualitative in terms of execution method. The research population consists of experts and specialists in the field of culture and management of educational organizations in Iran in 2019, and according to the principle of theoretical saturation, 22 people are selected as a sample with the purposive sampling method. According to the theoretical saturation principle, sampling continues until the researcher does not obtain any new information. In this research, after interviewing 19 people, the research reached saturation, but to be sure, interviews were also conducted with 3 other people, and the samples of this research were 22 people. In the purposive sampling method, people are selected according to the criteria that the researchers have in mind, which in the present study, the criteria include having at least a PhD degree, having at least 10 years of service experience, having 5 years of management and leadership experience, having a book or article in the field of management and leadership, especially cultural leadership and willingness to participate in research.

The process of conducting the research is as follows: first, questions for interviewing experts in the field of culture and management of educational organizations were prepared based on theoretical principles, and then sampling was done according to the mentioned criteria. The importance and necessity of the research was discussed with the samples and after their agreement to participate in the research, the conditions, method, time and place of the interview were discussed with them. Among other things, it was coordinated with them about the notes of the key points of the interviews, recording of all the interviews to check again and not to lose the important and key information, conducting the interview in person or by phone, time and place of interview. According to the mentioned cases, at the appointed time. The interview was begun with the help of questions that were prepared based on theoretical principles, and while noting the key points, all the interviews were recorded using a tape recorder to review it again, and at the end, the interviewees were appreciated for their participation in research.

A semi-structured interview was used in this research. The interview started with the main interview questions and during the interview some secondary questions were also asked. The interviewees were free to answer the questions within the framework of the questions, and if the interviewer felt that the interviewees was not in line with the intended framework, he informed them and asked them to avoid giving inappropriate or irrelevant answers. The average duration of each interview was about 50 to 60 minutes. The validity of interviews was checked and confirmed by the triangulation method. Triangulation methods include data source triangulation (using multiple sources of data in a study or research), researcher triangulation (using more than one researcher to collect, analyze, and interpret data) and theoretical triangulation (using multiple perspectives to interpret data). Validity of triangulation in this study was that the interview questions were examined with two experts and at the same time, the study of theories, information sources and documents were also used. The reliability of the interviews was calculated to be 0.82 using the inter-coder agreement coefficient.

Finally, the data were analyzed based on open, axial and selective coding using the content analysis technique. The present research was done on the basis of coding using content analysis to describe and explain the central phenomenon of cultural leadership. In this research, content analysis was conducted in three main stages, including open coding (in this stage, an attempt was made to identify meaningful expressions or primary codes resulting from the interview), axial coding (in this stage, primary codes were connected to each other and formed concepts) and selective coding (in this stage, the concepts of the previous stage were related to each other and formed categories).

3. Results

The interviewees for presenting the cultural leadership model in educational organizations were 22 people with PhD, whose demographic information is presented in Table 1.

Table 1. Demographic information of the interviewees

No.	Gender	Age	Working experience	Field of Study	No.	Gender	Age	Working experience	Field of Study
1	Man	44	20	Cultural management and planning	12	Man	38	14	Education Management
2	Man	39	15	Human resources management	13	Man	38	15	Management of Organizational Behavior
3	Woman	43	19	Cultural management and planning	14	Woman	39	16	Management of Organizational Behavior
4	Man	42	18	Cultural and artistic management	15	Woman	40	17	Management of Organizational Behavior
5	Man	52	30	Cultural management and planning	16	Man	38	15	Management of Organizational Behavior
6	Man	39	17	Cultural management and planning	17	Man	47	24	Human resources management
7	Woman	36	17	Cultural and artistic management	18	Man	40	16	Persian Language and Literature
8	Man	40	18	Persian Language and Literature	19	Man	41	18	Management of Organizational Behavior
9	Woman	46	20	Persian Language and Literature	20	Man	34	11	Human resources management
10	Man	41	16	Education Management	21	Man	38	12	Education Management
11	Man	45	22	Education Management	22	Man	36	13	Public administration

The demographic information of the interviewees, including gender, age, working experience and field of study, can be seen in Table 1. The results of open and axial coding for the cultural leadership pattern in educational organizations are presented in Table 2.

