

Identifying the dimensions and components of ethical leadership competency of Educational Managers of Mashhad University of Medical Sciences (Descriptive-interpretive)

Background: Today, the discussion of ethical behavior and ethical values is a prerequisite for management, and all managers and employees of organizations must respect these principles. The purpose of this study was identifying the dimensions and components of ethical leadership in educational managers of Mashhad University of Medical Sciences with competency approach. **Method:** In this research, a qualitative method and the grounded theory approach were employed. The population of the study was educational managers and educational assistants of Mashhad University of Medical Sciences in the academic year 2019-2020 among whom sixteen were selected through theoretical sampling method. The data collection method was a semi-structured interview. The information obtained from the interview was analyzed using content analysis technique in data theory using MAXqda10 software. **Results:** From the initial analysis of qualitative research data 513 codes were identified. In the next step, using axial coding, the identified codes were classified into 17 subcategories. Analysis of qualitative data showed that the component of ethical competence with sub-components (ethical knowledge, ethical attitude, and ethical skills) and technical competence with sub-components (technical knowledge, technical attitude, and technical skills) are the main components of ethical leadership in educational administrators of the University of Mashhad Medical Sciences. **Conclusion:** According to the dimensions of competency identified in the educational managers, it can be said when a training manager has the characteristic of ethical leadership he also knows what is morally right (ethical competence) and how to do it (Technical competence). **Keywords:** Ethical Leadership, Competency, Educational Managers

شناسایی ابعاد و مؤلفه های شایستگی رهبری اخلاقی مدیران گروههای آموزشی دانشگاه علوم پزشکی مشهد (توصیفی - تفسیری)

زمینه و هدف: رفتار و ارزش های اخلاقی پیش شرط مدیریت است و همه مدیران سازمان با ایستایی به این اصول احترام بگذارند. پژوهش حاضر با هدف شناسایی ابعاد و مؤلفه های شایستگی رهبری اخلاقی در مدیران گروههای آموزشی دانشگاه علوم پزشکی مشهد با رویکرد شایستگی صورت گرفت. **روش:** از روش کیفی با رویکرد سیستماتیک نظریه داده بنیاد (برگرفته از مصاحبه) استفاده شد. جامعه پژوهش مدیران و معاونین آموزشی دانشگاه علوم پزشکی مشهد در سال تحصیلی ۹۸-۹۹ بودند که به روش نمونه گیری هدفمند و رویکرد نظری حجم نمونه به تعداد ۱۶ نفر انتخاب شدند. روش گردآوری داده ها مصاحبه نیمه ساختارمند بود. اطلاعات حاصل از مصاحبه با صاحب نظران و دست اندرکاران حوزه رهبری اخلاقی پیرامون شناسایی ابعاد و مؤلفه های شایستگی رهبری اخلاقی، با استفاده از تکنیک تحلیل محتوا در نظریه داده بنیاد با استفاده از نرم افزار MAXqda10 تجزیه و تحلیل شد. **یافته ها:** از تحلیل اولیه داده های کیفی پژوهش ۵۱۳ کد شناسایی شد. با استفاده از کدگذاری محوری کدهای شناسایی شده در ۱۷ زیرمقوله طبقه بندی گردید. زیرمقولات با توجه به قرابت و اشتراک معانی در قالب مقولات کلی طبقه بندی شدند. بعد شایستگی اخلاقی با مؤلفه های (دانش اخلاقی، نگرش اخلاقی و مهارت اخلاقی) و شایستگی فنی با مؤلفه های (دانش فنی، نگرش فنی، مهارت فنی) از مؤلفه های اصلی رهبری اخلاقی در مدیران آموزشی دانشگاه علوم پزشکی مشهد می باشد. **نتیجه گیری:** مدیر آموزشی زمانی از ویژگی رهبری اخلاقی برخوردار است که هم می داند چه کاری از نظر اخلاقی درست است (بواسطه شایستگی اخلاقی) و هم می داند این کار را چگونه انجام دهد (بواسطه شایستگی فنی).

