

SUZANA ABD LATIF
SAZALI YUSOFF Ph.D



LEADERSHIP DEVELOPMENT

_____ for _____
Educational Leaders:
An Integrated Model



INSTITUT AMINUDDIN BAKI

PUSAT SUMBER PENDIDIKAN INSTITUT AMBUNDI BANG KEMENTERIAN HIMPUNAN MALAYSIA	
	100, 100, 100
	100, 100, 100
100, 100, 100	100, 100, 100
100, 100, 100	100, 100, 100

LEADERSHIP DEVELOPMENT

_____ for _____

Educational Leaders:
An Integrated Model

Authors

**Suzana Abd Latif
Sazali Yusoff Ph.D**



Institut Aminuddin Baki
Ministry of Education Malaysia
Sri Layang, 69000 Genting Highlands,
Pahang Darul Makmur, Malaysia.
<http://www.iab.edu.my>

Published by:

Institut Aminuddin Baki
Ministry of Education Malaysia
Sri Layang, 69000 Genting Highlands,
Pahang Darul Makmur, Malaysia.
Tel: 03-6105 6100 Faks: 03-6105 6299
<http://www.iab.edu.my>
emel: iab@iab.edu.my

All rights reserved © 2013 Institut Aminuddin Baki

No part of this book may be reproduced in any form
by any electronic or mechanical means (including recording
or information storage and retrieval) without permission
in writing from the Director of Institut Aminuddin Baki (IAB),
Ministry of Education Malaysia.

National Library of Malaysia
Cataloguing Data-In-Publication

ISBN 978-967-0504-07-0



First Printing 2013

Publication Manager
Jamilah Jaafar (*Phd*)

Printed by
Idaman Print Sdn. Bhd.
No. 11, Jalan E1, Fasa 4,
53100 Taman Melawati,
Kuala Lumpur

LEADERSHIP DEVELOPMENT

for

Educational Leaders:
An Integrated Model

Patron

YH Dato' Haji Khairil bin Haji Awang
Director of Institut Aminuddin Baki

Advisors

Dr. Zainab binti Hussin
Deputy Director of Institut Aminuddin Baki (Professional)

Mazlan bin Samsudin
Deputy Director of Institut Aminuddin Baki (Training)

Abdul Razak bin Abdul Rahim
Head of Documentation and Educational Resources Centre

Publication Manager

Jamilah Jaafar (*Phd*)

Authors

Suzana Abd Latif
Sazali Yusoff (*Phd*)

CONTENTS

Preface	vii-viii
Foreword	ix-x
Introduction	1-2
PART 1 EDUCATIONAL LEADERSHIP AND MANAGEMENT	3
1.1 Points of Departure	5-6
1.2 A Dynamic Disequilibrium	7-11
1.3 Leadership Development : An Integrated Model	12-18
PART 2 DEVELOPING LEADERSHIP CAPACITY	19
2.1 Knowledge, Skill, Attitude and Drive	21-22
2.2 Knowledge	22-27
2.3 Skills	7-36
2.4 Attitude	36-45
2.5 Drive	46-50
PART 3 ENHANCING LEADERSHIP CAPABILITY	51
3.1 Self, Other, Organization : An Interdependency	53-56
3.2 The Self : The Multiplicity of Roles and Function	56-62
3.3 The Others : "The Heart and Soul of an Organization"	62-70
3.4 Organization : Its Structure, Culture and Character	71-76
Conclusion	77-79
Bibliography	80-86

PREFACE



I believe that if one believes in one's dream, then one will make a strong effort in achieving it no matter what the obstacles are.

Assalamualaikum Warahmatullahi Wabarakatuh

First and foremost, I would like to extend my congratulations to both Suzana Abd Latif and Sazali Yusoff on the successful completion of their collaborative effort in making their first book, *Leadership Development for Educational Leaders: An Integrated Model* a dream comes true. For I believe that if one believes in one's dream, then one will make a strong effort in achieving it no matter what the obstacles are. Indeed, this novel attempt to pave a way forward into a new territory mirrors a strong perseverance in exploring both their potentials for personal and professional growth. Substantially, the effort made by both of them echoes our strong commitment to continuously enrich our ever-expanding collection of academic literature, especially in the area of leadership and management practices.

In *Leadership Development for School Leaders: An Integrated Model*, they offer a new way at looking at the fundamentals crucial for developing leadership competency. What they offer in this book is a new approach for educational leaders to adopt in enhancing their leadership effectiveness which is presented in the form of a systemic framework. Much of the insightful information will enable readers to gain insight and understanding about the essential elements needed to develop their leadership effectiveness. I believe that this is a book that one will enjoy reading as the approach is rather straightforward. To this end, it is my sincere hope that this book will gain much recognition both local and abroad as well as from people from all walks of life. As both the authors point out that *"although the context*

of discussion regarding the integrated model of leadership limits itself to its application within an educational domain, it goes without saying that it actually has a much wider relevance outside the educational realm".

Dato' Hj. Khairil bin Hj. Awang
Director
Institute Aminuddin Baki

FOREWORD



***Principals need to shape and reshape
their work as educational leaders.***

I am pleased to have the opportunity to provide a foreword for this important new book on leadership development. The significance of specific preparation and development for school principals, and other leaders, is increasingly recognized and Malaysia makes a valuable contribution to this process through the work of the Institut Aminuddin Baki, the National Institute of Educational Leadership and Management, where both authors are employed.

Suzana AbdLatif and Sazali Yusoff have produced an engaging text which connects ideas on school leadership to notions of leadership development, drawing on a wide range of international research and literature. The book is intended as a reference point for scholars, educational leaders and practitioners and is likely to be particularly helpful for the latter groups. The authors make the important point that leadership is not a uni-dimensional phenomenon and they also stress that it is both a practical and a theoretical concept.

The first part of the book, 'Educational Leadership and Management', sets the scene and introduces the three dimensions of capacity, capability and competency, which inform the rest of the text. The authors also make a significant distinction between 'self', 'other', and organization, which is a useful device for reflective leaders and practitioners. Self-knowledge is regarded as increasingly important and the international literature shows clearly that leaders' impact on school and student outcomes is indirect, exerted through colleagues and other stakeholders. The authors' focus

on the organization is also very welcome because it shifts the lens from individual *leaders*, the core of most texts on this subject, to *leadership*, which is a much broader concept.

Part two focuses on developing leadership capacity and the authors identify four key elements of this construct; knowledge, skill, attitude and drive. This is a helpful distinction because many leadership development programmes focus primarily on knowledge acquisition and under-represent the other more practical dimensions. The best international practice addresses *understanding*, what leaders know and need to know, and *application*, how leaders develop their skills and apply their learning to their school contexts.

The final part examines how leadership capability can be enhanced. There is an important distinction to be made between capacity and capability and the authors do this in a helpful way. They stress the interdependence of self, other and organization, discussed earlier, and link them to the key notions of structure, culture and character. They conclude by stressing the need for principals to shape and reshape their work as educational leaders.

This book is likely to be of great value for aspiring and current leaders and I hope that the authors will consider preparing a companion volume that will reflect on the leadership preparation and development opportunities available to Malaysian principals and their impact on school and student outcomes.

Professor Tony Bush
School of Education
The University of Nottingham Malaysia Campus
Jalan Broga, 43500 Semenyih
Selangor Darul Ehsan, Malaysia

INTRODUCTION

The conception that led to the materialization of *Leadership Development for Educational Leaders: An Integrated Model* stems from many roots. The constant, accelerating change in today's global competitive environment demands better leadership to be employed in order to provide right courses of direction and action through uncertain and challenging times. Within the educational setting the need for leaders has always been crucial, and it has become even more urgent in this knowledge-based era.

The proliferation of scholarly as well as other forms of writings in areas of leadership and management concerning leadership competency, to some, conveniently provides a wide variety of framework options to choose from and to be used as guidance. Many turn to these pages of books in the hope to find the solution to the leadership void found within various levels of social as well as organizational settings. Educational leaders without exception flock dutifully with the crowd.

This book is written in response to this situation; as a reference point for educational leaders, scholars, practitioners and other stakeholders interested in knowing and understanding the fundamentals crucial for developing leadership competency to meet the ever-increasing challenges within the educational sphere. What we intend to offer in this book is what we believe to be a more potent approach for educational leaders to adopt in enhancing their leadership effectiveness presented in the form of a systemic framework developed through an integration of multiple theoretical perspectives.

Far from being mere prescriptive and descriptive, our aim in this book is to be explanatory and illustrative with vivid examples to aid in understanding the contexts of discussion. Our rationale of writing this book is closely related to how we envisage the book might be consumed for this is a book which we hope will be read by all regardless of their orientation and beliefs concerning leadership. The major perspective we adopt in this book regards leadership as a dynamic process involving the leader and his or her followers and other significant determinants.

This simply illustrates our profound view that leadership is not a simple and uni-dimensional phenomenon and it is even more complex within a socio-organizational domain such as that of an educational organization. In terms of the way the information is organized both as theoretical background as well as for practical application the primary concern is on the sharing of basic ideas yet with sufficient grounding rather than detailed expositions. Wherever possible, we include some theoretical perspectives as well as insightful notions from great philosophers and thinkers alike, for better understanding of the premises regarding the development of leadership competency laid out within the perimeter of this book.

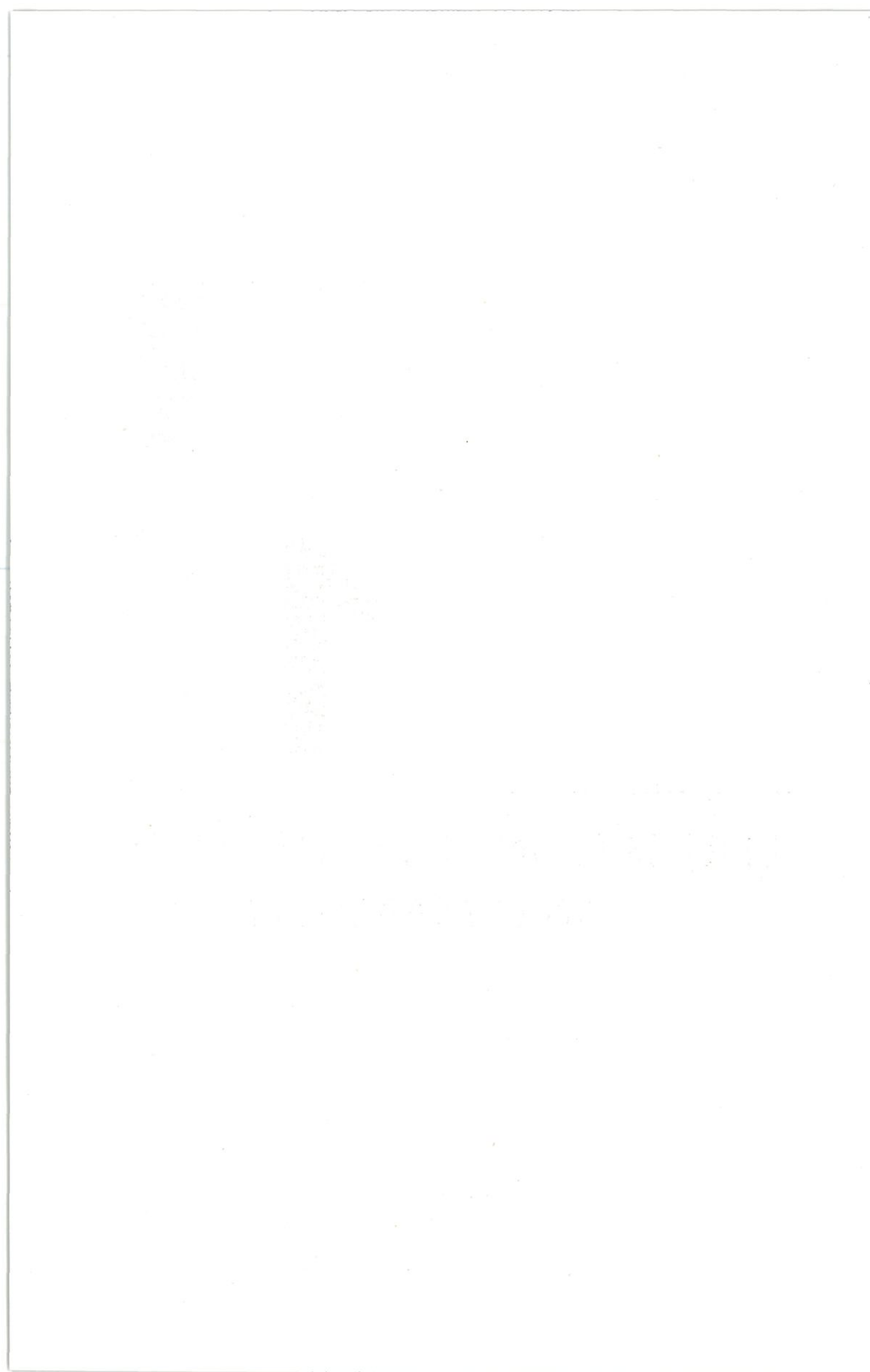
The points of departure will set the scene for much of what follows regarding our conception of an integrated model of leadership. Of considerable importance in the following chapters is our illustration of the fundamentals of leadership competency; i.e *leadership capacity* and *leadership capability*. It is in fact, the essence of what we believe to be most valuable about this book for it allows deeper insights into authentic leadership practices for a better reflection on one's leadership effectiveness. Nevertheless, having said all these and in relation to our attempt to make cognizance of how leadership competency could and should be developed and enhanced by educational leaders, we strongly believe that it is upon them to be fully responsible and accountable for the development of their own leadership competency.

Although the context of discussion regarding the integrated model of leadership limits itself to its application within an educational domain, it goes without saying that it actually has a much wider relevance outside the educational realm. Clearly, in a book of this kind there is a tension between overall coverage and the length and depth of description of particular areas, and inevitably there are shortcomings in both dimensions. Our utmost concern, however, is that *Leadership Development for Educational Leaders: An Integrated Model* is a book that everybody would enjoy and understand and find beneficial and practical since it is aimed simultaneously at being a book of high density in meaning, yet, light in reading.

Part

1

EDUCATIONAL LEADERSHIP
AND MANAGEMENT



POINTS OF DEPARTURE

Effective leadership and management has always become the central concern among educational theorists, policy makers, leaders, practitioners, scholars and other stakeholders of this complex and dynamic field. It is in fact, being regarded as a vital mechanism in ensuring the successful operation of educational organization in attaining their ultimate goals. The various perspectives regarding the development in educational leadership and management as a field of study and practice are illustrious of a multiplicity of views drawn from diverse established disciplines such as sociology, psychology, education and management, to name a few.

There are many ways in which the definitions concerning the nature of educational leadership and management are conceptualized. From these diverse perspectives the concerns in educational management among others (cited in Bush (2003)), are directed towards '*the carrying out of agreed policy*' (Bolam,1999); '*the internal operation of educational institution and its relationship with the environment*' (Glatter,1979); and '*effective utilization of educational resources*' (Sapre,2002). Bush, on the other hand, stresses on the aims and purposes of education as the focal point of which the management of education should take as a vital consideration in determining their managerial goals and objectives.

A focus on the aims of education highlights the significant value of leadership effectiveness that will enable the transcendence of rigid managerial procedures into meaningful and successful realizations of the organizational aims. The development in the construction of theories and models of leadership (e.g transactional, charismatic, instructional, transformational), both inside and outside the education realm begin to attract the attention of many in the hope to materialize these theoretical aspects into effective practices. Thus, educational leaders need not only manage non-profit educational processes occurring within the educational domains, they need to also meeting up to the challenges of globalization as well as becoming dynamic catalysts of change in this knowledge-based era.

With the unprecedented challenge of global competition and rapid technological change which manifest within societal and economical

spheres the future seems somewhat uncertain and this critically calls for effective educational leadership among educational leaders. This points to a need for sustained leadership development among them, not merely to cope with these challenges but also to be bold in charting a course of direction through unexplored terrains of new wisdom as educational trends, practices, issues, changes and challenges become even more challenging for educational leaders to cope with in today's era.

Hence, with the dispersal of knowledge societies beyond the usual communities normally constructed by and upon an educated population - which typifies an educational organization, we strongly emphasize that educational leaders need to take the responsibility to empower themselves in order to cope with more demanding educational challenges. In ensuring the successful internal operation of an organization, effective management is undoubtedly important. An educational organization exists for an end beyond itself which is towards the creation of a better civilized society; i.e the outcome of a good education system. In fact, its function is deeply rooted within a social dimension as the raw materials of the learning institution as well as the vital resources for carrying out the complex educational processes are human entities, who bring with them diverse biological, psychological, cultural and social background which obviously may result in a variance of productivity.