Table 2. Open and axial coding results for cultural leadership pattern in educational organizations

Axial codes (concepts)		Open codes (indicators)
Cultural thinking	strategic	1. The ability to see complex and multifaceted categories, 2. Axial perspective, 3. Intelligent pursuit of opportunities, 4. High creativity and 5. Future thinking
Cultural Intelligence		1. Ability to observe, understand and gradually sense cultural differences, 2. Cognitive ability to adapt to different cultures, 3. Behavioral ability to adapt to different cultures, 4. Motivational ability to adapt to different cultures, 5. Cultural awareness and 6. Sensitivity cultural
Cultural analysis skills		1. Assessing the current state of culture-shaping factors, 2. Assessing the functions of existing culture, 3. Determining the optimal state of culture-shaping factors, and 4. Determining strengths and areas that can be improved.
Morality		1. Promoting work conscience, 2. Spreading honesty, 3. Respecting the rights of others, 4. Commitment and trustworthiness, 5. Avoiding rent-seeking, and 6. Obligation.
fairness		1. Development of justice and fair treatment, 2. Fair treatment with employees in the field of benefits payment, 3. Fair treatment with employees in the field of communication and 4. Fair treatment with employees in the field of organizational procedures
Jihadi spirit		1. Adhering to the culture of work and effort, 2. Believing in resistance economy, 3. Not being proud, 4. Sacrifice, 5. Determination, 6. Provincialism, 7. Seeking martyrdom and 8. Being anti-enemy
Legality		1. Code-oriented, 2. Integrity, 3. Using logical processes and 4. Using written systems
Subliminalism		1. Paying attention to human dignity, 2. Inspiration, 3. Perfectionism and 4. Superior view
Belief in cultural citizenship		1. Equal rights for religious minorities, 2. Equal rights for ethnic groups, 3. Freedom to choose religion, 4. Freedom to perform religious rituals and 5. Freedom to teach in mother tongue
Management intelligence		1. Problem solving ability, 2. Excellent decision making, 3. Scenario planning and 4. Strategic insight
Charisma		1. Belief in one's thinking and ability, 2. Having ideal goals, 3. Ability to express and communicate ideal goals to followers, 4. Having strong belief in ideal goals and 5. Perseverance
Self-management		1. Optimism, 2. Emotional resilience, 3. Stress management and 4. Flexibility in interests
Artism		1. Supporting art and artists in the organization, 2. Encouraging employees to engage in artistic activities, 3. Helping employees to implement artistic ideas, and 4. Creating an organizational exhibition
Creating a culture of cooperation		1. Supporting collaboration in the organization, 2. Encouraging cooperation between employees with different cultures, 3. The spirit of dialogue and discussion, and 4. Spreading and strengthening team-orientation
Emotional and trust-building leadership		1. Development of emotional intelligence, 2. Honesty in speech and action, 3. Appreciation and attention to employees, 4. Compassion, 5. Creating a culture of trust and mutual support, 6. Selection of managers with consultation and

