

About the Book

Effective Leadership in Education is a 24-chapter book of readings written in honour of Professor Abdulrasheed Na'Allah, the Vice Chancellor of Kwara State University, Malete who had the privilege of running the affairs of the University from inception in 2009 for a two-term tenure of 5 years each, spanning up to July 2019, an unprecedented feat in Nigerian University Education.

In the course of his leadership of this newly established state university, he demonstrated uncommon leadership and innovative capacities that are rare to come by in this clime, introducing several creative and innovative approaches to university education management in Nigeria.

Some of these efforts are what convinced the various authors of chapters that made up this book to document some of the significant areas of uniqueness of management and leadership displayed by this trail-blazing Vice Chancellor. The book will definitely be a good reference for management and leadership of university education in Nigeria.



EFFECTIVE LEADERSHIP IN EDUCATION

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A book of readings in honour of

AbdulRasheed NA'ALLAH

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EFFECTIVE LEADERSHIP FRAMEWORK

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Chapter 4

ROLE MODELLING AND EFFECTIVE EDUCATIONAL LEADERSHIP

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Introduction

So many things are faulty in our institutions as a result of what our leadership parades. *'Nigeria is a blessed nation, but leadership is the problem, we don't have good leaders'* you hear people say all the time to the extent that an infant can also babble it. Little did they realize that leadership is not limited to those in place of authority but also includes those who have a role or assignment in civil, military or private. Good policies and regulations that would have driven us to fulfilment as individuals, families, community and a nation are not upheld because the makers are the potential deviants. Laws are broken by those who made it, standard of education fallen by those who know the nitty-gritty of educational practice, life carelessly lost in the hands of those who can count and interpret how heartbeat functions, economy spoilt by those who can understand the value of currency while safety and security of the society is threatened by those who are trained to safeguard it, and lots more. All the identified are the instances of ineffectiveness in the leadership of an organisation or establishment.

The inefficiencies observed in different establishments in any society is not to be blamed on the person that occupies the apex or the headship of the system but on all that plays any role in the organisation. For example, the blame of what goes wrong in a school setting cannot be put on the headmaster alone as he is not the one in care of all the classrooms. There is a class teacher assigned to manage both the teaching and other activities in the class as well as welfares of the children in his/her custody. It will take the efforts of all educators-administrators, head teachers, families and other important stakeholders-to redefine the norms of teaching and support teachers in their work so that every school's instructional capacity expands to meet its students' needs.

The same thing goes for all other organisations. Responsibilities and roles are shared between the heads and the subordinates. The roles and the responsibilities operate in diffusion. The leader at the hem of affairs has subordinates who are also leaders to some others. Usually, one way or the other, human finds himself or herself in leadership role either with small or big responsibilities. Leadership is found everywhere. It is a theme that features in every aspect of human life and society.

It is important to note that efforts of the head alone will not guarantee excellent performance in any organisation, particularly, educational organisation. Fundamentally, the success or failure of leaders will depend on their ability to communicate the vision and the goals of the organisation and motivate others in their relationship towards the achievement of those goals. Added to leaders' professional qualities is their ability to role model good qualities that will assist them in preparing others to work efficiently. This is also evident in their ability to respond with positive attitude to staff and encourage them to improve on their practice. The ability to apply new knowledge, meet performance expectations and successfully manage others tells on their effectiveness (Donaldson, Johnson, Kirkpatrick, Marinell, Steele, & Szczesiul, 2007).

In the case of educational leadership, the success of a leader is dependent on the ability of an institution head to develop trust and create a sense of transparency and shared purpose with parents, staff, community members and students. *What makes an effective leadership is not in making laws and rules or exacting authority on the subordinates but in the qualities the leader demonstrates.* There are concepts, practices and strategies involved in becoming a highly effective leader. The very best leaders are the role models. One of these practices and strategies is role modelling. This chapter hence discusses role modelling for effective educational leadership. The intention of this chapter is to provide guidance, techniques and examples of best practices that can successfully shape the perception of leadership particularly in education. It discusses role modelling as a quality of leadership that can have positive influence on the educational organisation and champion career progression as X-rayed in AbdulRasheed Na'Allah who is acclaimed with an effective educational leadership. This is hoped to provide understanding of a critical and none admitted attribute (role modelling) that has possibilities for guiding the conduct of emerging leaders.

