
Identifying and Ranking Authentic Leadership Components in Professors with a Humanistic Approach in Higher Education Organizations

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Abstract

purpose: The purpose of this study was to identify and rank the authentic leadership components in professors with humanistic approach in higher education organizations.

Methodology: The research method was applied and fundamental and qualitative. The statistical population consisted of professors who were selected using purposive sampling. In-depth interviews were conducted through reviewing the theoretical foundations. To evaluate the validity of the tool, the researcher used two types of descriptive and interpretive methods and test-retest reliability and in-subject agreement method were used to calculate the reliability of the interviews.

Findings: The results of the content analysis and grounded theory method showed that the components of genuine leadership with a humanistic approach in higher education organizations include, respectively, management strategy components, intra-organizational trust, organizational culture, justice. Internal organization, organizational citizenship behavior, organizational support, empowerment, transparency in communication, self-awareness, balanced information processing, in the field of genuine leadership and empathy components, respect, reasoning, interpersonal relationships, authenticity, job passion, positive self-esteem, reinforcement Selfishness and self-efficacy were at the heart of humanism.

Conclusion: Professors who adopt the humanistic and managerial approach, who believe in inter-organizational justice and good citizenship behavior, empathize with others, and achieve interpersonal relationships with others, and in interpersonal relationships with others.

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1. Introduction

Rapid change in the world has made leadership a vital issue in the 21st century. Traditionally leadership cannot adapt to the pace of 21st century changes in science and technology (Zinnia, 2009: 32). Leadership in an organization must have a number of characteristics. In other words, the leader needs to have multiple skills, techniques and strategies, and many guidance and leadership skills such as design and planning, communication skills, Organizing, concluding, being aware of and capturing the circumstances in which members of the group can perform their functions (Reggio, 2017: 276). Managers need to adopt a leadership style that encourages and nurtures employee loyalty in order to have unofficial authority. Leadership, in fact, means the ability to attract and influence individuals, as individuals (followers) voluntarily embrace individual personality and leadership in a given environment (Bellman & Dale, 2017). Informed leaders, using leadership styles, take the decision-making and problem-solving abilities and honestly take on the leadership of different personalities in a collaborative manner. They are responsible for the production of knowledge and development of the country. Educational leaders make decisions possible by planning and achieving goals and directly promoting ethical values and protecting society (Fazli Zanjani, 2015: 19).

Among the leaders of various organizations that can use the original leadership model are the leaders of educational organizations. Educational leaders (professors) are the most valuable asset of the system and have a special pivotal role and place. It is possible to improve the quality of education by enhancing educational and communication skills. Leaders are visionary, transformative and responsible for change and solve problems ahead with planning and budgeting tools, organizing, controlling and supervising Avolio (2016). Motivation, growth of creativity and innovation, enhance and enhance the education system. Professionalism, visioning and strategic planning, inspiring and motivating others are elements of successful educational leadership (Murphy et al., 2017: 21). Humanists focus on two issues to educate people: one is the development of positive self-concept and the other the development of interpersonal skills raised by Carl Rogers. These concepts ultimately enable one to flourish potential, just as Abraham did. Maslow influenced humanistic education through the concept of self-actualization (Sharp et al., 2017: 12).

Given the issues raised in relation to educational organizations, one of the types of behavioral patterns in leadership is that in fact, it has many distinctions with other patterns and styles and focuses more on the humanitarian and ethical dimension and attention to value. It is genuine leadership (George et al., 2007: 310). Original leadership, recently introduced in leadership literature, was first introduced in the field of sociology and education for the first time in 1990 and, given its emergence as an emerging concept, has attracted a great deal of attention from the community of leadership studies. The main framework of work was undertaken by the Gallup Leadership Institute (Walomba et al., 2008: 90). This type of leadership has emerged as a leader behavioral model for nurturing employees' self-efficacy and passion, and improving organizational values, such as self-awareness of internal ethical aspects and transparency of employee relationships, balanced information processing that promotes and improves capacity. Has positive psychological traits and creates a positive moral climate (Leroy et al., 2015: 1679). Through individual traits, the leader develops the moral consciousness of the followers as a role model. In fact, having positive social interactions with followers encourages them to do their work more enthusiastically (Liz et al., 2005).

