



Designing a Model of Succession Process for Educational superintendent: An application of the Grounded Theory Strategy

Omid Nosrati^{1*}, Mohammad Amjad Zabardast², Jamal Salimi³

**ARTICLE
INFO**

Article history:

Received:

05/04/2024

Accepted:

25/09/2024

Available
online: Fall
2024

Keyword:

succession
planning,
superintendents'
succession,
Uramanat
regions

Abstract

This research was carried out with the aim of designing the succession model of education superintendents. The strategy of this qualitative research was carried out using the grounded theory. The participants include superintendents and vice-presidents of education departments in Uramanat regions of Kermanshah province, 18 people were selected as a sample with the purposeful sampling method. The data collection tool in this research was a semi-structured interview, and by using a systematic method from the grounded theory, the factors affecting the succession of superintendents were identified, It was checked and confirmed using the methods of retest reliability and reliability of two coders. Qualitative data obtained during three stages of coding analysis and the effective factors of managerial succession and relationships between them were obtained. The results show 16 general categories including the causal factors (legislation, support and succession training), background factors (bureaucracy, improvement of appointments, budget allocation, service compensation, hiring methods), intermediary factors (politicization, social conditions), the central category (succession administrators) succession strategies, (talent management and delegation authority) and consequences (positive consequences and negative consequences).

Nosrati, O., Zabardast, M A., &,Salimi, J.,(2024). Designing a Model of Succession Process for Educational superintendent: An application of the Grounded Theory Strategy, *Journal of School Administration*, 12(3), 137-170.

¹ . Department Of Educational Sciences, Faculty of Humanities and Social Sciences, University of Kurdistan. Sanandaj, Iran

* Corresponding Author: Email: omid.omid1363@yahoo.com

² Department Of Educational Sciences, Faculty of Humanities and Social Sciences, University of Kurdistan. Sanandaj, Iran

³ Department of Education, Faculty of Humanities and Social Sciences, Univesity of Kurdistan, Sanandaj, Iran

INTRODUCTION

People are very valuable assets of organization (Yukl & Lepsinger, 2004, p. 143). Today, elite human resources have become very important in all organizations and almost one of the priorities of every modern and developing organization is the effective and efficient management of resources (Daft, 2010; Cannon & McGee 2011; Birdi et al, 2008). Today, organizations are facing many and complex problems, one of these problems is the limitation of having talented employees and their replacement in the organization (Aksakala et al 2013, p. 71). As for, the demand for talented people is more than the supply, and it is necessary to hunt for talents. Attracting and maintaining these human resources is a very big challenge for the country's organizations (Siri & et al. 2023). In today's highly competitive world, organizations must have a perspective beyond the simple replacement of the workforce and with motivation in different jobs and positions (Ahmadi Baladhi & Salehi 2014, p. 73). The unavailability of suitable people to replace and succeed managers is one of the serious issues and problems of any organization (Sarлак, Sadeghpour & Gholizadeh, (2023). Every organization is facing or will face challenges for the immediate future successor with the right people (Bano & et al, 2022). Organizations have realized that talents are critical resources that need management to achieve the best results (Maali & Tajeddin, 2008). The issue of succession planning becomes more apparent when you know that most of the organizations in developing countries lack an effective succession planing (Najafi emami & et al, 2024). Talent management is a process which is used by every organization to define how to manage and develop people for now and for the future. The mentality of talent management is based on the assumption that there is potential in every person and you should try to release it with a method (Cannon and McGee, 2011). One of the tools of talent management and providing elite personnel for the main jobs of the organization is to create a program that is called Succession (Zain al-Dini Bidmashki et al, 2013) The absence of an efficient succession plan does not provide a positive picture for the organization, regardless of its size or industry (Williams, 2024). Most successful organizations pay attention to economic and social trends and predict the upcoming challenges. One of the most important challenges that

has recently plagued government organizations in developing countries is the emergence weak successors, of course the source of weak successors in this organizations is weak succession planning (Najafi emami & et al, 2024). The upcoming challenge for organizations is succession planning. The challenge facing Iran's education in the coming years is the loss of experienced talents due to massive retirement of teachers and planning for their replacement. In such a way that the chairman of the center Planning and human resources of the Ministry of Education acknowledged that this ministry will face a tsunami of teacher retirement until 2019 is encountered (Chaharband, 2016). In this regard, Allahyar, the deputy of the development of management and support of the Ministry of Education, has stated Ministry of Education has entered the process of retirement of human resources (Allahyar, 2016), due to extensive retirement in education, extensive retirement Managers and other key talents are also predictable. So, the need to identify suitable candidates for future principal positions has become critical. A review of the existing literature on the succession planning process in educational institutions includes identifying future leaders among existing staff as the necessary first step (Goldring et al. 2023 ; Bookout.2024).

In every organization, from large companies to family businesses, people come and go. Part of this force withdrawal is planned and another part is unplanned. When people leave the organization, They should be replaced. If there is no replacement plan for this position, this departure can spread a wave of disruption in the organization (Dahlke, 2012, p. (1)), it must be acknowledged that every organization, regardless of its size, sooner or later faces the problem of succession (Dyck et al., 2002).

Numerous studies have emphasized the need to pay attention to succession management in the human capital management of organizations and have pointed to its vital and important role in the development of employees' careers and have mentioned it as a model for organizational survival (keykhoshravi, faezi, & Heydarieh(2023).but the review shows that most of the succession literature focuses on the private sector rather than the public sector (Bano et al., 2022). Historically, succession planning involved upper-level

management (Williams, 2024). Succession is one of the most important strategies for providing and developing human resources in the public and private sectors. This strategy is especially important in the public sector today (Ahmadi Baladhi and Salehi, 2014). Active human resources management is one of the key and effective factors of an effective succession planning (Di Pietro et al in: Sanandres. 2014 p. (1)). Succession is a part of human resource planning that is consistent with the overall strategy of the organization (Ahmadi Baladhi & Salehi 2014, quoted by Beaver & Hutchings (2004)) and is a vital managerial necessity (Obianuju et al. 2021).

Succession is more than the simple identification and development of potential talents and needs, and it requires the alignment of the entire company's administrators and human resources infrastructure to support this detailed strategy (Waylz and Samuel in: Sanandres 2014, p. 137) that can approach it intelligently considered an organization that copes with the possible loss of key talent today as well as those key talents that are planned and inevitably lost in the future based on workforce planning (Mattone, 2013). Succession planning includes leadership development, monitoring and performance evaluation, selection and recruitment processes, and socialization strategies (Rothwell, 2005). Succession planning is regarded as an effective strategy for qualified and competence human resources provision (Sarlak, M. A., Sadeghpour, A. J., & Gholizadeh, M. (2023). This planning also defines the needs and competencies related to critical positions and future leadership of the company, manages relevant gaps, and talents. It identifies and develops the potential to take on key roles in the organization (Bowman in: Sanandres (2014) It is clear that all organizations face incredible challenges to prepare their administrative staff to assume leadership positions in the future (Groves (2007); Although there are various models of succession such as Rothwell's seven-point star model, 2005; Kim's model, 2006; Khumalo et al.'s model, 2008; Horton & Dugan's model, 2005, & Groves' model, 2007, but these models are used to cultivate leaders and education administrators are not used much. Many educational organizations do not invest in succession planning in spite of advice to them (Jackson & Allen 2022) in ideal conditions, management of schools, departments and educational

departments are given to people with educational background and experience, but lack of management knowledge and leadership skills (Ashnagohar et al., 2017); while it is clear that administrators are not born but must be nurtured to manage. Succession management is one of the most important tools used by leading organizations in discovering and promoting human talents (Sahraian et al, 2008).

Too many organizations delay succession planning; a key person leaves the organization and everyone scrambles to find a replacement. This is short-term thinking; While long-term thinking is needed. Government organizations in Iran suffer from the weakness of succession (Najafi emami & et al, 2024). In this regard, the lived experience of the researcher indicates the lack of succession planning in the Department of Education (the place of service of Ravansar city) and dealing with the issue of succession of key positions passively. This can indicate the neglect of succession planning in education. Bradley (2016) in his research received educational districts in response to the question, what are they doing now? Not only did they have no plan, they didn't even have any discussion about succession planning. Meanwhile, organizations with succession planning create possibilities to successfully deal with the loss of current and future forces, such as (Mattone, 2013) targeted succession management processes enable organizations to grow their leaders by choosing; it creates a strategy from the existing talent pool and develops people through developmental experiences to equip them with the skills needed to meet the future demands of the organization (Myung, et al, 2011). Succession planning by continuing the flow of talent and focus on the development of competencies seeks to help the management of organizations (Arokiasamy, 2021); while organizations without selective succession planning have no choice but to react to this inevitable loss, they deal with this issue with panic and passiveness that the result those succession decisions are inefficient (Mattone, 2013). Organizations without a plan are forced to choose a replacement, which is a poor approach and usually focuses on avoiding a crisis by quickly filling a vacancy. In short, proactive succession planning and employment is a passive alternative (Atwood, 2007).

Wilson (2022) in a research entitled how government administrators understand the strategies of the succession planning process in the ministry of Education showed that the factors of capacity building through succession planning strategies are the recognition of training and the guidance of transformational employees through organizational growth changes. Making the necessary changes in the ministry regarding the elimination of weaknesses in the current succession system, coaching techniques, individual factors / development and the development of skills and skill sets have an effect on succession. LeCounte (2022) examines succession for founders / administrators of Family companies pay their conceptual model showed that succession leads to improvement of commitment to family business continuity and tacit transfer of knowledge for successors.

Mohammadi Dayani et al. (2022) in a research analyzed the discourses about succession in an organization. The results of the data analysis showed that in the interpretation stage, it was determined that the type of attitude towards key appointments and jobs is the origin of successionism or succession phobia, which consists of two main discourses of strategic approach and political approach towards key appointments and jobs. In the explanation phase, it was found that at a higher level, the issues related to the political, economic, cultural, legal and administrative system cast a shadow on the non- realization of succession, and in the current situation, the non-realization of succession is the domination of the political system over other social systems and the processes related to it, a factor political attitude. In Hosseini Qawamabadi olia et al (2022)'s research systemic is the embedding of individual psychological factors, organizational factors, process factors and 27 sub-indexes. It can be said that the cultural foundation of the establishment of the talent management system and the consolidation of meritocracy in the framework of training and development of skills and the application of the performance evaluation system will greatly contribute to the development of succession. Mohammadi & Samimi (2021) in a research titled identifying opportunities for succession in Iran's labor industry, showed that the identified opportunities were classified into four structural, contextual and technical management dimensions based on the visual pattern,

and finally the paradigmatic pattern in the category Causal, mediating and consequential strategic environment has been explained.

Rajaipour et al (2020) in a research recognize the challenges of succession in education in a qualitative and exploratory approach. The statistical population consisted of all education managers and teachers in the Bayangan area of Kermanshah. The results of data analysis in the three stages of open, axial, and selective coding showed 16 main categories that were conceptualized in the form of a conceptual model including causal conditions ,the pivotal phenomenon, the underlying factors, intermediary factors and the consequences the phenomenon of succession Explains the relationships between them.

Jackson & Allen (2020) investigated whether succession planning for senior managers Is it always a good idea? Their findings showed that many institutions of higher education despite the proposals for such they have not invested in leadership succession planning.

Karimi (2018) designed a succession management model based on knowledge management in the ministries of sports and youth. The findings of the research showed that succession management based on knowledge management includes 9 main categories which were classified in three phases. The first phase of the research was the initial requirements and foundation, the second phase of the research was the executive measures necessary to implement succession in the third phase of the research, the results of the implementation were done.