Suffice, in today's challenging knowledge era, making important and critical decisions for the betterment of the organization is indeed a crucial competency that every educational leader needs to enhance. In comparison to the non-human resources, the management of human resources is to be perceived as more significant and to be highly valued in a socio-organizational domain such as that of an educational organization. Undeniably, it is the human resources that will determine the successful attainment of the educational organization ultimate aims. The time has come and crucially more so in this knowledge-based era for all educational leaders regardless of their background, predilections and context of situation to commit themselves to their own development of leadership effectiveness. The inability to do so may imperil the precarious balance between managerial and leadership practices of which educational leaders are expected to successfully perform.

A DYNAMIC DISEQUILIBRIUM

It is interesting to note that how in *On Becoming A Leader*, Warren Bennis(1989), neatly distinguished a manager from a leader as someone who 'does things right', while a leader according to him, is someone who 'does the right things'. Others may in fact, simply define a manager as someone who works *in* the system, while a leader is someone who works *on* the system. Of course, there are various ways in which a leader is being perceived and conceptualized by different people in different contexts. In fact, in his book, *Theory and Practice of Leadership*, Roger Gill(2006), clearly distinguished the differences between a leader and a manager as shown in Table 1 below:

Table 1: Differences between managers and leaders

The manager	The leader
Administers	Innovates
Is a 'copy'	Is an 'original'
Maintains	Develops
Focuses on systems and structure	Focuses on people
Focuses on control	Inspires trust
Takes a short-range view	Has a long-range perspective
Asks how and when	Asks what and why
Imitates	Originates
Accepts the status quo	Challenges the status quo
Is a classic 'good soldier'	Is his or her own person
Does things right	Does the right thing

(taken from: Theory and Practice of Leadership,2006:27)

Nevertheless, the way in which the definition of a leader and a manager is being distinguished through a clear demarcation of roles or functions of leaders or managers will inevitably lead to an ignorance of the complexity existing within the educational sphere. It may trigger the onset of decline in terms of the overall organizational performance and the failure of achieving its organizational aims since a dichotomy of this nature within a complex setting is bound to contain a seed of conflicts that will hamper successful progression of the organization. Rather than seeing these roles in bi-polar opposites, the roles and functions of educational leaders should at best be regarded as running along a continuum with at the one end as the *leader* and the other as the *manager*. More often than not, the context of situation will determine to which end of the spectrum that the identity will be mostly realized, and/or at times they may in fact, exist in simultaneity; i.e. in a dynamic equilibrium(as shown below):-



Needless to say, the many ways leadership being conceptualized gives prominent attention to the leader as the 'sole' agent in leadership processes. Often, the focus is on those 'special' qualities that clearly distinguish a 'leader' from the 'ordinary' others. Many a times great leadership is associated with a leader's personal attributes which are consequential to making them appear outstanding as compared to the others who lack the personal 'greatness'. Nevertheless, effective leadership is also at times perceived as occurring due to situational determinants. This somehow redirects the attention away from the leaders who are only seen as partially consequential to his own leadership effectiveness.

This brings us to another important bi-dimensional aspect within the field of educational leadership and management; i.e. 'authority' and 'influence' (see Bush, (2003). Formal leadership as situated and determined within an organizational structure to some may entail the ability of the leader to exert some authority in enforcing the followers or subordinates to execute their tasks. However, in a complex domain of educational organization different

'forms' of power possessed by different individuals (e.g. referent, legitimate, expert, etc.) are seen as existing sometimes in harmony, at times in conflict with each other. This significantly points to the simple yet crucial fact that relying on one's authority alone does not ensure the successful attainment of goals, be it individual, team or collective goals within an organizational setting.

Being cognizance of this limitation of exercising a leader's power in coercing the subordinates to execute the obligatory tasks, many begin to look for other potential source for the initiation of motivational behavior consequential to the successful execution of tasks, i.e. *influence*. Within this perspective, leadership effectiveness is viewed as the ability of the leader to successfully influence their followers or subordinates to emulate the kind of behaviors that correspond well to the expectation of the leader. A leader's effectiveness therefore is viewed in terms of his ability to subtly persuade rather than to strictly impose their demands and expectations onto the followers. The basic premise is that a leader's influential thoughts and behaviors will be able to attract their followers to willingly listen, understand and response accordingly which then will induce them to make their own effort to transform themselves as aspired by the leaders.

Yet, the insights highlighted within the field of social psychology indicate mutual relations between the leader and followers (i.e. both as active agents in leadership processes) and in fact, they become important mechanism within a social dimension (Messick & Kramer, 2005). This points to the significant value of influence since the insightful view is that leadership has no real force until it is fully accepted and internalized by those involved in leadership process; i.e. the leader and the followers. Developments in areas of social cognition initiated by Albert Bandura (1989), manifested within the framework of Social Cognitive Theory (SCT) further provide valuable insights concerning the *directions* of influence. It has led to an enlightening idea that people (i.e. leaders and followers) are reciprocally being shaped and determined by multiple determining factors such as *personal attributes*, *behavior* and *environment* that they come in contact with; i.e. a *triadic determinism* (as espoused by Bandura).

This consequentially unfolds the important notion of *leadership perception*, which as defined by Lord & Hall (2003), refers to the “*assessment made by observers, or by potential leaders themselves, that the target individual has both the qualities typical of leaders and the potential to exhibit leadership in exhibit situation*” (p.48). Interestingly, as stressed by Lord & Hall, “*leadership perceptions have reciprocal relationship with performance*” (ibid, p.48). This directs our attention to the very simple fact that leaders actually rely on reciprocal influence and that in any leadership processes followers are not mere passive receivers of orders, demands, expectations, etc. of the leaders. They are in fact, actively making sense of their present environment and the leadership behaviors that they have experienced and observed in the past. This leadership schema (Lord & Hall, 2003), which has developed over time may to a substantial extent determine their expectations of effective leadership behaviors of their leaders.

This active cognitive process of sense-making by the followers significantly points to leadership perception as not a stable body of knowledge. In other words, it does not remain intact or unaffected by time, place or people. And so is what we believe of our educational context to be which constantly affects and is affected by the embedding social structures and social processes it is involved in. The previous perception and expectations on what constitutes effective leadership or how effective leaders should behave held by both the leaders and followers, or among other stakeholders within the educational domain may in fact, differ from what is actually experienced and thus, expected within the present environment. Things may be viewed differently by different people in different contexts (i.e. time and space), and this simply means that what used to be effective leadership in past situations may not be regarded as such within the current more challenging setting.

The attempt to understand the complexities of leadership and leadership processes and especially the apparently inexhaustible authority and influence leaders are perceived to have to implement change has never ceased to grow in the interests of many. This invigorating interest may stem from the diversity of issues that surround the leadership theme. Of utmost interest unequivocally concerns the determining factors that influence the effectiveness of leadership. While we may come across views postulating the distinguished innate characteristics of leaders, many gradually shift

their attention into perceiving leadership as a socio-psychological process as well as a process afforded by organizational constraints and opportunities (Messick & Kramer, 2005).

In short, leadership is undeniably a dynamic process. Apparently, leadership process is not a uni-dimensional phenomenon. It certainly involves active participants (i.e. *leaders and followers*) who are brought together by circumstance as well as by intention and thus, actively interact in a leadership process. Still, the dynamic *force* underlying any leadership process is the leader himself or herself. Furthermore, leadership more often than not is seen as a relational process and it is especially so within an educational organization which is deeply rooted within a social setting. Both leader and followers are related by organizational structures as members of an organization as well as bounded by social structures since they are in fact, members of the society in which their organization is situated in. Finally, leadership also manifests a collective process whereby the leader together with the followers work together in ensuring that the ultimate objective of the organization could be successfully achieved.

To solely adopt a rigid and static model of competency framework seems a bit far-fetched as it seems inadequate to equip the educational leaders with a set of competency to cope with various demands of managerial tasks and leadership functions required of them. Still, for them to emulate the so-called 'prescriptions' of effective leadership behaviors as suggested in the 'taxonomy' of leadership, could not adequately account for the diverse needs in facing various challenging and demanding organizational situations. It is with this awareness supported with various theoretical views described earlier that we attempt to propose an integrated model of leadership which we believe will be more suitable to be adopted by educational leaders. Yet, it is the leaders themselves who need to be responsible for their own leadership development since leadership is indeed an active, relational and collective process.

LEADERSHIP DEVELOPMENT: AN INTEGRATED MODEL

Much of what has been written and discussed about leadership either in the development of theories or conceptualization of models attempt to highlight the unique characteristics or sources of effective leadership. Not surprisingly, we often come across the formulation of effective leadership in terms of the leaders' traits, distinguished behaviors, charisma, personal attributes, leadership styles and other multi-factorial determinants which more often than not, according to Hogg(2003), are drawn from a 'prototypical' leadership figure.

There are also others who conceptualize leadership as a consequential and participative process, relational rather than individually-based, actively involving both the leaders and the followers. The perspective adopted is that for a leader to have some influence on the followers is by understanding how leadership behavior is perceived and experienced by the latter, which then consequentially shapes their leadership perception and expectation. This highlights the reciprocal nature of influence whereby leaders could be said to affect and are affected by the followers' perception and expectation of what leadership is and should be and vice versa.

No matter how one defines the role of educational leader it has emerged as a prevailing point of view as attested by its widespread attraction among scholars, practitioners, researchers, policy makers, and other stakeholders. Educational practice is in fact, a social endeavor manifested within the intricacies of an organizational structure. Educational leadership process occurs around the social as well as organizational knowledge communities. It is seamlessly intertwined with the socio-organizational life of the communities outside the educational realm that share similar values, beliefs, behaviors and aspirations.

It is crucial therefore, to develop a holistic view of leadership as attested by various ways it was conceptualized within various domains. However, as with the tale about the five blind men who touched separate parts of an elephant and so each described only the part that he touched, the word leadership which has been applied so broadly has come to have different

meanings for different people in different contexts. Thus, the development of an integrated model of leadership draws upon insights derived from three major theoretical perspectives: a view of leadership as seen within the fields of organizational theories, socio-psychological theories, and learning theories. These theoretical views which influence the conception of this integrated model of leadership are shown in the Diagram 1 below:



Diagram 1 : An integrated model of leadership : the theoretical views which influence it

Drawing from these illuminating insights the approach to understanding effective leadership stems from the beliefs that the innate *agentive* element (i.e. leadership capacity) as endowed in every individual is the source of leadership effectiveness which needs to be constantly developed. As most leadership behavior could be said to be structured and organized by environment and innate attributes, which often interact in intricate ways, leadership then should be regarded as a dynamic and constructive process. Therefore, effective leadership qualities among educational leaders need to be actively enhanced and effectively applied in actual setting (i.e leadership capability).

In this respect therefore, the conception of an integrated approach to leadership development attempts to appropriate the leader as a dynamic

entity, responsible for the development of his or her leadership. As individuals situated within a socio-organizational surrounding, we take a similar stance as the view espoused by Bandura (1989), that "*human nature is characterized by vast potentialities that can be fashioned by direct and vicarious experience into a variety of forms*" (p.74). Simply, this points to the fact that leaders are able and capable of developing themselves not merely through formal instruction but through experiential learning as well.

This corresponds with the view that leadership could not and should not be divorced from its human and environmental determinants. It is indeed a relational process, whereby it involves constructive interactions among the participants for building productive relationships as determined within the socio-organizational multiple structures. Apart from that, within a wider organizational spectrum leadership entails a collective process whereby all the participants in the leadership process are bounded together by a collective aim, the reason they are put together in an organization in the first place.

It is with this awareness that we attempt to transform the conscious of many into perceiving leadership as a dynamic process involving dynamic entities. It is our belief that educational leaders are indeed the centripetal and centrifugal forces in leadership development process. However, in centering our focus towards leadership development our aim is not in suggesting that it is a monolithic process. Since leadership practices vary in their socio-organizational origins and in the humanistic conditions our conception regarding the development of leadership repertoire is therefore based on an integrated framework; as shown in Diagram 2.

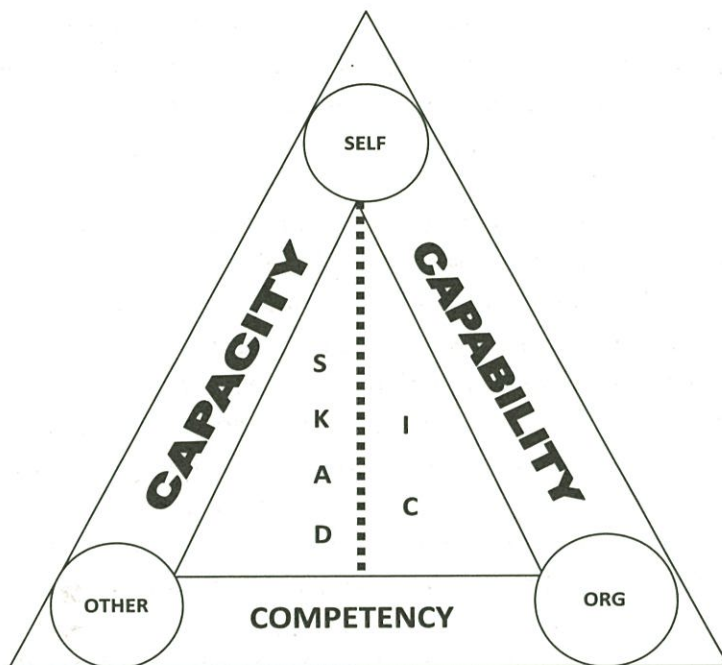


Diagram 2 : Leadership Development Model

Far from describing the nature and process of leadership as an occurrence which is detached from its *core* entity (i.e. the leader), we instead position the leader(i.e. SELF) at the core of our leadership development model in juxtaposition with the fundamentals of leadership effectiveness (i.e. COMPETENCY). However, in doing so, we do not intend to offer a simple dichotomous thinking which separates the leader from active interaction with the others in the organization. In fact, we strongly perceive that in order for the educational leaders to develop their leadership competency, they need to be aware of their position as defined and determined within the multiple socio-organizational structures as well as their role-relations with the others and their functions in the organization.

Hence, in extending a dynamic model of leadership competency development we see the need to draw upon vital components that are explanatory to the dynamic mechanisms of the leadership practice itself. Most of the organizational perspectives in which competency is based on describe it as a static and stable set of abilities encompassing essential elements such as knowledge, skill, motivation and attitude. Yet, as described

in the earlier part of this book, we posit that there exists a dynamic disequilibrium within the structures of an educational organization and that to rely on a set of pre-determined behavioral expectations as guidance seems inadequate.

Our conceptualization of leadership competency builds upon the co-emergent of bi-componential essentials; i.e. *leadership capacity* and *leadership capability*. In leadership process, our belief is that the fundamental sources of leadership capacity i.e. *knowledge, skill, attitude* and *drive* actively interact and often in intricate ways with the bi-dimensional elements of leadership capability, i.e. *identity* and *context*. In other words, the four essential elements as embedded within the frame of leadership capacity are instrumental in mobilizing and transforming the leadership competency of a leader from its individualized form (i.e. *innate capacity*) to its socio-organizational manifestations (i.e. *actual capability*).

The discussions heretofore regarding competency development among educational leaders will be organized around two dimensions sketched out from within our integrated leadership development framework: i.e. vis-à-vis '*leadership capacity*' and '*leadership capability*'. Put it simply, we are of the view that there are undoubtedly consequential effects between leadership capacity and leadership capability and subsequently to the whole organizational performance. In other words, greater leadership capacity generates better leadership capability and better leadership capability produces better organizational outcomes:

LEADERSHIP CAPACITY → LEADERSHIP CAPABILITY → ORGANIZATIONAL OUTCOMES

Nevertheless, rather than seeing this as a simple causal relationship which flows from left to right as shown above, we contend that the crucial connection existing between both leadership capacity and leadership capability is *dialectic*. Apart from enhancing leadership capacity for better execution of leadership capability, understanding the multi-factorial frames embedded within the dimensions of leadership capability is crucial. The understanding will ensure the effective and strategic development and utilization of leadership capacity. In other words, our conception

of leadership competency stresses on the leader's ability to effectively turn what they have into what the organization needs in achieving the ultimate collective aims and vice versa; i.e. an oscillatory existence between leadership capacity and leadership capability.