Universities are now expanding and developing, so given the heavy burden of the education system and one of the most important tasks of the country, and given that universities have a major stake from the budgets of each country, focusing on the activities of educational organizations such as universities is very important, and the managers and stakeholders of these organizations must constantly monitor their performance. The productivity of the activities of such organizations undoubtedly requires the guidance and leadership of competent and competent leaders who have a deep, flexible and comprehensive mindset, and on the other hand, that there is a proper organizational climate in such organizations. And employees work in a calm and

stress free environment to increase organizational efficiency and effectiveness and ultimately lead to employee creativity (Davarpanah et al., 2016: 37).

Meanwhile, according to McMahon's (2011) perspective, university graduates must be equipped with skills such as entrepreneurship, accountability, adaptability, and a passion for lifelong learning, and bring these skills and characteristics to the job market and society. Therefore, the identification of factors such as leadership practices that can have a significant impact on the process of higher education development and development should be considered. On the other hand, today due to the widespread information technology and the lack of open communication between professors and students and also the lack of participation due to the weakness of culture in society, the existence of such a leadership model in universities is felt more than ever. (Mirmohammadi & Rahimian, 2014). At universities, faculty and faculty are more burdensome than others because they are responsible for implementing the teaching process. Also, university faculty members are prominent in every community and their role in community development and human resources training is numerous (Locke, 2016).

Pirannejad (2013: 330) states in his research that genuine leadership is required for university management because this model has an ethical approach and is based on movement. He also states that cold and dry, unsupported atmospheres are prevalent in the country's universities, which usually lead to a lack of value. In such an environment, genuine leadership style practices are needed to provide creativity, motivation, and passion for work. Also, professors at universities face communication problems. Research shows that it is not just the teachers 'scientific views that affect students' better learning, but the extent to which healthy communication with students is influenced. Effective communication also improves faculty performance. Ethical communication considers the existence of work discipline and flexibility in the environment. The professor who teaches at the universities of the country today is undoubtedly present in a different environment from ten years ago and should improve his communication perspectives based on the environment in which he works. This is one of the barriers to ethical communication among professors. This obstacle may have been due to the fact that many professors in the country's universities do not have in-depth training in ethical and open communication skills, and the gap is well felt (Yazdani and Solimanpour, 2017: 202).

On the other hand, the quality of teaching is related to the teaching quality and the ethics of teaching and learning. Research has shown that some professors do not pay attention to ethics in their teaching and raise issues related to education in the classroom, which is sometimes criticized by students and lacks interaction with professors. In a glance at the statutes of the universities, they have clearly emphasized the need for cooperation, participation, and most importantly, the preservation of moral values. Universities have also stated in their core values that they strive to create an environment that adheres to the highest standards and standards, enabling them to flourish as much as they can (Talami et al., 2015: 6).

In the humanistic approach, attention is focused on two concepts. One is the development of positive self-concept, and the other is the development of interpersonal skills that Carl Rogers proposes that ultimately enables one to flourish their potential, as well as Abraham Maslow's concept of self-healing in the humanistic approach. It has worked (Maslow, 1968: 690). Considering the humanistic approach to leadership and management of various organizations, especially educational organizations, benefits such as increased workforce productivity, promoting cardiovascular morale and key human values in the organization, reducing staff stress and anxiety Everyday economic and social problems, increasing the quality and quantity of products and services produced, failing to cope with the problems of globalization of the economy and trade or at least being able to cope with the potential problems resulting from the high motivation and expertise of the skilled workforce in the organization. Following (Penn & Wu, 2003).