Khashei et al (2018) in a research for the purpose of pathology identified the exclusion and inclusion criteria of surrogacy in a government complex. The findings of the research showed that inclusion criteria included developmentalism, meritocracy, organizational excellence, fairness, open and transparent interactions, strategic and systematic attitude, support of administrators, constructive culture, and rule orientation. The criteria for rejecting succession include development avoidance, merit avoidance, organizational principles, justice avoidance, limited and ambiguous interactions, cross-sectional and unsystematic attitude, resistance or

indifference of administrators, inhibitory culture, and relationalism.

Ekradi (2016), in his research, designed and validated the integration model of succession planning and the career development path of Iranian public university managers. From open, axial and selective coding to analysis and qualitative data analysis was used. The obtained results include 960 first conceptual statements with 45 subcategories and 25 statements. The main category in the form of six dimensions of the model including causal factors (5 categories), main phenomenon (meritocracy), strategies (7 categories), background characteristics (4 categories), consequences (2 categories), identification and relationships between them in The model template was drawn and presented

Latifi & Abdul Hosseinzadeh (2016) conducted a research in order to understand the pattern of succession in the public sector. Finally, the conclusion of the research showed that political pressure on government organizations, Party participation, Bureaucracy and unnecessary formalities administrative, lack of stability of managers, inefficiency Human resources management unit, paying attention to the public values of some special conditions and limitations of government organizations implementation of the succession plan.

Kharazmi et al (2016) in a research, with aims to evaluate the current state of succession planning system and compare it with the expected situation in the municipality of Mashhad and analysis of the gap between them. Results showed that there is a gap between the scores of the current situation and the expected one, and results of the interviews confirmed this finding. The main reasons for the gap could be listed as: "The lack of senior management commitment", "Running challenges due to the large size of organization", "Failure to adhere to managerial principles and intensification of administrative bureaucracy", "Applying personal taste and preference of relation over regulations", "Manager fear of losing position and power", "Unwillingness of coordination of other departments with HRM department".

Amin et al (2016) investigated the succession pattern of Iran's water resources management company in their research. The purpose of the research

was to determine the gap between the current and desired situation of succession in the organization. The findings of the research showed that the current and desired situation of Iran's water resources management company has differences in all the components of succession.

Maafi (2015) in a research, investigated the requirements for the succession of middle and senior managers in the country's management and planning organization. His findings showed that there is a significant gap between the current situation and the level of necessity.

Pandey& Sharma (2014) found that the succession plan includes the identification of competent people with a strong potential to create a pool of talent for automation and communication. Parylo(2012) Findings revealed five main themes - a key component on overall succession success and administrators' professional learning was the1. chairman's perspective 2. succession planning was strongly favored by local applicants 3. By anticipating the transfer of administrators, the development of leaders within departments is an effective method to ensure the continuity of leadership 4. In the process of developing future department administrators, they strongly preferred non-academic leader preparation programs that were designed for the needs of their department. 5. Leadership development and succession were closely related to each other.

Nilipour et al (2014), in a study investigating some challenges of succession planning in organizations in this research, succession challenges in government organizations have been identified in five groups including: agents managerial; cultural factors; legal factors; Educational factors were classified as organizational factors.

Tabatabai Moghadam (2010) in a research investigated the work curve of succession planning at the senior management level. The results showed that the functions that affect succession include the lack of support from current administrators, the lack of realistic decisions, the influence of individual and organizational thought patterns, and the economic attitude towards succession, the failure to fulfill expectations, and the psychological consequences of

choosing to increase a desire to leave the service of unelected candidates and the bureaucracy.

As mentioned, in the current state of the education system, the management of its various departments is given to experienced teachers training that generally lacks management training and leadership skills. While educational experience alone cannot be a proof of success in the role of manager and leader in education. The issue that complicates the situation is the introduction of education and raising the country to the cycle of retirement of human resources, which results in the departure of talented workers and current administrators from the reach of educational system. But usually, using the resources of educational organizations is not effective(Torabi,2023).

The vulnerability of education from this issue and the existence of research and limited models in the field of succession planing in education show the necessity of conducting this research. Therefore, in order to maintain and continue leadership in education, it is necessary to analyze the elements and dimensions of succession education, times and issues related to it. Therefore, the problem of this research is the design of the succession model of administrators in education. And in this regard, the following questions were examined.

- 1) What are the causal factors in the succession pattern of educationl superintendent?
- 2) What are the environmental conditions affecting the succession of educationl superintendent?

- 3) What are the background characteristics affecting the succession pattern of education superintendent?
- 4) What are the strategies of the succession model of educationl superintendent?
- 5) What are the consequences and results of the succession pattern of educationl superintendent?

METHOD

This research was applied in terms of purpose and interpretative in terms of the way of collecting information. In order to answer the research questions, grounded theory, and systematic design were used. To analyze the data, the method of coding was used which includes the three steps, open coding, central coding and selective coding.

Due to the fact that the superintendents and deputies of the regions are the main implementers and beneficiaries of succession at the regional level, their attitudes, opinions and experiences have priority and the necessary for understanding the issue of succession of education managers, therefore, as participants were selected in the study. For this reason participants of the research included the director and deputy heads of the education departments In the academic year 2021 and 2022 in Oramanat: Ravansar, Javanroud, Salas-e Babajani and Paveh cities, based on the theoretical sampling method and due to data saturation, 18 people were selected as a sample.

To check the validity of the interviews, review methods were used by members of the pluralism strategy and peer review strategy, and the validity of the interviews was confirmed, and for the reliability of the conducted interviews, two methods of retest reliability and reliability between two coders were used.

Table1. Reliability of interviews test

Row	Number of interview	Number of codes	Number of agreements	Number of non-agreement	Reliability of open-test
1	Interview number1	43	20	23	93%
2	Interview number4	45	20	25	88%
3	Interview number7	66	29	37	87%

4	Interview number10	38	18	20	94%
5	Toal	192	87	105	90%

As can be seen in Table No. 1, the total number of codes in two 15-day intervals is equal to 192, the total number of agreements between codes in these two times is 87, and the total number of non-agreements in these two times is equal to 105. The re-test reliability

of interviews conducted in this research using equation (1) is equal to 90%. Considering that this reliability rate is more than 60% (Cavalli, 1996), therefore, the reliability of the coding is confirmed.

Relationship 1, Reliability test

$$\text{Reliability percentage of the test} = \frac{2 (\text{number of agreements}) \times 100}{\text{The total number of codes}}$$

Table2. Reliability between two coders

Row	Number of interview	Number of codes	Number of agreements	Number of non-agreements	Reliability between coders
1	Interview number3	66	27	38	84%
2	Interview number5	64	26	38	81%
3	Interview number9	44	17	27	77%
4	Interview number15	54	22	32	81%
5	Total	228	93	135	80%

As can be seen in Table 2, the total number of codes registered by the researcher and research collaborator is 228 codes. The total number of agreements between these codes is 93 and the total number of non-agreements between these codes is 135. The inter-coder reliability for the interviews conducted in this

research using equation (2) is equal to 80%. Considering that this reliability rate is more than 60% (Cavalli, 1996), the reliability of the codings is confirmed, so the reliability rate of the current interview analysis is appropriate.

Relationship2, Reliability relationship between two coders

$$\text{intra-subject reliability percentage} = \frac{2 (\text{number of agreements}) \times 100}{\text{The total number of codes}}$$

A guide was prepared to conduct the interview. Each of the interviews was conducted in 60 minutes and during the interviews the following ethical considerations were considered.

- The participants were assured that they could leave the interview session at any stage of the interview.
- The participants are fully aware of how and in what way the results of their interviews will be published, were informed
- The participants were assured that their names would not be mentioned.

- Audio recording from the participant with his permission and consent and in terms of the confidentiality of the information of the participants and the interviews were also given the necessary assurance.
- Avoiding curiosity about personal issues that the interviewees might be sensitive to become.
- Maximum effort was made not to disturb the work place of their duties and their colleagues.

RESEARCH FINDINGS

In this research, 18 principals and teachers of Oramanat district participated, whose demographic characteristics are shown in the table Number 3.

Table3. Participant's demographic characteristics

Row	Participants	Post	Certification	Educational field
1	Participant1	Education superintendent	Bachelor	Social sciences
2	Participant2	Vice President of Education	Master	Human resource development
3	Participant3	Vice President of Support and Finance	Master	Social sciences
4	Participant4	Vice President of Education	Bachelor	Arabic
5	Participant5	Education superintendent	Master	Educational Technology
6	Participant6	Vice President of Support and Finance	Bachelor	Geography
7	Participant7	Vice president of breeding	Master	Educational Planning
8	Participant8	Education superintendent	Master	Political science
9	Participant9	Education superintendent	Master	Curriculum Planning
10	Participant10	Vice president of education	Bachelor	Educational administration
11	Participant11	Vice president of breeding	Master	Physical education

12	Particiapnt12	Vice president of breeding	Master	Philosophy
13	Particiapnt13	Vice president of education	Master	Geography
14	Particiapnt14	Education superintendent	Master	Litterature
15	Particiapnt15	Vice president of breeding	Bachelor	Arabic
16	Particiapnt16	Vice president of education	Master	Educational administration
17	Particiapnt17	Vice president of breeding	Master	History
18	Particiapnt18	Education superintendent	Master	Philososophy of education

Table4. Concepts of subcategories and main categories extracted from the interviews Axial

Open codes	Axial codes	Main category
It should come as an official directive (p4), to be implemented officially (p5), creating guidelines and regulations (p5), based on the fundamental transformation document (p5), defining based on laws (p5) neglecting laws (p5), interpreting laws (p5), to become a law (p7), the need for a codified law(p7), legal foundation (p7), the need to support the law (p7), less sensitivity to the law (p7), comprehensiveness of the law(p7),legal issues (p9), importance legality (p13), According to the law and legal permission (p16).	Legal basis	Legislation
Notification under the law (p1), in the form of circulars and regulations (p1), neglect of law, I will be excluded (p1), defense of the law is more (p7), lack of legal requirements (p9), lack of guidelines and regulations (p9), Informality (p9), Something that has not been notified is not implemented (p9), Sending in the form of a letter of execution substitute does not have directives and instructions (p9), Communication in a formal and formal manner (p9).	Legal requirement to implement	
Alienation from the subject (p1), Insignificance in relation to the subject (p1), Casually taking over the succession of Parenting (p1), Substitute It is not nurtured (p3), Lack of sense of responsibility (p4), It is the duty of other channels (p4), It is not his duty (p4), Emphasis on the benefits of succession		