Leadership as a Concept

There is no universally acceptable definition of leadership. However, most (if not all) definitions point out that deliberate influence is exerted by one person or a group, over other people or groups, to arrange the activities and relationships in a group or organisation (Zaccaro & Bank, 2001; Fein, 2017). Leadership deals with ability to influence a group towards achievement of goals. It is seen as a social influencing process and defined as a concept that has to do with creativity (Tittmore, 2003; Sherma, 2015). Chugg (2015) defines a leader as someone who sets an example that others choose to follow.

Many times leadership is misinterpreted to be holding position for whatever motive. What make differences in leadership are the dynamic qualities. Leaders make deliberate efforts to create values,

demonstrates behaviour and attitude that make their followers believe in them and key in to their leadership (Fein, 2017). That is why so many times people say ‘leaders are created not born’ It is not a surprise seeing people struggling or canvassing for position of leadership without thinking of the responsibility therein. This is a situation where people want ‘portfolio without being ready to carry the portfolio.’ This might be for reasons best known to the person. It can be for fame, greed or any other motive. Leadership is about service. A leader should model servicing. What makes a leader is not the position but skills and abilities displayed. Leadership is shared purpose, not ‘one-man show’ nor ‘I can do it all alone’. A leader surrounds himself with great colleagues and as well encourages them to continually learn, develop and also become leaders themselves (Bass & Riggio, 2006; Fein, 2017).

Why Effective Leadership in Education?

There is a link between leadership and the overall success of any organisation. Particularly, an effective leadership is seen to be a key characteristic of an outstanding educational institution (Beare, 2007). Leadership in educational institutions is a keystone on which learning communities function and grow. There is a link between leadership and effective provision of services in any educational settings. Research of Harris et al, (2002); Muijs et al, 2004 and Rodd, 2005 indicates that leaders play an important part in the provision of quality services in education. Everyone that is involved in the business of education is among educational leaders. Education leaders play a pivotal role in affecting the climate, attitude and reputation of their institution. If educational institutions lack an effective leadership, so many things are compromised, the students suffer and the positive outcome is not guaranteed and eventually, the goals of an educational system will be undermined. According to MacBeath & Dempster (2009), leadership is second only to classroom instruction among school-related factors that affect student learning in schools.¶

Educational leadership is the process of listing out and directing the talents and energies of teachers, students, other staff and parents towards achieving common educational aims. Day et al (2009) also found that effective school leadership is second only to classroom teaching. The leadership of the institution is critical in influencing improvement in the teaching and learning environment and the organisation at large. The person who holds leadership positions are peculiarly well positioned to ensure the necessary synergy among parents, teachers and policymakers and therefore expected to work hard to improve school outcome for students.

More so, leadership is not necessarily associated to a role, and can be regarded as a process rather than a position of authority; leadership for learning, for example, was borne out of the need to connect leadership and learning in schools. This is based on the belief that leadership is both a shared and an individual enterprise and should be distributed, and exercised at every level. Teachers are viewed as having significant leadership potential (MacBeath & Dempster, 2009).

Effectiveness of educational leadership is demand because of several reasons. There is a great responsibility on schools for higher levels of achievement. Schools are expected to achieve the goals of education and as well improve on their services continuously. These expectations are accompanied by calls for accountability of the leadership and the other stakeholders.