Organizational structures at universities in the country, like other organizations in the country, have been using machine and hierarchical models for leadership and leadership for many years, and human beings are positioned alongside other organizational resources. While a humanistic approach can help solve problems

and provide better solutions for university leadership and management. In fact, this approach offers a realistic understanding of human within organizational frameworks. The humanitarian assumptions that are considered in humanitarian organizations are usually based on sustainable and balanced development rather than emphasis on early growth and efficiency, satisfying profits along with stakeholder satisfaction, considering human as the ultimate goal and Are the agents of development. These organizations look at social and human capital, not physical capital, and look at developing a learning environment with constructive competition. Also, recognizing needs, expectations, responding to all conditions and transparency is at the forefront of leaders' communications. In line with the present study, Brown and Hornoff (2018), in a study, showed that genuine leadership does not provide an understanding of how leader influence on different behavioral aspects of followers and the dynamics of leader-leader relationships in organizational outcomes as well as its collective impact on organizational climate formation. Rastgar et al. (2017) in a study showed that genuine leadership components (self-awareness, balanced processing, ethics, and relational transparency) indirectly and positively influence teachers' organizational citizenship behavior by mediating the components of teachers' academic optimism. Also, Derakhshan and Zandi (2017), in a study showed that genuine leadership has a significant relationship with morality and respect. Akbari et al. (2016) also showed that genuine leadership is related to psychological capital and its components such as self-concept, authenticity. Referee Panah et al. (2016) have shown in their research that the components of genuine leadership are self-concept and orthodox ethics. In genuine leadership approaches and in a humanistic approach to achieving the maximum potential of individuals. As can be seen, these values take into account all the components of genuine leadership and, of course, the dimension of humanism. Accordingly, the present study aims at identifying and introducing the genuine leadership components as well as the factors that influence this issue, to help the mission of universities in educating tomorrow's generation and to answer the important question that What model can be offered for genuine leadership of professors with a humanistic approach in higher education organizations?

2. Methodology

The present study sought to identify and rank authentic leadership components in professors with a humanistic approach in higher education organizations. Research Method The purpose of this study was to combine applied and fundamental approaches. The research method was qualitative research in terms of data type. The statistical population of the qualitative part of the study included experts from the academic community (aware of the concept of authentic leadership because they had educational and research activities in this area) and academic officials (because they had a managerial position and were practically involved in the genuine leadership components) of universities in Tehran. Has a track record in decision-making and is known as knowledgeable experts. The sample size in the qualitative section was determined by the theoretical saturation principle of 20 individuals who were selected by purposeful sampling. In addition, the entrance and exit criteria for the interviewees are as follows: A: Entry criteria: Has a master's degree and a doctorate in management specializing in human resources management with expertise in the subject of research and Have enough experiences. B: Exclusion criteria: unwillingness to participate in the research: In this study, in-depth library interviewing method was used.

In-depth purposeful interviews were used in this study. In the individual interviews with the interviewees, eight pre-test interview questions were used. In addition, additional questions were asked along with each question to understand the participants' experiences during the interview. The interview time was between 30 and 60 minutes. Descriptive and interpretive methods were used in the present study to ensure the validity of the qualitative part of the research and to ensure the accuracy of the findings from the researcher's perspective. Thus, in the descriptive section, 20 people were interviewed in a purposeful way so that more people could be interviewed to record and describe the interviewee's behavior. Interpretative validity method

was used in the qualitative part of this study. That is, when preparing the report and the interview, the interviewer recorded the interviewees' sentences and quoted them in their report with the same concepts as stated by the interviewee, which is a good way of describing the validity of the interview tool. Reliability measurement in the present study, test-retest reliability and in-subject agreement method were used to calculate the reliability of the interviews. The method of data analysis was theoretical coding based on the data theorization method. In this project, the qualitative data analysis steps were collected through open coding, selective coding and axial coding.