<p>planning (p1), Understanding the importance of succession planning (p1), Facilities and necessary training for administrators (p1), Selection of a successor, not succession of parenting (p3), the basic thought of parenting has not been done (p3), Lack of planning (p3), Your work should be the start of this issue (p4), Quality workshops for administrators (p4), The importance of education (p4), lack of training and awareness of administrators (p4), to give a course (p4), lack of planning (p5), until the day when he leaves is near (p5), lack of need to have a plan (p5), lack of breeding(p6),Be awake (p8), Your work should attract attention (p8), No special program (p8), Conducting a course while serving (p9), Conducting a course for interested people (p9), Need to learn rules and regulations (p9), None We don't have a place in the world (p10), We don't have any in Iran (p10), No one has been trained and cannot be (p10), It is not possible to train (p12), Start from the university and take a course (p13), Training of current administrators (p13), Absence getting to know succession (p16), training administrators (16), inviting professors (16).</p>	<p>Education of breeding</p>	<p>Succession education</p>
<p>The need for serious support from administrators (p1), high-level administrators should sit down and plan (p3), the manager's trust in the supply of manpower (p3), the manager's risk-taking (p5), the importance of the manager's perspective (p6), the manager's support (p6), relying on taste and The ability of the manager (p9), to interfere with macro-level administrators(p13),the importance of the management's perspective (p 15), the support of the manager (p15), the importance of the attitude and orientation of top administrators (p16), the real support of top administrators (p16), distance From chanting (p16).</p>	<p>Support of senior administrators</p>	
<p>The centralization of education (p1), should think from the top (p2), at the macro level of the Ministry of Home Affairs and the General Administration should be raised (p4), the Ministry of Home Affairs should support(p4) follow-up from the General Administration and the Ministry (p5), macro planning and at the ministry level (p5), Big Vision (p5), The General Directorate should think of solutions (p6), All eyes on the Ministry (p6), without organizational support the administration's attention to fostering a successor (p6), lack of importance for the general administration (p6), of health from the macro and above bottom (p7), request from the general manager and the ministry (p9), the ministry's emphasis on this issue (p16), The influence of representatives and dignitaries in the appointment of (p1), to the patch representative (p2), perhaps the first letter representative(p3),be replaced by the election of the responsible person (p4) the influence of representatives on education (p4), with the representative the path is not the same, it goes away (p4), the representative comes, the decisions change (M4), the intervention of the representatives (p6), The clarity of the representative's input (p6), the influence of the prophets of the parties and the representative (p7), the election time (p7), the influence of the</p>	<p>Organizational support</p>	<p>Support</p>

<p>Representative's tendency to appoint companions and relatives (p8), representative's interference (p8), representative's negative influence (p8), the involvement of representatives in preventing succession (p8), the involvement of representatives in all Departments (p8), the representative has an impact (p9), the interference of the representatives (p9), the successful political flow of the posts appoints (p10), influence of political currents (p1), representative has an impact (p11), representative of religious feeling(p11), eighty percent goes back to the representative (p12),is not with the representative, he should not take a post (p12), every in the city, administrators were appointed by representatives (p13), except without the support of representatives(p13), It can be done (p13), definitely the support of the representative is a necessary condition (p14), Be sure to be with the representative (p14), the representative will enter (p14),Takes possession (p14), effective representative (p 14), interference of people around the representative (p15), not doing anything(p15), Without the representative's opinion with his/her attention (p15), the impact of electoral issues (p16), the impact of the representative on the appointment (p16), The pressure of the representative on the ministry and the general manager (p16), The change of administrators with the change of representatives (p16), and the political clause (p1).</p>	<p>the intervention of the representatives</p>	
<p>Political conflict (p1), Returning education to its own place (p1), Opposing share-seeking (p1), Prevention of game politics (10), political institutionalization of the game in the organization (p1), political administrators in the following The politics of the game (p1), the instigation of relational administrators to relationships (p1), How much is the influence of the social power of people (p3), spend money (p3), the effect of the ability to collect votes (p3), impeachment is a deal (p3), with these posts It will be traded (p3), our representatives, our general administrators will trade with the ministry with these positions (p3), Arrangement of forces (p3) use of their social participation in the elections (p3) their device helps them (p3), increase the participation in the elections (p3), increase the efficiency of the elections (p3), increase the advertisement in Elections (p3), sometimes the ministry intervenes (p5), political discussions (p5), the importance of sponsors (p6), shares Demanding (p6), intra-organizational pressures (p6), promotion based on borrowing and borrowing (p7), in my party there is no (p7), negative view of parties (p7), Anyone who goes with a candidate (p10),The effect of your movement winning the elections (p10), factionalism (p11), a manager who is politically elected naturally behaves more politically than educationally (p12), Changing 70% of the forces with a change of representative (p12), Getting a post (p12), If he is a commissioned manager, he will continue the same method (p13), The absence of a powerful force without political connections (p14), The influence of the governor (p14), the influence of parties Their macro and sub-branches (p14), the</p>	<p>Political exchange</p>	

<p>influence of political currents (p14), playing in the world of power (p17).</p>		
<p>The difference between a political manager and an educational manager (p7), a political person is not a perfect education manager (p7), the need for senior administrators to be political (p8), managerial and deputy positions are more political than specialized (p14), the more political the post is, the more effective the position is (p14), Political appointments do not have an opportunity to cultivate (p14), these posts They are political rather than educational(p 17).</p>	<p>Politization of posts</p>	<p>Politization</p>
<p>Untrained management administrators (p1), Administrators based on managed relationships (p1), Selection of administrators based on regional and custom merit (p3),Appointment of people in positions according to the opinion of a certain official (p3), the effect of the relationship with high-level administrators(p3), the influence of relationships (p4), is suggested on the basis of friends (p4), the existence of a game relationship (p4), the normality of partying (p5), expert opinion (p5), interference in the governorship of the governorate (p5), ok from different places (p5), green and red lights for appointments (p5), too many interferences in appointments (p5), non-expert interferences (p5), not accepting the interference of others (p5), making decisions on education for education (p6), eliminating interference Representatives (p6), non-interference in appointments (p6), involvement of behind-the-scenes agents (p6), pressure on administrators (p6), imposition (p6), involvement of supervisory systems (p6), departure of half of the administrators following the indicators (p6), Appointing incompetents (p6), Insignificance of ability (p6), marginalization of work (p6), Twenty percent are capable (p6), Non-scientific behavior (p7), Influence of currents and gangs on promotion (p7), Reduction of interference and lack of Independence of administrators in front of supporters (p7), Interference of government institutions (p8), Non-interference of institutions (p8), Preventing the appointment of problematic interferences (p9), Conditions causing appointment (p1), Influence of thought flow (p1), Influence of improper kinship Gun (p11), taste choices (p11), selection of people through acquaintances and visits (p11), other organizations also put pressure (p11), governor's opinion (p13), change with the change of the head of the department (p12), the representative should not interfere (p14), influencing relationships (p15), intra-organizational interference (p15), communication and friendship (p15), choosing friends (p15), the need to preserve the independence of education and training (p15), the need to act independently in All levels (p15), the need for administrators to be independent in decision-making (p15), an individual should not be indebted to a group (p15), considering education and training (p15), considering the expediency of education and training (p15), involvement at macro levels Education (p15), the independence of education is not maintained (p15), non-independence of administrators (p15),</p>	<p>Reduction of interference and prevent from recruitment of incompetencies</p>	

<p>extra-organizational interference (p15), interference of other officials (p15), interference of attention Officials (p15), Paying attention to history versus merit (p16).</p>		
<p>Entrusting the work to competent and expert people to train competent people (p1), applying the knowledge of educational management (p4), the importance of university courses (p4), the impact of the field on thinking (p4), management weakness (p5), management weakness (p4), Academic education of management (p7), The difference between training administrators compared to teacher training (p7), lack of manager training (p7), lack of training for administrators (p7), primary-centered view of elementary schools (p7), attention of secondary schools to secondary schools (p7), one-dimensional view (p7), Necessity of management education for the methods of education and training (p7), Paying attention to the discipline for management (p7), Degree and field of study (p11), The lack of relevance of education Administrators (p16), The requirement of succession to amend the procedure for appointing administrators (p17).</p>	<p>Appointment preferred Management administrators</p>	<p>Improvement of appointments</p>
<p>Going through the hierarchy (p1), pretended to be the vice-chancellor (p2), was not up to date with the principal or the meaning of the school (p2), The importance of senior years and experience (p4), Becoming a dominant vice-chancellor (p9), He is the deputy of the manager (p10), less deputies become administrators (p10), the deputies are the deputy of the manager and so on It is the practice of management (p10), not being a manager, the deputy should show the unimportance of training a manager (p13), to go through Hierarchy cycle (p14), lack of management experience with the school vice-chancellor (p15), providing power from within organization (p15), becoming a deputy without any record (p15), assigning posts to the end of service (p16).</p>	<p>Emphasis on going through the hierarchy</p>	
<p>Society's way of thinking and culture (p5), Boredom of tribal ethnic areas (p7), Cultural issues (p7), Opposition of a certain group (p7), Cultural context (p7), Customary issues (p9), Cultural issues (p9), Ethnic issues of the region (p10), Choosing from one group, opposing another group (p10), Gang game (p13).</p>	<p>Local competitions</p>	
<p>Absence of any women in the office (p2), You don't have the same desire as men (p2), Women's lack of desire for administrative work (p2), We don't have a single female applicant (p2), There is no female manager or deputy in the region (p2), the office's male atmosphere (p2), lack of trust in women (p2), We have applications for boys' schools, but we apply for girls' schools (p9), My husband won't let me (p9), My family is not satisfied (p9), Problem in the field of sisters for management (p9), lack of presence of women in the office despite the presence of 50% of the population (p9), lack of women's request to enter the office (p9), opposition to the role of husband and mother (p9), belief in one's ability of Women</p>	<p>Gender discrimination</p>	<p>social platform</p>

(p17), opening eyes on women (p17), removing the glass ceiling (p17).		
Considering the budget (P1), allocating the budget (P5), increasing credits (P5), financial support (P6), spending (P7), allocating resources for implementation (P9), having budget and facilities (P13), budget allocation(p13) And the necessary credit (P 16), you will not be empty-handed (P17).	Budget allocation	Budget allocation
Trusting the manager (P2), supporting the manager (P2), respecting the manager's decisions and providing support (P2), not supporting people in times of need (P7), it is not possible to work without trust (P11), trust is the cornerstone of management(P12), Confidence in administrators (P14), Trust (P15), by not choosing or trusting (P15), The need to trust the force (P 15).	Trust and support	
I have this much power(p4), I am allowed (P4), scope of duty and power (P4), the necessity of decentralization (P7), attention to the special conditions of the regions (P7), delegation of authority (P9), having all the powers (P15), delegation to decide (P15).	Delegation of authority	Delegation of authority
cultural recruitment (P7), not hiring a manager (P7), the importance of recruitment in education (P7), The use of uneducated management educators for management (P7), employment ranks based on course titles (P7), teacher recruitment (P7), lack of staff (10th grade), recruitment for teaching (P17), recruitment based on recruitment based on course material Subject (P17).	Recruitment based on course material	Recruitment method
Transport colleagues (P4), families living in another city (P4), non-native forces (P10), transfer request of 50% of my forces (P10), local employment (P10), attention to sustainability (P10), getting tired Non-native (P10), Not living in the city (P10) Transportation workers (P10), Non-native transfer request (P10).	Localization	
The problem of approval of protection and inquiry (M (p1), Paperwork (p3), Administrative bureaucracy (p5), Rejection of inquiries (p5), We introduce, 6 months no answer to the request (p5), Very, very long procedure (p5), long and tiring bureaucracy (p5), time-consuming administrative procedures (p5), the need for quick responses (p5), cumbersome regulations (p5), contractual employment (p4), instrumental use of laws (p6), reducing bureaucracy (p8), long answers to inquiries (p8), The burden of Iran's bureaucracy (p8), the length of processes (p10), the length of administrative processes for approving people in sensitive positions (p11), the length of approval of security (p14), post Bureaucracy with the name (p9), the rules for obtaining at least (p17).	Bureaucracy	Bureaucracy

