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Presenting a Creative Leadership Pattern in Higher Education

Homeira Mehrabi¹, Amir Hossein Mahmoudi^{2*}, Alireza Araghie³

1. PhD Student of Educational Management Department, Central Tehran Branch, Islamic Azad University, Tehran, Iran.
2. Faculty member of the Department of Educational Management and Higher Education, Central Tehran Branch, Islamic Azad University, Tehran, Iran.
3. Faculty member of the Department of Educational Sciences, Central Tehran Branch, Islamic Azad University, Tehran, Iran.

❖ **Corresponding Author Email:** dr.mahmoodi1964@gmail.com

Research Paper

Abstract

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Purpose: Purpose: The present research was conducted with the aim of presenting a model of creative leadership in higher education.

Methodology: This study was applied in terms of purpose and descriptive in terms of qualitative type. The research community was experts and experts of creative leadership in Islamic Azad University of higher education, and according to the principle of theoretical saturation, 12 of them were selected as a sample using available and snowball sampling methods. The research tool was a semi-structured interview with experts, whose validity was confirmed by triangulation and face validity methods, and their reliability was calculated by the agreement coefficient method between two coders at 0.85. The data obtained from semi-structured interviews were analyzed with open, central and selective coding method based on data base theory in MAXQDA software.

Findings: The findings showed that 29 components were identified in 16 dimensions for the model of creative leadership in higher education based on data base theory; So that in the category of causal conditions, there are 4 components in 2 dimensions of the requirements of academic management and culture building (respectively, each with 2 components of organizational innovation, knowledge enhancement, collaborative management, and ethical atmosphere), in the category of contextual conditions, there are 2 components in 2 dimensions of managerial maturity and creativity cultivation system. (respectively, each with 1 component of evaluating and applying policies for creative leadership and strategic attitude and expanding interpersonal and academic relations), in the category of intervening conditions, 2 components in 1 dimension of appropriate response to internal and external needs and structural reform (with 2 components of social artistry and development of infrastructures and attention to economic resources), in the category of the central phenomenon of 14 components in 7 dimensions of entrepreneurial leadership, transformational leadership, effective leadership, intelligent leadership, organizational intelligence, educational leadership and emotional intelligence (respectively, each with 2 components of entrepreneurship, development of strategies, participation, cognitive and emotional trust, insight and insight, cultural innovation, strategic thinking and joint goal-setting, using new technologies and using competent and capable managers, raising awareness, motivation and attitude change, self-motivation and self-management), in the strategies of 4 components in 2 dimensions Paying attention to the conditions and requirements and self-awareness and responsibility (respectively each with 2 components of flexible and creative policy making and using new management methods, self-management and having a specific plan to implement creative leadership) and in the results 3 components in 2 dimensions of internal and external organizational requirements and social development (dimension First with 2 components of individual competence development and development and growth of the university and the second dimension with 1 component of social character formation and guardian of development and transformation. According to the dimensions identified in the current research, the model of creative leadership in higher education was drawn based on the data base theory.

Conclusion: Considering the dimensions and components identified for creative leadership in higher education, planning is necessary to realize creative leadership in the higher education system.