3. Findings

In this section, the research data are analyzed in a qualitative section using scientific methods, but before the data analysis, the data are pre-processed. It is worth noting that twenty experts in the field were interviewed based on an in-depth interview with eight questions. The interview questions are listed in Table 1. The answers given to each question after content analysis by the researcher and two statistical experts are presented in Tables 2 and 3.

Table 1. Interview Questions

raw	Question
1	What is your great definition of leadership and genuine leadership as you describe your work day in terms of leadership?
2	What is your definition of humanism at university?
3	In your opinion, what are the characteristics of the genuine leadership of professors with a humanistic approach to university?
4	What factors influence the genuine leadership of professors with the humanistic approach at university?
5	What are the implications of genuine faculty leadership with the humanistic approach at university?
6	What strategies and mechanisms can be used to implement genuine leadership of professors with a humanistic approach to the university and achieve the desired results?
7	What are the backgrounds and contexts for the genuine leadership style of professors with a humanistic approach at university?
8	What are the obstacles to the genuine leadership style of professors with a humanistic approach at university?

Tables 2 and 3 also provide the final coding of the results of the content analysis of the interview on the dimensions of genuine leadership and the humanistic approach.

Table 2. Final coding related to the results of the interview content analysis

Row	Early extraction concepts	code
Self-awareness	Awareness of strengths and weaknesses	A1
	Using feedback from others to improve behavior	A2
	Awareness of beliefs, desires, motivations and emotions	A3
	Awareness of how others influence me as a leader	A4
	Awareness of how my behavior affects others as a leader	A5
	Conduct behavior based on values and beliefs and ethics	A6
	Trying to identify the priorities of life and thinking to promote thought	A7
Balanced information processing	Use the right space to exchange information	B1
	Use positive atmosphere by creating trust and commitment between people in the exchange of information	B2
	Avoid any bias	B3
	To share and empower people to make real decisions	B4
Transparency in relationships	Having clear, clear and understandable expression	C1
	Sharing the information you need below	C2
	Being honest and trustworthy in relationships	C3
	Make information transparent and accessible	C4
	Careful consideration and attention to distorted views in relationships	C5
Intra-organizational justice	Giving opportunities to master the work and increase skill development	D1
	Availability of technologies required subset	D2

	Defending opposing views if rational	D3
	Making career decisions away from prejudice and neutrality	D4
	Succession	D5
	Deciding who to consult with	D6
	Equitable distribution of workload in subsets	D7
	The proportion of job responsibility to the scope of duties	D8
Organizational Culture	Creating good human relationships in the university	E9
	Coordinate collaborative programs in the subset	E1
	Understanding the fundamental values (understanding the mission, vision and goals of the university)	E2
	Create the right space for discussion and agreement even in disputes	E3
	Impact of management behavior feedback on subsets	E4
	Create space for creativity and initiative	E5
	Embrace organizational learning	E6
	Emphasis on teamwork and teamwork	E7
Organizational support	Organizational Risk Risk	F1
	Supporting the following (welfare, financial, medical, etc.)	F2
	Assistance to those on request	F3
	Emphasis on the dignity and dignity of the subordinates	F4
Organizational Citizen Behavior	Being willing to solve problems with colleagues	G1
	Timely and full time presence at work	G2
	Use the maximum power in carrying out the assigned responsibilities	G3
	Stability of behavior under any circumstances	G4
	Active participation and participation in meetings and decisions	G5
	To be a model of a scientific, ethical and practical personality	G6
	Resilience in adverse organizational behaviors	G7
Trust within the organization	Identify the characteristics of people within the organization	H1
	Modeling Successful People in an Organization	H2
	Identifying and honoring the interests of each discipline	H3
	Honestly express your strengths, weaknesses, threats and opportunities at all times	H4
	Fair and frank judgment	H5
	Observe moderation in trusting others	H6
	Having a professional commitment	H7
Management strategy	Trust in God in all things	I1
	Observing God in all thoughts, deeds and behavior	I2
	Blossoming talent subcategory	I3
	Focus on the problem and not personalize it	I4
	Use the right time for thinking and making decisions	I5
	Stepping forward to change to improve your actions	I6
	Maintaining independence and autonomy in all circumstances	I7
	Understanding the power of environmental control	I8
	Complete and efficient understanding of the existing facts set	I9
	Having free behaviors in the context	I10
	Technical and management skills	I11
	Being holistic	I12
	Having emotional intelligence	I13
Empowerment	Playing the role of coach for those around	J1
	Promote people according to merit	J2
	Pay attention to training and capacity building	J3
	Remove obstacles to progress	J4
	Interested in delegating authority	J5