<p>The low management right compared to other organizations (p6), is a deep gap between education and other departments(p6), Establishing the management and deputy right equal to other organizations (p6), the deep gap between education and other Islamic institutions (p4), the establishment of equal management and deputy rights to other organizations (p6), The difference in income with other organizations (p6), Other Departments up to (p17), hours of overtime, but education and training a maximum of 40 hours (p6), Paying attention to the benefits of management (p16), Comparing salaries with other departments (p17), low management rights in education and organizations(p17).</p>	<p>Equality of management rights with other organizations</p>	
<p>Compensation for labor (p1), Allocation of good salaries and benefits (p1), Improper salaries and benefits (p2), less than Four hundred thousand added (p2), cannot be compared with school management (p2), my salary and benefits have not changed much (p2), facilities are not at his disposal (p4), allocation of high salary to the principal (p4), lack of facilities(p5), The same rights in school management (p5), Exercising management rights for experts (p6), Increasing conflict in work with increasing management rights (p4), Importance of financial issues (p4), Low salaries of administrative staff compared to schools (p8), Priority of financial issues (p8), Non-payment of overtime (p8), discussion of financial issues (p9), low difference between the salaries of the deputy and manager (p9), low management rights (p10), consideration of more benefits (p10), Proportion of salary and responsibility (p10), which is the value of overtime education (p15), Importance of financial issues (p15), Material motivation (p15).</p>	<p>Adjusting the salaries of administrative staff</p>	
<p>Serving in administrative positions is the introduction of management (p13), lack of desire for administrative and staff work (13), the timeliness of administrative work compared to the work of teachers (p1), conflict throughout the week (p1), negative impact on personal life (p1), discouragement and lack of motivation of colleagues (p2), is less welcome to come to the office (p3), has more mistresses (p3), does not have time in the office (p3), time-consuming administrative activities (p4), there is no summer (p4), no holidays (p4), Lack of motivation to enter administrative work (p4), In small areas, there is little motivation even for a deputy (p4), Disorganized colleagues (p4), Discouragement of capable people (p5), Time consuming (p5), Frequent meetings (p5), Time-consuming administration (p6), Involvement of three summer months (p6), being an observer (p6), Frustration (p6), Seclusion (p6), Lack of applicants to enter the office (p6), Inviting four people and creating motivation for Non-acceptance (p6), I have resigned twice (p6), No other job (p8), due to the necessity of becoming a teacher (p8), Service factor in the motivational staff (p8), Heavy workload compared to the school (p8), Hard and burdensome administrative work (p6), taking more time from people (p8), clerical work being time-consuming (p6), less</p>		<p>Equality of management rights with other organizations</p>

<p>administrative freedom (p9), creating interest in entering administrative work (p10), administrative work being more time-consuming compared to teaching (p13), The unattractiveness of office work (p13), lack of acceptance of administrative work (p15), the need to create interest (p15), the free time of most teaching staff (p15), lack of time for family (p15), teachers' financial problems (p16), lack of interest in being involved in Education and training (p16), encouraging capable people to get involved in education and training (p16), two jobs Bushen (p16).</p>	<p>Creating motivation in entering administrative work</p>	
<p>In these 6 years, 3 administrators have been changed (p2), until it has become dominant and has been abandoned (p2), The need for stability in management (p2), Instability in policy making (p2), Emphasis on a plan every year (p2), I want stability and Continuity (p2), It takes time to train a manager (p2), Easy removal and installation (p3), Attention to the distant future (p5), Short-term vision means failure (p5),, changing the bos at once (p6), until he learns to change again It is possible (p7), gradual training (p7), the time-consuming nature of changes (p7), the possibility of changing conditions (p 10), changes in processes and conditions (p10).</p>	<p>Management stability</p>	<p>Management stability</p>
<p>Commitment to the organization (p3), Simultaneous attention to commitment and expertise (p3), attention to intelligence, talent and intelligence (p3), Empathy with the organization (p3), Accepted by the majority (p3), Social acceptability (M3), What are we training for? (p3), interest (p4), performance (p3), examination of responsibility output (p3), ability and sense of responsibility (p4), attention to expertise and ability (p4), interaction with local institutions (p4), interaction with the administration Overall and interaction with colleagues and students (p4), Social issues (p5), Importance of family aspect and family authenticity (p6), Management theme (p6), Having experience (p7), Good relations (p7), lack of bias and prejudice (p7), Criticism (p7), Attention to performance, not slogans (p7), Attention to expertise and commitment (p7), Paying attention to performance not slogans (p7), Paying attention to expertise and commitment (p7), Paying attention to competence (p7), Having social relations (p8), Reputation (p8), Executive ability (p8), attention to interest (p8), familiarity with administrative systems (p8), interest in executive work (p11), general competence (p11), impact of social aspects (p13), acceptance among colleagues (p15), attention to expertise and commitment (p15), attention to Specialization (p15), Determine the necessary skills and abilities (p15), Determine the necessary coordinates (p16).</p>	<p>Determine the talent criteria</p>	<p>Talent management</p>
<p>Acquiring top talents (p3), identifying talent (p3), finding talent (p3), identifying people and top talent (p3), finding the elite (p2), gathering the elite (p3), looking for the elite (p3), finding talent Do the body (p3), who has expertise (p2) Elevate the forces (p5) Create a database (p5), specify the degree and field of study (p5), check the ability of each colleague (p5),</p>		

<p>make a better choice with more applicants (p6), Lack of talent in small areas (p7), Identifying interested and capable people (p8), Identifying people (p8), Finding talent (p8), People as a treasury (p9), Assessing people (p9), Calling applicants (p9), because they didn't ask for it, I won't bring it up either (p9), identification of my (p11), considering how many people for each post (p11), preparing an information list (p15), evaluation Volunteer (p15), Creating a bank of talented and competent people (p15), Identifying special abilities (p17).</p>	<p>declaration of need talent search</p>	
<p>yes let's grow (p2), prepare for succession (p2), hold workshops and training sessions for talent 3 times and allow talents (p3), give responsibility (p3), provide suitable work environment (p3), promotion Based on talent (p4), having a program for capable forces (p5), Cultivating talent Empowering (p7), Meriting (p7), Preparation (p15), learning the ropes of work (p15) Gaining experience (p15).</p>	<p>Cultivating talent</p>	
<p>Not leaving half-finished works (p1), Ninety minutes (p5), of planning the world's work (p5), from Zero starting (p6), clarity of expectations (p7), drawing of the future (p7), clarity of the future (p8), lack of conflict (p8), relief running (p7), reduction of time and energy waste (p7), growth and promotion of the organization (p11) Railing of the future (p17).</p>	<p>Continue the path</p>	
<p>A manager who left his work is done (p13), Using the experience of previous administrators (p1), Previous administrators are a treasure of knowledge and experience (p1), Preventing wastage of experience (p2), Transferring experiences (p2), existence of administrators interested in Transferring experience (p2), having a think tank (p3), preventing the waste of material and spiritual capital (p4), using the thoughts of previous administrators (p9), using the experiences of previous administrators (p9), from different angles of issues Seeing (p4) Loss of experience (p17).</p>	<p>transfer of managerial experiences</p>	
<p>Creating preparation before going to the post (p3), The real cure is before it happens (p4), The one who became a manager has no chance (p4), Preparing the successor (p4), Continuing with high cost and low quality (p6), Relying on the capabilities of people and not Prior preparation (p8), Turning the first year into a laboratory for gaining experience (p9), Cultivating without wasting opportunities (p10).</p>	<p>Preparation of administrators</p>	<p>Positive consequences</p>
<p>A capable successor (p1), having a talented skilled manager (34), a ready successor (p3), we will not have a raw manager (p2), introducing the most capable force (p5), reaching the positions to experienced and capable people (p5), Selection out of necessity (p5), Standardization of appointments (p5),</p>		

<p>Reaching the right to the rightful (p5), Improving prospects for promotion (p5), Meritism (p7), Merit-based decisions (p7), Non-dependence of the system on the individual (p8), meritocracy (p13), selection of competent people (p15), competent manager (p15), competent manager (p15), selection Manager(p16), Avoiding becoming a manager of weak people (p16), Having a prepared manager (p17).</p>	<p>Having a capable manager</p>	
<p>Very few breed for their own successors (p4), Administrators having problems with this issue (p6), Fear of revealing the weakness of the sign (Fear of consequences) (p6), Trying to maintain (p6), My right is my inheritance (p6), Work I have brought it here and that's all (p6), I'm gone, it doesn't matter who comes (p6), it's hard to see someone being prepared to replace me (p12),I don't like someone to replace me (p12), pessimism towards the successor (p12), fear of talented forces (p12), possible warning (p17), setting the basis for the manager's stay (p 17), ready successor means constant fear (p 17).</p>	<p>Fear of administrators</p>	
<p>Disruption and creating problems (p6), Creating a foothold (p6), Throwing stones (p7), Challenging the consequences of succession in small areas (p7), Creating opposition after the introduction (p10), Choosing weaker forces (p12), creating a negative mentality for the candidate who has not been managed (p16), to be removed possible replacement (p17).</p>	<p>Harassment of talent</p>	<p>Negative consequences</p>

After analyzing the data, finally, the categories in the form of 16 main categories in the heart of the six dimensions of the paradigmatic model in the form of causal conditions (2) the main category of succession of administrators, strategies, 2

categories of background factors, 5 categories and environmental conditions, 4 categories, and consequences, 2 categories of place found that its details can be seen in forms (1) and (2) of the paradigm model.

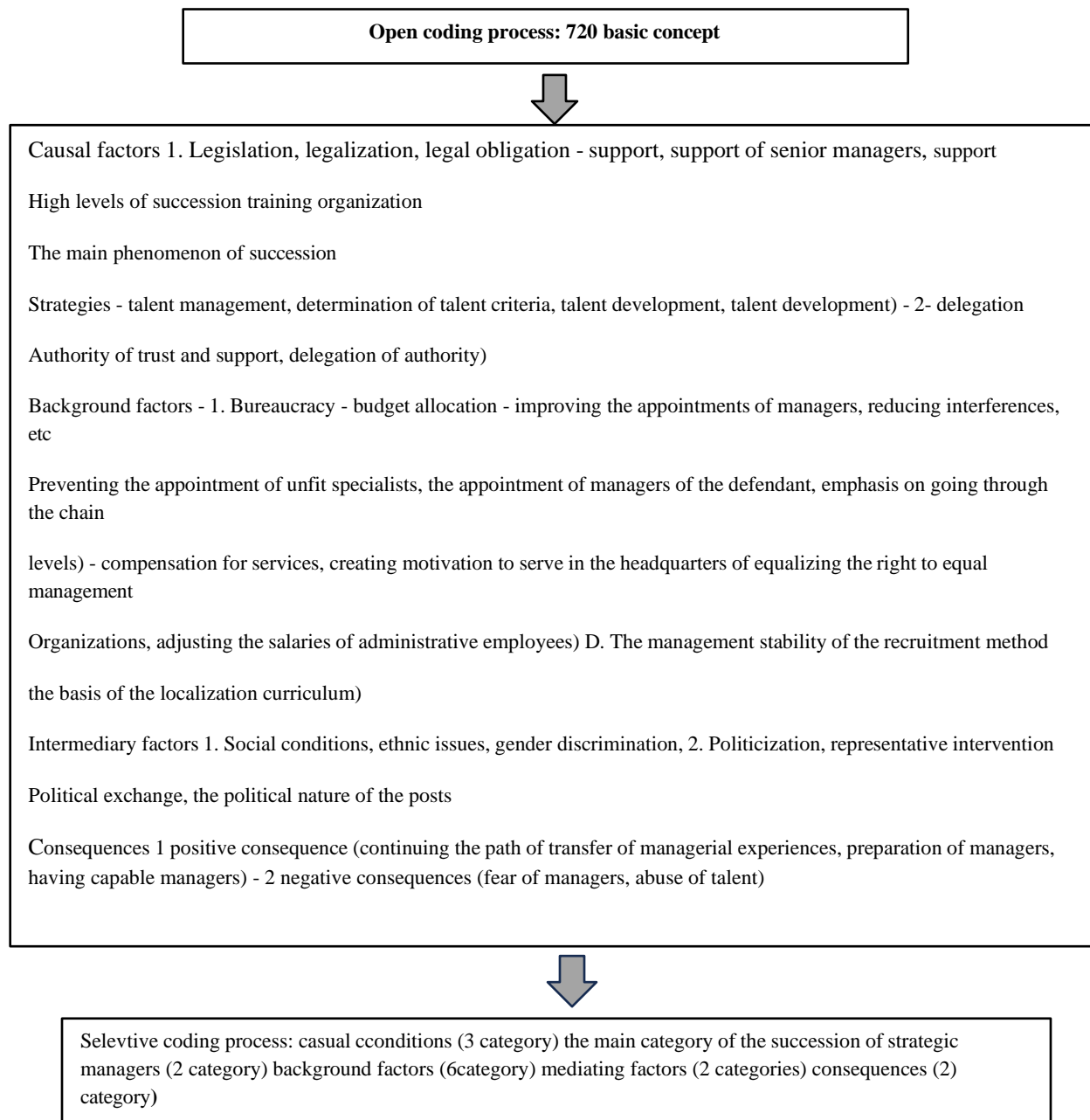


Figure 4-1- The data management process and the gradual completion of the model in three stages