In order to illuminate our orientation to mapping the dialectic relations between *leadership capacity* and *leadership capability* as crucial determinants in leadership endeavors within a socio-organizational setting, we put forward an illustration of the interplay between these two complementary fundamentals of leadership competency, as shown below (Table 2):

Fundamentals of Leadership Competency

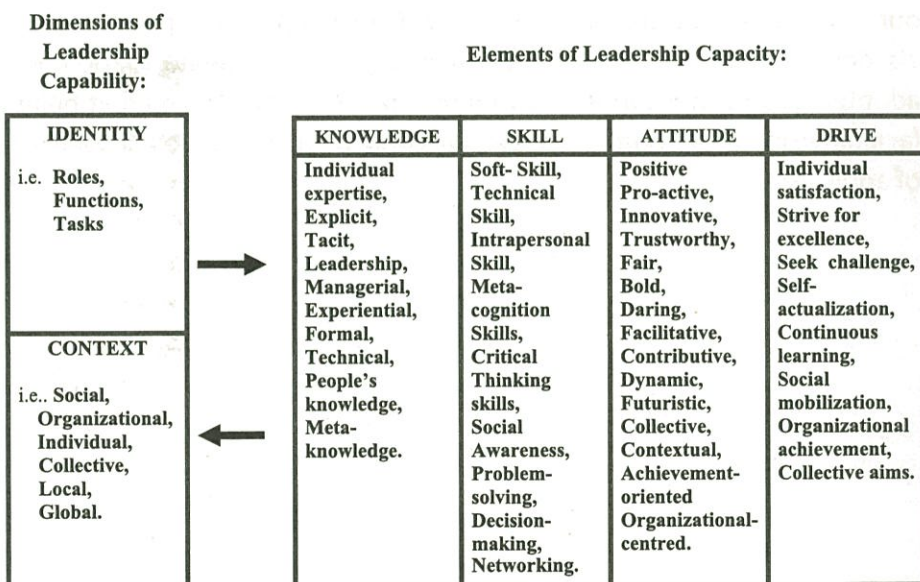


Table2 : The interplay between leadership capacity and leadership capability: A dialectic relationship.

In sum, the integration of both leadership capacity and leadership capability as fundamentals in the development of leadership competency among educational leaders stems from our belief that leadership competency framework should be seen through a systemic lens. An outline of our position regarding leadership competency among educational leaders may

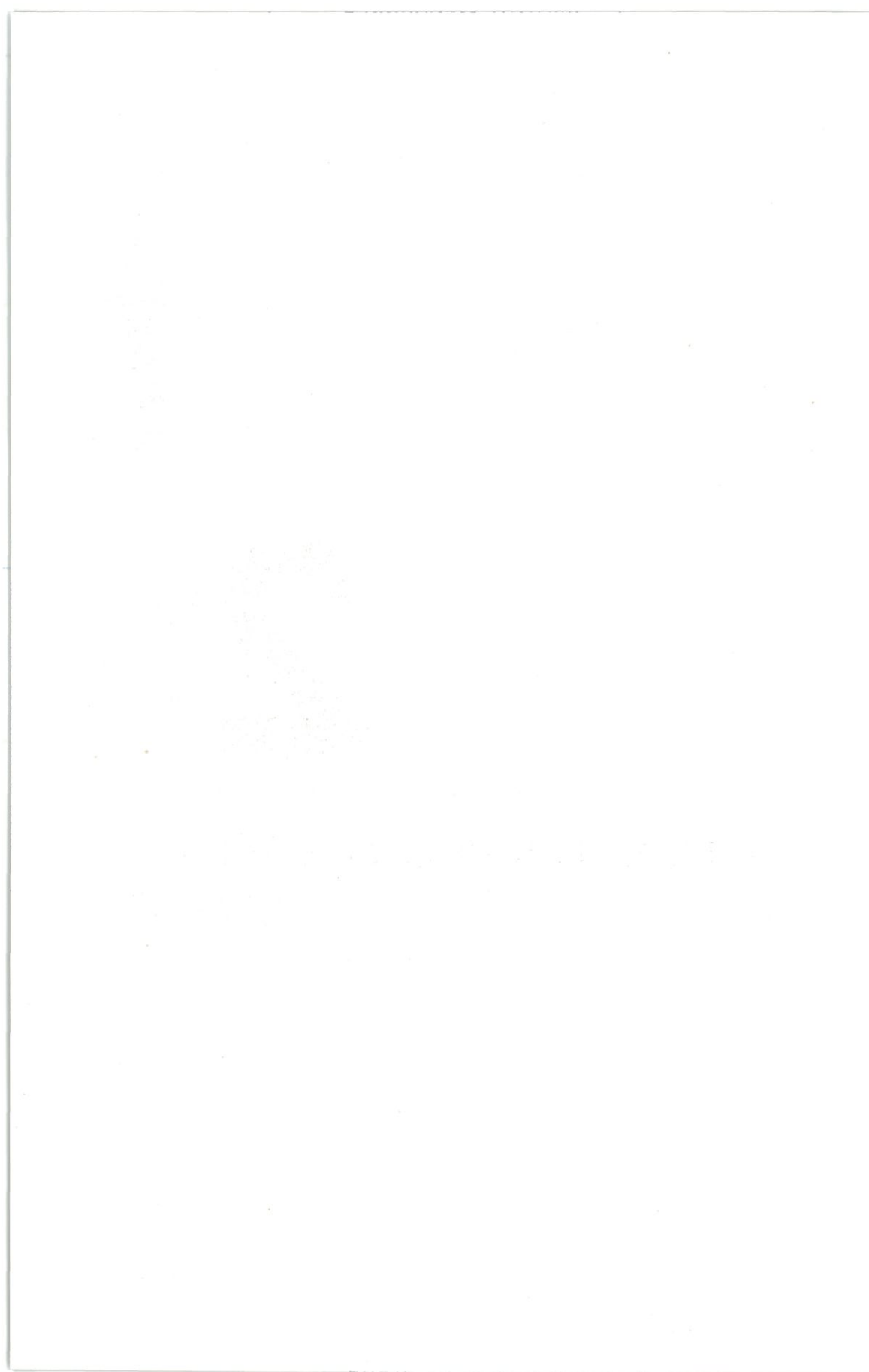
be given as follow:- Insofar as educational leadership is concerned with regards to the development of leadership competency among educational leaders, we believe it could not be simply done by reading it off from a list of competencies which has been neatly designed into a framework. For the leaders have only themselves to work on with regards to their leadership effectiveness since they are the real source of their own leadership potentialities.

In the succeeding Part Two and Part Three of this book, our aim is to provide the description and explanation of the underlying assumptions to our basic tenets as encompassed in our integrated leadership competency development model; i.e. (i) developing leadership capacity, and (ii) enhancing leadership capability. Our intention is to make visible our conceptual perception regarding leadership development vis-à-vis development of leadership competency. The explanatory approach adopted and further supported with illustrative examples aimed at being facilitative in transferring the theoretical conception into its actual contexts of application.

Part

2

**DEVELOPING LEADERSHIP
CAPACITY**



KNOWLEDGE, SKILL, ATTITUDE, AND DRIVE: THE CRUCIAL ELEMENTS OF LEADERSHIP CAPACITY

Warren Bennis (1989), in *'On Becoming A Leader'* perceived learning to lead as easily attainable since according to him the capacity for leadership is inherent. In fact, he likens the process of becoming a leader to that of the process of becoming an integrated human being. Needless to say, developing leadership capacity is a prerequisite to becoming competent educational leaders since it provides the leader/s with essential leadership repertoire to choose from to successfully and accordingly perform in the face of challenging leadership tasks.

Suffice to say that for leaders to be effective they need to develop themselves as a whole person; i.e. as an integrated human being. It is innocently naïve to simply assume that leaders could successfully and effectively perform as expected once they are formally positioned in the leadership role. Incompetent leaders may in fact develop a sense of powerlessness or the feeling of insecurity of being overshadowed by their more than average or highly-competent subordinates. This may have an adverse effect to the health of the organization in which they are situated in as well as to the society and nation for which the ultimate organizational aims are targeted at.

Thus, it is important that the elements of leadership capacity inherent in every leader be developed to ensure his or her effectiveness when assuming a leadership role. These elements of leadership capacity could be categorized as *knowledge, skill, attitude and drive*. Nevertheless, each and every element of this leadership capacity on its own is ineffectual to be considered as the central factor in influencing the successful performance of educational leaders. For educational leaders to be competent in this knowledge-based era the development of their leadership capacity should encompass the development of all these important elements which need to be developed simultaneously, continuously and constantly.

Leadership capacity, thus, forms part of our actual competency. It is indeed the source of leadership competency. In other words, it is the sine quo non to

concern our field of expertise; i.e. all things that concern the '*know-whats*', '*whys*' '*whens*', '*hows*', etc., within our line of work. Knowledge indisputably is the main commodity in today's era and hence, become an indispensable knowledge worker's 'tool'. As leaders situated within an educational setting, we need to become for example, a highly knowledgeable curriculum leader who is able to provide firm guidance and clear direction to our subordinates regarding the organization's expectation. For example, informed and knowledgeable school leaders would be able to communicate a clear vision and direct strategic missions with regards to their students' performance and achievement in relation to their future career.

Being in constant awareness of advances in theoretical perspectives and actual practices as well as of the latest research findings in various areas within the educational domain is therefore imperative. We need to also enhance our knowledge regarding developments in various other domains outside the educational realm to provide us with more leverage during crucial times of important decision making. Total reliance on other people for vital information in our decision making processes may in fact be the fulcrum to the downturn of our organizational high performance. Needless to say, failing to develop or enhance our existing knowledge is consequential to losing our most important asset; i.e. our expert authority as leaders of the educational organization. Of utmost significance, this equals to a lack of autonomy.

More often than not, we are unlikely to be acknowledged for significant knowledge contribution towards continuous improvement of our organization, either in the development of new wisdom or the challenging of present outdated ideas. We will lose our expert power if we do not enhance our knowledge capacity and effectively utilize it to largely determine our own tasks, set our own goals and foresee the need for participation and engagement in future risk-taking and challenging educational endeavors in the global arena. We will lose our competitive edge if we do not critically identify opportunities as well as threats with regards to how our group and the external environment are co-functioning. This may result in us losing our critical sight on how to strategically tap on our best resources for the achievement of greater organizational goals.

Having knowledge regarding advanced technology available in today's era, definitely is a plus factor for educational leaders to be acknowledged as leaders of great resources. For example, the use of advanced data collection system and processing technology widely being used in today's world will enable us to accumulate information systematically and efficiently. Undoubtedly, advanced technology enhances the time-effectiveness aspect when executing tasks. However, once information is quantified, it loses its current value. What is more important than to merely collect good data and to present them in convincing manner using sophisticated technology is the strategic interpretation of the finding for innovative purposes, problem-shooting of current crisis or critical decision making processes.

Apart from content knowledge, both tacit and explicit, we need to also enhance our meta-cognitive knowledge. We need to be aware of the various cognitive ways that each individual processes the data they receive or acquire since new knowledge originates sometimes unexpectedly or accidentally from individuals who are able to provide different interpretation of the same data. This significantly points to the acquisition of knowledge regarding human cognitive behavior; i.e. knowledge which is psychological in nature since the behavior is obviously non-observable. Being cognizant of how information is processed differently by individuals will provide us with better insights on how to obtain different types of knowledge from different people and how to utilize them for different purposes. Over time, it helps to further develop our critical assessment of people, events or ideas crucial for example, in strategic planning and decision making processes.

This awareness regarding cognitive differences and preferences enables us to perform our tasks better since it provides insights on how to enhance our strength and improve our weaknesses. It is undeniably essential for *self-reflection*, *self-monitoring* and *self-regulatory* processes in order to help us improve our leadership practices. Our awareness of our own cognitive limitation and preferences will avoid us from being too critical of other people's ideas or overly-defensive of ours. Rather, this self-awareness will enable us to be more tolerant towards 'foreign' ideas and be receptive to the variety of options of approaching problems suggested by those who think differently from us. With a variety of choices or approaches to opt from, we

could strategically situate the data according to its suitable context to form a cohesive interpretation for more effective and practical uses.

In fact, as claimed by Hackman (2005), diverse groups that are often in conflict about the best method to proceed with the work more often than not create products that are more creative than those whose members agree from the beginning about how they should go about doing their work. It is crucial therefore, for us to develop and enhance our knowledge capacity to skillfully manage groups composed of heterogeneous perspectives as it will allow us access to a variety of resources for decision making and abound with choices to opt from in the face of critical problem solving and decision making situations. Maxwell in *360 Degree Leader* noted that leaders who choose to be with people who hold similar values and perspectives will limit their thinking practices. As a result, they may fall victim to '*comfortable clone syndrome*', a term coined by Leonard and Strauss (1998), to describe a situation whereby leaders could only lead and manage people who share similar styles of thinking, working and decision-making activities.

To manage the diversity of thinking among members in the organization, it is crucial that our own intellectual maturity be enhanced since intellectual disputes may become personal among different individuals and hamper the development of '*creative abrasion*' (Leonard and Strauss, 1998), to refer to the transfer of knowledge through a productive process. The potential contributions of shared ideas among members in the organization of both divergent and convergent thinking will help to direct the organization course of actions for future innovative educational endeavors related for various purposes. Of utmost importance is for us to avoid organizational failure which may be the results of our own ignorance to strategically unite and utilize the potentials of the best '*brains*' in our organization.

Since knowledge being the essential input, output and outcome of the education systems, as the gatekeepers of the plethora of knowledge resources it is imperative that we continuously develop our own knowledge capacity since it will define our ability and opportunity to stay relevant and competitive. With the expansion of knowledge community and rapid development of innovative practices and ideas beyond the boundaries of the educational sphere, we should not let ourselves to be '*outlearned*'

and 'underperformed' by and for the society in which we function and for which the organization we represent exists. Hence, the strong emphasis on continuous acquisition of knowledge which in part is influential in the enhancement of our leadership capacity as educational leaders is to say the least, crucial.

In sum, pushing forward to the frontiers of knowledge and applying the knowledge to the service of organizational purposes are crucial for us to successfully execute our tasks as educational leaders. Being a knowledge worker, we are at the advantage of being mobile both within social and economical spheres. Being a knowledgeable leader, we should be able to provide far-sighted vision and guidance to the others regarding the course of direction and action of our organization. The bottom line is – as leaders, we need to be more knowledgeable because the subordinates are more willing to follow leaders who have clear vision and provide apparent directions on how to go about achieving the collective organizational goals.

SKILLS

"Education is not the piling on of learning, information, data, facts, skills, or abilities - that's training or instruction - but is rather making visible what is hidden as a seed".

- Thomas More -

According to Drucker, "Information is what holds an organization together and information is what makes individual knowledge workers effective." Therefore, possessing a repertoire of skills which allows us to obtain information easily will inevitably help us to create and sustain enabling conditions in our workplace. Consequentially, it provides us with more room to maneuver better leadership and management practices. In other words, the richer the set of skills that we have the greater number of options available for getting the enabling conditions in place and the more successful our performance will be in executing our organizational tasks. However, it is in the interpretation, transference and organization of data for meaningful and useful utilization of resources that we, as educational leaders need to sharpen our skills on.

As educational leaders, it is not in having a multitude of skills that we should equip ourselves with but rather of more importance is in acquiring the right and effective skills to lead. In order to provide the right courses of direction and action, it is crucial to develop the necessary skills to utilize the diverse raw inputs of information easily available and to transform them strategically into useful and effective outputs which will bring out the desired organizational outcomes. For this, we need to constantly evaluate and reflect on the performance of our organizational endeavors; i.e. both the embarrassing failures as well as the glorifying successes, since both definitely do not retain their lasting effects.

Obviously, holding on to past glories which are only significant to the past few in the organization who had had the advantage of being in a different point of time may not relate well to the new others making an entrance into the organization at another. It will only trap the mind and put it always in a state of conscious ignorance that restricts our mobility to 'cross the divides'; i.e. from the past to the present. Yet, to apply a total make-over just because there is a new leadership team on board and to simply disregard previous successful practices or highly sought-after products, i.e. the niche of the organization, may unfortunately turn out to be a management of chaos instead. What is more important is to be able to skillfully blend both past experiences and present conditions for future expectations; i.e. a continuous improvement and advancement of organizational practices.

For example, a renowned thinker in the field of business management, the late Joseph M. Juran understood the concept of effective management which was deeply rooted in the Italian economist Vilfredo Pareto's original view. In his book, *The 80/20 Principle: The Secret of Achieving More with Less*, Koch (2001), related how Pareto observed that in the year 1906, 80% of the land in Italy was owned by 20% of the population and then developed this principle further by observing that 20% of the pea pods in his garden contained 80% of the peas. Understanding the significance and relevancy of this principle to be applied in his current context, Juran adopted the latter's view to be employed for effective and quality business management practices. In sum, he related this idea to his present working environment where he concluded that roughly 80% of the effects come from 20% of the

causes, or to use the word of human resource management, it is widely conceptualized as "*the vital few and the useful many*".