		opinion from employees, 7. Consultation and asking for opinions from employees in related work and 8. Participation of employees in decision-making
Management relationships of others	with	1. Relationship interest, 2. Emotional sensitivity, 3. Social commitment and 4. Social flexibility
Cultural Management	Diversity	1. Creating the desired organizational diversity, 2. The ability to control cultural diversity, 3. Inducing the acceptance of cultural diversity in the organization, 4. Supporting the diversity of intellectual tastes of employees, 5. Emphasizing the cultural commonalities of employees and 6. Pathology
Cultural integration		1. Effective management of organizational conflicts, 2. Bridging the gap between the culture of employees and the culture of managers, 3. Strengthening the spirit of organizational unity, 4. Respecting and recognizing cultural differences, 5. Strengthening the sense of pride in the organization, 6. Highlighting common beliefs and 7. Strengthening solutions for exchanging opinions between employees
Equal access to cultural services		1. Access to educational facilities, 2. Access to information and communication, 3. Access to cultural facilities and 4. Access to cultural goods and services
Management of organizational and beliefs	values	1. Creating and maintaining desirable organizational values, 2. Maintaining prejudice and good popular beliefs, 3. Developing cultural values, and 4. Supporting cultural behaviors and actions of employees
Management of the organization's heritage	cultural heritage	1. Knowing the cultural heritage of the organization, 2. Introducing the cultural heritage of the organization, 3. Emphasizing the cultural and historical heritage of the organization, 4. Paying attention to the historical spaces of the organization, 5. Paying attention to the organization's architecture, 6. Organizational regeneration according to cultural criteria and 7. Support from positive work habits
Organizational traditionalism		1. Knowing organizational traditions, 2. Adhering to desirable organizational traditions, 3. Strengthening good traditional organizational customs and traditions, and 4. Creating new and good organizational traditions
Cultural influence		1. Cultural diplomacy, 2. Choosing a cultural ambassador, 3. Using culture in positioning for the organization and 4. Using the culture factor for how to work
Cultural symbolization		1. Playing a role with symbolic activity, 2. Introducing organizational realities through the leader as a symbol, 3. Being a role model for employees in performing tasks, 4. Using different cultural symbols in achieving goals and strategies, 5. The ability to use people's habits to move things forward and 6. Making symbolic changes consistent with the new vision or strategy
Cultural change agility		1. The ability to find new solutions appropriate to changes, 2. Creating a flexible organization, 3. Negotiating with external parties to facilitate changes, 4. Monitoring the external environment to discover opportunities and threats to quickly adapt to the situation, 5. Studying competitors and other external parties to get ideas from them, 6. Encouraging people to look at problems and opportunities in different ways, 7. Encouraging and facilitating innovation and entrepreneurship in the organization and 8. Celebrating progress in implementation

The results of concepts (axial codes) and indicators (open codes) related to them can be seen in Table 2, based on which 129 indicators were identified in the form of 25 concepts. The results of open, axial and selective coding for the cultural leadership pattern in educational organizations are presented in Table 3.

Table 3. Results of open, axial and selective coding for cultural leadership pattern in educational organizations

Selective codes (categories)	Axial codes (concepts)	Open codes (Indicators)
Individual competencies	Cultural thinking	1. The ability to see complex and multifaceted categories, 2. Axial perspective, 3. Intelligent pursuit of opportunities, 4. High creativity and 5. Future thinking
	Cultural Intelligence	1. Ability to observe, understand and gradually sense cultural differences, 2. Cognitive ability to adapt to different cultures, 3. Behavioral ability to adapt to different cultures, 4. Motivational ability to adapt to different cultures, 5. Cultural awareness and 6. Cultural sensitivity
	Cultural analysis skills	1. Assessing the current state of culture-shaping factors, 2. Assessing the functions of existing culture, 3. Determining the optimal state of culture-shaping factors, and 4. Determining strengths and areas that can be improved
	Morality	1. Promoting work conscience, 2. Spreading honesty, 3. Respecting the rights of others, 4. Commitment and trustworthiness, 5. Avoiding rent-seeking, and 6. Obligation.
	fairness	1. Development of justice and fair treatment, 2. Fair treatment with employees in the field of benefits payment, 3. Fair treatment with employees in the field of communication and 4. Fair treatment with employees in the field of organizational procedures
	Jihadi spirit	1. Adhering to the culture of work and effort, 2. Believing in resistance economy, 3. Not being proud, 4. Sacrifice, 5. Determination, 6. Provincialism, 7. Seeking martyrdom and 8. Being anti-enemy
	legality	1. Code-oriented, 2. Integrity, 3. Using logical processes and 4. Using written systems
	Subliminalism	1. Paying attention to human dignity, 2. Inspiration, 3. Perfectionism and 4. Superior-building view
	Belief in cultural citizenship	1. Equal rights for religious minorities, 2. Equal rights for ethnic groups, 3. Freedom to choose

