

Successful Educational Leadership Today: Challenges and Realities

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Abstract

This paper provides an examination of different models, characteristics and skills of leadership typically shared by successful leaders in order to determine what makes a successful leader in the educational system. Certain personal characteristics, however, may be possessed in order to develop staff effectively. The focus of the analysis adheres to the leadership in the Kazakhstan schools on the condition of services and the qualities that engage in good leadership. Models and theories are used to measure the requirements of good leadership. A summary of the research and salient findings are provided in the conclusion.

Keywords: *leadership and professional development, leadership and practical skills, leadership and professional skills, Leadership and interpersonal skills*

Today educational leaders and managers are expected to meet far greater challenges in their organizations than ever before. The learning society has become increasingly complicated and requires educators to learn continuously and work with a diversity of students. The position of leaders and managers with respect to this diversity is of central concern (Lumby & Coleman, 2007).

Leaders face unprecedented challenges that can result in a vicious cycle of pressure, stress, sacrifice and dissonance. To counter the inevitable challenges of leadership roles, one needs to engage in a conscious process of renewal both on a daily basis and over time. In the educational literature, much of what has been written on the qualities of leaders is positive

(Haydon, 2007; Owings & Kaplan, 2003). The findings emphasize the desirable attitudes that can make a leader successful in developing staff and improvement of schools. According to Sternberg (2005), effective leaders need creative skills and attitudes in order to generate ideas; the author also discusses the role of creativity in leadership, and presents a model of educational leadership. Ideally, leaders and managers must encourage teachers' creativity, praise and show genuine interests in their activities because staff is the valuable human resource; and the best way to improve schools is to develop and manage staff effectively.

Introduction

Today the key question that for the educational system of modern Kazakhstan, with its 20 years of independence and economic growth, is as follows: *What needs to be done to improve the quality of leadership in the education system for the next decade?* Kazakhstani universities may need to make changes in their programmes to reflect the needs of today's high-stake accountability. Leaders need training to develop competencies necessary to adapt to changing environment and encourage teachers to deal effectively with school reforms.

Educational leadership is seen as the vision, skills, and leadership capabilities that principals need to possess to build and maintain their academic institutions in the lead place. The same educational leadership qualities are used to attract good instructors and teachers, and create educational programs that can provide participants with a superior academic environment and better professional skills.

Comparative educational researcher Martin Carnoy in the early nineties pointed out that "education is a fundamental instrument of change in revolutionary societies". The case of Kazakhstan to some extent affirms this view in the ways that the country initiated educational policies as attempts to use education for nation building. The majority of educational reforms passed during the first decade of Kazakhstan's independence called explicitly for national self-determination and humanitarian principles.

The current research has focused on investigating questions such as: What is professional development? What traits are associated with effective leadership? What models of or approaches to leadership are associated with effective leadership in higher educational organizations? How does effective leadership help or hurt a leader's promotability within organizations?

The purpose of the present article is to review literature relevant to the descriptive study of effective leadership, as well as areas for future empirical study. Firstly, the concept of Professional Development (PD), which is often ill-defined, will be discussed with the separate notions of formal and informal training; then there will be an analysis of attitudes towards Professional Development, which would have to change should the new policies be more effective than the previous ones. Next, there will be some discussion of managerial skills and models or approaches which are necessary for effective leadership performance. Finally, conclude with an overview of important issues that are relevant to the advancement of future research in this domain.

Literature Review

The Literature review encompasses an examination of professional development, essential and interpersonal leadership skills, knowledge and understanding of how to develop staff effectively. The underlying conceptual framework of the leadership skills model presented in this paper includes instructional leadership, transformational leadership, transactional leadership, and charismatic leadership.

Professional development

The Concept of Professional development

There are different opinions in numerous sources regarding the notion and nature of professional development. The issues discussed may include, for instance, what can be specifically defined by the term ‘professional development’ and why it is critical in relation to people’s jobs, no matter what the fields of employment those people represent. Therefore, before we talk about professional development and its implications, it is essential that we firstly establish what professional development term means proceeding from the research that has been done on the topic. After establishing a clear definition and notion of the term, we can speculate about the impact that PD has on people who work in the field of education.