There are of course, strong beliefs and equal doubts to the effectiveness and appropriateness of this principle to be successfully applied in various other domains. However, within the context of discussion of this book the learning point is that to be able to see the significance of certain things or ideas which are rooted in different plane of experience and to appropriately apply them in contexts different from the original situation definitely require some ability in critical, analytical and strategic thinking. In fact, Ganz (2005), posited that "*strategic resourcefulness can overcome institutionalized resources*" (p.210). In other words, being able to critically see beyond the original perspective and to reframe the context accordingly allow us to transcend limitations, expectations and boundaries to successful achievement of our innovative organizational endeavors. Of utmost importance therefore, is for us to critically analyze and evaluate the values of diverse ideas for their relevancy, appropriateness and effectiveness to the current organizational objectives

The foundation for developing critical, analytical and strategic thinking, among other things lies in the understanding of how we form our perception of reality or of the world around us which shapes the construction of our experiential meaning. It is in this insightful awareness of how individuals perceive things that could direct us towards the development of our own critical thinking. Within the field of psychology, the 'gestalt' principles which underlies the 'theory of perception' (developed by German psychologists in the 1920s), stresses on the proposition that '*the whole is greater than the sum of the parts*' which could be adequately applied to illustrate the manners in which perception is developed in our minds.

Understanding these principles is vital as they could help in guiding us towards developing our critical sense of awareness of people, events and ideas. Suffice to say that, these principles are based on the concepts of *similarity/dissimilarity*, *simplicity/conciseness*, *closure/continuity*, *proximity* and *figure/ground*. For instance, the basic notion of the *similarity/dissimilarity* principle embedded in 'gestalt' theory is that we tend to group things as belonging together when they 'appear' to be similar in their physical forms.

This often happens because of the experiences that we had gone through have to a substantial extent accustomed us to the similarities we have come to recognize, though they might not be so upon close inspection. In reality therefore, it can be said that the expectation, judgment and decision that we often make of things, people and situations are generally based on the similarities they have with the prototypical characteristics that we have over the course of time identified ourselves with.

By the same token, we often reject certain ideas, people or things due to the dissimilarities they appear to have with our pre-defined prototypes and hence, more often than not, being regarded as 'not belonging to the group' or 'not having the necessary pre-requisites'. This over-generalized conclusion is the result of a simple-minded attitude among us in readily accepting 'similarities as the norm'. Obviously, to many, being different generally means 'not conforming to the pre-determined set of values'. Nevertheless, we often hear within the working circle for example, negative comments regarding the unexpected poor working performance of school-leavers or degree-holders who have successfully acquired 'excellent' academic qualifications, yet could not live up to their outstanding qualification or meeting the real expectations of the working environment. In some cases, however, certain individuals who do not hold 'higher' paper qualifications surprisingly turn out to be the best performers in their field.

Other gestalt principles are as revealing about the manners in which we form our perception of things, people and situations. The principle of *simplicity/conciseness*, when applied in real life contexts highlights our general tendency to take things for granted especially when they appear simple enough for us to immediately grasp at the meaning. Consequently, we tend to lower our 'mental guard' to events or things we perceive as simple and hastily, we make our crucial decisions. Often, our hasty decisions turn out to be inaccurate or inappropriate for the situation or occasion. This of course, highlights the simple fact that our lackadaisical attitude which prompts us to make a quick decision at the expense of a deep understanding of the real situation will result in wrong judgment, decision and solution. Yet, to go for elaboration of details when things actually are simple highlights the misdirection of our focus on things which we should not be wasting more time on.

In addition, the *continuity/closure* principle brings to light how we form preconceived ideas based on certain strikingly important details which are noticeable to us, though it may not be so to the others. In fact, there are even times when the 'revealing' features do not even form a 'full' picture, yet, we are able to make complete sense of what we 'incompletely' perceive. This significantly points to the degree of 'sharpness' in our thinking ability where the principles of *continuity/ closure* could be interpreted as entailing how much or how little information we need in order to form our judgment and whether the judgment we make is 'final' or still 'open' to other interpretations. Thus, our ability to anticipate threatening events, predict outcomes, delimit expectations, foresee future needs, changes and challenges or even take risks, to say the least, is mostly attributed to the degree of 'sharpness' and 'openness' in our thinking ability in evaluating people, events or ideas.

The principle of *proximity* could be understood to entail that the degree of our immediacy to things, situations and people will determine how well we could relate or how close are we related to them. For example, being in close contact to certain things, events and people, to a substantial extent conveniently provides us with 'insider' knowledge which is consequential to the courses of our directions or actions. Nevertheless, due to this idea of 'proximity', the solutions or decisions that we take in various circumstances may in fact, give an indication to others of how we perceive the consequential effects of certain events, things, or people on ourselves as well as on others and what our priorities actually are. At times, therefore, it is crucial for us to 'detach' ourselves from things, people and situations before familiarity sets in to maintain our subjective opinion and critical assessment to avoid being susceptible to various forms of manipulation. Needless to say, understanding how this principle works also allows us the opportunity to review 'old' things using 'new' lenses, which provides us with fresh insights that will trigger different ways of approaching certain situations or problems.

Lastly, the principle of *figure/ground* in 'gestalt' theory explains our inclination towards the 'stance' we take which is more often than not influenced by our perceived degree of importance and urgency of certain matters. This significantly implies that our priorities are always in a state of 'disequilibrium'. Therefore, our tendency to prioritize certain things in comparison to the others will determine the course of action that we take.

Of course, our priorities relate closely to our own cognitive styles and preferences, which within an organizational domain determine how we perceive people, events and things should be managed. For example, if we come from the quantitative paradigm, our view of effective management of masses of people and resources in an organization is to maintain stability and high-compliance, which is to be regarded as the priority. Undoubtedly, we will create a symmetry to establish patterns of order that will strictly control the flow of organizational resources and govern the behavior of the diverse working population through rules, policies, regulations and procedures using a highly-sophisticated system of order.

On the other hand, if our cognitive preference is more towards the qualitative paradigm we may in fact, value both human and non-human resources as vital inputs crucial for producing quality outputs towards generating favorable organizational outcomes. We will then view the symmetry as no longer supporting organizational growth as it stunts people's creativity and innovative practices through the imposition of rigid ruling and strict regulations. We may in fact, prioritize strategic placement and effective utilization rather than strict command and control of people and organizational resources in order to successfully attain our long-term organizational, social and national aims within our field of education. Thus, breaking the established symmetry may be preferred instead, since the need to engage in creative and innovative practices that contribute to better knowledge production, distribution and consumption is seen as more crucial.

It is of course not within the context of discussion of this book to elaborate on each of the 'gestalt' principles for more detailed exploration and other possible interpretations. In all instances, suffice to note that in order to determine how we should reflect on these bi-dimensional principles as the guiding precepts to our decisions, solutions or actions is for us to rely most importantly on '*context*'. Context should be used as the frame of reference in any circumstances as well as the foundation for applying gestalt principles in critical thinking to enable us to envisage unrelated, fragmented segments of information to form a unified meaning. In fact, context helps us to maintain the dynamic equilibrium of these bi-dimensional perspectives in order for us to develop a well-balanced, yet critical cognitive behavior.

As such, in context where creativity is mostly appreciated and needed to overcome dogmatic ruling, applying the principle of dissimilarities will provide us with an avenue for a shift of cognitive paradigm. While in others, scrutinizing for similarities between two different entities might enable us to successfully adopt and adapt meaningful and useful practices or procedures derived from one context onto another setting. As competent knowledge workers situated within the global context of an ever-changing environment, to have a competitive edge is equals to being innovative. Nevertheless, for innovative thinking to successfully materialize, we need to be able to stretch our thinking ability beyond the present, limiting boundaries and to see a possibility for recreating new meaning to the existing peripheral circumstances. For that, we might need to detach ourselves from familiar context in order to absorb new and foreign perspectives.

What have been discussed so far, concern critical and strategic thinking skills vital to be developed for effective execution of various tasks as determined within the roles and functions of educational leaders. In order for us to develop a sense of critical awareness in our mind we need to firstly and acutely be aware of the ways in which we form our views of the world around us, as elaborated above. Nevertheless, any good information strategically and effectively obtained, which then critically assessed for decision making processes may not necessarily produce the expected outcomes. This is simply due to the fact that for a decision to be effectively implemented is for it to be conveyed effectively in the first place; i.e. especially to those whom we expect to successfully transform the decision into concrete form of organizational success.

Many a failure to deliver successful performance is not due to a lack of good ideas but rather on the failure to disseminate crucial information at the producing or operating lines; i.e. at ground-level. Often, we take it for granted that the majority of the working population, especially those who are directly involved with the production of products and execution of tasks would simply deliver the results as expected of them. Although we may have employed a sophisticated system of communication regarding work break-down through delegating and cascading practices, it is rarely that the intended message well-understood by the people, nor is their dissatisfaction or confusion empathized by the top management. Hence,

to ensure successful execution of organizational tasks we may then have to critically reflect on the actual objective of 'mechanistic' communication, as either to simply delegate our work to the subordinates or to obtain full cooperation from them in carrying out collective organizational tasks.

Of utmost importance therefore, we need to be cognizant of the fact that individuals differ in the ways they process the information that they receive from us as we ourselves differ in the way we communicate our ideas. Again, this points to the need to understand the cognitive differences in terms of how information is differently conveyed and processed among people of diverse background; i.e meta-cognitive skills. In fact, as pointed out by Leonard and Strauss (1998), our own cognitive preferences sub-consciously shape our leadership styles and communication patterns. Being aware of others' psychological cognitive thinking styles and preferences which are often being manifested through their communicative behaviors is to say the least, instrumental in developing our strategic communicative competence.

In other words, being observant of how people of different personalities communicate their ideas and critically analyze their patterns of discourse, be it in written or spoken form, would provide us with valuable insights regarding their cognitive inclination as well as their affective states. For example, we may come across people who often ask a lot of questions to the extent of annoying others. This may be indicative of an inquisitive mind or it could also signify a domineering personality or merely a manifestation of a disturbed emotion. To a certain extent, this 'frequent-questioning' behavior is reflective of a crucial need to either be a member of the 'knowing' group, or, to ease the feeling of insecurity of being left out or sidelined, or it may also be to satisfy their sense of curiosity. Hence, it may be said that it is their psychological needs to connect closely to things which either directly or indirectly relating to them that triggers this kind of communicative behavior.

In other circumstances we may also encounter different communicative behaviors of other people which reflect their individual cognitive thinking. In the course of our work, we do meet people who do not openly show their preferences during a heated argument but who voluntarily give their personal and professional views concerning matters of dispute in a closed setting. This avoidance strategy employed during conflicts may indicate a

manipulative and opportunistic mind, as often, people who employ this strategy are able to see opportunities to be manipulated from both sides. We may also have experiences meeting people with a high tendency to readily admit their flaws and shortcomings at the initial stage of a communicative event, which may be interpreted as a defense strategy. Often, this scheming-like kind of cognitive thinking is employed when the atmosphere is seen as threatening or less friendly and thus, is used to avoid accountability for any shortcomings thereafter.

The differences in cognitive thinking among individuals have significant impact on the differences in the individual interpretation of the message conveyed. As such, leadership should and could not be simply regarded as our ability to influence our subordinates or other group members to conform to certain behavioral expectation. As people may react differently to similar message conveyed either intentionally or unintentionally, understanding their ways of thinking would better prepare us with means on how to elicit certain desired responses and how to counter the undesired ones. Simultaneously, we also need to develop an astute awareness of other determining factors such as the channel of communication used, the communication purposes, etc. to competently modify our communicative styles to suit the different needs of communicative events involving different types of people in different situations.

Within an educational setting which is conveniently set up against the backdrop of diverse backgrounds, preferences and behaviors, the cross-fertilization of ideas among various experts with vast experiences is definitely an advantage. It is crucial for us to be able to encourage and nurture active contribution and sharing of diverse ideas among these experts. Nevertheless, diverse cognitive abilities and preferences with different academic and social backgrounds among members of the organization can cause tremendous tension to the relationships which may consequentially disrupt the fertile flow of ideas. It may to a certain extent, stifle the development of creative and innovative ideas that we expect to obtain from all the members in the organization. To effectively moderate both divergent and convergent thinking and depersonalize any conflicts arising among members in our organization during any communicative event therefore, are mostly dependent on our effective communicative skills.

Needless to say, in most instances, the conflict or non-conformity to our decision or expectations may be largely related to failure in communication between us and the other members in the organization. Hence, the ability to communicate effectively by allowing bi-directional flow of information is a vital skill that we, as educational leaders need to develop so as to promote a trusting and harmonious working atmosphere in our organization. Of utmost importance is to understand that for us to have the other members of the organization to assimilate our thinking and ways they need to first and foremost, readily identify with us. We need to analyze and understand the influence of various contributing factors to effective communication in order to develop our communicative competence. This inevitably signifies the vital role of feedback as the source of information that would helps us to reflect, regulate and monitor our own communicative behavior as well as to understand others.

In sum, it may be said that any skill deficiency has its roots in distorted awareness, limited consciousness and wakeful ignorance of vast information around us. Thus, being critically aware of the differences of cognitive behavior among members in our organization as well as their affective states, help us to strategically tailor our communicative behavior when conveying our thoughts and attitudes for greater impact. With our critical and psychological skills and an orchestrated use of people's skill, we would undoubtedly, be able to transform conflicts and limitations to obtain far greater accomplishments through a collective effort.

ATTITUDE

Weakness of attitude becomes weakness of character.

- Albert Einstein -

Attitude could simply be defined as the established ways of responding to people, things and situations, based on the beliefs, values and assumptions one holds. Generally, the way we view things, people or events in our life could be regarded as an indication of the kind of attitude that we have of the world around us. Attitude, more often than not, is manifested through our behavior and hence, become instantly noticeable upon direct interaction.

Our attitude towards certain people, events or things is in fact, a strong indication of our character. To a substantial extent, it reflects our personal state of integrity. To many observers, our strength in attitude or the lack of it towards matters of public or group interests which directly affect them, for example, is a clear sign of our personal stance.

Consequently, we may for instance, be judged as being biased, untrustworthy, selfish or manipulative by the kind of attitude that we manifest with regards to certain organizational decisions or actions. As such, people may react either positively or negatively to us depending on how our attitude is perceived and interpreted by them. To avoid unhealthy circumstances we need to as urged by Messick *"display the quality of objectivity, to put aside personal friendships, preferences and biases in making decisions and allocating resources"*(p.92). For instance, in decision-making process, it is in the understanding of the urgent organizational needs such as the development of innovative practices or the immediate solution to a problem that we need to direct our solution to rather than on personal needs.

Our reactions and responses towards the views of the other members in the organization may also convey our attitude. At times, our lackadaisical attitude towards addressing organizational issues may trigger dissatisfaction among members of the organization, especially when the issues are being blown out of proportion instigated by certain people who may only have their personal interests in mind. Hence, the diversion of thoughts arising should be made constructive towards the finding of the correct solution to a problem. A non-threatening atmosphere made possible through a display of the right attitude and effective moderation of strong arguments encourages various innovative and creative ideas to float freely. This will allow us to look at various perspectives regarding an issue as the channel of communication is not obstructed.

Needless to say, our attitude plays an important role in ensuring the successful execution of tasks and attainment of the organizational goals. Obviously, attitude shapes and is shaped by perception. Perception, as the manifestation of attitude, consequently influences the manner in which we deal with certain matters, people and events. Bennis, has this to say about

As educational organization is built and operated by individuals of diverse socio-psychological backgrounds, encouraging open communication that will foster strong bonds among members in the organization regardless of the positional power they are assuming is vital. In other words, to regard each individual merely in terms of his or her organizational position will cause a constraint to the various levels of relationship existing in the organization which may adversely affect the health of the organization in the long run. As a matter of fact, adopting a social detachment attitude towards the other members in the organization especially towards those belonging in lower positions will consequentially stifle the organizational atmosphere.

This is because the spirit of its members which is directly influenced by the kind of relationship emerging within the various structures in the organization will determine the organization's character as well as culture. Inevitably, both the character and culture of the organization will then permeate its unique kind of organizational atmosphere which is consequential to its state of performance. All too often however, we are our own obstacles to the successful attainment of our endeavors through the attitude we project as leaders. We are simply ignorant or choose to be ignorant of the fact that our perception, behavior and emotional attitude towards others in the organization will create certain attitudinal reactions in them towards us. Not surprisingly, most failed organizational endeavors or mediocre organizational performance shown are the results of lackadaisical attitude of its members. Obviously, they do not feel belong to the organization or do not share vision and missions as espoused by their leaders.

Our preferred communicative styles and patterns as leaders of and in the organization, which are reflective of our actual cognitive, behavioral or affective attitude regarding certain matters reciprocally influence the attitude of our subordinates toward us. Sometimes, our obstinacy, which may be driven by our self-centeredness to defend our motivation, perception or decision, comes in conflict with those of the others. At other times, we may be reluctant to encourage a more open relationship with other members of the organization which unfortunately will only create a distrusting and manipulative organizational atmosphere. Not surprisingly, execution of organizational tasks becomes difficult since each and every member of

the organization develops suspicious mind towards each other's intention, which often clouds the best of own judgments.