		religion, 4. Freedom to perform religious rituals and 5. Freedom to teach in mother tongue
	Management intelligence	1. Problem solving ability, 2. Excellent decision making, 3. Scenario planning and 4. Strategic insight
	Charisma	1. Belief in one's thinking and ability, 2. Having ideal goals, 3. Ability to express and communicate ideal goals to followers, 4. Having strong belief in ideal goals and 5. Perseverance
	self-management	1. Optimism, 2. Emotional resilience, 3. Stress management and 4. Flexibility in interests
	Artism	1. Supporting art and artists in the organization, 2. Encouraging employees to engage in artistic activities, 3. Helping employees to implement artistic ideas, and 4. Creating an organizational exhibition
Interpersonal competencies	Creating a culture of cooperation	1. Supporting collaboration in the organization, 2. Encouraging cooperation between employees with different cultures, 3. The spirit of dialogue and discussion, and 4. Spreading and strengthening team-orientation
	Emotional and trust-building leadership	1. Development of emotional intelligence, 2. Honesty in speech and action, 3. Appreciation and attention to employees, 4. Compassion, 5. Creating a culture of trust and mutual support, 6. Selection of managers with consultation and opinion from employees, 7. Consultation and Asking for opinions from employees in related work and 8. Participation of employees in decision-making
	Managing relationships with others	1. Relationship interest, 2. Emotional sensitivity, 3. Social commitment and 4. Social flexibility
	Managing cultural diversity	1. Creating the desired organizational diversity, 2. The ability to control cultural diversity, 3. Inducing the acceptance of cultural diversity in the organization, 4. Supporting the diversity of intellectual tastes of employees, 5. Emphasizing the cultural commonalities of employees and 6. Pathology
Organizational competencies	Cultural integration	1. Effective management of organizational conflicts, 2. Bridging the gap between the culture of employees and the culture of managers, 3. Strengthening the spirit of organizational unity, 4. Respecting and recognizing cultural differences, 5. Strengthening the sense of pride in the organization, 6. Highlighting common

	beliefs and 7. Strengthening solutions for exchanging opinions between employees
Equal access to cultural services	1. Access to educational facilities, 2. Access to information and communication, 3. Access to cultural facilities and 4. Access to cultural goods and services
Management of organizational values and beliefs	1. Creating and maintaining desirable organizational values, 2. Maintaining prejudice and good popular beliefs, 3. Developing cultural values, and 4. Supporting cultural behaviors and actions of employees
Cultural heritage management of the organization	1. Knowing the cultural heritage of the organization, 2. Introducing the cultural heritage of the organization, 3. Emphasizing the cultural and historical heritage of the organization, 4. Paying attention to the historical spaces of the organization, 5. Paying attention to the organization's architecture, 6. Organizational regeneration according to cultural criteria and 7. Supporting positive work habits
Organizational traditionalism	1. Knowing organizational traditions, 2. Adhering to desirable organizational traditions, 3. Strengthening good traditional organizational customs and traditions, and 4. Creating new and good organizational traditions
Cultural influence	1. Cultural diplomacy, 2. Choosing a cultural ambassador, 3. Using culture in positioning for the organization and 4. Using the culture factor for how to work
Cultural symbolization	1. Playing a role with symbolic activity, 2. Introducing organizational realities through the leader as a symbol, 3. Being a role model for employees in performing tasks, 4. Using different cultural symbols in achieving goals and strategies, 5. The ability to use people's habits to move things forward and 6. make symbolic changes consistent with the new vision or strategy
Cultural change agility	1. The ability to find new solutions appropriate to changes, 2. Creating a flexible organization, 3. Conducting negotiations with external parties to facilitate changes, 4. Monitoring the external environment to discover opportunities / threats to quickly adapt to the situation, 5. Studying competitors and other external parties to get ideas from them, 6. Encouraging people to look at problems and opportunities in different ways,

7. Encouraging and facilitating innovation and entrepreneurship in the organization and 8. celebrating progress in implementation