Table 3. Final coding related to interview content analysis results

Variable	Early extraction concepts	code
Self-flowering	Interested in comprehensive individual development	A1
	Interest in expressing emotions even in the event of bad consequences	A2
	Striving to identify and achieve positive values in life	A3
Positive self-concept	Thinking about knowing oneself and those around you and studying the subject	B1
	Positive Thinking in the Personal (Organizational and Organizational) Matters of Happiness and Optimism in Work and Life	B2
	Thinking about yourself and others to correct their behavior	B3
	Self-promotion as scientific excellence	B4
	Gaining popularity with those around	B5
Interpersonal relationships	The need to use the word not in the workplace	C1
	Authoritarianism (not being playful in relationships and having authority over work and life)	C2
	Establish interpersonal and organizational interactions	C3
	Develop conversation and interaction skills	C4
	Faster Growth with Interaction and Collaboration (Collaborative Strategy)	C5
	Respect for the opinions of others (interpersonal relationships)	C6
	Asking for help in times of need, especially in performing collaborative tasks	C7
	Proper communication with those around	C8
	Avoid lobbying in the workplace	C9
	Communicating verbally and non-verbally in the workplace and in life	C10
Sympathy	Being able to understand the problems and problems of others	D1
	Provide appropriate response to problems and problems	D2
	Being a supporter	D3
	Depressed by the discomfort of others	D4
	Rejoice in the happiness of others	D5
	Anger over the rights of others	D6
Originality	Integrity in doing things	E1
	Truth be with everyone at all times	E2
	Kindness and kindness	E3
	Act no matter the reward	E4
Respect	Humility and humility	F1
	Perform thoughtful behavior appropriate to different situations	F2
	Respect for individual and group values	F3
	I respect myself	F4
	Respect for others	F5
Reasoning and rationalism	Pivotal Research	G1
	Outcome-based decision making	G2
	Problem-based strategy	G3
	Having logical thinking	G4
	Critical thinking skills.	G5
	Self-evaluation and self-evaluation	G6
Career	Abundant interest in work	H1
	Trying to get job satisfaction by reducing work errors	H2
	Feeling indescribable at work	H3
	Ignoring individual needs to achieve organizational goals	H4
Self Confidence	Proud of working life	I1
	The ability and interest in creativity	I2
	Having the ability to change power responsibility	I3
		I4

In the tables above, the basic concepts of content analysis are presented. These dimensions are related to genuine leadership and the humanistic approach. The information in the table above represents the central

axis of the research questions and is presented in the second part of the answer table provided by the interviewees obtained from open coding and in the third part ie the code, the code of the interviewee. Is. In some tables, some interviewees did not answer the question or questions or referred to several factors in answering some questions. Finally, 115 indicators were extracted from interviews with experts.

In identifying the dimensions of genuine leadership and the humanistic approach, one must first make sure that the available data can be used for analysis or, in other words, whether the number of data (sample size and relationship between variables) can be used. Are they suitable for factor analysis? KMO index and Bartlett test were used for this purpose. The results showed that the KMO index is greater than 0.6 and shows values of approximately one, indicating the adequacy of sample size based on the identified indices for factor analysis. The significance level of 0.000 for Bartlett's test also indicates that the research variable is suitable for factor analysis because the assumption of correlation matrix is rejected. As stated above, 115 exploratory factor analysis was performed to identify genuine leadership dimensions and the humanistic approach based on the results of qualitative and content validity.