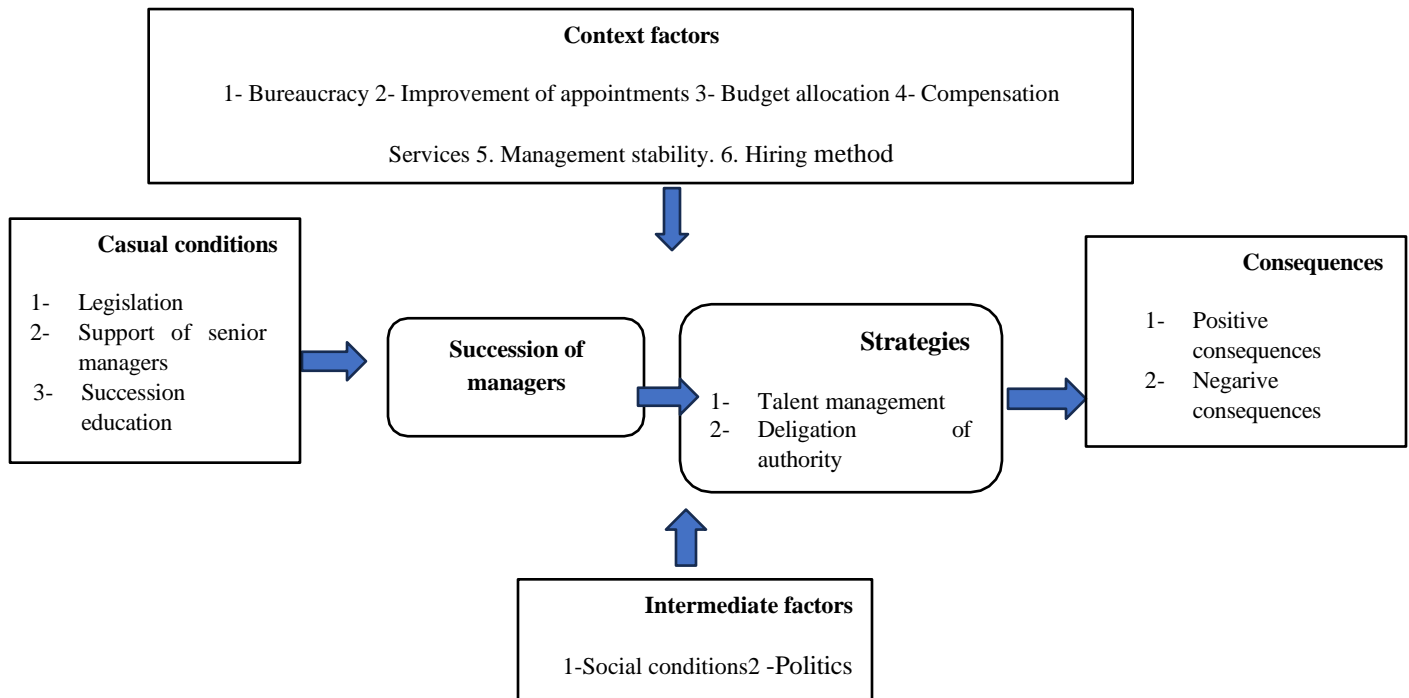


Figure 2. The succession pattern of education administrators based on the systematic design of the foundation's data theory

DISCUSSION AND CONCLUSION

This research was done with the aim of designing the model of succession of administrators in education. The findings of the research showed that there is no official succession of administrators in education and there were very limited activities on an individual basis, depending on the manager, in an informal and uncoordinated way, although education and training is entering the cycle of retirement of forces (Allahyar, 2016) and the teacher retirement tsunami (Chaharband, 2016), the consequence of which is the departure of the current administrators from the organization, but none of the administrators had taken steps to develop a successor for themselves, and their perception of the successor was that it was for their subordinates. and much less had taken action or even thought about training a successor for their position. As a result, it should be stated that the

current situation of training administrators in education and training is far from the desired situation associates (LeCounte 2022; Jackson & Allen 2020; Bradley 2016 Kharazmi et al. 2016; Maafi, 2015; Amin et al, 2012) It is straight. Therefore, it is necessary for education to pay attention to the education and preparation of the next generation of administrators.

The results of coding and qualitative data analysis showed that 720 primary concepts were identified in open coding, and 32 subcategories were obtained by classifying them, and they were placed in the form of 16 general categories in the central coding stage, and the main goal of the research was to identify the relationship between The categories were based on the systematic plan of Strauss and Corbin (1998) in the stage of selective coding, the causal factors 1- Legislation (legal basis, Legal requirement to implement) 2- support (support of senior administrators, support of top levels of the organization) 3- Succession training, the main phenomenon 4- succession of administrators, strategies 5- talent management(determination of talent criteria,

talent search, talent development) 6-Delegation of authority (delegation of trust and support), contextual factors 7-bureaucracy 8- budget allocation 9- improving the appointment of administrators (reducing interference and preventing the appointment of unworthy people, Appointment of trained management administrators, emphasis on going through the hierarchy) 10- Compensation service (motivated to enter the office, equalization of management rights equal to other organizations, adjustment of administrative staff rights 11- Management stability, 12- Recruitment methods (recruitment based on the curriculum and localization) factors intermediary 13- social conditions (local competitions, gender discrimination) 14- politicization (involvement of representatives, political exchange, politicization of positions) consequences 15- positive consequences, (continuing the path, transfer of managerial experiences, preparation of administrators, having capable administrators) 16- negative consequence (administrators' fear, talent harassment)

Causal factors are factors that lead to the main phenomenon, i.e. succession of education superintendents. Based on the coding of the data obtained from the interviews into the general category of establishing a legal platform, the support of administrators and high levels of the organization, and the familiarization and training of succession are the causal factors for the establishment of succession of superintendents.

Legal basis includes two sub-categories of legal foundation and legal requirement. The legal framework of government organizations must strictly adhere to the laws in order to implement their activities. In principle, government institutions are expected to implement the laws. Expecting the implementation of something that is not in the laws is an unrealistic expectation from government organizations. Due to the state and centralization of education, legal foundation is one of the effective factors in establishing the succession of administrators in education. Considering that the appointment of education administrators is one of the most important issues of education and there are certainly sensitivities in this field, if this matter has legal

support, it will experience less sensitivity in implementation. If education wants the succession of administrators to be implemented in the organization, it must provide the necessary legal framework for the start and effectiveness of the succession of administrators, and having a license from the legislative bodies in this field is a necessity. In this regard, Obianuju et al (2021) emphasizes the formalization of succession planning. The legal requirement of this category shows that the mere provision of licenses and legal frameworks alone cannot oblige departments to implement succession. That is, if the organization has legal permits, but there is no legal requirement and guarantee of implementation, the probability of implementing succession decreases. The legal requirement is a step beyond the legal basis, which means that if the necessary permits are given to the departments in the legal basis, in the discussion of the legal requirement of education, it is required to implement the succession programs of the administrators. They have failed to implement the succession of administrators in the organization.

In this regard, the research results of Nilipour (2014), Kim (2006) and Rothwell (2005) also show the importance of the existence of a legal framework for the establishment of succession. Karimi (2018) and Latifi & Abdul Hosseinzadeh (2017) emphasized the necessity of coordinating succession with laws and legislative institutions. Latifi et al. (2015) also listed the rules and the upstream master as an important and key factor in the realization of succession in the public sector in the design of the succession model. NilliPour et al (2014) consider one of the challenges of succession in Iran's administrative system to be a legal challenge.

The support of senior administrators consists of two categories: support of senior administrators and support of top levels of the organization. Support of senior administrators. The management of government organizations is under the influence of political pressures and considerations, so the implementation of any plan in this field, as well as the implementation of the succession plan of administrators, requires the real support of the senior administrators of the organization. The view and opinion of the senior administrators of the

organization generally affects all the affairs of the organization. Superintendents who believe in the benefits of succession planning actually provide the ground for the implementation of succession planning in their organization. Basically, the successful succession of administrators depends on the support of senior administrators and high levels of the organization. With their support, senior administrators provide a suitable background for the implementation of succession planning in education. Rothwell (2005) believes that without the support of administrators in the organization, one cannot hope for the effectiveness of succession planning. Support from the top levels of the organization, considering the centralization of education in the country, it is necessary that the succession of administrators is raised at the highest levels of the organization of education and this support reaches all levels of the organization, and the highest levels of the organization support the implementation of succession. In this regard, the results of the research of Karimi (2018) also confirm the need for administrators and senior leaders to support succession. Latifi et al. (2015) on the commitment of senior administrators, Zain al-Dini Bidmashki et al. (2013) on the commitment and attention of senior administrators, Parylo (2012) boss opinion, Also, according to the researches of Mohammadi & Samimi (2021), Rothwell (2010), and Tabitabi Moghadam (2010) Supreme prevents the implementation of succession.

Succession Training. Today's organizations need succession of administrators for their growth and development and success in tomorrow's world. The current administrators of education and training should pay enough attention to the training of administrators for the future of the organization, but the important issue is this. That little research has been done on the succession of education administrators in the country and there is still not enough knowledge in this regard. Therefore, it should be acknowledged that the concept of succession of administrators is a new concept among the executive administrators of organizations, especially education administrators, and the coding of the interviews showed that the administrators participating in the research were unfamiliar or had little knowledge of the succession of

administrators. This finding is consistent with the findings of Bradley (2016), Maafi (2016). Therefore, it is necessary to provide training and familiarization with the concept of succession for administrators by organizing quality courses and workshops. In this regard, Ekradi (2016) and Ghiasi (2011) have emphasized in their research that administrators should be introduced to succession planning. Seniwoliba (2015) emphasized the need to understand the key principles of effective succession planning.

Strategies are actions and actions that are derived from the main phenomenon and are used in facing problems and lead to consequences. Based on the analysis of the findings, the succession strategies of administrators in this research are from the categories of talent management and delegation of authority formed.