The results of categories (selective codes), concepts (axial codes) and indicators (open codes) related to them can be seen in Table 3, based on which 129 indicators are identified in the form of 25 concepts and 3 categories of individual, interpersonal and organizational competencies. The category of individual competencies includes 13 concepts of cultural strategic thinking, cultural intelligence, cultural analysis skills, ethical orientation, fairness, jihadi spirit, rule of law, excellence, belief in cultural citizenship, managerial intelligence, charisma, self-management and artistry, the category of interpersonal competencies includes 3 concepts of creating cooperation culture, emotional and trust-building leadership and management of relationships with others and the category of organizational competencies includes 9 concepts of cultural diversity management, cultural integration, equal access to cultural services, management of organizational values and beliefs, management of organizational cultural heritage, organizational traditionalism, cultural influence, cultural symbolization and cultural change agility. According to the results of axial (concepts) and selective (categories) coding, the cultural leadership pattern in educational organizations based on concepts and categories is presented in Figure 1.

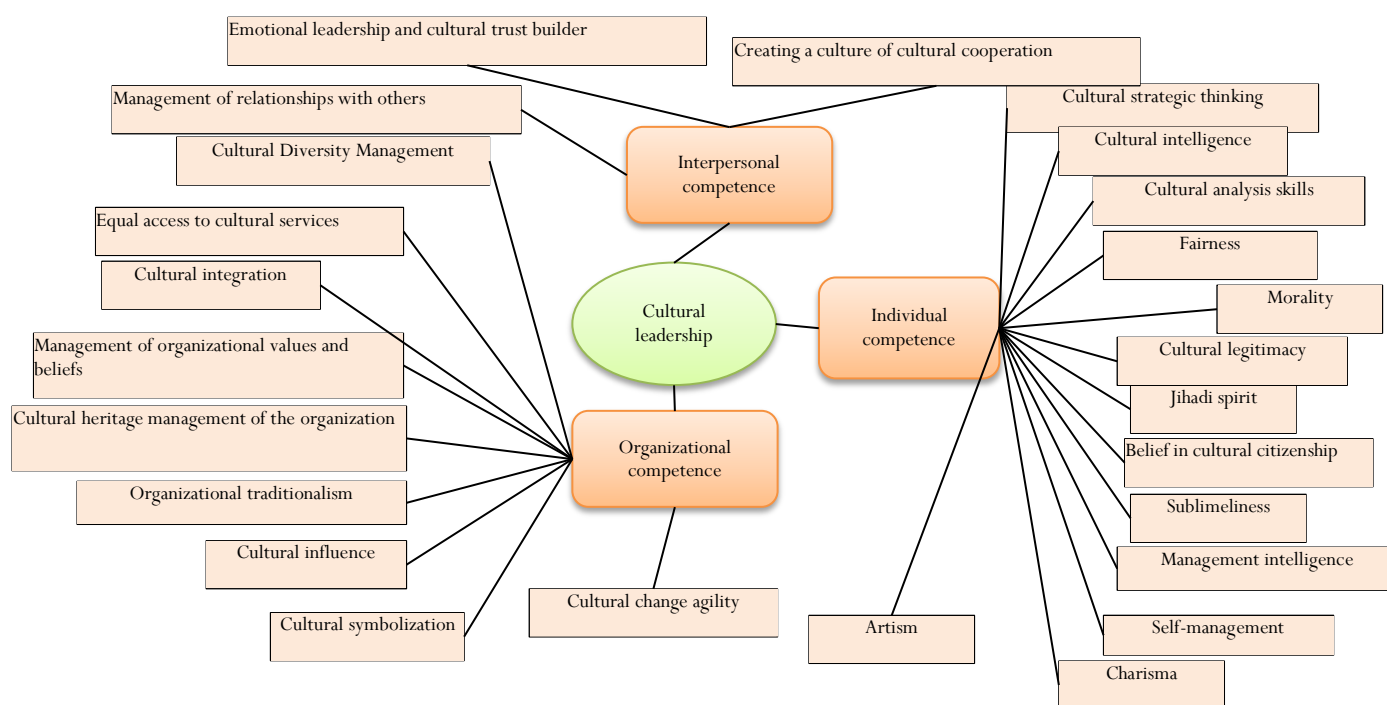


Figure 1. Cultural leadership model in educational organizations based on concepts and categories

4. Discussion

Cultural leadership in educational organizations can improve the quality of education and learning. As a result, this research aimed to provide a cultural leadership pattern in Iranian educational organizations using content analysis technique.