Unlike the situation as observed in such a strained and suspicious relationship, in strong bonds where people become attached with each other and share collective vision the opposite will evolve. In fact, as sharply noted by Messick(2003), in a leader-follower relationship there are various dimensions of psychological exchange that exist between leaders and followers. According to him, being aware of these dimensions will help us in our attempt to exert our influence on others as well as to attain voluntary cooperation from them. One such dimension as highlighted by Messick, is of 'inclusion and belongingness', whereby the tenet is that the basic social need of any member in an organization is to feel 'included' and 'belonging' as a group member; i.e. which he observed as similar to the lowest level of need identified in Maslow's Hierarchy of Needs. This inclusion is believed to be influential in shaping their motivational attitude which will then make them more attached to the group they belong to and to readily share the same organizational vision. Thus, constantly modifying our attitude towards the enhancement of rapport with the other members in the organization significantly conveys our state of recognition and appreciation of the others.

In order to project the right attitude that promotes a strong sense of belongingness among all the members in the organization, as educational leaders, we should first be accessible and preferably available to all. Avoiding direct interactions with subordinates and creating organization positional 'boundaries' will only limit our opportunities to assess various sources of input which are crucial in providing us with 'soft' and 'hard' information regarding our internal organizational occurrences. These hard and soft inputs are crucial for maintaining our organizational health especially for longer terms. Often, limiting our interactions exclusively to those 'few' members in the organization, only allows room for manipulation of information. In organizational communication that stresses on linear-form of upward and downward flow of information, the intended message is more often than not, being 'filtered' and 'altered' at the middle section.

It is imperative to be constantly involved in self-evaluation and self-reflection regarding our decisions and actions in relation to our organizational

goals. It will lead to self-monitoring process which will then activate our self-regulatory mechanism consequential to a reshaping of our negative attitudinal behavior. In fact, if we are honest enough with ourselves we may come to a stark realization that the accumulation of wrong decisions that we have made is in most instances due to our own ignorance, stubbornness and selfishness. Therefore, we need to be receptive to comments and remarks of all sorts and not be too defensive when our own opinion and suggestions are being questioned and rejected. Though the truth may hurt our ego and self-image, we should not let it obscure the fact that in order to achieve a collective aim, our personal motives should not take precedence over group or organizational success.

In fact, the differences in opinions and ideas that may come in conflict with our own preferences merely reflect a set of alternatives to problem solutions or decisions, yet to be proven for their effectiveness that we actually need to venture on. Thus, we should take it upon ourselves to focus our attention on the contributing factors to, or potential sources of, the positive comments and negative remarks, be it individually or collectively, and not to take them as mere hearsays to be later ignored and simply discarded. Evaluating feedback from various sources is in actual fact the best form of informative input that we could rely on in our attempt to assess our current performance in relation to the organization's present successes and failures. Consequentially, it would help us to aim and plan strategically for future organizational endeavors that will lead to successful attainment of our collective organizational goals.

Every member in the organization is unique with a set of learned habit, ingrained prejudices and a set of thinking preferences. Regardless of his or her accomplishments in professional endeavors, everybody has his or her own shortcomings. Nevertheless, it may turn out to be an advantage rather than a disadvantage for the organization to preserve such uniqueness as well as diversity, especially in today's unstable times. Important to note that, negative tendencies of a person or his or her unique mannerism should not be the yardstick of which to measure one's ability in performing the task given. We must at all times maintain a professional attitude in relation to the performance of our subordinates. The professional ability and commitment among members of the organization and not their personal shortcomings

or weaknesses that we need to focus our attention to with regards to the successful execution of organizational tasks.

We need to convey the right attitude concerning our roles as leaders in the organization. In the face of a problem for example, our focus should be on finding the solution to the problem and our action is to work on the solution. We will gain nothing by highlighting the mistakes made by the persons who own the problem. Allowing them to learn from the mistake instead, will further foster good working relationship in the future. Nonetheless, this does not mean that as leaders, we need to always soak up other people's misjudgments, ineffective solutions, failures and irresponsible acts. If need be, assert on the goals of the organization which should take precedence over other irrelevant matters. In all instances, demand for 'reasons' and not 'excuses' for miscalculation of actions and decisions. At times, strictly insists on outcomes rather than blindly agreeing to be entertained with unnecessary highlights of lengthy processes and procedures. When necessary, 'slam on the brake' when things are not going towards or are moving away from the right direction.

Each and every member in the organization need not also be with the 'in' group in the organization to be 'included'. Obviously, nothing is as motivating as the feeling of being a part of successful collective endeavors. Hence, the right attitude to adopt is to duly acknowledge them for their unique ability to recognize the potential contributions that these individuals will give to the organization and to tactfully tap on these abilities to achieve the collective aims of the organization. We should prioritize the organizational aims by focusing on forming a collaborative spirit among the members in the organization. Concentrating on people's individual differences and preferences as well as constantly questioning their motives will only waste our valuable time and energy which should be spent instead on realizing the desired organizational outcomes.

With globalization becomes a major challenge we need to also be aware of the emotional reactions of the other members in the organization and to help them cope with those reactions. Some may show an indifferent attitude while others may react either positively or negatively towards global changes and challenges. In relation to the team members' level of

involvement to the tasks assigned and their motivation demonstrating the right emotional attitude is vital to ensure a constant supply of continuous drive among them in optimizing their effort when executing their tasks to achieve long-term goal, once the short-term aims are accomplished. This will help them to always be in their best form and good psyche to perform regardless of the constraints faced, especially during chaotic and turbulent times.

A simple rule to follow: *Display the right emotion at the right time to the right people for the right effect.* To do this, we have to possess the 'right' attitude ourselves by constantly asking these questions as leaders of an educational organization, aka a social institution: "What is RIGHT for the organization?" "What is the actual reason for its establishment?" "Is the organization doing what it is supposed to be doing?" These should be the guiding principles for us, educational leaders to generate the right emotional attitude accordingly in different contexts. For instance, in setting the course of direction and action for our organization, we need to reflect on the vision and missions of the organization and to strategically organize our internal structures so that management of resources is effective-wise to help achieve the organizational goals. As such, we need to display a strong attitude when dealing with unnecessary interference or irrelevant matters arising, which may divert our attention from the original course.

Yet, we need to be cognizant of the fact that with the right attitude being adopted there is bound to be conflicts arising in the organization. In most instances, not all conflicts could be resolved. Some may even linger for a while longer despite efforts not to prolong it. Nonetheless, it is the decisiveness in our attitude that will win the trust of others which is consequential to the development of harmonious working environment. It also builds up our leadership credibility. Adopting a 'play-safe' attitude which is widely and conveniently employed by many on the other hand, is only safe for the leaders but not necessarily so for the group or the organization as a collective unit, especially in longer term. We may want to avoid conflicts by not taking sides but in reality we are actually taking sides; i.e. that of our own. Gradually, the organization will suffer and its health deteriorates since everybody is busy trying to make people see their own sides of the argument that they fail to see the larger importance of achieving the organizational collective goals.

In addition, regulating the right behavior among other members in the organization helps to encourage active contribution of creative and innovative ideas among them and aid in promoting a healthy working atmosphere. As suggested by Leonard and Strauss (1998), "*...it was just as important for the predominantly right-brained manager to recognize the contributions of the logicians as it was for the left-brained manager to acknowledge the organic approach of the visionaries*" (p.117). Since different individuals have different approaches to a problem or an idea, adopting an open-minded attitude towards these differences will ensure a harmonious working environment. As noted by Maxwell In *The 360 Degree Leader*, people come together as teams, work and make progress because they want the best idea to win. Therefore, exploring and creating opportunities for members of the organization from various divisional units to work together on a single large organizational endeavor will develop their level of tolerance towards each others' differences, both in opinions and individual working styles.

In conclusion, we need to constantly remind ourselves of our functions and roles as leaders of and in our organization and to constantly develop the right attitude that corresponds to the designated roles and functions. It will guide us to the right course of action and direction that we need to take in our attempt to achieve our organizational goals. To a substantial extent, it may also liberate us from unnecessary obligations as we may come to realize that we do not have to conform to other people's values and self-interests or even to our own when they come in conflict with the organizational values that we collectively build with the others in the organization. It would also provide some personal insights regarding our expectations of others as well as of ourselves in relation to the primary function of the organization, the reason for which it exists and for the reason we willingly accept our position. Instead of constantly asking the WIIFM-question (what's in it for me), we should turn our direction instead, to tune in to WIIFO (what's in it for the organization).

DRIVE

"Nearly every man who develops an idea works at it up to the point where it looks impossible, and then gets discouraged. That's not the place to become discouraged."

- Thomas Edison -

The author of *The 108 Skills of Natural Born Leader*, Warren Blank, writes:

"Natural born leaders remain inwardly silent while engaged in dynamic activity. They create waves of various magnitudes that move people and organizations. They draw people to them and nourish all who come."(2001:58).

It is absolutely tempting to romantically view ourselves as natural born leaders. Being a leader 'of' the organization as well as 'in' the organization definitely allows one to be in possession of some form of power or authority over the others in the organization. As such, having the ultimate powerful status is itself the crucial drive that motivates people to strive further in our attempt to attain greater achievement within our professional realm. In fact, our ability to perform at our optimum peak also has much to do with our inner needs to be different or outstanding in comparison to others. Nevertheless, as observed by Goleman(1998), our motivation to continuously and constantly upgrade our knowledge and skill is also driven by our needs for self-fulfillment and job satisfaction as well as the responsibility that we hold ourselves accountable to. He noted that:

" The most competent doctors, are those who keep expanding their knowledge base by keeping up with current findings and who have a vast reservoir of hands-on experience and can draw on all this in making diagnoses and treating their patients. This continued drive to keep up-to-date matters far more in how well they can help their patients than their scores on the entrance exam for medical school."

(1998:24)

In retrospect, drive has much linking to Abraham Maslow's proposition of hierarchy of needs. The keystone of Maslow's theory, i.e. self-actualization, according to Messick (2005), points to the fact that "*people have a need to fulfill their capabilities, to become what their potential permits....and that the need for self-actualization becomes stronger as it becomes satisfied*" (p.94). It is this need that shapes the perception of what the world is and should be in relation to our 'self'; i.e. both in personal and professional domains.

Much actually has been studied and written about this self-invigorating phenomenon influential to people's action and decision. The most plausible and oft-cited explanation is that people are either internally motivated to do something because it brings them pleasure or they are externally motivated by the rewards they receive following their superb performance. Yet, relying on our individual drive which is often triggered by our own personal needs will not be able to sustain a continuity of interest for achieving greater success, especially once the personal goal is fulfilled. It is simply because of the fact that as educational leaders, we do not exist in a vacuum but are situated within a socio-organizational domain whereby the success of our organization vis-à-vis the high performance of our subordinates is reflective of our leadership effectiveness.

Needless to say, being a highly competent knowledge worker does not necessarily guarantee an execution of effective leadership. In contrast to our individual identity as educational leaders, we need to further conceptualize our identity beyond our personal 'self'. Leaders, who only carry their individual self in the organization often have their own personal interests in mind, which to a certain extent might result in a lack of drive to fully commit themselves to the group's long-term collective tasks or to the organization's long-term aims. Although Drucker aptly noted that, "*The purpose of an organization is to enable common men to do uncommon things*"; leaders who have limiting expectations will restrict their thinking and action and hence will only engage in the execution of short-term tasks. This may benefit them but not necessarily so for the group or the organization or even the society in which the organization exists.

This means that we need to be cognizant of the fact that within an organizational setting our organizational identity could and should

be formulated around different types of 'self' that corresponds to our organizational roles and functions. In order to be effective leaders, it is imperative that we alter the ways we see ourselves in relation to the other members in the organization as well as to the context in which we are being situated. Once we hold positional roles in the organization we should expand our identity from merely being individual knowledge workers to one who is being held accountable for the successful performance of the groups as collective units and the organization as a whole in achieving both short-term and long-term goals.

As a matter of fact, being situated at a higher position in the organization, it is natural for every stakeholder to expect leaders to function effectively and our roles as leaders 'of' and 'in' the organization will pre-determine the myriad of leadership expectancies of us. Of course, in a complex socio-organizational domain such as ours, our roles as educational leaders become complicated and so are our tasks. At one end, we need to meet the commands and demands of the people of higher ranks who expect efficient and successful deliverance from us which might be substantially oppressing to the subordinates. Yet, for successful collaborative execution of our organizational endeavors to materialize, we need to attain the support of our colleagues and subordinates.

In between these two ends, our own personal as well as professional expectations may further influence our performance. There may be times when we do feel loss or discouraged especially when things do not materialize as expected. At other times, our high spirit may be dampen by the 'red tapes' imposed by other formal bodies we have to deal with. In short, there are both internal as well as external factors that will influence our efficiency as well as our inner motivation in performing our tasks. Often, we are perplexed at how some people successfully persevere in the face of adversity and attain success in their endeavors. What motivates them to strive for success despite obstacles and challenges? What triggers them to pave a path never before been explored by others? What makes them to bounce back upon facing a setback?

In many cases, it is the internal strong drive which is consequential to the increase in the effort and energy in executing the tasks. It is the intense force, direction and persistence of effort from within that leads to the forming of

behavioral intentions which is consequential to the development of action plans. Within the sphere of education, though it may not be so in other spheres, the extrinsic motivation such as a higher pay or monetary rewards would not be able to sustain the level of motivation at a high level for longer time. This, in part is due to the pressing demands and expectations by various stakeholders especially those outside the boundaries of our organizational setting. Therefore, to give our task the quality it deserves we need to possess a constant drive.

It is in being driven by sheer interests and strong obligation to our organizational task that intensity and zest are developed within us. Being zealously committed and highly passionate in executing our tasks are vital in keeping us interested and motivated in performing to the optimum of our potentials. Not feeding our drive with constant challenge will allow complacency to set in which consequentially shapes our motivational behavior. It will restrain our fiery desire to explore new frontiers of knowledge through risk-taking activities and gradually diminish the adventurous nature residing within us.

We need to constantly challenge ourselves beyond our present performance. We need to specifically determine where we are now in relation to our position as leaders of the organization and critically identify where we want to position our organization within the local and global setting. As leaders in the organization, we also need to be aware of the performance of the others and to take it upon us to help the other members in the organization to achieve what they are supposed to achieve. This will definitely put us on a state of constant and continuous movement by always scouting on this terrain of knowledge to get a look at hidden and un-ventured opportunities and to embrace the challenges presented to us.

Needless to say, it is in how we ourselves perceive our roles and functions within the structures of the organization that will to a certain extent determine the way we execute our tasks. More often than not, our perception of our roles and functions as educational leaders is highly influenced by various factors such as the environment we grew up in, the society in which we live in, our religious beliefs, our socio-academic background and many more. Undoubtedly, it will to a substantial extent influence our leadership behaviors. Thus, a deep understanding of our roles as educational leaders

will inform us on the right course of direction and action in meeting the expectation of every stakeholder while concomitantly achieving the ultimate aims of the organization. Thus, our drive, for the most part is enhanced by our complete understanding of ourselves; i.e. the thoughts within us that stimulate our external behavior.

Apart from our individual identity, it is also crucial for us to develop our organizational identity; i.e. first, as the '*leader of the organization*' whose task is to achieve the ultimate organizational objectives, and second, as the '*leader in the organization*' who is accountable and responsible for the successful performance of the other members either as individuals or as team members. We need to clearly define our identity by reflecting on our own expectations of ourselves as well as others' expectations of us as educational leaders. As observed by Messick, "*Leaders have nothing but themselves to work with*"(p.47). Only we know of our own strength, weaknesses, fears, hopes, interests and preferences as an individual knowledge worker. As leaders in an educational organization we need to reflect on these individual characteristics and regulate them according to our organizational identity.

Part

3

ENHANCING LEADERSHIP
CAPABILITY

Previously in Part Two, we have explained the fundamental elements of leadership capacity crucial to be developed by educational leaders in their attempt to develop their leadership competency. As knowledge workers, we must know about our areas of work from the basics of teaching and learning practices to the nitty-gritty of the educational system. As educational leaders, we need to know the fundamentals of effective leadership that suit our roles and functions and strive towards developing our leadership repertoire. Nevertheless, having essential knowledge, skill, attitude and drive only makes part of the whole frame of leadership competency. To make this capacity meaningful and purposeful, we need to be able to make our capacity to bear on the actual application as determined by our identity and the context of leadership practices we are involved in.

SELF, OTHER, ORGANIZATION: AN INTERDEPENDENCY

It is too simplistic a view when educational leadership is sometimes likened to the work of an orchestra conductor who could guide his or her team members to explore their potentials to the fullest in achieving a shared goal. The premise that holds the notion that individual talents could be well blended to create a unified successful outcome by the conductor as the team leader seems to be misleading. Hackman (2005) in *Rethinking Leadership or Team Leaders Are Not Music Directors*, succinctly pointed out the missing fact in this premise, which is the autocracy of the talented individuals as the contributing factor to the synergy.