According to Nicholls (2001), professional development is defined as “a dynamic process that spans one’s entire career in a profession, from preparation and induction to competition and retirement” (p. 37). In Bucklow & Clark’s (2000) view, PD is described as a process of becoming a true professional or a “professionalization”, in relation to the higher education, specifically in the UK. Why would PD be considered especially important in higher education, as many researchers state? It is because, as Walsh & Gamage (2003) claim, teaching job is one of crucial professions that help shape all other professions; a statement which is hard to

disagree with because teachers are the ones who form professionals for any field; this is why PD for educators is an essential part of their professional and never-ending process.

There is a strong connection that person and professional development may be developed within institutions (Nicholls, 2001); the author supports the statement by an argument that “central to this conceptualization of professional development is the position of each of the constituent parts’ (p.7). The literature identifies these parts which are: institution, achievement, learning and individual. Each aspect may be considered in order to know their affect and understand the link between the learning and professional education. Furthermore, Nicholls says that keys to success are learning from learning. However, at present this notion of learning from learning is not so important. Academics are taught now through “different ways of knowing and professional learning, the models of professional education and shaping courses in higher education” as the author states.

Many people could say that learning within an institution is only the best way to have professional development; yet, there are different ways to develop professionally. For example, sometimes academics may have an opportunity to get more from workshops organised by international organisations or educational/training agencies. In addition, academicians have a chance to be invited to participate in annual conferences for further professional development (Bubb & Earley, 2007). They are provided with a network for professional consultations that may include a large database of references, materials, training packages and video programmes. Moreover, distance education may bring about positive changes to academics teaching strategies. Thus professional development is seen as extremely important to academic satisfaction and university success. Therefore, it could be concluded that academics may have a wide range of possibilities and opportunities to get professional development in different places.

Continuing professional development is seen as collective responsibility, according to Bubb & Earley (2007). The authors emphasize that a lot of attention is given to organisational cultures than to the learning and development. The development of job responsibilities may occur through different actions. For instance, one may be recognised as the most expensive resource if they adapt to the culture or create something new in this organisational culture. Therefore, the development of people in many organisations is seen as the central part of the responsibility of managing the school resources, as Bubb & Earley conclude.

Why do academics undertake professional development?

PD has attracted increasing attention in recent years. Many teachers now see the need to improve their skills and knowledge by undertaking professional development (Craft, 2000). The author states that teachers should learn new techniques they can use in their classes. Also, they need to require new skills to effectively work with students who have different needs for language learning. In addition, professional development can broaden teachers' understanding of society. One example is information and communication technologies (Blandford, 2000 as cited in Craft, 2000).

Changing conditions are another reason to undertake professional development. Change is inevitable, and ideas of what constitute best practices in teaching and learning are constantly developing (Craft, 2000). Information technology in the classroom is a typical example today. Computers are used in lesson preparation by many teachers; yet some teachers may not satisfy their development needs without self-study and they need professional development. As Curtis (1999, as cited in Bailey et al., 2001, p. 242) comments, "change and growth in our professional lives, as in life itself, are, for better and for worse, intimately and inextricably intertwined".

PD often varies with the level of professional learning. Roscoe (2002) states that most of professional learning is "spontaneous and opportunistic". The author claims that a few professionals are aware of their development activities. They only focus on attending courses and events. However, Roscoe (2002) indicates other reasons to focus on professional development as a process. They are: credibility with colleagues, clients and other employers, improving current job performance, performance in the current role and the developing future capacity for promotion and growth.

Teachers' development activities should provide further professional development in general and individual learning in particular. Training accounts not only for a dimension of professional growth but also for career development. Professional development is important, but the reasons offered by Roscoe (2002) strongly influence on the success of an individual's professional development. This is why PD should be a continuous process for teachers. They need continuous education rather than short term trainings, workshops and seminars. Research and development is needed to offer models of good teaching and learning practices. Implementing school improvement requires a commitment to professional development. What about professional development that supports school improvement look like? There are several

suggestions which are put forward by authors in their report for the National Partnership for Excellence and Accountability in Teaching (1999):