Results of this research showed that cultural leadership in Iranian educational organizations had 129 open codes or indicators, 25 axial codes or concepts and 3 selective codes or categories. The category of individual competencies includes 13 concepts of cultural strategic thinking, cultural intelligence, cultural analysis skills, ethical orientation, fairness, jihadi spirit, rule of law, sublimeness, belief in cultural citizenship, managerial intelligence, charisma, self-management and artistry, the category of interpersonal competencies includes 3

concepts of creating cooperation culture, emotional and trust-building leadership and management of relationships with others and the category of organizational competencies includes 9 concepts of cultural diversity management, cultural integration, equal access to cultural services, management of organizational values and beliefs, management of organizational cultural heritage, organizational traditionalism, cultural influence, cultural symbolization and cultural change agility. Although no research was found on the cultural management model, the results of this research are in some ways similar to the results of Mohammadi et al (2021), Ghaiyoomi et al (2020), Pourmoosavi et al (2020), Nazemi Ardakani and Morakabi (2018), Yosri et al. al (2018) and Babashams et al (2017).

In the interpretation and explanation of these results, it can be said that cultural leadership affects employees through a conceptual focus on mutual thought, belief, symbol, acceptance, tradition, and norms. Leaders who focus on the cultural and symbolic dimensions of leadership focus on using symbols to attract people and focus on issues such as human consciousness, creating and sharing meanings, and integration. It is believed that if the atmosphere of cultural leadership cannot be created in the dynamic and complex environment of the 21st century, the organization and leadership will be in a chaotic state. To face the unpredictable changes in this century in organizations, especially the leaders of educational organizations, it is considered necessary to use alternative and radical approaches in the development and leadership of the organization, and cultural leadership is one of the most important approaches in this field. The three categories of individual, interpersonal and organizational competencies based on their relationship with cultural leadership can provide the basis for strengthening cultural leadership in the dynamic environment of the 21st century.

The cultural leader must initially have individual competencies and have the necessary capabilities in this field. For this purpose, one should have strategic thinking in cultural issues, like other issues, and emphasize on the organizational vision, and provides the ground for achieving the organizational vision and carrying out and completing the organizational existential philosophy through thinking about the future, understanding complex and multifaceted issues, long-term analysis, creativity and intelligent pursuit of opportunities. They should strengthen their cultural intelligence and be able to adapt their mind and behavior to people of different cultures and for this purpose have sufficient motivation and develop their awareness and sensitivity towards people of different cultures. In addition, having the skill of cultural analysis enables them to know the current and desired state of organizational culture and determine its strengths and weaknesses and expand and improve ethics and fairness in such a way that they have a work conscience, honesty and trustworthiness, respect and recognize the rights of others, avoid rent-seeking, put responsibility at the top of their work, consider justice in dealing with others, and use the same organizational procedures in dealing with different people. In carrying out work, he has a jihadi spirit and by adhering to the culture of work and effort, seeking martyrdom, being anti-enmity, self-sacrifice, dedication and determination to ensure the development of the organization and insure the country with a resilient economy. Legality is also one of the important characteristics of cultural leadership and law should be decisive in the organization. The cultural leader must seek excellence, so that he adheres to human perfection and dignity and inspires people and believes in cultural citizenship. It means to give equal rights to religious minorities, ethnic groups and religions in the organization. In addition to that, he should have high management intelligence and have excellent decision-making, problem-solving, and scenario-building capabilities. Another aspect of leading an organization in the cultural leadership model is charisma, and leaders must have ideal goals, believe in their knowledge, thinking and ability, and be ready to sacrifice themselves. Another important point is that a cultural leader must have high management ability, be optimistic about the future, manage his own and the organization's stress, and be flexible in his interests. The last thing is that the cultural leader should support art and artists in the organization and for this purpose, encourage people to do artistic works so that they can implement their artistic works and activities and expose them to the public by creating an exhibition in the organization.