In fact, as declared by Hackman based on the findings of his surveys administered to a wide variety of group and organization concerning team leadership, it is the professional capacity of each individual in the orchestral team driven by high internal self-motivation that have led to such an outstanding group achievement. Still, far from undermining the significant role of the conductor as a team leader, his or her accomplishment in bringing out the best in every talent in the team as vividly illustrated by Hackman, which was harmoniously being translated into a beautiful orchestral performance inevitably signifies his superb leadership capabilities.

In most circumstances, a successful group performance or the failure of it is more often than not corresponds to the quality of leadership of its leader as the steering commander. A leader's initiative or the lack of it is seen as directly affecting the performance of a group. That is why an influential leader is always seen as being able to generate certain behaviors from the group members that conform to the group's aspiration, since the main object of leadership is the creation of community held together by the work connection for a shared goal.

Recent and contemporary processes of social transformation variously described by multiple terms such as 'globalization', 'information society', 'knowledge-based economy', 'learning society', to name a few, have somehow altered the view of the society as an important stakeholder in matters concerning the 'whats' and the 'hows' of educational processes. Not surprisingly therefore, the educational institution is filled with many knowledge workers of diverse socio-academic backgrounds so as to ensure that it can translate these 'whats' and 'hows' of the educational processes successfully to meet its ultimate goals that correspond to the needs and wants of the ever-changing societies.

A leader's capability is therefore seen as crucial to manage and optimize the potentials of his or her group members in pursuit of the shared organizational goals. The roles of educational leaders in leading and moderating these change processes become more challenging ever in today's era. In order to gain their competitive edge and to solve myriad of problems, as described in the earlier chapter they need to undergo a cyclical process of learning, unlearning and relearning to enhance their leadership capability as effective leaders situated in an educational organization. This is in contrast to an orchestral performance which is often described in terms of a short-lived achievement and which remains unchanging and unaffected neither with times nor with diverse audience. The conductor, as described by Hackman, has almost total control of repertoire and artistic interpretation since his highly recognized artistic skills render him a full autonomy on how to lead his team.

Conversely, to assume that the principal of a school as the conductor of the school orchestra who alone could successfully see through the final

achievement in terms of the students' learning outcome is to misinterpret the dynamics of the educational environment. Unlike outstanding orchestra performer whose high performance is judged through the display of high level of mastery of skills, educational leaders need to not only have a solid knowledge concerning their fields of expertise but also to develop the right attitude as well as high level of self-drive to cope with the high expectations of the stakeholders. In comparison to a musician whose superb ability in delivering the musical notes is a mark of an outstanding skill and highly regarded by the audience, the performance of an educator on the other hand, is deemed successful when it corresponds with high performance of his subordinates as well as high achievement of their students.

Yet, as noted by Mor Barak (2005), in today's diverse workforce, one of the most prevailing problems is that of exclusion, whereby employees experienced and perceived themselves as not being regarded by the top management as an integral part or the core of the organization especially when it concerns critical decision and policy making processes. As observed, many feel that they are being ignored for their opinions are being disregarded over crucial matters and that they are being made to feel as mere 'peripheries'. This clearly explains the belief posited by the collegial theorists, as highlighted by Bush(2003), that in cases where teachers are given opportunities to contribute in the process of decision-making or policy formulation, for example, they will highly and readily support change processes. This inevitably points to the fact that the opposite will emerge should the practice of exclusion prevails.

It is understandable because to some, leadership is a relational term (Hogg,2005). Hence, the three dimensions of self, other and organization highlight an interdependent relationship in which a leader should develop the self in order to be able to persuade others to adopt new values, attitudes and goals which are configured within the parameters of a small team or a large group within the organization. As unequivocally noted, every organization exists for a purpose and it is much the same with an educational organization, which is firmly grounded within a societal setting. Though the fundamental purposes of an educational organization is deeply rooted and remain solid, they may reshape themselves according to the processes of social change that take place in the society. This significantly points to

the capability of the leaders to assimilate and accommodate themselves to the change processes while concomitantly maintaining their focus on the original goals of educational organization as a social institution.

Hence, understanding this interconnectedness between the leader and the others, as well as their relation towards the final contribution to the success of the organization is crucial in ensuring successful execution of our leadership capability. Within this perspective, therefore, leadership also entails a collective process. The fact that every members in the organization are brought together to execute organizational tasks, signifies a need for an 'orchestrated' performance led by the leader of the organization to ensure successful attainment of organizational ultimate aims.

THE SELF : THE MULTIPLICITY OF ROLES AND FUNCTIONS

"Be the change that you want to see in the world."

- Mohandas Gandhi -

Needless to say, much has been written about leadership. In fact, the interest stems from merely wanting to know what constitute leadership, the attributes of a good leader to the contributing factors influential to becoming a good leader, highly revered by others. Within the scholarly circle, various theories emerge to consolidate their definition of various types of leaders, leadership styles as well as leadership models; rooted in various phenomenological perspectives. Among the practitioners, their conception of leadership and their attributive characteristics stem among other things, from their own experiences becoming leaders themselves and from their personal observations of how other leaders lead.

To the subordinates or other stakeholders on the other hand, they may form their conception from observing leaders demonstrating either good leadership practices or the lack of it based on their own expectations of what effective leadership should be. The tasks, functions, challenges, failures, successes, are among the multi-factorial elements, which are often closely

linked to the quality of leadership effectiveness among leaders. Hence, as educational leaders, being formally positioned as leaders 'of' and/or 'in' our organization, it is crucial that we are aware of the roles we are expected to play and the functions we are expected to perform, manifested through the tasks assigned to us, either directly or indirectly. Being lucidly conscious of these 'multi-embedded' expectations will provide us with clear directions of how to go about performing our tasks to attain the ultimate goals.

As individuals, we may feel the need to categorize our 'self' in comparison to the others in our organization, especially upon adopting a leadership role. More often than not, we are tempted to create a hierarchical-relationship structure that distinguishes us from the others and consequently permeates the organizational atmosphere with our strong authoritative presence. While it is true that we need to impose our authority on others, especially when dealing with difficult subordinates or co-workers, it is also true that there are instances where involuntary submission guarantees no loyalty or sustained cooperation from the others especially when the tasks are not seen as collectively-oriented. Thus, in order to gain voluntary cooperation from the others we need to be able to balance our authoritative 'charm' equally with our sense of responsibility; i.e. as normally expected by subordinates of their leaders.

It is interesting how Bennis(1989), sums up rather subtly in this single statement of how people become leaders: '*People begin to become leaders at that moment when they decide for themselves how to be.*' What can actually be derived from this statement is that for a leader to have some commanding authority gained through formal means does not necessarily account to being a leader in the real sense. Therefore, what is more crucial is for us as leaders, to continuously and constantly develop our leadership repertoire in order to function effectively in our leadership role. Obviously, total reliance on our formal position which is not supported with solid influence would not be instrumental in winning the respect as well as trust from the others in the organization. As stressed by John C. Maxwell in his book, *The 360 Degree Leader*: "*360- Degree Leaders are by definition nonpositional, they lead through influence, not position, power or leverage*".

Sheer commitment and shared beliefs among the organizational members at the operating level could and should not be taken for granted, since they are the ones who are going to see through to the successful execution of the tasks. Mutual sharing and floating of ideas, feelings and perceptions between us and the others should be highly encouraged and healthily nurtured as it will develop a sense of inclusion and belonging among all the members in the organization. A way to encourage this for example, is for us to practice transparency in various organizational contexts such as in decision-making processes in order to gain the trusts of the other members. No doubt, trusted leaders could easily gain acceptance and cooperation as well as to easily influence their subordinates to conform to the expected organizational behaviors.

Conversely, if we hold certain information which is seen by others as privileging certain group members, it will breed an atmosphere of contempt and distrust among organizational members. It also allows 'room for manipulation' as there will be those who see the situation as opportunities to strengthen their individual position and influence. Consequently, this further widens the gap of misunderstanding and distrusts and it becomes even more difficult for us to obtain high commitment and voluntary obedience from the others once this atmosphere of negativity sinks in. Although some subordinates who feel that they have been sidelined or unfairly treated in various organizational situations may hold their grudges silently in most instances, it is during crucial times that their discontentment rises up to the surface.

It is crucial to constantly gain feedbacks from the others during critical and uncritical times as they are useful in providing vital information regarding matters of the organization. It helps us to perform effectively as the leader of our organization. In any circumstances, we should not limit the sources of feedback as sometimes the most insightful feedback comes from the most unlikely place or from the person most unthinkable of. However, always bear in mind that we need to also adopt a genuine interest and sincerity in evaluating these feedbacks both in their positive and negative forms. These feedbacks are actually vital information that will inform us of other people's perception and expectation regarding for example, our decision and performance as leaders in and of the organization.

In a similar vein, our subordinates or co-workers also look upon our ability to function effectively as leaders for examples, in matters concerning decision making or resolving conflicts. A point highlighted by Maxwell worth noted is that : *"Not all good decision makers are leaders, but all good leaders are decision makers."* It is therefore imperative that we are able to make hard decisions at crucial times. This of course, relies on both our explicit and tacit knowledge, gained either through observational or experiential learning, in order to be cognizant of the multi-factorial elements involved. Goleman (1998), in fact suggested that at some crucial times we need to activate our inner 'radar' and trust our instinct in making decisions and not simply rely on hard evidence. Similarly, Gill (2006), also believed that *"In addition to analytical and reasoning skills, intuition and imagination are generally regarded as important characteristics of effective leadership."* (p.69)

Surely, we could not be correct at all times or resolve all conflicts arising and that there are sure to be dissatisfactions and grouses from various corners regarding our decisions. Nevertheless, it is our states of indecisiveness or lackadaisical attitude regarding certain problems or conflicts, which are often the cause to prolonged disputes and suppressed discontents. Yet, to be able to act up to our convictions and apply justice and fairness, we need to have the best interest of our team or the objectives of our organization in mind. Of utmost importance is to make our presence felt by all members as true leaders who represent them and make decision in the interest of the organization and its members. Although we may be selected through formal processes, the status will not fully enable us to accomplish the organizational goals if we lack deference since imposed respect often rings hollow.

It is also crucial for us to demonstrate value and set especially high standards for our behaviors since we also function as the role-model to others. Action expresses priorities and our subordinates reflect upon our actual actions rather than what we intend to do. No matter how noble our messages are that we intend to convey, the others, are able to see our priorities in relation to theirs in our actions. We need to establish ourselves as exemplary leaders to increase our credibility as it will gain trust and confidence of the others in the organization. For example, by showing our sincere concern in being fair and allow all voices to be heard in group processes and treat them with importance, a strong message regarding our character is conveyed.

Our role as the leader 'in' and 'of' the organization also demands our strategic and critical ability to build a collective vision and to transform our vision into clear obtainable goals. Needless to say, determining the context in which we need to assume the right identity as for example, either the leader or the manager in our organization, or both, aiming to achieve short-term and long-term aims will enable us to charter a clear course of direction and action for our organization as a whole. To achieve this, we need to firstly enhance our understanding of the purpose of the establishment of our educational organization as a social institution. Of course, we need to determine the character and culture of our organization that we should mold and nurture, understand the nature of our organizational tasks, the possible ways and means to achieve the organizational goals, the resources we have or need to acquire, the procedures and processes which need to be determined or abandoned, etc.

Inevitably, we need to draw upon our own individual knowledge and skills and continuously enhance them to help us perform as leaders as well as managers in our organization. As a knowledge worker and leader functioning in and for a knowledge society, both within local and global contexts, it is crucial for us to develop our ability to employ not just explicit and tacit knowledge or content knowledge and technical skills but meta-knowledge and meta-cognitive skills as well. In fact, as asserted by Peter and Waterman (1982), "*An effective leader must be the master of two ends of the spectrum: ideas at the highest level of abstraction and actions at the most mundane level of detail.*"(p.87).

To be seen as effective leaders in the organization, we need to be cognizant of the fact that our identity is also being formulated around the functions as determined within the socio-organizational structures. Being able to lead effectively in chaotic and troubled times, it is easy for the others to spot us as 'natural-born' leaders of high resilience. Likewise, being able to effectively manage a disorganized internal mechanism of the organization and turn it into a smooth-running accountable system of processes and procedures would add more value to our character; especially from the perspective of our superior stakeholders. Better still, being able to reach our aims beyond the immediate organizational goals (i.e. students' achievement) and to bear fruitful contributions towards the

betterment of society and nation building is a mark of effective leadership of an educational leader.

For that, it is imperative that we empower ourselves with the necessary knowledge and skills regarding our 'trade' as well as the means to optimize our performance. Being leaders of whom the subordinates rely on for direction we need to have a solid foundation of formal as well as experiential knowledge within our leadership repertoire for the others to turn to in times of need for guidance and direction especially those which concern learning and instruction. Nothing disappoints subordinates more than leaders who could not provide the necessary ways and means to achieve the desired short-term and long-term goals. Ignoring our subordinates' needs for support and assistance and leaving them to grapple on their own in uncertainties will lead to an environment filled with animosity, disrespect and distrust.

For example, with regards to learning and teaching practices we need to be highly informed of the theoretical perspectives that guide our decisions on possible and suitable teaching and learning approaches to be applied within our organizational context. Our knowledge regarding theories in learning behavior originated from various schools of thought (e.g. behaviorist, cognitivist, constructivist, socio-interactionist, etc.) would be facilitative in helping us to perform effectively as curriculum leaders. Together with our critical awareness of the immediate societal surrounding that encapsulates our organization, contextually, we would be able to provide guidance to our subordinates on how to make the content and resources adaptive to the needs of the learners in order to provide meaningful instruction.

Nevertheless, we might need to adopt knowledge from other fields as well such as from the managerial domain in order to be able to run our educational organization efficiently. Since we are functioning within the formal structure of an organization it is crucial that we enhance ourselves with the 'technicalities' of running an organization, especially of processes, procedures, etc. It is important for us to be able to distinguish between 'facilitative' and 'constraining' managerial practices. The managerial practices we adopt should not in any way be a constraint to the creative and innovative practices of an educational organization which are mainly based

on knowledge seeking and knowledge generating endeavors. In other words, if economic issues become the major constraint in the organization, it should not be to the expense of producing quality knowledge for distribution and consumption among members of knowledge community.

In sum, we need to be aware of our identity as leaders of and in the organization and to perform effectively according to the contexts of situation. Suffice to note that, in addition to the 'individual' self that we adopt as a knowledge worker, we also need to assume 'relative' and 'collective' self/s as leaders 'in' and 'of' the organization. Adopting the identity whom the others in the organization could relate to in relation to the functions as determined within our organizational context will go well with their expectations as members of an educational organization. It is in being aware of our multiple roles and functions in the organization that enables us to continuously improve ourselves as educational leaders.

THE OTHERS : "THE HEART AND SOUL OF AN ORGANIZATION"

"Only when management succeeds in making the human resources of the organization productive is it able to attain the desired outside objectives and results".

- Peter Drucker -

An educational organization like ours definitely does not exist for its own sake but rather for a larger contribution to the society in which it exists: i.e. to produce highly knowledgeable individuals with fine characters for the development of highly civilized knowledge communities that will further contribute to nation building. To achieve this final long-term outcome indeed, our aims need to be directed firstly towards the achievement of short-term goals such as in the excellent performance of our students in various spheres of educational activities. Hence, it is in making our human resources capable of successful joint performance by fully tapping on their strengths and improving on their weaknesses that we need to direct our course of action to, so that our larger long-term goals could be achieved.

Our focus in managing and leading our human resources thus, should be made pivotal around three important tasks; achieving goals collectively, building and maintaining the team, and motivating and developing the individuals in the organization. Needless to say, managing diverse groups of people coming from various socio-psychological, economical and academic backgrounds towards working for the successful attainment of shared goals is without a doubt, the most challenging task. However, de Cremer (2003.p.109), pointed out that " ...people felt a strong sense of belonging, and consequently were very much willing to voluntarily cooperate with one another", when they have a sense of belonging. Findings from innumerable studies of group membership as highlighted by Messick(2005), suggest that members who have strong sense of belonging with a group are willing to put aside personal aims in order to help one another and to attain a shared goal.

Many believe that what ails society and organization today is due to the fact that many leaders do not or could not identify with the need for their co-workers or subordinates to belong as a member of the organization while at the same time still maintaining their individualities. In fact, the sense of belonging and differentiating is the most natural in human drive. For example, it is normal for anybody to want to be associated with popular or successful people or be seen with them though those 'celebrities' are mere acquaintances. Some, on the other hand, would avoid being connected with unpopular characters although they may to a certain extent connected through blood ties. In similar vein, all members in the organization desire to have some form of acknowledgement from their top leader since it makes them feel appreciated, important and included and this of course, we need to be aware of.