واژه های کلیدی: رهبری اخلاقی، شایستگی، مدیران آموزشی

تعیین ابعاد و مؤلفه های کفایت رهبری اخلاقی مدیران تربیتی دانشگاه مشهد (توصیفی - تفسیری)

الخلفية: تعتبر مناقشة السلوك الأخلاقي والقيم الأخلاقية اليوم شرطاً أساسياً للإدارة ، ويجب على جميع المديرين والعاملين في المنظمات احترام هذه المبادئ. الغرض من هذه الدراسة هو تحديد أبعاد ومكونات القيادة الأخلاقية في المديرين التربويين بجامعة مشهد للعلوم الطبية مع نهج الكفاءة. **المنهج:** في هذا البحث تم استخدام الأسلوب النوعي ومنهج النظرية الأرضية. كان مجتمع الدراسة مدراء تربويين ومساعدين تربويين في جامعة مشهد للعلوم الطبية في العام الدراسي ۲۰۱۹-۲۰۲۰، من بينهم ستة عشر تم اختيارهم من خلال طريقة أخذ العينات النظرية. كانت طريقة جمع البيانات عبارة عن مقابلة شبه منظمة. تم تحليل المعلومات التي تم الحصول عليها من المقابلة باستخدام تقنية تحليل المحتوى في نظرية البيانات باستخدام برنامج MAXqda10. **النتائج:** من التحليل الأولي لبيانات البحث النوعي تم تحديد ۵۱۳ كود. في الخطوة التالية، باستخدام الترميز المحوري، تم تصنيف الرموز المحددة إلى ۱۷ فئة فرعية. أظهر تحليل البيانات النوعية أن مكون الكفاءة الأخلاقية مع المكونات الفرعية (المعرفة الأخلاقية، والموقف الأخلاقي، والمهارات الأخلاقية) والكفاءة الفنية مع المكونات الفرعية (المعرفة التقنية، والمواقف الفنية، والمهارات الفنية) هي المكونات الرئيسية للأخلاقيات. الريادة في الإداريين التربويين في جامعة مشهد للعلوم الطبية. **الخلاصة:** وفقاً لأبعاد الكفاءة المحددة في المديرين التربويين، يمكن القول أنه عندما يتمتع مدير التدريب بخاصية القيادة الأخلاقية، فإنه يعرف أيضاً ما هو الصواب أخلاقياً (الكفاءة الأخلاقية) وكيفية القيام بذلك (الكفاءة الفنية). **الكلمات المفتاحية:** القيادة الأخلاقية، الكفاءة، المديرين التربويين

مشهد یونیورسٹی آف میڈیکل سائنسز کے ایجوکیشنل مینیجرز کی اخلاقی قیادت کی اہلیت کے جہتوں اور اجزاء کی نشاندہی کرنا (تفصیلی تشریحی)