The society looks up to education to provide solutions to her problems, be it, sociological, economic and political. Disappointingly, the educational institutions that are supposed to be upholders of integrity and principles guiding its effective practices have depreciated and become *Integrity Massacres*: Lost of respect and integrity. The corruption and moral decadence in the education sector is systemic. The reasons for this breakdown of trust entrusted in education are not far-fetched of which leadership is a critical factor. There are many problems identified

with leadership that have adverse effect on the outcomes of our education. Taken for examples, some heart aching problems are identified with educational institutions, particularly, higher education, which have implications for leadership and the output of higher education. *Issues of exam malpractices and alteration of scores/record keeping, inconsideration of ethical issues in research (stay at home investigators, cooked data, selling of finished projects to supervisee), exploitation of students, mismanagement of fund (inflating figure, exorbitant budget), sexual harassment, favouritism, attitude to temperament, punishment not measuring the offence (portal closure, exam offences), lukewarm attitude to work (absenteeism at lectures) etc. are all potential evidences of ineffectiveness in our leadership practices.* Where all the identified problems exist, there is limit to what such an institution can yield as regards imparting knowledge, skills and attitude the students needed to become worthwhile person in the society.

Calls for accountability have fallen on deaf ears, and that is because there are inadequate mechanisms to check the excesses of stakeholders and hold them accountable. For this reason, there is a dire need for effective leadership in education. Improved governance in schools has the potential to significantly boost the quality of the education offered in schools, expand their growth and enhance their financial stability. By implementing good governance principles, improved leadership and decision-making will become visible. Leithwood, Louis, Anderson & Wahlstrom (2004) said effective leadership is essential for turning around persistently low-performing schools, indeed there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Effective leaders set the pace for their followers by their lifestyle, behavior and actions.

Role Modelling as an Antidote for Effective Educational Leadership

Looking for a remedy for all the ill acts associated with educational industry, particularly, Higher Education, there is need for effective leaders. In the search for effective leadership is role modelling.

Leadership by modelling means leading by example. Role modelling is an important characteristic of an effective leadership that enables a leader to be recognized, respected and performs efficiently. People look up to leaders to be someone who deserves recognition and should be an example to be followed. Everything a leader says, everything a leader does and every feeling a leader expresses is observed by others and has an effect on the organisation (Seaton, 2017). People want to see a strong character and initiative in their leader. A leader with an exemplary role modelling quality has good chances of effective leadership.

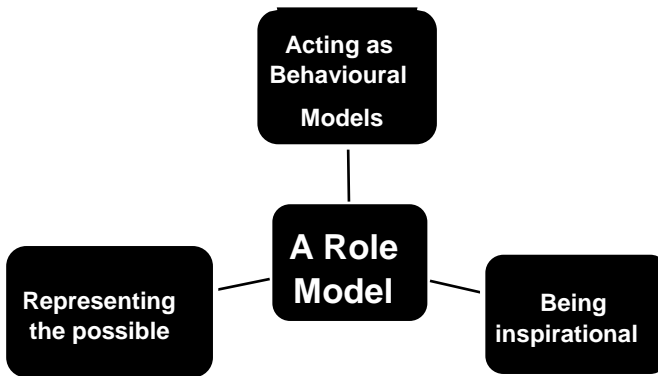
Setting a positive example is an integral element of leadership. Some authors even distant people who claim to be leaders and not role models from leadership. For example, Chugg (2015) defines a leader in its simplistic form as someone who sets an example that others choose to follow. To him leadership means to role model leadership behaviour and that the role modelling of leadership behaviours is the key to how others identify ‘leaders’. He goes further to explain that someone is recognised as a leader when he/she displays leadership behaviours that others can follow. He sees role modelling as demonstrating leadership capability while a leader who fails to role model leadership behaviour is not to be recognised as a ‘leader’ but just a ‘manager’. Role models are seen as mirror through which others can see themselves and make adjustment to live a worthy and better life. Leaders set the standards and the expectations for others to follow. They exhibit certain strong characters which are all essential for a leader to be acclaimed an effective leader. Sealy & Singh, 2008; Morgenroth, Ryan, Peters, 2015; The moment that expectation is dashed, the leader lost his/her authority over them.