We need to employ the act of bonding by establishing a place of belonging which will make each member of the organization identify with each other as individuals as well as members of a working team within an organization. It is upon the leaders to pursue the course of connecting or finding common ground with other members of the organization. In fact, engaging in quality communication with the other members in the organization will help us to identify the strengths and weaknesses as well as the level of commitment and motivation of the others towards their organizational tasks and the

collective goals. This will contribute to creating favorable conditions within which the groups of learning community form and develop over time and to progress with a common vision.

More often than not, however, we take for granted that what we intend to convey is the same as what our subordinates or other co-workers understand and interpret. As highlighted by Leonard and Straus (1998), the cognitive differences existing among individuals also have substantial impact to their abilities or ways of processing information. Some might need further clarification through illustrations of real-life examples, while others may need to be convinced with facts and figures. A few might even choose not to bother themselves much with all the details, for they want a quick closure. In being ignorant of these innate cognitive differences, we make the grave mistakes of being misunderstood with our original message being highly distorted and manipulated, and thus, rarely do we achieve our objectives.

As crucial as our task is in forming the vision and setting the direction of our organization concerning its aim and performance as defined within both the local and global spheres, it is even more critical to ensure that the vision is well-received by all the other members in the organization. Communicating effectively will ensure that our vision is collectively shared. Confusion due to communicative incompetence is in fact, the root of distorted and manipulated information. Confused and dissatisfied subordinates will find other sources for clarification, regardless of the reliability and validity of the sources. Of priority, they usually often want to know what their roles and functions are in relation to the vision or how they are expected to perform or should they encounter problems will there be any 'scaffolding' offered.

It is generally accepted that in both social and organizational domains, people want leaders who create a sense of purpose and a central vision and then develop others around them to achieve the goals. However, a mismatch between what the subordinates want from their leaders in terms of guidance and fair appraisal, and what they are actually experiencing, i.e. based on their perception and evaluation will normally bring discord into the organization. With regards to the effectiveness of task execution, we need to share as much information as possible with the other members in

the organization. The more subordinates are clear about what their tasks are and what is expected of them in relation to their roles and functions, the more it will help to increase the spirit of togetherness and avoid animosity due to dissatisfaction and misunderstanding.

Whenever possible or situations warrant it, we need to make use of open discussion where positional power is not being enforced and let pertinent questions to be asked to encourage thoughtful inquiry. Of course, there are times when open discussion is not effective, for example, when subordinates may fear of being penalized by their 'toxic' superiors or that the discussions only revolve around individual interests rather than organizational priorities. At this point, we need to critically engage in activating our 'radar' in assessing the situation, making crucially accurate judgment and using our own discretion in determining what, why, how, who or when to get the necessary feedback. The bottom-line is; good feedback is crucial in helping us to create and maintain a conducive and productive environment where every individual will perform at their optimized level.

Furthermore, our organization comprised of different knowledge workers with diverse expertise crucially vital in ensuring the successful execution of organizational tasks. It is almost impossible for us to perform single-handedly through the traditional way of 'command and control' especially when our educational domain is getting more complex within today's globalized setting. As stressed by Drath (2001) :

"The new view of leadership is that the traditional role of a single leader who 'leads' by command and control no longer works because the challenges and problems facing organization today are too complex and difficult for one person or even a small group of executive to handle alone."

(cited in Gill;2006.p.28)

In this respect, as further observed by Gill(2006), where " *Organizational hierarchy is associated with 'command and control' leadership*" (p.32.), feedbacks are actually crucial for us to also assess the level of working harmony between the middle and lower-level subordinates. In any organization the

forming of hierarchical structures is inevitable. It undoubtedly eases the delegation of work through the positioning of people according to their organizational roles and functions as well as their strengths and expertise. However, it is important that we keep a vigilant eye on traces of disharmony due to the nature and amount of work being delegated especially to the lower-level subordinates since bullying and abuse of positional power can be and are being disguised in many forms. To let feelings of discontent and ill-feelings to breed among our subordinates due to misuse of power is equal to planting the seeds of destruction in our organization.

It is imperative that we make ourselves acutely aware of signs of dysfunctional behaviors or uncooperative attitude among our subordinates or co-workers as these are important feedbacks especially when the conflicts involved workers who are effectual to successful attainment of organizational tasks. Often, we tend to discount disputes among our subordinates if we feel that it is emotionally-laden. Injudiciously, we disregard it as unprofessional behaviors only to realize that our action creates further rift which not only breeds contempt but also results in the malfunction of the organization. While it may be true that in a large organization, there are some who turn up to be a 'liability' to the organization, it may also be true that there are some who adversely affect others with their 'toxic' characteristics which may pose as a bigger problem if it upsets the organization performance as a whole.

In treating feedback, it is definitely important that as leaders, we understand and accept the different points of view and critically analyze the relevancy, accuracy and appropriateness of the views in relation to the current situation faced by the organization. It is important to note nevertheless, that different perspectives do not necessarily indicate disagreement to the course of direction and action that we intend to take. Rather, the stronger the views or the more diverse they are, is an indicator of high commitment among the subordinates of the collective task. As stressed by Leonard and Strauss, both right-brained and left-brained workers' ways of seeing and doing things, different they may be but contribute the same in terms of the successful execution of the tasks. Again, this points to the crucial need for us to enhance our critical skill in identifying the cognitive preferences of our subordinates and how to best tap on their strengths.

Undeniably, being tolerance of individual differences is of great consequence to ensuring the success of organizational endeavors. In fact, making some allowance for them to express their ideas and opinions and to have a free reign to develop and explore their potentials will make the subordinates feel appreciated and valued as an individual competent knowledge worker. The resultant feeling generated will make them feel highly motivated and to eagerly adopt their differences to live up to the standards that the organization, as a collective team, espouses. Since people more often than not take vicarious satisfaction in the successful attainment of a shared goal, as leaders, we must help our group or community to create strong work ties that bind them together. Our essential task is to make our subordinates, as stressed by Drucker, *"capable of joint performance, to make their strengths effective and their weaknesses irrelevant."*

It is also illuminating if the subordinates could see how their activities and efforts can fit in with current organizational priorities, understand what the priorities might be in the future, and interpret and understand how the group's tasks fit within broader organizational goals. Thus, the members in our organization need to be encouraged to practice working together harmoniously and learn to listen and accept each other's point of view regarding certain matters, issues, or solutions with the leader as the crucial moderator. In this way, organizational learning in our organization could be made effective. It is important that mutual respect among our knowledge workers be nurtured and they should be made aware of each other's expertise so that collaboration of work among them could be set off on their own accord. We could also help our group to examine the deeper underlying reasons behind their failures, if there are any, by providing crucial inputs and constructive comments and work towards further improvement.

Our team members must also be taught and encouraged to make their own decisions, develop their creativity and potentials, enhance their strengths by seeking opportunities and accepting challenges, accept leader responsibility and learn to be accountable for their own actions, as vital steps towards leading themselves into becoming future leaders. Helping our team to address and modify dysfunctional group dynamics more often than not involves challenging existing group norms and disrupting established routines. Thus, we need to encourage them to be receptive to dissent. It is

also important that we instill a positive attitude by making them honestly identify and acknowledge their failures, willingly accept them and address them accordingly.

However, we need to also be acutely aware of their anxiety and reluctance of openly admitting their mistakes. Focus the attention directly on the solutions to the problems rather than concentrating on the people who own the mistakes. In fact, this is what experiential learning or organizational learning is all about; i.e. to learn from past organizational mistakes for continuous improvement. Only when the same mistakes are being repeated despite guidance and advice given, stern measures should then be administered, for example by reprimanding them.

This actually defines our limits and expectations in relation to the accepted professional behavior and the expected level of their performance. Consequently, they will know when not to step on the boundaries and that we are treating everybody fairly by illustrating our professional expectations and evaluation. Initially, it may create feelings of displeasure especially among the low-performers but it will help to sustain the health of the organization in longer term. In other words, 'fake' ignorance and feelings of dissatisfaction and suppressed grudges among the members of the organization which can lead to downward spiral of motivation of highly-motivated and committed subordinates can be avoided.

In addition to the conducive environment and harmonious working relationship, Peterson and Behfar (2005), highly stressed on the fact that, *"Leaders should identify and seek remedy to any resource limitations of 'ceiling effects' placed on the group by a lack of resources," (p.154).* This definitely requires a proactive action on our part in meeting the expectations of our subordinates. While there are constraints or limitations placed on us in securing the vital resources that our subordinates need, we should not let this 'hiccups' dampen the high spirit of our people. As leaders, we are in better position to have access to extra information, both of internal and external occurrences and hence, should be able to identify and foresee problems and anticipate the critical needs of the organization for future endeavors. Rather than blaming on the lack of resources for our state of organizational inertia, we should instead display our integrity and honesty by 'securing' the vital resources needed.

The ability of an organization to excel and sustain is undoubtedly depends on the individual skills of the team members and their ability to effectively share and transfer information from one person to another since it is virtually impossible for an individual to have a good grasp of everything. Still, there are those who could not be able to transcend the 'fragmented' formal knowledge that they have successfully acquired and to utilize this knowledge strategically within the real context of a working environment. Thus, these people are the 'proteges' whom we need to closely coach and develop by providing experiential learning, which they could vicariously learn from. If their weaknesses are 'obstinately' incurable, focus instead on areas which their strengths could be put to better use.

Each individual is unique and some may even have a great repertoire of knowledge and skill, with undoubtedly the right kind and amount of attitude and motivation. Some might not need much guidance or directives as they sometimes are better at determining their own tasks. These highly-competent people always 'think out of the box' and easily shift the existing 'outdated' paradigms to new constructive ones as they do not pose limitations to their competency or be strictly confined by their own or other people's expectations. Still, we need to mentor them and check on their progress every now and then, especially when they are still 'green' so that they will blossom in the 'right' way. It is imperative nevertheless for leaders, that wherever and whenever necessary to provide them with means and opportunities to 'hone' and 'polish' their skills and upgrade their knowledge. They need vast opportunities for continuous learning and meaningful challenges for constant feed to their drive.

Therefore, once we have made the organizational goals clear, we need to provide enabling conditions where the members in our organization are able to expand their capacity and enhance their capability. Helping them to realize their full potentials will further enrich the capacity of the organization which will consequently allows the organization to be capable of executing its myriad of tasks. Apart from encouraging a collaborative effort between and among the members of diverse background, we should also encourage the active transference of formal as well as experiential knowledge from the experienced workers to the novices. More importantly, this will prevent the loss of organizational intelligence when senior staff retires. Mentoring junior

worker allows the transference of organizational knowledge and maintains a stream of protégés for the succession planning process.

It is vital therefore, as educational leaders, we could and confidently exercise our authority in changing unnecessary group procedures or work processes, reassigning roles, modifying job specifications and resolving conflicts to make shared goals and collaborative efforts more achievable and beneficial for the organization. We need to create opportunities for the subordinates to seek on-the- job training since as adult learners, people often learn most of what they know from taking on assignments of varied knowledge and skill requirements. Needless to say, if our subordinates are coached, delegated to and empowered then the shared aim of the learning community can easily be achieved which will further direct our organization towards achieving its educational aims; i.e. both short-term and long-term objectives.

In a nutshell, the strength of our organization lies not in the number of members that we have in our organization but rather, in their diversity of knowledge, experience and skills, made organizationally effective by strategically putting them together to achieve organizational goals. Thus, in the management of our human resources we need to be critical in identifying the strengths and weaknesses of our people for optimizing the capacity towards the ultimate attainment of collective organizational aims, as shared by all. For that, we need to determine, distinguish and specify clearly the job specification of ordinary tasks from those which are of more demanding and challenging nature within the context of our organization. This will guide us to strategically place our people according to their level of competency that corresponds to the vision and mission of the organization. As the focus of expectation is clear and the course of direction and action of the organization made vivid, consequentially, it helps to avoid ineffective or wasteful management of organizational resources.

ORGANIZATION – ITS STRUCTURE, CULTURE AND CHARACTER.

"Modern organizations have to operate in a community. Their results are in the community. Yet the organization cannot submerge itself in the community or subordinate itself to that community. Its 'culture' has to transcend community"

-Peter Drucker-

Drucker simply posits : *"The more the organization grows , the more the individual grows"*. This definitely calls for the creation of vision as the driving force to direct future endeavors of the organization. For any leader to provide a clear sense of direction as to the future path that the organization will be heading is indeed the mark of an effective leadership. Goleman(1998) in 'Working with Emotional Intelligence' asserts that *'for any organization to reinvent itself, basic assumptions, visions, strategies and vision have to be questioned'*. In fact, as observed by Gill (2006), many would testify to the importance of vision for continual growth of an organization as it helps to integrate effort throughout the organization.

For leaders to be oblivious to the current moribund situation and the crucial need of adopting change for the sustainability of the organization, would lead *'organizational inertia'* (Drucker,2004). As leaders situated among the communities of 'knowledge production', 'knowledge distribution' and 'knowledge consumption', we need to be in constant awareness of new wisdom, trends or findings that are essential and suitable to the development of highly knowledgeable and civilized society, of which we are a part. Therefore, being cognizance of the productive flows or critical stagnant within our organizational setting will help to guide us in constructing the appropriate and strategic vision for constant development and continual growth of our organization.

For example, we need to be able to see the significance of past activities with the current practices and demands, both within local and global setting and to situate them appropriately for future prospects; i.e. what and where we want our organization to be in the future in comparison to the present and past performances. In relation to this, it is of utmost importance

that we are cognizant of our actual organizational capacity and capability in transforming the vision into reality. This means that we need to among other things critically identify the strengths in our organization and how to optimize them; the constraints and limitations placed against our organization and ways to overcome them; the functions of each unit or department and how they could perform both individually and collectively for better contribution to the organization.

Having a strategically-formulated vision alone does not guarantee a high performance or achievement of our organization. What is more crucial is for our vision to be clearly understood and mutually shared among the members in our organization so that it could be translated realistically into attainable organizational missions. Lacking a common or having a blurred vision may lead to a disintegration of our organizational strengths which consequently affects our ability to stretch our organizational capacity beyond its current capabilities for greater endeavors. Apart from aligning our vision with the needs and expectations of our stakeholders in relation to the current trends and challenging demands within the educational realm, we also need to align it with the current performance and strengths of our organization.

To effectively transfer the vision into achievable aims, ensure that the vision is well-accepted

and readily identified with by our people who see the vision of the organization as representing the aspiration of a collective unit. In order to achieve this, it is crucial that we first enhance the understanding of the top people of the significance of the vision for continual growth of our organization. It is essential for these people in our organization to be able to translate the vision into sets of achievable organizational missions, aims or objectives. Therefore, we need to allow our vision to be debated and argued upon and to refine it up to its level of realistic application so that every member will have the feelings of ownership towards the vision and not merely see it as the preserve of the leader. In retrospect, it also helps to enhance our own understanding of the viability of our vision in relation to the organization's capacity and capability in realizing it.

As the leader of the organization, we should assemble the best and highly-committed people in the organization who will help in thinking through the organization's vision and missions and the best possible ways to realize them. The ability to involve in higher-order thinking activities is a crucial determinant that differentiates the best brains from the average ones. In fact, the placing of people for the execution of organizational tasks and the establishment of units or departments in the organization should correspond with the nature of the tasks that the organization aimed to embark on. Hence, the vision need not be painstakingly scrutinized by almost everybody in the organization, for it may lead to the rising up of fragmented views resulting from the individual positions they are being perceived. It will only create discord to central unity, of which the priority should be placed upon to ensure collective agreement to the vision.

Drucker succinctly noted that it should be the reserve of the top management (i.e. critically-selected), the decisions that affect the organization as a whole and its future endeavors and prospects. As observed by Drucker :*"If an organization is great in spirit, it is because the spirit of its top people is great."* It is of utmost importance, therefore, that the selection, placing and training of people for the top posts in our organization should put crucial consideration on their level of capacity i.e. they themselves are experts in their specific fields enhanced with necessary skills, the right attitude and a high-drive for excellence. Only then are they capable to efficiently and effectively perform both in the roles of a manager and a leader accordingly as well as simultaneously in order to attain collective organizational aims.

It is imperative that these top people are able to identify the capacity and capability of their own departments or units in relation to their contribution to the organization, both as individual units and collectively as an organization. They should be able to build on the strengths inherent in their departments to bear on the challenging expectations set by the organization while making their shortcomings far from retarding the growth of or irrelevant to the organization. While actively engaging in top-decision making process, they need to also be aware of the movements at the operating level within their own 'constituents', so that whatever theoretical suggestions being raised in the 'thinking' room, they could be well-counteracted regarding the determinacy of practicality and applicability

by referring to actual practices, processes and procedures as experienced by the 'operating' people in their own departments.