According to the table above, the first 19 factors have eigenvalues greater than one and remain in the analysis. These factors account for approximately 63% of the variance in the indicators of genuine leadership components and the humanistic approach. In order to investigate the nature of the relationships among variables as well as to obtain the definitions and naming of the factors, coefficients above 0.4 are important and meaningful in the definition of factors and coefficients less than this limit are considered as random factors. To interpret the factors, Reynolds et al. (1988) used the least value of this coefficient equal to 0.40.

Finally, the components identified after modification by the literature support in Table 4 are as follows:

Table 4. Identified components after using existing literature

Variable	Variable	Item number
Genuine leadership in higher education	Self-awareness	7
	Balanced information processing	4
	Transparency in relationships	5
	Intra-organizational justice	8
	Organizational Culture	8
	Organizational support	4
	Organizational Citizen Behavior	7
	Trust within the organization	7
	Management strategy	13
	Empowerment	5
Humanitarian theory	Self-flowering	3
	Positive self-concept	5
	Interpersonal relationships	10
	Sympathy	6
	Originality	4
	Respect	5
	Reasoning and rationalism	6
	Career	4
	Self Confidence	4

What is the ranking of genuine leadership and humanism indicators and components in higher education organizations? Outputs (factor loadings) were used to prioritize genuine leadership indicators and components of humanism in higher education organizations. This means that it is inferred that a factor with a larger factor load has a greater impact than a factor with a smaller factor. In the table below, the priority of each is outlined.

Table 5. Prioritizing Genuine Leadership Indicators and Components and Humanism in Higher Education Organizations

Variable	Component	Factor load	Priority
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Genuine leadership in higher education	Self-awareness	0.82	9
	Balanced information processing	0.78	10
	Transparency in relationships	0.85	7
	Intra-organizational justice	0.88	5
	Organizational Culture	0.89	3
	Organizational support	0.86	6
	Organizational Citizen Behavior	0.88	4
	Trust within the organization	0.9	2
Humanity in higher education organization	Management strategy	0.92	1
	Empowerment	0.85	8
	Self-flowering	0.78	9
	Positive self-concept	0.85	7
	Interpersonal relationships	0.89	4
	Sympathy	0.9	3
	Originality	0.89	5
	Respect	0.9	1
	Reasoning and rationalism	0.9	2
	Career	0.87	6
Self Confidence	0.81	8	

4. Conclusion

Today, with the rapid changes around all organizations, especially universities, which are responsible for education and wisdom in society, leadership has become a vital issue. Leadership can provide the conditions for improving the faculty and development of university professors by developing the necessary mechanisms. In fact, today's social, economic, political, and technological changes have changed the concept of leadership. University leadership must have learned many different skills, techniques and strategies for guidance and leadership and focus on design and planning processes, communication skills, organization, conclusions, awareness and understanding of the circumstances and conditions that members The group is able to execute their performance, be dominant in Agote, Aramburu, Lines (2016). In addition to influencing the resources of the universities that help the leadership. The type of pattern used by leaders is also important. Today, due to environmental changes, leaders must use modern, up-to-date patterns. It is time for the use of authoritarian and grammatical patterns to be over, and the organizational environment requires that more patterns of behavior be used. Choosing or forming a leadership style at university depends on the organizational maturity of the university and its nature (Del Baldo M. 2017). Transformational, task-oriented, law-abiding, noble, ethical, and so forth leadership styles have been introduced, among which the authentic leadership style is due to its proximity to humanism and ethics in the present study. it has been used. Genuine leadership is, in fact, deeply aware of its values and beliefs, confident, honest, and trustworthy. This type of leadership focuses on empowering its employees and followers and strives to expand their employees' thinking and build an organization with positive, responsible employees (Klein, 2017). According to the definition of Kok, McDonald, 2017). (This type of leadership is one of the leadership models that develops both positive psychosocial abilities and ethical ethics in the university. These types of leaders include self-awareness, vision, internal ethics, relationship transparency, information, transparency in relationships. A human being between himself and his followers and positivist development are at the heart of their work.