Talent management of this category consists of the sub-categories of determining talent criteria, talent search and talent development. In fact, it should be noted that the premise of talent management is the entry of suitable talent into education and training. By accepting this premise, the processes of determining talent criteria for talent identification and talent development are applicable. Determining the criteria of talent, if education wants to implement succession training in its organization, it must clearly define the criteria of talent. If the criteria of talent are not clearly determined, on the one hand, the determination of examples of talent will be deficient, and on the other hand, it may be more People consider themselves worthy of being talented and feel unequal and unfair towards themselves if they are not involved in the processes. This will have adverse consequences for the individual and the organization. After determining the criteria, talent search should seek to identify managerial talents and use different mechanisms for this purpose. Expecting talented people to introduce themselves prevents us from identifying a huge number of talents who are rightfully they expect we will identify their talent organization and deprive them of honor. Therefore, education should identify talents in different ways. A set of talents should be considered for each educational management position. Cultivation of talent after finding talent and collecting talents, the

necessary ground for talent cultivation must be provided. This talent cultivation can be done in different ways, from holding a short-term and long-term training course to appointing in various positions to prepare for tenure. Finally, it should be emphasized that management positions are closely related to talent management and succession planning, talent management is also mentioned. Hosseini Qavamabad Alia et al (2022), Ekradi (2016) and Ghiasi (2011) have emphasized the importance of talent management in succession programs in their researches. and Daniyali Deh Hoz et al. (2017) consider talent identification as one of the succession strategies. Stadler (2011) has pointed out the importance of assessing talent.

Delegation of authority This category consists of sub-categories of trust and support and delegation of authority. Due to the close relationship between the categories of trust and delegation of authority, these two categories are discussed together. In planning the succession of administrators, as one of the basic tasks of education and training, the next administrators of the organization are identified, selected and trained. Education should assure its administrators that the implementation of succession will not cause problems for them. If there is trust in the organization, it can be hoped that delegation of authority to subordinates will happen as one of the characteristics of competent administrators in the organization. Delegation of authority sends this implicit message to the subordinates that the top administrators trust him and he can easily pursue the implementation of the succession plan. For the succession of administrators, it is necessary that senior administrators delegate their authority to education administrators

the city and regions level, so that these administrators have the necessary freedom of action in the field of succession. The premise of delegating authority to the manager is trusting the manager and accepting possible mistakes as part of the natural process for developing administrators. In this context, it must be acknowledged that a manager who has the necessary powers can give authority to talents and leave their hands open for action and initiative, and as a result, provide the

basis for their prosperity and of course the improvement of the level of the organization. Ghiasi (2011) acknowledged that the manager finds the opportunity to be empowered in the context of delegating authority.

Contextual conditions are factors that have a direct impact on the succession of education administrators, and in this research, bureaucracy, budget allocation, improving the appointments of administrators, compensation services, managerial stability, hiring methods.

Bureaucracy The analysis of research findings showed that one of the obstacles in the implementation of succession planning in education is the heavy bureaucracy that governs its organization. Although bureaucracies were initially created to increase the administrative efficiency and effectiveness of large organizations in order to achieve organizational goals, but with the dominance of bureaucracies over affairs, this has become a trap for organizations. Sometimes he gave up work. Positive or negative administrative formalities, writing regulations and instructions and implementing them has become an organizational goal and the position of goal and means has changed in these bureaucratic conditions to become an obstacle in the way of implementing plans and programs, including the succession plan. becomes and reduces the flexibility of organizations in responding to new needs and expectations. Redundant bureaucracies are one of the most important harms in the implementation of various education and training projects, including surrogate parenting, and it is necessary to take measures to reduce them in education and training. Most of the researches are bureaucracy and unnecessary administrative procedures as an obstacle in the implementation of the successor they know that the research findings in this field are similar to the findings of Rajaipour et al. (2020), Kharazmi et al. (2016), Tabatabai Moghadam (2010).

Budget allocation is one of the important issues for the implementation of various projects in government organizations, financial support and determining the budget line for it. Considering the lack of income,

education and its dependence on government resources, the government should generally support it by allocating the appropriate budget. It is clear that the implementation of succession plan in education requires cost. Therefore, the authorities should consider a specific budget for the implementation of the succession of administrators. This financial support can be used to provide the necessary financial resources for the training and implementation of succession planning in the organization as one of the factors influencing the more effective implementation of succession planning. In this regard, Kim (2006) believes that the implementation of the succession plan requires the allocation of sufficient funds, and from Seniwoliba (2015) point of view, the organization's financial conditions affect the effective implementation of succession plans. Karimi (2018) has also emphasized the importance of facilities and economic support for surrogacy. Latifi and Hosseinzadeh (2016) also on the necessity of allocating a specific budget line for manager training and using experts in administrative bodies to implement succession planning they emphasized.

Improving the appointment of administrators The analysis of the findings showed that the appointment of administrators is another effective factor that should be taken into account in the implementation of the succession of education administrators is the improvement of the appointment of administrators, which includes the sub-categories of reducing interference and preventing the appointment of unworthy appointees. The management administrators of the respondent emphasize on going through the hierarchy and in the appointments.

Reducing interference and preventing the appointment of unworthy people, due to the specialization of education, its independence should be maintained in all matters, and interference in education appointments should be kept to a minimum. The inappropriate bureaucratic routines that are currently running in education departments are an important obstacle in the implementation of succession planning. Improvement in the appointment of administrators is expected because the proper implementation of

succession planning is expected from competent and forward-looking administrators. Appointed management administrators is one of the ways to improve the appointment of appointed administrative administrators. Taking into account the educational fields of the current administrators and the incompetence of their appointment procedures, it should be emphasized that the knowledge and skills of most education administrators are not proportionate to their responsibilities, and one of the most important needs of government organizations to carry out organizational programs is to have knowledgeable administrators. and skill. Unfortunately, the administrative staff of government organizations are inefficient and mostly do not have the expertise appropriate to their position. It is a leap growth in such a way that people are at the head of administration and affairs without going through the administrative hierarchy, while they are strangers to the basics of working in administrative systems. Therefore, it is expected that jump appointments in educational management positions will be dismantled. And qualified people gradually approach the head of departments by gaining various experiences while serving in different positions. In fact, it should be emphasized that the administrators who were appointed based on merit provide the basis for the proper implementation of the succession of administrators and increase the positive consequences of the succession of administrators, but if the appointment of administrators is not based on merit. Undoubtedly, it will be a big obstacle to the implementation of succession and it will be a platform for creating and intensifying the negative consequences of the implementation of succession. In this regard, the research of Hosseini Qavamabad Alia et al(2022) Consolidation of meritocracy,. have been emphasized. Also, the findings of Latifi and Hosseinzadeh (2016), the ineffectiveness of the management team of the government organization, Kharazmi et al(2016) Managerial factors, Mohammadi and Samimi (2021), Rajaipour et al. (2020) pointed out the current approaches of appointments and the illusion of expertise among the cases of succession. The findings of Mohammadi Dayani et al (2022) also showed that the

type of attitude towards appointments can be the source of it is succession or surrogacy.

Service compensation from the sub-categories, creating motivation to serve in the headquarters, adjusting the rights of administrative staff, equalizing management rights it is formed like other organizations.

Creating motivation to serve in the headquarters, one of the issues emphasized by the participants was the lack of motivation of the colleagues in entering the office, such that sometimes the administrative positions were accepted by their priorities. It was like this that sometimes administrative positions were accepted by multiple priorities. This lack of motivation of the talents in entering the office can affect the potential ability of the administrative talent of the departments in the long term and finally the administrative positions are managed by the first-rate people, so the decision makers and policymakers of education should have a basic thought for this issue.

Administrative staff, without a doubt, in a logical process and hierarchical progress of serving in the headquarters is the introduction of management in the education departments, which is now facing a challenge due to the mismatch of the income with the efforts and responsibilities of the work in the headquarters, to solve this contradiction, it is necessary. The Ministry of Education should compensate the services of its staff and provide incentives to encourage capable people in the departments. Equality of equal management rights of other organizations is another thing that should be considered by policy makers, discrimination due to the feeling of receiving equality and benefits in education compared to other government organizations can cause demotivation of talented people to accept management positions in education and be nurtured. The common point that can be deduced from the above categories is the need to compensate the services according to the functions and responsibilities of the education staff. Naturally, the talents of the organization want their performance and responsibilities to be seen appropriately and see that difference in the compensation system. In fact, the service compensation

system can create motivation and desire in talented teachers to enter the administration and move towards management positions. Karimi's research (2018) also considers the system of reward and service compensation as one of the factors of the establishment of succession planning. The findings of Mohammadi and Samimi (2021) also indicate a lack of motivation to achieve strategic and key positions. According to Kim (2006), one of the effective organizational factors in the implementation of succession is to motivate the internal talents of the organization through the service compensation and reward system.

The management stability education and training is a very large organization with specialized functions that is responsible for raising the next generation of the society, so this specialized and large organization should have a relative stability and be less affected by numerous changes. It should be noted that one of the reasons for the succession of administrators in education is the lack of management stability. The category of stability is one of the important categories in succession because on the one hand it is the necessary background for the implementation of succession and on the other hand one of the functions expected from succession is stabilization of organizations. Succession programs of administrators can have favorable results for education in the long term if it does not fluctuate due to the change and transfer of persons. This is especially important for manager training, which is generally a long-term process. Latifi and Abdul-Hosseinzadeh (2016) emphasized the time-consuming and delayed success of the succession process in the public sector. It is not an exaggeration if we say that assuming the availability of other factors and requirements for the succession of administrators, if there is no management stability in the organization, it will not be possible to implement the succession. The results of Karimi's (2018) and Zakeri and Faqih's (2014) researches showed that the stability of the management team is one of the factors influencing the establishment and implementation of the succession program of administrators in Iran's government organizations. In their models, Ekradi (2016) and Ghiasi (2011) consider the stability of management as one of the most important

contextual factors affecting the establishment of succession.

The recruitment method of this category consists of sub-categories of recruitment based on curriculum and localization. If education if you want to be successful in succession, you should pay more attention to your entry points. According to the researcher of non-succession breeding formalization is happening at the same time as the recruitment of troops, and official succession is also happening in the context of the same recruitment forces it happens in education. Therefore, if there are problems in the recruitment of personnel, the implementation of succession seriously injured, so it must be acknowledged that one of the important times in the succession of education administrators is the hiring method it is in this organization. .Employment based on the subject matter, as it is known, the use of education is based on the employment of teachers to teach specialized subjects. Perhaps the mentality of the senior administrators of the organization is that with a large amount of force, horse forces are available for managing different levels of education and there is no need to hire force based on management criteria and competencies, but this assumption can be a point of discussion. and criticism. However, today, hired teachers will be used for teaching in management work, so most of the education administrators do not have a deep familiarity with the basics of management, and this issue is considered a complication for the succession of administrators. Another issue that generally threatens all educational affairs is recruitment out of necessity and mainly with non-expert criteria, as a rule, all admissions to the education system should be from the specialized universities of education and training of Shahid Rajaei. which are formed for teacher training in a general sense, but unfortunately, every year, especially in recent years, people have been recruited and employed from other channels who do not necessarily have the necessary qualifications and mostly out of necessity and inability to plan. It is the recruitment of military teachers, movement teachers and the recruitment of right and teachers, the recruitment of Article 28s, the recruitment of preschool teachers and kindergarten teachers and the change of ranks of the service forces are examples of the

methods of providing teachers in education and training, which ultimately It confronts breeding with non-specialized forces. Indigenization, one of the factors that affects the succession programs of administrators is the retention of the workforce in their place of employment. Therefore, localization in the use of education is an important matter that should be taken into consideration. In areas that are relatively far from the centers of the province, whether the troops are native or non-native has a greater impact on their willingness to engage in education and serve in administrative positions. This native and non-native forces should be taken into consideration from two sides, on the other hand, non-native forces do not have a long-term vision for themselves in the regions and cities. And on the other hand, the administrators of the destination cities do not invest seriously in traffic forces and consider them to be a waste. Finally, it must be acknowledged that due to the unregulated use and lack of recruitment of education specialists, the challenge of inflation of non-specialist manpower has been faced, and there will be various complications for education, one of these complications has a negative effect on the treasury available for succession. It is in management, therefore, it is necessary for experts and researchers to investigate the various consequences of these employment policies and determine their advantages and disadvantages. In this context, Kasper (2008) considers the lack of approval of appropriate employment policies as one of the obstacles to the implementation of succession planning. According to the findings of Latifi and Hossein Zadadeh (2016), one of the obstacles and harms of the implementation of surrogacy in the public sector, there are irregular recruitments in the organization and irregular dismissals and installations.