Professional Development:**Research Based Principles**

- The content of professional development focuses on what students are to learn and how to address the different problems students may have in learning the material
- Professional development should be based on analyses of differences between a) actual students performance and b) goals and standards for student learning
- Professional development should involve teachers in identifying what they need to learn and in developing the learning experiences in which they will be involved
- Professional development should be primary school-based and built into the day-to-day work of teaching
- Most professional development should be organized around collaborative problem solving
- Professional development should be continuous and ongoing, involving follow-up and support for further learning- including support from sources external to the school that can provide necessary resources and new perspectives
- Professional development should incorporate evaluation to multiple sources of information on a) outcomes for students and b) the instruction and other processes involved in implementing lessons learned through professional development
- Professional development should provide opportunities to understand the theory underlying the knowledge and skills being learned
- Professional development should be connected to a comprehensive change focused on improving student learning

Ideally, PD is the primary vehicle for supporting the school improvements efforts. Academics need the opportunity and time to work with one another; they will learn more from sustained discussion on classroom practices, coaching much opportunities, and they may provide formal and informal mentoring to one another. This is why, according to Thompson (1992), “school improvement demands recognition of the link between schooling and resource effects, and the results should be a model for school improvement which places staff development at the apex of priorities” (p.174).

Staff's PD needs to promote discussions, and supported through study groups, action research, and other forms of learning from the work of professional teaching. Thus PD takes a wide variety of forms including discussions with colleagues, responding to students' feedback and peer review, as well as more formal activities such as qualifications, workshops and conferences. Many literature sources on PD emphasize collaboration as a key component. Collaboration may occur within departments, across variety of disciplines, between different universities, nationally and internationally. According to Eraut (1994), support for professional development requires the following: a suitable combination of learning environments; appropriate time and space, availability of both learning resources and people able to offer support, and the capacity of the professional to learn and to make the most of the available professional development opportunities.

To conclude, there needs to be support for the complex nature of professional development which occurs in different learning settings involving many formal and informal activities at higher educational organizations. Academics should continually acquire new knowledge and skills if they are to keep up with changing events. The most important point is that one should do their best to develop professionally, whatever the gender, age, experience and qualifications could be. Moreover, it is necessary to enhance the collaborative nature of professional development and support interactions within academic departments and across universities; therefore PD should be considered as the essential part of the professional life of academics and needs to be self-directed within the institutional and personal contexts.

Managerial skills, knowledge and understanding to develop staff effectively

Leadership still continues to be one of the most discussed and debated topics in the field of management. Although there are many theories that exist, however, there have been relatively few studies which are based on observing good leaders and what traits, skills and knowledge they exhibit. In today's information society, the management of knowledge and innovation are key processes that enable us to create, exploit, renew and apply knowledge flows in new ways to create the essential competencies for the improvement of organizational performance (Barret & Sexton, 2006). Knowledge is substantially different than understanding. Understanding is to capture the meaning of the message or idea and to demonstrate expertness in practice relative to a specific instance (Harris, 2004). Understanding goes beyond knowing the meaning of any concept. It also may free the individual to put the understanding into practice in a suitable way. It may be considered as "the challenge to action" in contemporary workplaces. As Sankar (2003) indicates, "one ton of information may contain zero insight" (p.

52). New leaders may not only have capability of understanding themselves, but also are able to create understanding in others.

Within the educational literature, much of what has been written on the qualities of leaders is positive (Haydon, 2007; Owings & Kaplan, 2003). The sources emphasize the desirable attitudes that can make a leader successful in developing staff and school improvement. There has been a research study of what effective leaders actually can do, and it generates some very important outcomes for this paper (Patterson, et al, 1997). The result of the study showed that leaders who could focus upon staff development had the most powerful impact upon performance – whether it was measured in terms of profitability or productivity; Patterson et al. (1997) write in relation to that fact the following:

Managers know that people make the critical difference between success and failure. The effectiveness with which organizations manage, develop, motivate, involve and engage the willing contribution of the people who work in them is a key determinant of how well those organizations perform... employee commitment and positive ‘psychological contact’ between employer and employee are fundamental to improving performance. (p. 12)

One can clearly identify a set of traits, skills and abilities that are evident in good leaders. However, what practical, professional and interpersonal skills are necessary for effective leadership performance? According to Sternberg (2005) effective leaders need creative skills and attitudes to generate ideas. Sternberg (2005) in his article discusses the role of creativity in leadership and presents model of educational leadership. Why do leaders need creative skills? It is because leaders can make their ideas work and convince others that these ideas are valuable and useful. Without creative skills leaders can not solve problem in difficult situations or implement their ideas. Ind & Watt (2004, as cited in Gelder, 2005, p.397) argue that “truly organizations break down the barriers within the organization and with the outside world and engage all stakeholders in a continuous creative process.” Fritz (1989, as cited in Sparks, 2005, p.19) comments “the act of creating can bring out the best in people, because it is the natural motivator. No people talk in the world, no matter how inspired, can touch the power of the involvement that creating generates”.