A good leader is a role model. A role model parades strength of personality as reveals in the leader’s firmness and commitment to his decision and ability to stay on course as he tries to make things work out in the face of problems and conflicts. Also, consistency is a life style of a role model. He/she is noted for ‘word of honour’ which is being honest to one’s words and not changing words to

please people. A role model also has capability, knowledge and willingness to make things happen and desire to improve and do better at all times.

The Motivational Theory of Role Modelling

The Motivational Theory of Role Modelling of Morgenroth, Ryan & Peters (2015) suggests that role modelling can be a way of motivating individuals to set and achieve ambitious goals. They proposed that role models serve three distinct functions in which they influence goals and motivation:



Motivational Theory of Role Modelling of Morgenroth, Ryan & Peters (2015)

1. *Acting as behavioural model:* Role models are seen as those from whom we learn particular skills and behaviours. A role model displays skills and exhibits good behaviour that someone lacks and can through observation learn better behaviour from. This assumption is similar to Bandura's (1977b) theory of social learning where role models are seen to have acquired some skills or demonstrated some professional skills that others can aspire to emulate. Role aspirants will be motivated to pursue a certain goal and role models then demonstrate how to do achieve this goal.

2. **Representing the possible:** Here, there is focus on role models as representations of what is possible or achievable. They demonstrate to the role aspirants that some goals are possible to be attained. They are able to provide guidelines, direction and template for their followers and assist them to have knowledge of behaviours or attitudes that are needed to achieve success (Lockwood, 2006). Role models are believed to be achievers who can always motivate role aspirants to believe that they too can reach that goal. They encourage others to see hope in the achievement of their aspirations.
3. **Being inspirational:** A role model here functions as someone to look up to and emulate his character, values and aspiration. He/She is a person of worthy characters and desirable who can also teach by example and inspire people to desirable aspiration (Gauntlett, 2002). The role model inspires role aspirant and models exemplary traits. This encourages a process in which the role aspirant is inspired to become more like the role model and sets his or her goals according to that of the role model.

Morgenroth, Ryan & Peters (2015)'s theoretical framework provides understanding on how role models can effectively influence motivation and goals of their followers to achieve the organisation objectives. The theoretical framework, clearly points out ways in which the power of role models can be harnessed to increase role aspirants' motivation, reinforce their existing goals, and facilitate their adoption of new goals.

Characteristics of a Worthy Role Model

A role model leader exhibits multiple qualities. Daskal (2018) identified the following as characteristics of great role models:

Self-awareness: Role models reflect on their own personality, exercise fairness in the judgments of their weaknesses and strengths, thought and beliefs. They have understanding of other people from their perspectives and take responsibility for their actions and/mistakes and are open to learning new ideas.

Courage: Role models as a result of their self-awareness know and

understand their skills and limits, which often time are desirous to set new record and achieve new feats and births courage in them. They are able to move ahead even in the face of grave challenges. This quality makes them open and constantly communicating their vision and expectations clearly so people know where they are going.

Positivity: Great role models are optimistic in attitude. They put up proper attitude and move ahead when everything around speaks impossibility. They face difficult situations and challenges with resilience and energy, and seeking opportunities in them. They inspire those around them with their positivity and optimism.

Empathy: Role models understand other people's feelings with sensibility. They come to the level of others and put themselves in their shoes. They are able to identify and tune in to the feelings of those around them. They are able to meet people where they are and relate to them with kindness, compassion, and understanding.

Humility: The best leaders are those who role model humility in their relationship with their subordinates. They are always ready to admit their mistakes and ready to change course or direction when a plan seems not work. Those who lead with humility are at their best when they are encouraging others to succeed.

Integrity: Role models uphold virtues and they don't compromise their standard. They are leaders with consistent character. They enter every situation with their good character, morals, and principles unwavering. They know their values and use them as the basis of their choices and they have the decency to do the right thing even when it is difficult. They set standards and encourage others to follow.

Trust: Role models are sincere and reliable, accountable and responsible. Followers feel secured with leaders that can be trusted. They are consistent and truthful to their words. They do exactly what they say.