Intervening conditions There are factors that are a common platform for the succession of education administrators that influence the main phenomenon of strategies and consequences and in this research it includes social conditions and politics.

Social conditions consist of two sub-categories of gender discrimination and local competition. Gender discrimination, existing social relations in the society,

affects the common social relations in education as a part of the social system, in other words, the customs, beliefs, stereotypes and stereotypes common in societies on various aspects of education and finally on Appointments and promotions it affects administrators. The findings of the research showed that the social issues that govern the regions affect succession. One of the social characteristics of the researched region is the patriarchy of the society, which itself is an obstacle for the succession of women in education and training, and this means inequality for half of the employees is in the process of succession of administrators, and it is necessary to think of a solution for that, therefore, it is necessary to create the belief in people that both men and women in the same conditions, if they have the necessary qualifications, they can be considered as potential successors. In the end, the existence of equal opportunities for women as successors of administrators in the future is one of the factors affecting the improvement and development of succession of administrators in the regions. In this context, the researches of Azar and Soleimani (2016), Abiri Franklin (2022) clearly showed that gender affects succession. Almasi et al.'s findings (2014) showed that political and cultural factors have a negative effect on women's succession. Local rivalries is another social issue in small areas of ethnic and local rivalries. It must be acknowledged that despite the reduction of these competitions compared to the past, there are still competitions in small areas that affect the appointments of administrators. These competitions are an obstacle in the way of succession of competent administrators in education and can have a negative effect on the succession and appointment of competent administrators. Krimi's (2018) showed that social conditions are an influencing factor on the succession of administrators. Ekradi's research (2016) also showed that social and political factors affect the appointment and succession of administrators. Rajaipour et al. (2020) and Jackson and Allen (2022) emphasized the influence of the environment outside the organization on succession.

Politicization The phenomenon of politicization is one of the phenomena that is a problem for most

organizations, but it is more difficult for education as a specialized organization that has the responsibility of educating the next generation. It is clear that the greater the intensity of the evidences in education and training, the behavior tends to the opposite side of succession, i.e. succession, and education suffers negative consequences of not implementing succession. Politics is very decisive; This is because when he finds sovereignty. It ignores all criteria of meritocracy, it is based on political partisanship, the political view in the appointment of administrators is not a specialized and expert view, and what about people who have the necessary expertise to assume responsibility.

They don't want to be employed and bring expenses due to not having the necessary expertise for the organization (Ghiasi, 2012). The category is made up of the sub-categories of the involvement of the political exchange representatives and the politicization of the posts.

Intervention of the representatives according to the overwhelming statement of the participants in the research of electoral issues and the representatives of the regions in the appointments Education administrators intervene. According to the prevailing atmosphere in the region, people's participation in the elections is largely influenced by ethnic and regional issues, and usually the representatives after winning a seat in the parliament should respond to this support and this response to the support in interfering in the affairs. The executive and the appointments of administrators, including education administrators, appear, and education in small areas has become a breeding ground for representatives. Although the main responsibility of the representatives is to legislate and supervise the implementation of the law in the executive bodies, but in small areas, one of the expectations of the representatives and a sign of attention to the votes and wishes of the voters is to interfere in the appointments of administrators. Therefore, usually, after the change of representatives, there are changes in management positions in offices, as well as in education based on support in the elections. The political trade-off in the issue of the appointment of education administrators is not necessarily based on the

specialized competence of individuals and is more based on the political trade-off behind the scenes with these positions and the appointments of functional administrators are an investment for the future elections and in appreciation of the support provided. He is a representative in the last election. The political nature of the posts is one of the points that should be considered in this context

The agreement is that basically, the posts of education management of cities and regions are basically specialized posts that should be appointed based on specialized merit, or they are political posts and should be appointed based on political criteria. Accepting each of the views leads to a different path. If you acknowledge the specialization of the post, it puts you ahead of the succession plans. In this case, political interference in the appointments will be an undesirable complication and a reprehensible matter, which is an obstacle in the way of programs for the succession of administrators. It will be the usual procedure. It is necessary to mention that the researcher's point of view is the view of the specialization of education administrators and therefore he considers this politicization not a normal thing but an obstacle in the path of succession. Finally, it must be acknowledged that one of the serious harms in the appointment of education administrators is the politicization of appointments. Education should move in the direction of reducing politicization in appointments and thus provide the ground for the succession of administrators because politicized appointments usually narrow the field for qualified people.

The findings of Mohammadi Dayani et al. (2022) consider the dominance of the political system and political attitude as the reason for the non-realization of succession. Mohammadi & Samimi (2020) considers the involvement of the political agent in appointments from the implementation of succession. The researches of Faqih & Zakari (2014) emphasize on staying safe from political pressures in succession. Daniali Deh Haoz et al. (2017) consider the macro political economic structure to be effective on succession. Ekradi (2016) considers

the political environment as a factor affecting succession.

Consequences The consequences of the model are the results obtained from the implementation of succession of administrators and in this research it includes positive consequences and negative consequences.

The positive outcome of the research findings showed that the succession of education administrators has positive consequences, including the continuation of the transfer of managerial experiences, the preparation of administrators, and having capable administrators. Continuing the path, one of the problems that education is facing today is the change of its path with the change of administrators, and by thinking ahead and drawing the future and training the manager based on that desirable future, we will not witness this change of paths, sometimes tasteful. Succession of administrators by preparing future administrators for the organization prevents sudden changes in the management of the organization and causes the organization to continue on its path in a logical routine. The transfer of management experiences today is one of the valuable assets of the organization that are lost, the valuable experiences of the current administrators, which are transferred to the next generation of administrators through the succession of these experiences, and this knowledge reserve is used. Kim (2007) stated that a succession management plan should ensure that organizational experiences, sometimes called organizational memory, are maintained and developed. Kim (2007) stated that a succession management plan should ensure that organizational experiences, sometimes called organizational memory, are maintained and developed. As mentioned before, many appointments of current administrators have been affected by issues other than competence, and this lack of competence can lead to administrators not needing to use the experiences accumulated in the organization. The vicious cycle that has been formed is that untrained and unprepared administrators are appointed through a politicized and inappropriate process. These sometimes costly experiences for education are lost with the dismissal or resignation of the current director, and the new director

is appointed until another one is ready. and the application of this accumulated and first-hand knowledge in the organization. This finding is similar to the findings of Karimi (2018), Daniyali Deh Hoz & Associates (2017) LeCounte (2022) O'Donohue (2016) Ejakpomewhe (2017) is aligned.

Preparing administrators and having capable administrators are other consequences of succession for education, which are closely related to each other. Succession of administrators by preparing administrators provides education and training with a continuous supply of ready administrators so that the organization does not get confused when faced with the loss of current administrators and is not forced to make hasty decisions out of necessity. A very important and key point is if education does not pay enough attention to the succession of its administrators. He will be forced to make choices out of necessity in emergency situations, which will face serious threats to the growth and development of the organization. Latifi & Abdul Hosseinzadeh (2016) consider having committed and expert administrators as one of the consequences of succession planning. The findings of Wilson (2022) emphasized the readiness of the leader. Parylo (2012) ensured the continuity of leadership. Ghiasi (2011) refers to the empowerment of administrators and the development of management

The negative consequence of the valuable findings of the research is the clarification of the fact that the emphasis on succession without taking into account the special conditions of organizations has negative implicit consequences, which has received less attention in researches related to the succession of education administrators. Coding and analysis of the interviews showed that, in addition to the positive consequences for the researched areas, succession planning has negative consequences, including the fear of administrators and the harassment of sharp talent, which should be paid attention to by administrators and planners and try to reduce these complications with different methods. had In a realistic view of succession, it should be accepted that the identification of people for education and training to hold positions and managerial positions

causes the sensitivity of others and their opposition. If this issue is not addressed, it has the potential to polarize employees. In this regard, it should be remembered that the succession of administrators, like many other concepts, has its roots in Western societies, and applying these concepts regardless of the specific characteristics of the destination societies is problematic. It will be unwanted, so we should try to adjust these concepts with more and deeper research.

The categories of administrators' fear and talent harassment are related to each other, so they are discussed together. As it is known, the succession is implemented by the current administrators and through the talent management strategy. But it is necessary to pay more attention to these concepts. Perhaps, at first glance, it is expected that in education and training, like the common models of talent management, talent acquisition, talent retention, and talent development and promotion will happen in a formal or informal way. But sometimes different processes happen in this field and sometimes instead of attracting and nurturing talent, harassment and removal of talent happens. One of the issues that can lead administrators to be afraid of succession. The improper appointment of the current administrators is authoritarian. According to the findings of the research, talent management is one of the management succession strategies. Talent management emphasizes on identifying and nurturing and promoting talent in the organization, however, administrators who have been placed in managerial positions based on meritocracy criteria after identifying talents and feeling at risk Falling from the current position, they may engage in behaviors contrary to talent management and prevent potential danger and finally engage in harassment or eliminate talent in order to provide the basis for the continuation of their current authoritarian management. Therefore, it is necessary to reduce this problem, one of the ways to reduce this problem is to improve the process of appointing current administrators and reduce politicization and emphasis. It is based on meritocracy in the appointment of administrators. The findings of this research showed that the emphasis on succession can threaten managers' sense of security in their positions and lead to destructive actions to maintain

their position. As stated earlier, the results of this research showed that there is a significant difference between the current situation and the desired situation of implementing the succession system, and one of the reasons for the gap was the fear of losing the manager's position and power. The findings of Latifi & Abdul Hosseinzadeh (2016), Qolipour & Iftikhar (2015) also confirmed this issue.

Executive recommendation, According to the results of the data analysis, training and familiarizing education administrators with succession, reforming the selection procedure of regional administrators, reducing the politicization of education, implementing talent management programs and using the knowledge and experience of previous administrators can be suggested for improvement. Research recommendation ,conducting research at the level of general departments and the Ministry of Education ,conducting research in other cultural regions of the country, conducting research based on the opinions of surrogacy experts, conducting research on obstacles to the implementation of succession and meritocracy of education managers,conducting deep research to understand the situation of negative consequences of surrogacy, an in-depth analysis of succession politics, investigating the status of relationship between managers' succession and gender can light this subject. It should be noted that lack of interest from the point of view of higher levels and also the lack of benefit from the point of view of experts regarding the implementation of the research among the administrators of the research in the cities and sparsely populated and border regions, the lack of permission to record the interviews in 6 cases as the limitations of the research.