A quick review of the literature identified few recent publications dealing specifically with effective leadership. Particularly, effective leaders have a strong self-awareness and an

accurate sense of their strengths and constraints, adapting their behaviors accordingly. Effective leaders are good at articulating visions and provide higher goal setting, supported by an ability to delegate effectively, maintain control of what is delegated, and give and receive feedback, according to Creech, 1995.

Critical observation about the importance of vision has been offered by Tomlinson (2004), who states that “the right vision frequently expressed by the leader, attracts commitment and energizes people, creates meaning, establishes standards of excellence, bridges the present and future and has an extraordinary power to shape the future by calling forth the skills, talents and resources to make it happen” (p.143). Additionally, Harris (2003) states that “leadership means having a clear personal vision of what you want to achieve” (p.171). There is a powerful argument for clarifying clear visions of the future before they can be expected to be shared with others (Kouzes & Pozner, 2002). More specifically, Davies (2006) refers to “a realistic, credible, and attractive” visions relates to the future of organizations. Nanus (1992, pp.16-18 as cited in Davies, 2006, p.28) provides some advantages of having a vision for the organization:

- The right vision attracts commitment and energizes people
- The right vision creates meaning in people’s life
- The right vision establishes a standard of excellence
- The right vision bridges the present and the future

On the other hand, in their analysis of the results of a long term study, Smith (2002, as cited in Haydon, 2007) demonstrate that a leader’s capacity for effective leadership or the ability to inspire a vision, do not positively tend to direct goal to achieve results; the author identifies a leader’s capacity for not initiating structure but constraining the professional autonomy of those subordinates acting within organizations. Smith criticizes head’s role which is manipulative:

... if she is to ‘create a vision’ and to establish unifying aims to achieve it she must engage in a detailed process of management, to plan long term, and, in so doing, not only to restrict any pluralistic aims the institution might have but, more importantly, constrain the professional autonomy of those acting within it... . The other persons involved therefore are never acting for themselves, for their own ends, but always for somebody else’s ends (Smith, 2002, p.34 as cited in Haydon, 2007, p.72).

One of the few vision statements that looked back has been ironically indicated by John Major, leader of Conservative government's re-election campaign in the 1990s (Davies, 2006). He talks about the vision of "back to the basics" (p. 28). Thus it is true that in many instances leaders do not have clear direction towards of realization of a vision. Education in this case lacks adequate direction which leads to chaos. The significance of a leader's role in setting direction is described by Davies (2006) as "leaders should set up regular and systematic reviews of the current situations with free and frank discussions of lessons learnt set against the direction where the school should be going in the future" (p.91).

Another quality which is necessary for leaders is listening. It is necessary not only to understand but also to move people on to constructive interaction and engagement (Hargie & Dickson, 2004 as cited in Kagan 2007). Research study revealed the importance of honest relationships and time to listen to others as the "cornerstones of strategic efforts led by leaders" (Davies, 2006, p.116). The comment of one leader in the Davies's study states that "I am constantly trying to listen and support people to really understand where they are coming from. They need to trust and believe me and feel I am working in their best interests" (p.116).

West-Burnham (1992) identifies listening as vitally important feature for leaders. He suggests five requirements of active learning: eye contact at regular intervals, body language which is supportive and reinforcing, providing regular feedback, using reinforcing questioning styles to corroborate and confirm and avoiding negative behavior (p.125). In their turn, Armstrong (1994, as cited in Law & Glover, 2000, p. 106) suggest six principles which are fundamental for developing listening skills, which are: concentrate on the speaker, noting both verbal and non-verbal communication; be responsive, show you are listening; allow people to comment without interruption; evaluate as the conversation proceeds; try to minimize interruption. It is also argued that ineffective listening is the barrier to productive communication (Rogers & Roethlisberger, 1952, as cited in Law and Glover, 2000); thus listening skills require practice.