In the present study, the original leadership components were first identified and reviewed through theoretical foundations and finally interviews with experts from the Higher Education Organization. Based on the results, and consistent with the findings of many studies (Lake,2017; Murphy, Louis, Smylie 2017

Noe, Hollenbeck, Gerhart, Wright, 2017; Miao, Eva, Newman, Cooper 2017; Leck, 2016). Genuine leadership components, respectively, included the components of managerial strategy, intra-organizational trust, organizational culture, intra-organizational justice, organizational citizenship behavior, organizational support, empowerment, transparency of communication, self-awareness, balanced information processing, and genuine leadership. It is worth noting that professors who use a genuine leadership model in their management must first be fully aware of their own abilities and know their own circumstances and how they can identify themselves. Adapt to the environment. In addition, they should be able to obtain the right information at the right time and convert it into applied knowledge. Transparency in communication and having a positive and healthy communication is one of the components that helps them along this path. Asides have positive connections, paving the way for development. Establishing fairness, equity-based planning, and management are other components of genuine leadership, after having positive relationships. Justice is a central pillar of this paradigm, and educators need to know that when using this model, they must use their full potential to maintain justice at all levels of the organization. It is in the shadow of justice that institutionalized trust becomes a culture. To this end, teachers must use pragmatic and transformative strategies to place the university on the path of development, and the pathway must take into account their skills, staff, students and other factors. Teacher empowerment is one of the important strategies that have positive consequences such as productivity, better performance, and competitive advantage.

In the present study humanism is also discussed. Humanism Based on Studies (Lagan, 2007). Luthans Norman, Hughes, 2006). This is what the noble leaders must rely on to succeed. in the present study humanism is also discussed. Humanism Based on Studies (Lagan, 2007; Luthans Norman, Hughes, 2006). This is what the noble leaders must rely on to succeed. Tell that someone has succeeded without having to deal with the environment. Professors who believe in the humanistic approach also believe in the relationships between themselves, colleagues, staff, administrators, and students, and see the development of the university as such. On the other hand, interpersonal relationships lead to empathy, and as empathy is elevated at the university and among professors, mutual respect and confidence also improve. Authenticity is another aspect of humanism. Having authenticity means conscious performance and conscious understanding of the environment and realism, professors with a humanistic approach avoid bias and try to have authentic behavior and conscious relationships (Fallatah, Laschinger, Read, 2017). Reasoning and rationalism is another component identified in the present study. Reasoning and reasoning abilities are at the highest level after data processing (Dirik, Seren Intepeler, 2017). Professors who possess this attribute have received sufficient knowledge and are now given valuable experience in teaching. Act cautiously. The findings of the present study are in line with the findings of some researchers. For example, Brown and Hornoff (2018), in a study, showed that genuine leadership does not provide an understanding of how leadership impacts on the different behavioral aspects of followers and the dynamics of leader-leader relationships in organizational outcomes as well as its collective impact on organizational climate formation. Rastgar et al. (2017) in a study showed that genuine leadership components (self-awareness, balanced processing, ethics, and relational transparency) indirectly and positively influence teachers' organizational citizenship behavior by mediating the components of teachers' academic optimism. Also, Derakhshan and Zandi (2017), in a study showed that genuine leadership has a significant relationship with morality and respect. Akbari et al. (2016) also showed that genuine leadership is related to psychological capital and its components such as self-concept, authenticity. Referee Panah et al. (2016) showed in their research that the components of genuine leadership are self-concept and orthodox ethics.

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