پس منظر: آج، اخلاقی رویے اور اخلاقی اقدار کی بحث مینجمنٹ کے لیے ایک شرط ہے، اور تنظیموں کے تمام مینیجرز اور ملازمین کو ان اصولوں کا احترام کرنا چاہیے۔ اس مطالعے کا مقصد مشهد یونیورسٹی آف میڈیکل سائنسز کے تعلیمی منتظمین میں اہلیت کے نقطہ نظر کے ساتھ اخلاقی قیادت کے جہتوں اور اجزاء کی نشاندہی کرنا تھا۔ **طریقہ:** اس تحقیق میں، ایک کوالیٹیو میتھڈ اور گراؤنڈ تھیوری اپروچ کو استعمال کیا گیا۔ مطالعہ کی آبادی تعلیمی سال ۲۰۱۹-۲۰۲۰ میں مشهد یونیورسٹی آف میڈیکل سائنسز کے تعلیمی مینیجرز اور تعلیمی معاونین پر مشتمل تھی جن میں سے سولہ کو نظریاتی نمونے لینے کے طریقہ کار کے ذریعے منتخب کیا گیا تھا۔ ڈیٹا اکٹھا کرنے کا طریقہ نیم ساختہ انٹرویو تھا۔ انٹرویو سے حاصل کردہ معلومات کا تجزیہ ڈیٹا تھیوری میں مواد کے تجزیہ کی تکنیک کا استعمال کرتے ہوئے MAXqda10 سافٹ ویئر کا استعمال کرتے ہوئے کیا گیا۔ **نتائج:** کوالیٹیو ریسرچ ڈیٹا کے ابتدائی تجزیے سے ۵۱۳ کوڈز کی نشاندہی کی گئی۔ اگلے مرحلے میں، محوری کوڈنگ کا استعمال کرتے ہوئے، شناخت شدہ کوڈز کو ۱۷ ذیلی زمروں میں درجہ بندی کیا گیا تھا۔ معیار کے اعداد و شمار کے تجزیے سے معلوم ہوا کہ ذیلی اجزاء (اخلاقی علم، اخلاقی رویہ، اور اخلاقی مہارتوں) کے ساتھ اخلاقی قابلیت کا جزو اور ذیلی اجزاء (تکنیکی علم، تکنیکی رویہ، اور تکنیکی مہارت) کے ساتھ تکنیکی قابلیت اخلاقیات کے اہم اجزاء ہیں۔ یونیورسٹی آف مشهد میڈیکل سائنسز کے تعلیمی منتظمین کی قیادت۔ **نتیجہ:** تعلیمی مینیجرز میں قابلیت کی نشاندہی کی جانے والی جہتوں کے مطابق، یہ کہا جا سکتا ہے کہ جب ایک تربیتی مینیجر میں اخلاقی قیادت کی خصوصیت ہوتی ہے تو وہ یہ بھی جانتا ہے کہ اخلاقی طور پر صحیح کیا ہے (اخلاقی اہلیت) اور اسے کیسے کرنا ہے (تکنیکی قابلیت)۔

مطلوبہ الفاظ: اخلاقی قیادت، قابلیت، تعلیمی منتظمین



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INTRODUCTION

Today, one of the most important concerns of efficient managers at different levels is how to create an ethical and competent environment for human factors working in all professions. The first step in achieving these goals is a correct understanding of the concept of ethical leadership and identifying the factors influencing the ethical leadership of managers in an organization. This leadership style, in an organization as a perceptive lens, leads to the diagnosis and evaluation of the situation of the employees in the organization (1), and includes supervision and management methods in which the rights and dignity of others as human beings are respected and valued (2). Ethical leadership is one of the approaches that was seriously introduced. The literature of leadership and management in the last decades of the twentieth century consisted of "showing appropriate behavior as a norm in personal actions and interpersonal relationships and persuading followers through two-way communication.", encouragement and decision making (3). Academic institutions as centers of production and dissemination of culture, values and beliefs need ethical leadership more than any other organization. Among the various types of universities and disciplines that exist in the world, universities of medical sciences have often been the subject of various management debates due to their strategic position in the whole world (4,5). Whereas, many ethical issues in higher education institutions are dedicated to executive and management issues. Despite extensive research in the field of ethical competence, unfortunately, not much attention has been paid to the factors and components affecting it (6). The results of Majdzadeh et al.'s research in the field of ethical leadership of educational managers of universities showed that the main mission of higher education managers is to provide an environment in which the main functions of the university are performed ethically (7). The research results of Timer, et al. (2008), Weiser et al. (2011), Hazrati and Memarzadeh (2014) showed the importance of paying attention to competence in ethical leadership (8-10). Ethics in higher education management has double importance due to its major features. One of the important features that distinguish it from other managements is its clients (11). Considering the role of ethical leadership in empowering medical students (8), managers should provide a context for ethical affairs to be institutionalized in the organization and become an internal belief (7). Understanding the concept of competence in the light of ethical leadership is the basis for creating and maintaining an ethical system in society and, accordingly, in organizations. Therefore, it is necessary for educational managers to adhere to ethical principles, because it is these ethical principles that make cooperation and collaboration possible between academic staff members (12). Considering the importance of ethics in educational organizations, it seems that identifying the dimensions and components affecting the ethical leadership of educational group managers in the framework of required competencies can be a suitable solution to solve these issues.