Respect: The role models respect the individuality of all around them despite being the leader. They understand that they will receive respect if they model respect to their followers and that they earn respect through the way they treat others. They give respect and in turn they receive it.

Honesty: Role models demonstrate honesty because they understand that with this people will trust in their leadership and naturally look up to them regardless of the situation. When a leader says truth about themselves and do not do cover up of any mistake or error they made people will always appreciate a leader who are sincere, transparent and practice what they teach.

A Peep into AbdulRasheed Role Modelling of Effective Leadership

The author is privileged to serve as a director of a centre under AbdulRasheed's leadership for almost six years. The motivation to write on the title of this chapter was derived from her personal experience being part of his management. The single most important predictor of success of his tenure as the pioneer VC of Kwara State University, Malete who was also the only VC in the history of Nigeria University leadership that spent two terms in office was being a role model. He models a good example of who a leader should be in setting pace, implementing change, improving services, or setting a new course and influencing followers' behaviours in several ways. He facilitated systemic change and led the university into innovation to always adopt new attitudes and new practices. As a role model, AbdulRasheed is an instance of an exceptional leader with uncompromising qualities of dynamism, promptness, meticulous, modesty, initiative, firmness, commitment and constructiveness.

A man of Vision and Mission: As a leader, he sets a clear vision for the institution, motivates employees and students, guides employees through the work process and builds both students and staff's self-confidence towards the achievement of the set goals.

AbdulRasheed's leadership influences the staff to perform their duties by explaining and reaffirming the vision and the importance of their role in the outcome. He is a man of vision who also develops a plan to achieve the goals. He strategizes with his followers to ensure that visions are realized in different ways. He is a go-getter. Once he discovered prospect of a thing or has proclivity to do something, he pursues this with strong passion disregarding any obstacle and convinces others that it is achievable. AbdulRasheed role models the qualities identified below:

Dynamism: He is a leader with dynamic qualities, He prioritizes and encourages the staff to focus attention on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of the students. Upward mobility is his watchword. He believes in continuous improvement. This is reflected in his mentorship and ability that turns the people in his teams into stars, people who have improved and developed their skills through the confidence his leadership reposes in them. He is a human developer. He commits great tasks to anyone he discovers talent and ability in. This poses great challenge to those ones to do nothing but utilize all at their disposals and also seek more opportunity for professional development to enable them deliver efficiently at their post.

Inclusiveness: AbdulRasheed is a leader that prioritizes inclusive learning. He believes that every person can contribute to the greater learning community and therefore encourages collaboration between faculty as well as students. Inclusive learning provides all students with access to flexible learning choices and effective paths for achieving educational goals in spaces where they experience a sense of belonging. As a leader, he prioritizes inclusivity, creates safe learning environments that nurture every student.

Promptness: His timeliness in attending to issues is commendable. He responds to calls, SMS and particularly email sent to him

promptly at any time 24/7. He does not procrastinate but addresses issues immediately. The university witnesses an uninterrupted school calendar throughout his tenure. It is a tradition in KWASU to start programme on the clock of the scheduled time. He frowns at any unit that defaults in this area. Salaries are paid regularly and promptly despite the story surrounding the funding of the university.

Cheerleader: Abdulrasheed is a motivator who acknowledges good efforts and appreciates his staff and students promptly. He provides reinforcement and praise for a job well done. He channels his staff's energy and professional potential towards the achievement of the institution's objectives. When he assigns roles he guides and provides the employees with the needed support to perform and fulfil the roles. He cares about how they advance and encourages them to do better.

Creativity: AbdulRasheed as an ingenious man has an uncommon craving for creativity. He is always in search of creative minds. As an effective leader, he creates a high quality environment that enables both staff and students to develop their skills and imagination, through which individuals and groups are able to contribute to the common project and vision of the institution. As a successful leader, he models respect for creativity of others and learn from the people around you him. He believes in ideas and innovations shared with as he has confidence that those ideas will surely prove to be positive for the institution. Examples of these can be seen in the creation of centres to promote entrepreneurship, undergraduate research, career counseling etc.