REFERENCES

- Abiri-Franklin, S., & Olugasa, O. (2022). Succession planning and women inclusion in family businesses. *Business Perspective Review*, 4(1).
- Ahsan, M., & Salehi, M. (2014). Succession planning and its relationship with leadership style of commanders and managers. *Quarterly Supervision & Inspection*, 6(35), 71-102.
- Almasi, L., Labadi, Z., & Alipour, V. (2014). Glass ceiling in the succession of women in managerial positions. *Leadership and Educational Management Research*, 1(3), 91-118.
- Amin, F., NaderiKhorshidi, A., & Azizullah, V. (2016). Examining the succession model of Iran Water Resources Management Company. *Resource Management Research Quarterly Humanities, Imam Hossein University (AS)*, 9(2), 29-58.
- Azar, K., & Soleimani, T. (2016). Examining the status of the succession program of university administrators: A case study of Islamic Azad University, Ardabil Branch. *Bi-monthly Scientific Research Journal, Education Strategies in Medical Sciences*, 10(6), 525-552.
- Bano, Y., Omar, S. S., & Ismail, F. (2022). Succession planning best practices for organizations: A systematic literature review approach. *International Journal of Global Optimization and Its Application*, 1(1), 39-48.
- Birdi, K., Clegg, C., Patterson, M., Stride, C. B., Wall, T. D., & Wood, S. J. (2008). The impact of human resource and operational management practices on company productivity: A longitudinal study. *Personnel Psychology*, 61, 467-501.
- Bradley, G. K. (2016). Superintendent succession: The plan to prepare for the next superintendent in the north Texas region. *Dallas Baptist University*.
- Bookout, J. M. (2024). *Who's Next: Elementary Principals' Process for Identifying Future School Leaders in Washtenaw County, Michigan* (Master's thesis, Northern Michigan University).
- Cannon, J. A., & McGee, R. (2011). Talent management and succession planning edition. *Chartered Institute of Personnel and Development*.
- Chaharband, E. (2016, October 13). The wave of retirements in education and how to organize teachers. *Tasnim News*.

- Creswell, J. W. (2012). Collecting qualitative data. In *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed., pp. 204-235). Pearson.
- Daft, R. (2010). *Management* (9th ed.). Cengage Learning.
- Dahlke, A. (2012). *Business succession planning for DUMMIEC*. Wiley & Sons, Inc.
- Dyck, B., Mauws, M., Starke, F. A., & Mischke, G. A. (2002). Passing the baton: The importance of sequence, timing, technique, and communication in executive succession. *Journal of Business Venturing, 17*(2), 143-162.
- Ejakpomewhe, R. (2017). Influence of succession planning on knowledge transfer (Doctoral dissertation). Walden University, College of Management and Technology.
- Ekradi, E. (2016). Designing and validating the integration model of succession planning and the career development path of administrators of public universities in Iran (Doctoral dissertation). Faculty of Psychology and Educational Sciences, Allameh Tabatabai University.
- Faqihi, A., & Zakari, M. (2014). Pathology of establishing succession of administrators in government organizations of Iran. *Public Policy in Management, 15*(15), 24-15.
- Ghiasi Nadushan, S. (2012). Designing a model for the establishment of a succession system in the management of universities covered by the Ministry of Sciences (Doctoral thesis). Faculty of Psychology and Educational Sciences, Shahid Beheshti University of Tehran.
- Golvardi, M., Zareimatin, H., & Jandaghi, G. (2015). Identification of effective factors in the emergence of succession behavior using a qualitative approach. *Human Resource Management Research, 8*(2), 183-208.
- Goldring, E., Rubin, M., Rogers, L., Neumerski, C. M., Moyer, A., & Cox, A. (2023). *Planning and developing Principal pipelines. Approaches, opportunities, and challenges*. The Wallace Foundation.
- Groves, K. (2007). Integrating leadership development and succession planning best practices. *Journal of Management Development, 26*(3), 239-252.
- Hadizadeh Moghadam, A., & Soltani, F. (2013). Explaining the components of the implementation of succession management in the organization: Case study of the headquarters of the National Iranian Oil Company and its subsidiaries in Tehran. *Scientific Research Quarterly of Management and Human Resources in the Oil Industry, 39*, 82-98.
- Jackson, M. E. M. (2014). Challenges facing human resources succession planning in Tanzania's work organizations: The case of public and private work organizations based in Dar es Salaam region. *International Journal of Innovation and Scientific Research, 12*(1), 232-247.
- Jackson, B. A., & Allen, S. (2022). Succession planning for senior leaders: Is it always a good idea? *The International Journal of Educational Management, 36*(5), 800-811.
- Kasper, S. M. (2008). Preparing for leadership transition: An examination of the impact of organizational communication in the administration of succession planning (Doctoral dissertation). Marshall Goldsmith School of Management.
- Keykhosravi, H., Faezi, F., & Heydarieh, S. A. (2023). Designing a model of effective factors on the implementation of succession planning in universities with a mixed approach. *Journal of Sustainable Human Resource Management, 5*(8), 171-145. doi: 10.22080/shrm.2023.4163
- Kharazmi, O., Beiginasrabadi, F., & Johari, L. (2016). Analytical study of the gap between the current situation and the desired implementation situation of the succession system in Mashhad Municipality. *Urban Management Studies, 27*(18), 15-28.
- Khashei, V., Mohammadi Dyani, M., Dehghan, H., & Seyed Naqvi, M. A. (2018). Identification of

- exclusion and inclusion criteria in the analysis of the discourse of administrators of a government agency on the issue of succession. *Human Resource Management Research*, 11(4), 153-185.
- Khumalo, F., Harris, D., & McCarty, E. C. (2008). Building diversity in the pipeline to corporate leadership. *Journal of Management Development*, 24(2), 1555-168.
- Kim, Y. (2006). Measuring the value of succession planning and management: A qualitative study of U.S. affiliates of foreign multinational companies (Doctoral dissertation). The Pennsylvania State University.
- Khashei, V., Mohammadi Dyani, M., Dehghan, H., & Seyed Naqvi, M. A. (2018). Identification of exclusion and inclusion criteria in the analysis of the discourse of administrators of a government agency on the issue of succession. *Human Resource Management Research*, 11(4), 153-185.
- LeCounte, J. F. (2022). Founder-CEOs: Succession planning for the success, growth, and legacy of family firms. *Journal of Small Business Management*, 60(3), 616-633.
- Latifi, M., Abdulhosseinzadeh, M., & Azarfar, A. (2015). Designing a model of succession in government organizations through the application of interpretive structural modeling. *Scientific Research Quarterly of Government Organizations Management*, 4(16), 21-45.
- Latifi, M., & Abdulhosseinzadeh, M. (2016). Understanding the process model of designing and establishing a succession system in government organizations. *Human Resource Management Research*, 4(19), 55-80.
- Ma'afi, M. (2015). Identifying the requirements for the succession of middle and senior administrators in the country's management and planning organization (Master's thesis). Faculty of Psychology and Educational Sciences, Shahid Beheshti University.
- Maali, M., & Taejddin, M. (2008). Talent management. *Tadbir Monthly*, 191.
- Mattone, J. (2013). *Powerful succession planning*. American Management Association.
- Merriam, S. B. (2014). *Qualitative research: A guide to design and implementation*. San Francisco, CA: John Wiley & Sons.
- Mohammadi Dayani, M., Khashei, V., & Zahedi Rad, M. (2022). Discourse analysis of succession planning in a governmental organization with a critical approach. *Public Administration Perspective*, 13(2), 117-139. <https://doi.org/10.52547/jpap.2021.220481.1060>
- Mohammadi, H., & Samimi, Sh. (2021). Identification of obstacles to succession management system in Iran's gas industry based on theory data from the Strategic Studies in Oil and Energy Industry Foundation. *Magiran*, 12(48), 143-126. <https://magiran.com/p2306315>
- Myung, J., Loeb, S., & Horng, E. (2011). Tapping the principal pipeline: Identifying talent for future school leadership in the absence of formal succession management programs. *Educational Administration Quarterly*, 47(5), 695-727.
- Najafi emami, N., Bafandeh Zende, A., & Mahmoodzadeh, M. (2024). The Dark Edge of Succession in the Executive Organizations of East Azarbaijan Province with the Approach of Foundational Data Theory. *Public Organizations Management*, 12(Vol 3 , Series 47), 51-66. doi: 10.30473/ipom.2024.70184.4943
- Nilipour, T., Abdollahi, L. A., & Abbasi, T. (2014). A study of succession planning challenges in governmental organizations. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 3, 231-238.
- Nova Scotia Public Service Commission. (2005). *A guide to succession management*.
- Obianuju, A. A., Ibrahim, U. A., & Zubairu, U. M. (2021). Succession planning as a critical management imperative: A systematic review. *Modern Management Review*, 26(4), 69-92.
- Pandey, S., & Sharma, D. (2014). Succession planning practices and challenges: Study of Indian

- organizations. *Procedia Economics and Finance*, 11, 152-165.
- Parylo, O. (2012). Connecting principal succession and professional learning: A cross-case analysis (Doctoral dissertation). University of Georgia.
- Plano Clark, V. L., & Creswell, J. W. (2007). *The mixed methods reader*. Sage Publications.
- Rajaipour, S., Ghafouri, K., & Karimi, M. (2020). Identify the challenges facing succession in education. *Applied Educational Leadership*, 1(2), 29-44.
- Rothwell, W. J. (2001). *Effective succession planning: Ensuring leadership continuity and building talent from within* (2nd ed.). New York: AMACOM.
- Rothwell, W. J. (2005). *Effective succession planning: Ensuring leadership continuity and building talent from within*. New York: AMACOM.
- Rothwell, W. J. (2002). Putting success into your succession planning. *Journal of Business Strategy*, 23(3), 32-38.
- Rothwell, W. J. (2005). *Effective succession planning: Ensuring leadership continuity and building talent from within* (3rd ed.). New York: American Management Association.
- Rothwell, W. J. (2010). *Effective succession planning: Ensuring leadership continuity and building talent from within* (4th ed.). New York: American Management Association.
- Rothwell, W. J. (2011). Replacement planning: A starting point for succession planning and talent management. *International Journal of Training and Development*, 66(5), 87-90.
- Rothwell, W. J., et al. (2015). *Career planning and succession management: Developing your organization's talent for today and tomorrow* (2nd ed.). United States: Praeger.
- Sanandres, A. (2014). *Succession planning in private equity*. PEI (Private Equity International).
- Sarlak, M. A., Sadeghpour, A. J., & Gholizadeh, M. (2023). Designing a Succession Model With an Emphasis on Talent Management. *Public Management Researches*, 16(61), 37-64. doi: 10.22111/jmr.2023.41088.5696
- Stadler, K. (2011). Talent reviews: The key to effective succession management. *Business Strategy Series*, 12(5), 264-271.
- Seniwoliba, A. J. (2015). Succession planning: Preparing the next generation workforce for the University for Development Studies. *Research Journal of Educational Studies and Review*, 1(1), 1-10.
- Siri, R., Samet, A., Rezaei, B., & ghaiyoomi, A. (2023). Design and delivery a model for Succession development in the in Cultural Organizations in Iran. *Socio-Cultural Strategy*, 12(3), 799-828. doi: 10.22034/scs.2023.164804
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Thousand Oaks: Sage Publications.
- Torabi, N., karimi, F., & nadi, M. (2023). Establishment of the Succession Planning System of Management in Universities: Based on the Grounded Theory. *Journal of Sustainable Human Resource Management*, 5(8), 204-173. doi: 10.22080/shrm.2023.4164
- Williams, S. E. (2024). *Succession Planning in Small Businesses in Ohio* (Doctoral dissertation, Walden University).
- Wilson, P. (2022). Succession planning strategies at the Bahamas' Ministry of Education: A case study. *Open Journal of Business and Management*, 10, 3142-3184. <https://doi.org/10.4236/ojbm.2022.106157>.
- Yukl, G., & Lepsinger, R. (2004). *Flexible leadership: Creating value by balancing multiple challenges and choices*.

Name: Omid Nosrati

Email: omid.omid1363@yahoo.com

Department Of Educational Sciences, Faculty of Humanities and Social Sciences, University of Kurdistan. Sanandaj, Iran



Name: Mohammad Amjad Zabardast

Email: mazabardast@uok.ac.ir

Department Of Educational Sciences, Faculty of Humanities and Social Sciences, University of Kurdistan. Sanandaj, Iran



Name: Jamal Salimi

Email: j.salimi@uok.ac.ir

Department of Education, Faculty of Humanities and Social Sciences, University of Kurdistan, Sanandaj, Iran.