METHODS

The present study was an applied research in terms of its purpose, and in terms of collecting information it used the qualitative methods (foundation data). The population of the study was Educational managers and educational assistants of Mashhad University of Medical Sciences. Purposive sampling method was used to select the interview participants. The theoretical sampling approach was used to determine the number of people, to determine the location of the required data and to find the direction of the research. The data of the interviews reached theoretical saturation with 16 (sample size) participants. Finally, 513 repetitive codes or ideas were identified, which were categorized into 24 themes. Finally, these 24 themes were grouped into 2 dimensions, 6 components and 17 categories. After identifying the dimensions and components of ethical leadership, the findings of the research were sent to the experts several times and the concepts agreed until all the experts were modified and revised. 6 qualitative questions were designed in order to collect information, and after confirming the validity of content and form by several experts in the field of educational management, it was implemented. The interviews lasted from 30 minutes to 60 minutes. After recording and taking notes of the interviews, the data obtained from the interviews were analyzed line by line by the constant comparative analysis approach. To analyze the data, MAXQda10 software and open, axial and selective coding methods were used. In order to determine the reliability of the interview data, the method of writing review (constant comparison of data with codes), data alignment (collecting data from academic staff members, managers, and assistant professors) and the agreement coefficient between the research colleagues were determined. The coefficient obtained was 0.89 which showed good reliability in encryptions. Cressol (2018) stated that values above 0.6 are acceptable (13). In order to check the validity of the interview data, the method of review by the members participating in the research, discussion with the research colleagues, and alignment of the data was used.

RESULTS

The results of qualitative data showed that the dimension of ethical competence consists of three main components of knowledge, attitude, and skill, as the component of ethical knowledge included some sub-categories (awareness of laws and regulations, and religious/ ethical awareness), the component of ethical attitude with some sub-categories (optimism and altruism) and the component of ethical skills/abilities with some sub-categories (righteousness, patience and tolerance, ethical critical thinking, fairness and disinterestedness, responsibility, and forgiveness). The dimension of technical competence consists of three main components of knowledge, attitude and skill, the component of technical knowledge includes some categories (specialized knowledge and management knowledge), the component of technical attitude includes some categories (job commitment, and organizational commitment) and the component of technical skill includes categories like the ability to make decisions and implement decisions, the ability to evaluate performance, and establish professional communication.

Table 1. Results of interview analysis using content analysis technique

Basic concepts	Category	Component	Dimension	
Knowledge of rules, knowledge of rituals	Knowledge of rules and regulations	Ethical knowledge	Ethical competence	
Knowledge related to the principles of religion, knowledge related to ethics	Religious/ ethical awareness			
Paying attention to the positive consequences of behavior, seeing the glass as half full	Optimism	Ethical attitude/value/beliefs		
Empathy with others, putting oneself in another's place, preferring other's interests over one's own, helping others	Altruism/benevolence/compassion			
Honesty in speech and action, uniformity in difficulties, action to promise	Righteousness	Ethical skills		
Tolerance of different views, patience in the face of criticism, patience in difficulties	Patience and tolerance			
Ethical analysis of issues, raising ethical questions, paying attention to the ethical angles of the situation, evaluating the ethical consequences of the situation	Ethical critical thinking			
Observance of people's rights, justice, judgment based on evidence	Fairness and disinterestedness			
Accepting responsibility for behaviors, accepting errors and mistakes, accepting the consequences of decisions	Responsibility	Technical knowledge		Technical competence
Forgiving your mistakes, forgiving others' mistakes, giving respectful feedback to others' mistakes,	Forgiveness			
Mastering the concepts and terms of the field, understanding the place of the field in society	Professional knowledge	Technical knowledge		
Understanding organizational processes, knowledge of managerial functions	Management knowledge			
Interest in the job, involvement in the job	Occupational affiliation	Technical attitude/value/belief		
Loyalty to the organization, belonging to the organization	Organizational Commitment			
Ability to solve problems, determine financial needs, determine research needs.	Ability to make decisions and implement decisions	Technical skills		
Conducting performance evaluation of professors	Ability to evaluate performance			
Constructive interactions, active listening, respect for people	Establish professional communication			