In our attempt to stay competitive in this challenging era, we need to proactively commit our organization to the initiation of change process by engaging in innovative practices. Lacking the capacity to engage in abstract and conceptual thinking needed when being assigned to create a new program or product will often result in quantitative products. This is to say that even if we engage new people for the task but if they belong to the similar 'cognitive-mold' as those in the previous group, i.e. mostly keen on technical and technological knowledge, we will still be presented with the recreation of old product using different methodological or technological approaches. Of utmost importance in innovative practices is to determine 'what' we want to do and 'why' we want to do it in relation to the vision that we have for our organization.

An innovator, according to Drucker should be able to visualize a holistic picture of things, events or ideas and to fit together fragmented elements appropriately to form the meaningful whole. Our emphasis therefore, should be on gathering highly-critical people with strategic minds who could make clear sense of the 'abstract' form of the vision and transform it into its 'concrete' meanings; of its generic coverage to its specific details; of the constraints faced in realizing the vision to the utilization of opportunities available; of the lack of organizational resources to the acquisition of crucial capacities, etc. ; i.e. just to give a few examples. It is only when we have positioned the right people for the right task to achieve the right outcomes that we are close to realizing our vision for our organization.

It is important therefore to strengthen the organizational structures by positioning the right people with the right capacity at the right positional roles so that they could realize their capability to function effectively within their individual departmental confines, in relation to and in support of the organization as a whole. Thus, if we are to create a hierarchical structure within our organization to ensure the smooth-running of the processes and procedures inherent in our organization, we should then focus on creating an effective structure that promotes the growth of the organization rather than one that puts it in stagnancy.

The organizational structures that we build should be a strong indication of the knowledge culture we are adopting in our organization. As a matter of fact, being a knowledge organization, it is imperative that we nurture the culture of 'knowledge-seeking', 'knowledge-creating' and 'knowledge-sharing' among the members in our organization. The structure of the organization must encourage the learning culture by breaking down formal and rigid hierarchies. As a matter of fact, our readiness to 'flex' or 'flatten' our hierarchical structures to allow for free-flow of 'organizational learning' practices among members from different organizational level speaks volume of our high regards towards the culture of knowledge. It is through the dynamic system of organizational learning that vital inputs could be generated in our attempt to aim for continuous improvement and change initiatives for our organization.

Apart from the nurturing of the culture of knowledge, we also need to instill a strong culture of discipline among our people. Both the culture of knowledge and discipline help to build and create a strong character of our organization as well as of ourselves. As such, if bureaucracy is to be highly practiced in our organization, as pointed out by Jim Collins(2001) of Good to Great fame, it should be done *'to compensate for incompetence and lack of discipline'* of a small percentage of bad workers. It should not in any way become a constraint or pose as a limitation that stifles the creative and innovative ideas of our best brains, which will consequently dampen their high spirit. To ensure the crucial growth of our organization, we should not let our rigid structures to drive away the good ones who may out of frustration, dissatisfaction or revenge, seek other places for further exploration and utilization of their potentials and expertise.

In sum, we need to develop a critical ability to analyze the present situation of the organization in terms of its performance as well as our current strengths and weaknesses to meet future expectations. We need to be critically aware in the direction of our focus and not let unimportant and less urgent matters to take precedence over things of top priorities. We need to ensure, the effective use of the organization human resources; the right people with the right knowledge and skill, for the right task aimed for the right effect. To make our human resources productive and effective, we need to critically assess the challenges and opportunities faced by

and presented to our organizations and the availability of the capacity and capability of our human resources in meeting these needs. In human resource management, this calls for a restructuring of people according to their potentialities that match to the tasks as determined by the different needs of the organization. A mismatch of people to the tasks assigned is bound to lead to failure in achieving the organizational aims; i.e. a case of mismanagement of resources, both human and non-human, as well as a waste of precious time and energy.

CONCLUSION

We are aware that the earlier sketch of an integrated model of leadership inevitably gives rise to new focus of direction for leadership studies and research. In fact, we attempt to advocate that there is a more urgent need to shift our perspective from merely distinguishing good leadership from bad leadership, or detailing on specific characteristics of a good leader, to one which stresses on leadership as a dynamic process, with the leader as the active agent. The essence of such a systemic framework is derived from our beliefs that leadership is not merely about influencing others to abide by our instructions and directives and surrender themselves fully to our wishes and commands.

We strongly believe that in a complex educational organization which mostly consists of 'knowledge workers' of diverse background, motivation, interests and preferences, it would not be an easy task to adopt such a simple unitary view. Nobody should know about our field better than we should ourselves. After all, we are in the 'business' of molding our future generation to be successful global citizens no matter what their predilections are or would be. Our capital is the human species, whose innate attributes often interact with environmental forces which are then enhanced through experiential learning, and which further make our tasks become more complicated. As with human evolution, knowledge too evolves within each individual in the society, and much more rapid among the 'knowledge communities'.

New meanings of things, people and events, give rise to the need to recreate old knowledge and reconstruct it into a new form that caters to the needs of the present society for future use. The development or evolution of knowledge is, to say the least, 'cyclical' in nature. It is through this cyclical process that the old or past knowledge is being analyzed, discussed, decided upon, and finally either being discarded or amended and innovated based on new information. As a matter of fact, this 'cyclical' nature indicates to us that the 'life' of any knowledge is not eternal. Hence, we should not helplessly 'cling' to any knowledge and hope that it will remain forever the same as we first discovered it. It changes and recreates itself often and in fact, rapidly so in this fast-moving era of information, communication and technology where the dissemination of information is 'at the touch of a button'.

With vast information being developed, recreated and circulated, educational leaders need to deploy crucial skills in acquiring, analyzing, selecting, and organizing the best information available to be strategically used within the confines of our educational setting. It is, of course, not in the piling, collecting or documenting of various types of information, data or other resources that our goals should be directed on but rather on how are we able to make the best of the information we have. We need to enhance our 'critical' thinking skills in order to efficiently engage ourselves in acquiring and processing the information. Likewise, the ways in which our ideas are communicated and are acted upon in most instances, require us to be communicatively competent, a critical skill that we must enhance ourselves with.

Although we are situated in an educational setting, limiting our roles and functions to only those within our 'instructional' setting leave much to be desired. After all, we are dealing with human factors embedded within a larger social structure. Not surprisingly therefore, we often find ourselves in a dilemma as there is no single leadership way that we could successfully adopt in all leadership processes that we are involved in. At times, we gradually realize that our own preferred leadership behaviors may not go well with different groups of people or in different contexts.

As we have come to see through our own experiences and personal knowledge, effective educational leaders are not necessarily people who assume leadership through formal processes and who lead passively. Conversely, effective educational leaders are those who optimize their value to the workforce by actualizing their capacities and capabilities in their professional endeavors. Leadership development, needless to say, an important though hitherto relatively neglected area of discussion in most leadership literature. In this book, therefore, we have formalized the expectations of effective leadership through the conceptualization of an integrated model that could be adopted by all, regardless of the domains in which their leadership is being practiced.

In this book we sketched out a systemic model for leadership development to establish connections between the fundamentals of leadership competency of a leader, i.e. leadership capacity and leadership capability.

The two fundamentals of leadership competency discussed earlier are of course, closely connected as they are dialectic in nature. We believe the integrated model provides a substantial amount of connection between leadership capacity and leadership capability of a leader, which is simultaneously oriented to effective leadership. In relation to this, we need to constantly be aware of the contextual factors that intricately interact with this dimension of identity.

This of course, postulates the potentially diffuse nature of change in shaping and reshaping our behavior as educational leaders. Perhaps at this juncture, it is worthy to self-reflect on one important point noted by Drucker, who simply states that, *"leadership is not rank, privilege, titles or money, it is responsibility."*; and that, *"Effective leaders delegate, but they do not delegate the one thing that will set the standards."* Obviously, this means taking the responsibility of being a leader both 'of' and 'in' an organization, so that the final social aim of an educational institution contributes to the betterment of society as well as the nation as a whole .

BIBLIOGRAPHY

- Argyris, C. & Schon D.A. (1974). *Theory in Practice : Increasing Professional Effectiveness*. San Francisco: Jossey-Bass Publishers.
- Argyris, C. (1998). *Teaching Smart People How to Learn*. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.
- Bandura, A. (1989). Social cognitive theory. In R. Vasta (ED.), *Annals of child development. Vol.6. Six theories of child development* (pp. 1-60). Greenwich, CT: JAI Press.
- Bandura, A. (1997). *Self-Efficacy: The Exercise of Control*. New York: W.H. Freeman.
- Bass, B.M. & Avolio, B.J. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: Sage Publications.
- Bennis, W. (1992). *On Becoming A Leader*. Great Britain : Mackays of Catham.
- Blank, W. (2001). *The 108 Skills of Natural Born Leaders*. New York : AMACOM.
- Bolam, R. (1999). Educational Administration, leadership and management: towards a research agenda, in T. Bush, L. Bell, R. Bolam, R. Glatter, and P. Ribbins (eds), *Educational Management : Redefining Theory, Policy and Practice*, London: Paul Chapman Publishing.
- Brown, J.S. (1998). *Research That Reinvents the Corporation*. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.
- Bush, T. (2003). *Theories of Educational Leadership and Management. 3rd Edition*. London: Sage Publication.

- Chemers, M.M. (2003). Leadership Effectiveness: Functional, Constructivist and Empirical Perspectives. In van Knippenberg D. & Hogg M.A. (Eds). 2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.
- de Cremer, D. (2003). A Relational Perspective on Leadership and Cooperation: Why it Matters to Care and Be Fair. In van Knippenberg D. & Hogg M.A. (Eds). 2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.
- De Dreu C. K.W. & van Kleef G.A. (2003). Power, Social Categorization, and Social Motives in Negotiation: Implications for Management and Organizational Leadership. In van Knippenberg D. & Hogg M.A. (Eds). 2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.
- Drucker, P.F. 1998. The Coming of the New Organization. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.
- Drucker, P.F. (2004). *The Daily Drucker*. New York: Harper Business.
- Eynseck, M.W. (2001). *Principles of Cognitive Psychology*. London: Psychology Press.
- Fairclough, N.L. (1992a). *Discourse and Social Change*. Cambridge: Polity Press.
- Fairclough, N.L. (ed.) (1992b). *Critical Language Awareness*. London: Longman.
- Fairclough, N. L. & Wodak, R. (1997). Critical Discourse Analysis. In T.A. van Dijk (ed.) *Discourse Studies. A Multidisciplinary Introduction. Vol.2. Discourse as Social Interaction* (pp. 258-84). London: Sage.
- Fowler, R. Hodge, B. Kress, G. & Trew. (1979). *Language and Control*. London: Routledge and Keegan Paul.

- Fox, D. R. & Prillentsky I. (1997). *Critical Psychology. An Introduction*. London:Sage.
- Garvin, D.A. (1998). Building a Learning Organization. In *Harvard Business Review on Knowledge Management*. Boston : Harvard Business School Publishing.
- Gill, R. (2006). *Theory and Practice of Leadership*. London: Sage Publications.
- Glatter, R. (1979). Educational policy and management : one field or two?, *Educational Analysis*, 1 (2): 15-24.
- Goleman, D. 1998. *Working with Emotional Intelligence*. New York: Bantam Books.
- Goodwin, S.A. (2003). A Social-Cognitive Perspective on Power and Leadership. In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power: Identity Processes in Groups and Organizations*. London: Sage Publications.
- Goethals G.R. (2005). The Psychodynamics of Leadership: Freud's Insights and Their Vicissitudes. In Messick D.M. & Kramer R.M.(Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.
- Goddard, R. D. & Goddard, Y. L. (2001). A Multilevel Analysis of the Influence of Collective Efficacy on Teacher Efficacy. *Teaching and Teacher Education*, 17, 807-818.
- Gergen, K. J. (1971). *The concept of self*. USA: Holt, Rinehart and Winston, Inc.
- Hackman, R.J. (2005). Rethinking Team Leadership of Teams Leaders Are Not Music Directors. In Messick D.M. & Kramer, R.M. (Eds,) 2005. *The Psychology of Leadership: New Perspective and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.

- Haslam, S.A., & Platow, M.J.(2001). Your wish is our command. The role of shared social identity in translating a leader's vision into followers' action. In M.A. Hogg & Terry (Eds), *Social identity processes in organizational contexts* (pp.213-228). Philadelphia, PA: Psychology Press.
- Hogg M.A.(2005). Social Identity and Leadership . In Messick D.M. & Kramer R.M.(Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.
- Kellog, R.T. (2003). *Cognitive Psychology (2nd Ed)*. California:Sage Publication.
- Koch, R. (2001). *The 80/20 Principle: The Secret of Achieving More with Less*. London: Nicholas Brealey Publishing.
- Kotter, J.P. (1988). *The Leadership Factor*. New York: Free Press.
- Kramer, R. M.(2003). The Imperatives of Identity: The Role of Identity in Leader Judgement and Decision Making. In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.
- Lakoff, R.T. (1990). *Talking Power. The Politics of Language*. New York:Basic Books.
- Leonard, D. & Strauss, S. 1998. Putting Your Company's Whole Brain to Work. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.
- Lord, R., Brown, D.J., & Harvey, J.L.(2001). System constraints on leadership perceptions, behavior and influence: An example of connectionist level processes. In M.A. Hogg & R.S. Tindale (Eds), *Blackwell handbook of social psychology: Group processes*. (pp. 283-310). Oxford, UK:Blackwell.

- Lord, R. & Hall, R.(2003). Identity, Leadership Categorization, and Leadership Schema. In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.
- Luthans, F. (2001). *Organizational Behavior* (9th Edition). New York: Mc Graw-Hill.
- Maxwell, J.C.(2005). *The 360 Degree Leader*. Nashville, Tennessee: Thomas Nelson Inc.
- Messick D. M., & Kramer R.M. (Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.
- Messick.D.M.(2005). On the Psychological Exchange between Leaders and Followers. In Messick D.M. & Kramer R.M.(Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.
- Miller, George A. (1970). *The psychology of communication: Seven essays*. Great Britain: The Penguin Press.
- Mor Barak, M.E.(2005). *Managing Diversity:Toward a Globally Inclusive Workplace*. London: Sage Publications.
- Mumby, D.K. (1988). *Communication and Power in Organization: Discourse, Ideology and Domination*. Norwood,Nj:Ablex.
- Mumby, D.K. and Clair, R.P. (1997). Organizational Discourse. In T.A. van Dijk (ed.). *Discourse as Social Interaction*. Discourse Studies. A Multidisciplinary Introduction. Vol.1 (pp. 181-205). London:Sage.
- Nonaka, I. 1998. The Knowledge-Creating Company. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.

O'Donnel, M.(1997). Introduction to Sociology (4th Edition). Surrey: Thomas Nelson and Sons Ltd.

Pawar, B.S. & Eastman, K. (1997). The nature and implications of contextual influences on transformational leadership. *Academy of Management Review*, 22, 80-109.

Peterson, R.S. & Behfar, K.J. (2005). Leadership as Group Regulation. . In Messick D.M. & Kramer R.M.(Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.

Platow M.J., Haslam S.A., Foddy M., & Grace D.M. (2003). Leadership as the Outcome of Self-Categorization Processes. In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.

Reicher S. & Hopkins N. (2003). On the Science of the Art of Leadership. . In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.

Ridgeway, C.L.(2003). Status Characteristics and Leadership. . In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.

Rogers, C. R. (1947). Some observations on the organization of personality. *American Psychologist*, 2, 358-368.

Stets, J.E. & Burke, P.J. Identity Theory and Social Identity Theory. *Social Psychology Quarterly*, 2000, Vol.63. No.3, 224-237. :Washington State University.

Tyler, T.R. (2003). Justice, Identity and Leadership. In van Knippenberg D. & Hogg M.A. (Eds).2003. *Leadership and Power : Identity Processes in Groups and Organizations*. London: Sage Publications.

- Tyler, T.R. 2005. Process-Based Leadership: How Do Leaders Lead?. In Messick D.M. & Kramer R.M.(Eds). 2005. *The Psychology of Leadership: New Perspectives and Research*. Mahwah, New Jersey. Lawrence Erlbaum Associates, Publishers.
- Purkey, W. W., & Schmidt, J. (1987). The inviting relationship: An expanded perspective for professional counseling. Englewood Cliffs, NJ: Prentice-Hall, Inc.
- Weaver II, Richard. (1996). *Understanding interpersonal communication*. USA: Harper Collins College Publishers.
- Quinn, J.B., Anderson, P. & Finkelstein, S. (1998). Managing Professional Intellect: Making the Most of the Best. In *Harvard Business Review on Knowledge Management*. Boston: Harvard Business School Publishing.