In addition to individual competencies, the cultural leader must have interpersonal competencies and have the necessary abilities to establish social relationships with others. So as to strengthen the culture of cooperation and sharing efforts and team-orientation among people with different cultures and revive the

spirit of dialogue and discussion in the organization. Another important point is that a cultural leader should use emotions and build trust to guide people and consult with people in different fields and make honesty in speech and behavior his profession. The last thing is that a cultural leader should be able to manage relationships with others well, show interest in establishing relationships with others, be a committed person and have appropriate flexibility in establishing relationships with others.

In addition to individual and interpersonal competencies, the cultural leader must have organizational competencies and have the necessary abilities and capabilities for the integrated management and leadership of organizational issues, and for this purpose, the cultural leader must be able to manage cultural diversity in the organization, be able to manage cultural diversity skills, support the desired cultural diversity in the organization and help the people of the organization to understand that the world is not imaginable without cultural diversity, and create unity among the employees by emphasizing the cultural commonalities of the employees and identifying and managing the harms existing in these fields. Also, a cultural leader must have the ability to create cohesion in the organizational culture, manage organizational conflicts between different cultures, reduce the gap between the culture of managers and employees, strengthen the spirit of organizational unity in the organization, and revive a sense of pride in the organization among individuals, institutionalize the culture of respect and recognition of cultural differences in the organization and highlight common beliefs in the organization. He must make cultural services equally available to the public and make educational and cultural facilities and communication and information services equally available to the public. The cultural leader must be able to manage the organizational values and beliefs well and through the development of cultural values and supporting the cultural behaviors and actions of the employees, maintain the desired organizational values and prejudice and good popular beliefs. In addition, the cultural leader must be able to manage the cultural heritage of the organization well and know it and make it known to others, emphasize the cultural heritage, preserve the historical atmosphere of the organization and the architecture of the organization, and apply the desirable work habits left from the past. A cultural leader should be able to recognize good organizational traditions, adhere to them, create new and good traditions, and strengthen all good traditions. Another important point is that the cultural leader should use the factor of culture for the influence process and for this purpose, activate cultural diplomacy, select a cultural ambassador for the organization and use culture to locate employees. A cultural leader should use cultural symbols to advance work and be able to play a role with symbolic activities, introduce organizational and important facts through the leader as a symbol, be a role model for employees in performing their duties, use different cultural symbols to achieve goals and take advantage of the strategy and make symbolic changes compatible with the new vision or strategy. The last thing is that the cultural leader must be able to make the organization agile in terms of creating change, for this he must discover new solutions with changing conditions, create a flexible organization, negotiate with external parties to facilitate changes, monitor the external environment to discover opportunities and consider threats to quickly adapt to conditions, study competitors and other external parties to get ideas from them to improve and change conditions, encourage people to look at problems and opportunities in different ways, innovation and entrepreneurship in the organization should facilitate and encourage and celebrate progress in implementation and for appropriate changes.

This research did not face any specific limitations, but among the common limitations, we can mention the use of purposive sampling method, little theoretical background about cultural leadership, and lack of research background about cultural leadership model. Therefore, it is necessary to use random sampling methods such as simple random, which can reduce the sampling error. Also, conducting further research on cultural leadership and designing a model for it in educational and even non-educational organizations can lead to interesting and useful results. Another research proposal is the training of individual, interpersonal and organizational skills and its effectiveness on cultural leadership or organizational performance and effectiveness and even other variables. The results of this study have practical implications for experts and organizational planners at the macro level. To improve cultural leadership, they can design and implement

programs to promote the identified categories and concepts for the cultural leadership model in educational organizations.

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