Ethical competence

according to the interviewees, the ethical leader must be an ethical person in the first place, and his words and actions should be in accordance with the ethical principles and values of the society and his expertise. This dimension consists of three components: knowledge, attitude, skill (Figure 1).

According to the participants, one of the main dimensions of the ethical competence of educational group managers is their knowledge and awareness of laws, regulations, customs, as well as religious and ethical awareness. These dimensions are explained below.

Knowledge of laws and regulations and religious awareness: According to the participants, a person's knowledge of laws and regulations makes one's behavior predictable in the work environment, and therefore the ability to trust the person increases. In this regard, interviewee Mr. No. 2 stated: "It is very important that the person, as the manager of the group, is aware of the rules, because otherwise, the person may make decisions that unintentionally harm himself or the group.

What can be understood from the interviews was that the positive attitude of the managers of the educational groups

of medical sciences is one of the dimensions of their ethical leadership. This category consists of two dimensions: optimism and altruism.

Altruism is one of the components that almost all participants considered as ethical competence. According to the statements of the interviewees, the director of the educational group should follow the religious and ethical teachings in practice and there should be no contradiction and inconsistency between her words and actions. Ethical skill consists of four categories: honesty, patience and tolerance, critical thinking, and fairness and impartiality.

The participants stated that "working in the organization requires patience and tolerance. According to the working conditions, we deal with students, patients, managers, patients' companions, and different people. We have to listen to everyone's words. We always have meetings in the group. It is our duty to listen to the opinions of others regarding work issues and to respect opposing opinions. We should not put ourselves at the center."

Technical competence

This dimension indicated that the ethical leader must be a

teacher and a good manager as well. Technical competence consists of the components of knowledge, attitude and skill, and these dimensions are explained below (Figure 2). According to the statements of the interviewees, in order to face ethical issues and problems, the ethical leader must be an expert and up-to-date in his field on the one hand, and be

familiar with the concepts, theories, and principles of management on the other hand. Technical knowledge has two categories: specialized knowledge and managerial knowledge. The interviewers believed that one of the requirements of ethical leadership is that a person is proficient with the concepts, theories, and principles of