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Detailed abstract

Purpose: With the entry into the third millennium AD and with the technological advances and rapid changes in the working environment, one of the main concerns of the managers of the organizations in the present era is the training and development of human resources, and the training of employees is the most important tool for the development of resources. Is human through these trainings, the employees of the organization acquire the necessary capabilities and develop their capabilities and acquire the required skills. Researches on the effectiveness of training show that encouragement and training programs lead to an increase in the level of creativity and improvement of employees' skills, and since there is a potential for creativity among all people, training plays an essential role in identifying and nurturing creativity and improvement. It has employees. Acquiring knowledge and skills and developing professional competencies is one of the basic prerequisites for providing timely responses to developments, and the use of electronic education platforms provides this prerequisite to provide the desired knowledge and skills for timely response. On the other hand, changes can be achieved by spending minimum resources and time for employees, so it can be said that continuous economic, easy, fast and timely access of employees to job training is one of the requirements of leading organizations to align with changes. E-learning, on the one hand, due to the lack of limitations in the time of providing education, the ability to repeat the content, flexibility in the location of presentation, the lack of traffic and travel issues, its multifaceted interactivity, timeliness, self-paced e-learning, and on the other hand, because Advances in information and communication technology are more effective than face-to-face training under the same conditions. Today, due to many changes, transformations, and transformations, organizations are facing many challenges for their administration and management, and for better management and achieving growth, development, and growth. They need appropriate leadership. Training and especially in-service training not only plays a significant role in creating special knowledge and skills in employees, but also causes deeper insights, higher knowledge and skills of employees in the organization to carry out their duties and responsibilities, and as a result, the goals It will make the organization more efficient and effective. Since in-service training mainly includes the description of missions, goals and optimal performance in the organization, knowing the effectiveness of these trainings has made employees pay more attention to organizational issues, and each of them has the necessary background and motivation for growth and development. They will strengthen organizational issues. Creative leadership plays an important role in improving and promoting the organization's position and creating a competitive advantage. As a result, the present research was conducted with the aim of presenting a model of creative leadership in higher education.

Methodology: This study was applied in terms of purpose and descriptive in terms of qualitative type. The research community was experts and experts of creative leadership in Islamic Azad University of higher education, and according to the principle of theoretical saturation, 12 of them were selected as a sample using available and snowball sampling methods. In this research, library and field study methods and tools such as interviews and questionnaires were used to collect data. In the first stage, the questionnaire of this research was evaluated by experts and experts related to the subject. And finally, with the revisions and modifications made and its validity confirmed, the questionnaire was prepared. One of the research tools was a semi-structured interview with experts, whose validity was confirmed by triangulation and face validity methods, and their reliability was calculated by the agreement coefficient method between two coders at 0.85. The data obtained from semi-structured interviews were analyzed with open, central and selective coding method based on data base theory in MAXQDA software.

Findings: The findings showed that 29 components were identified in 16 dimensions for the model of creative leadership in higher education based on data base theory; So that in the category of causal conditions, there are 4 components in 2 dimensions of the requirements of academic management and culture building (respectively, each with 2 components of organizational innovation, knowledge enhancement, collaborative management, and ethical atmosphere), in the category of contextual conditions, there are 2 components in 2 dimensions of managerial maturity and creativity cultivation system. (respectively, each with 1 component of evaluating and applying policies for creative leadership and strategic attitude and expanding interpersonal and academic relations), in the category of intervening conditions, 2 components in 1 dimension of appropriate response to internal and external needs and structural reform (with 2 components of social artistry and development of infrastructures and attention to economic resources), in the category of the central phenomenon of 14 components in 7 dimensions of entrepreneurial leadership, transformational leadership, effective leadership, intelligent leadership, organizational intelligence, educational leadership and emotional intelligence (respectively, each with 2 components of entrepreneurship, development of strategies, participation, cognitive and emotional trust, insight and insight, cultural innovation, strategic thinking and joint goal-setting, using new technologies and using competent and

capable managers, raising awareness, motivation and attitude change, self-motivation and self-management), in the strategies of 4 components in 2 dimensions Paying attention to the conditions and requirements and self-awareness and responsibility (respectively each with 2 components of flexible and creative policy making and using new management methods, self-management and having a specific plan to implement creative leadership) and in the results 3 components in 2 dimensions of internal and external organizational requirements and social development (dimension First with 2 components of individual competence development and development and growth of the university and the second dimension with 1 component of social character formation and guardian of development and transformation. According to the dimensions identified in the current research, the model of creative leadership in higher education was drawn based on the data base theory.

Conclusion: The results show that the in-service effectiveness model includes the dimensions of "effective teaching of virtual course instructors", "quality of educational services in virtual education", "information technology in virtual education" and "electronic education methods", obviously virtual education. While serving among the employees of Tejarat Bank with the mentioned dimensions, while increasing effectiveness, reducing the costs of in-person service, organizational development and growth, updating and advancing technology, increasing the quality of education, creating career motivation, increasing productivity and creating educational attractions for employees, will bring Considering the dimensions and components identified for creative leadership in higher education, planning is necessary to realize creative leadership in the higher education system.