Modesty: He is an epitome of humility. He gives an order and he himself adheres strictly to it. For example, it is a taboo in KWASU for both students and lecturers not to wear identity cards. It is not funny to see this Professor who is also an international figure wears the ID card beyond KWASU. The author had an experience in 2013 at international airport Lagos when she was going to board to leave for California. She was confronted and asked so many

questions by the officials. At a point, they asked her where she worked and she mentioned KWASU. One of them asked, 'Where is your ID card?' She proudly brought it out from her bag. The two of them looked at each other and laughed and said they deliberately asked for the ID card because they knew that the VC of the university travelled in and out wearing the ID card all the time.

Diligence: The man AbdulRasheed as an indefatigable leader role models an uncommon diligent nature. A quote by Shane Koyczan says –Effort is a Siamese twin of Success.¶ The great height attained and maintained by great men were not a sudden flight but they while others slept kept on toiling through the night (Adedigba, 2003). He is meticulous and relentless in achieving his set tasks and goals. He is self-motivated and capable of carrying others along by maximizing the potentials of other in achieving feats. As an administrator under his leadership, the author cannot but commend his effort for a single-handedly appending his signature to certificates of attendance of all the programmes the author's centre floated throughout his tenure. Counselling and Career Services Centre in KWASU holds periodic, annual, biennial programmes for both staff and students with a huge number of 1,000 to 2,000 certificates to sign. While the Director of the centres would print her signature with these certificates, this untiring man and role model of good principle would not do despite strong persuasion from the later but would personally sign all the thousand(s) copies presented.

Excellence: He is a leader with an extra-ordinary passion for excellence who builds his followers to also be leaders with excellence and not mediocre. AbdulRasheed hires the best lecturers, focuses on improving their quality by carefully supporting their efforts and their ambitions. He holds all staff members to high expectations and by working to carefully support the individual development of each professional. There is a policy in his administration as regards recruitment and promotion of staff

that does not go down well with many. The university has a distinct and rigorous interview process that every academic staff must go through which to the best of the author's knowledge has not been hitherto compromised. The first stage after making shortlisting of qualified applicants is for the candidate to teach a panel of interviewers comprising HODs, Professors and other senior or invited members of the college (faculty). After the teaching or presentation, the applicant would be placed on hot seat to answer so many questions as one who is defending PhD thesis. The panel will assess individually and the overall percentage of all is used to select the best candidates. This is followed by one-on-one interactive session with the Vice Chancellor. At the initial stage, the saying was that, *He has time then because the university is still young and that he would soon get tired when the school expands and he has to attend to a lot of things.* Lo and behold, the hypothesis was rejected significantly as the hard working and determined Vice Chancellor maintained this policy all through his tenure in office.

Conclusion

The words of Oliver Goldith that *people seldom improve when they have no other model but themselves to copy* clearly reveals the possible danger in the absence of role modelling. We need to understand that we are all accountable in any assignment that is committed to us and should also realize that to become a real leader is inside of every person. Where we start our leadership role or size of the people we lead does not matter. What matters is role modeling behaviours, example or success others can emulate. Everyone is expected to brighten the corner where he is positioned to serve and impact those who look up to him positively. An effective leadership demonstrates traits of dynamism that can make real change in the organisation, manages talent, develops teams, resolves conflicts, make decisions, works with the multigenerational workforce, tackles challenges, and addresses diversity and cultural dilemmas. Also, learns how to move from the tactical to the strategic as a leader, as well as how to address

challenges systemically. Learns concrete skills to improve his ability to lead teams and achieve business goals. Above all, effective leadership is always based on critical competencies and capabilities to manage change, build relationships, inspire others, maintain agility, and build decisive strategic perspectives which are all traits of a role model. Aristotle declared that every citizen has a moral obligation to take seriously the responsibility of being a good role model. Educational organisations have an opportunity to ensure their values, culture, and standards are maintained by the behaviour of their leaders through positive role model relationships.

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