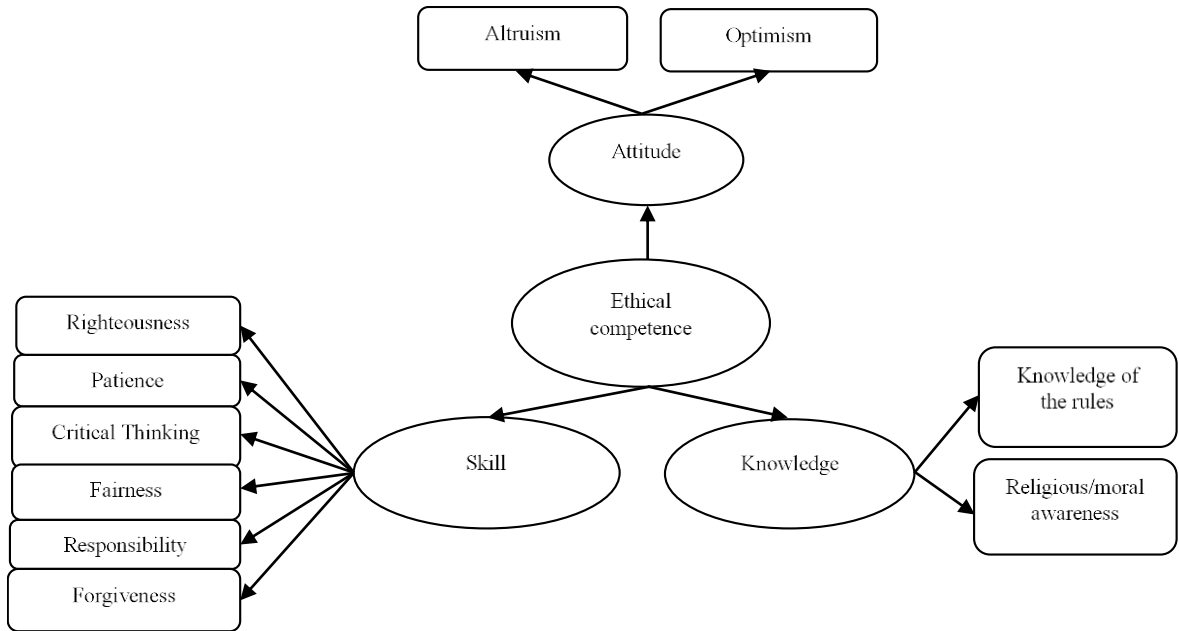


Figure 1. The dimensions and components of the ethical competence structure

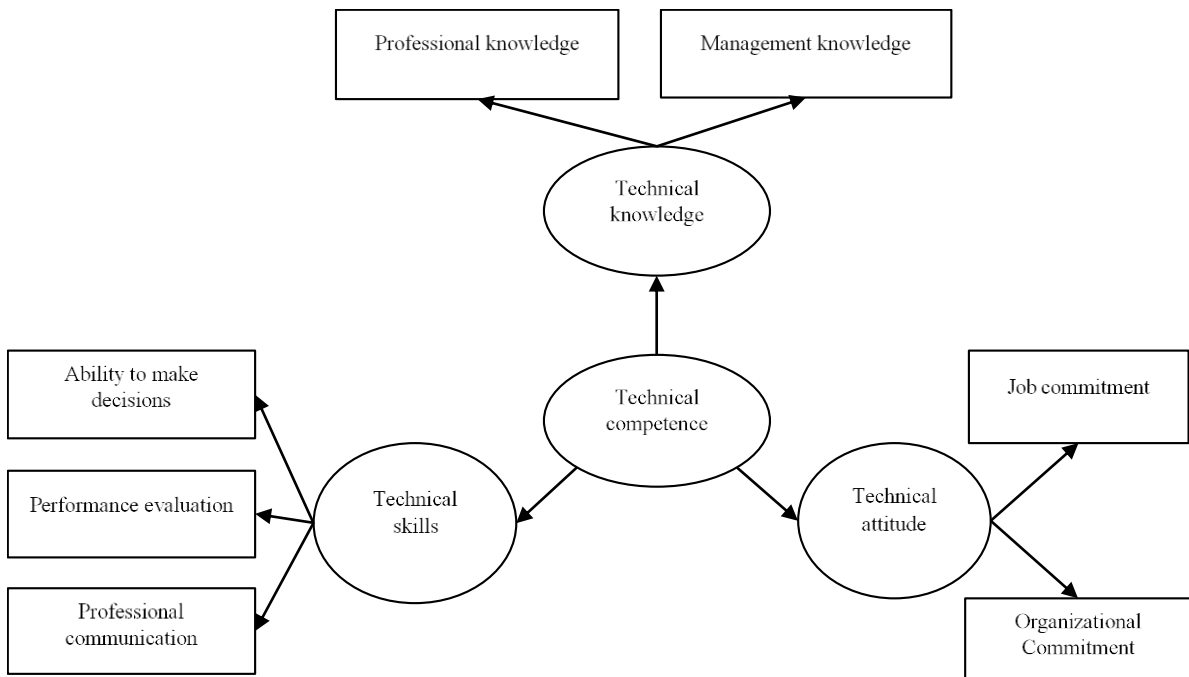


Figure 2. Dimensions and components of the technical competence structure

professional ethics and practical methods of her field; otherwise, she will not be able to have a correct understanding of the ethical issues of her field of work. In this regard, another Participant in No. 6 stated, "A professor can accept his colleagues who, first of all, shows that he has something to say in his field, has scientific qualifications and can help in empowering his students and colleagues..." The interviewees stated that in order to manage a social system, a person must be aware of the requirements and management functions such as planning and organizing. The interviewed lady No. 16 said: "Knowledge of management is necessary. I have to plan education on time and be able to determine the schedule of classes and activities." Technical attitude consists of two categories, job commitment and organizational commitment. The interviewee Mr. No. 7 stated: "The group manager should not see himself separated from his job. As a professional, he should define himself with his job and be conscientious and work with heart and soul. This will make him have the necessary motivation to comply with ethics at work and able to overcome the issues and challenges of work ". According to the data obtained from the interview, the ability to make decisions and implement decisions, the ability to evaluate performance, establish a professional relationship are part of the technical skills of a manager. The interviewees believed that the ethical leader is the one who correctly identifies the problems of her group and organization and provides solutions for them. According to them, the ethical leader identifies the educational and research needs and issues of her group such as scheduling classes, inviting experienced professors to teach, the financial resources needed to achieve the group's goals and research priorities, and plans to solve these issues. In this regard, interviewee No. 11 stated: "(Ethical) leadership has an important role in identifying issues and problems and making decisions, and this ability plays an important role in guiding the educational group. The group manager must provide financial, material and human resources to meet the needs of the group to carry out educational and research work.

The interviewees believed that one of the skills of an ethical leader is the ability to evaluate the performance of the teachers of the educational group. The interviewee Mr. No. 3 said: "... I have to constantly evaluate the performance of my group. An ethical leader should review the individual's performance and provide feedback to optimize the individual's career. I personally believe that teachers should be rewarded based on their performance.

According to the interviewees, in order to create a common understanding in the educational group, the ethical leader must be able to establish a constructive relationship with the faculty members.

DISCUSSION

Based on the results obtained from the research, ethical leadership competencies include two main dimensions of ethical competency and technical competency. The findings of the qualitative phase of the research showed that the dimension of ethical competence consists of three main components of ethical knowledge, ethical attitude, and

ethical skills/abilities.

Considering that this research for the first time identifies the dimensions and components of competence in the framework of ethical leadership, and so far no research has been conducted in the field of ethical leadership of educational managers in the framework of competencies required by educational managers in universities of medical sciences, the results of this research in the field of ethical leadership components and dimensions are different from other related researches. According to the findings of this research, ethical competence is a set of knowledge, skills, attitudes, and capabilities that enable a person to deal with ethical challenges, make decisions, and display behaviors that are in ethical standards (14). Ethical competence in the present research was what is referred to as Ethical person (15) and ethical excellence (16) in the relevant literature. An Ethical person deals with traits such as altruism, mercy and compassion, humility, forgiveness, as well as observing ethical values in decisions and behaviors (16,17). Harris and Lastiusan stated that "a person who is morally competent should also assume the ethical leadership of the organization" (14).

Ethical knowledge is one of the categories of ethical competence and consists of the subcategories of knowledge of laws and religious/ethical knowledge. This finding is in line with the results of Morhos (2002); Trevino, Brown and Hartman (2003) (17, 18); however, Larkin (1999) refers to ethical knowledge as ethical capacity (20).

Ethical attitude is another category of ethical competence, which consists of two subcategories: optimism and altruism. The subcategory of altruism is in line with the results of Kanengo, Mendonca (1998), Trevino, Hartman and Brown (2000) and Trevino, Brown and Hartman (2003), (18, 20). Altruism is the center of gravity of ethical leadership and the main motivation of ethical leaders to act. According to Kanenko and Mendonka (1998), such leaders prefer the interests and mission of the organization and followers over their personal goals and self-interest. Optimism and positivity were among the findings of the current research, which have been less discussed in previous studies (20).

Ethical skill is the basis of ethical competence of leaders (21). This category consists of six subcategories of righteousness, patience and tolerance, critical thinking, fairness, responsibility, and forgiveness. Honesty is a vital part of ethical competence (15). Brown and Trevino (2005) stated that subordinates evaluate leaders according to ethics and truth. According to Badaraku and Althworth (1991), the words truth and righteousness express integrity and coherence, where the main and core values are honesty and justice. This finding is consistent with the research results of Marhous (2012) (17).

Responsibility is another characteristic that is related to ethical leadership. This finding is consistent with the results of Othman and Abdulrahman (2014), Hinds, Wilson and Lensin (2009) (22, 23). Forgiveness is another ethical virtue of leaders. Some experts believe that forgiveness is the heart of ethical leadership (24).

Lawton and Paiz (2015) referred to technical/expert competence under the title of technical excellence.

According to them, technical excellence refers to acquired skills and technical efficiency. Technical competencies refer to the set of technical and technical abilities and capabilities that help a person to do her job properly (19). The findings of the present study showed that ethical leaders must have the necessary management knowledge. In fact, familiarity with the functions of management and the concepts and theories of the organization helps the ethical leader in carrying out management processes. This finding is in line with the results of Ashaghi et al.'s research (2016) (25).

Technical attitude, as one of the components of technical competence of ethical leaders, consists of two subcategories: job commitment and organizational commitment. Job commitment, as a component of the technical competence of ethical leadership, is one of the important issues in fostering a committed culture. In leadership literature, job commitment has been neglected as one of the characteristics of leadership. In the present research, this competence has been highlighted and it referred to the enthusiasm towards performing tasks. Most researchers believe that the questioning of the leader's commitment by the followers weakens their commitment (26). According to the findings of this research, the technical skill component consists of three categories: decision-making ability, performance evaluation, and professional communication. Ethical leaders always have decision-making skills and correct judgment skills in relation to issues and problems. This finding is consistent with the results of Ashaghi et al. (2016) (25). Decision-making has always been an inseparable part of the management process in the organization in such a way that Simon considered decision-making to be the heart of management. In order to implement plans and decisions, leaders need the technical skill of performance management in general and performance evaluation in particular. In fact, performance evaluation is a tool in the hands of leaders to implement the decisions made. This finding is in line with the results of Mahmoudi et al. (2012) (27). According to Hindi, Wilson and Lensen (2009), the ethical leader listens to the opposing opinions of others in an atmosphere with respect and is frank and honest with them (23).

In accordance with the theoretical foundations and previous researches in the field of ethical leadership, the present study

also showed that the ethical person and the ethical manager are the basic dimensions of ethical leadership. In addition, the current research showed that although the above two dimensions are necessary components for ethical leadership, they are not sufficient for the effectiveness of ethical leadership, and another dimension called a professional dimension is also needed. According to the findings of the present research, the ethical leader can be described as "ethical professional manager". The adjective "professional" in the above definition is one of the most important innovations of the current research in explaining ethical leadership and expanding the body of knowledge in the field of ethical leadership. According to the findings of the research, in response to the question "Who is the ethical leader?" An ethical leader can be said to be an ethical professional who both knows what is morally right (due to ethical competence) and knows how to do it (due to technical competence). The large number of interview questions and possible fatigue of the participants can be mentioned among the limitations of this research. According to the findings of this research, it is suggested to investigate the obstacles to the development of ethical leadership of university managers in both the technical and ethical aspects.

Ethical considerations

Ethical issues including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc. have been completely observed by the authors.

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