Progressive leadership is about the increasing ability of a leader to expand his or her influence. As a leader grows in ability, their influence grows as well, but this is not an automatic process. Expanding the influence of a leader is accomplished by growing the leader himself (Brady & Woodward, 2005). Which one is the effective way to map a journey of a leader from beginning to crowning achievement? It is the Five Levels of Influence. The leader can grow in stature and ability to influence by ascending steps. If we consider all these steps, we may say that each level presents more influence and take greater advantage of the abilities of the

leader by amplifying those abilities across a broader spectrum. A plan developed by Brady & Woodward (2005) guides us through the Five Levels of Influence in the following way:

1. Learning
2. Performing
3. Leading
4. Developing Leaders
5. Developing Developers of Leaders

Learning must become a consistent way of life if a leader wants to survive. At first level, a leader develops and continuous to develop the leadership skills that will carry him/her through different challenges ahead. Through the active learning process, the leader's competency should become obvious to all.

Becoming a performer is the second of the Five Level of Influence and it is a prerequisite to becoming a leader which requires a certain mindset. On the second level leaders' mental functions become stronger and their motivation, concentration and inspiration may grow. Brady & Woodward (2005) indicate that "becoming a Performer must happen before one can become a real Leader" (p.168). It is the performance that gives the leader credibility and influence and the ability to lead people.

At the third level of influence, the leader takes responsibility for the leadership of others. Such a leader can achieve more significant results through the joint efforts of other people. However to find and develop the right people is critical to the success of an endeavor. According to Barna (as cited in Brady & Woodward, 2005), "effective leaders overcome their weaknesses by combining forces with [others] whose strengths compensate for those weaknesses, thereby creating a more complete and powerful mix of gifts and abilities". Successful Third Level Leaders solve problems while they come in a variety of shapes and size, measure results, confront brutal reality, and take steps toward improvement.

The Fourth of the Five Levels of Influence is Developing Leaders. This level is significant because when developing others, the leaders should have a reachable point of view. They have views about planning, budgeting, and actions of Leadership Development. The credibility of leaders at this level may come from the results which he or she could help other leaders get. Successful leaders are not just developing *followers*; they are developing *leaders* (Brady & Woodward, 2005). The ability to mentor is another skill for leaders at this level. It is

important to understand the process of mentoring, which is according to Brady and Woodward's definition is when "someone is not creating them in your own image, but giving them the opportunity to create themselves" (p. 205). At the Fifth Level of Influence leaders understand the vision, the size of it and its successful continuation in the hands of other leaders. True leaders refused to be "governed", as Brady & Woodward conclude. Different levels of influence are shown to illustrate the concept of the ability to influence through the correct actions of a leader.

Interpersonal skills

Most leadership researchers agree that leaders need to have interpersonal skills which are necessary for leaders: individualism, recognition, awareness, interest and direction (Davies, 2006). Through these skills one can direct their talents and characteristics; and each of these skills to some degree complements the other.

Individualism

Leaders need to view employees as individuals who have their own needs and values. Individuals are different in their age and working experience, in relation to their commitment, ability and professionalism (Evans, 1998). According to Evans, teachers are somewhere between two extremes of 'restricted' and 'extended' professionalism; thus teachers' talents and their value to the higher educational institutions at departmental level were not recognized by the management.

Today it may seem that leaders do not pay much attention to professional development of academics. It also seems that they do not need to value intellectual ability. Work is more important for leaders rather than individual's ability. Individuals must not be constrained by the management. Leaders have to respond to each individual's needs and create many opportunities for in their professional growth at higher educational institutions at departmental level. Individualism should be considered by leaders as 'individualism of difference' (Lukes, 1973); in addition, Lukes comments that "we praise someone for his particular achievements and we admire someone for his particular qualities or excellences: whereas we *respect* him as a *human being*, in virtue of characteristics which he shares with all other human beings".

Recognition

Leadership recognizes people's response with enthusiasm through good results and positive performance. Recognition is a key motivator and it is "about shaping an environment in which

everyone's contributions are noticed and appreciated" (Kouzes & Pozner, 2002, p.316). Recognition reinforces individual's heart of a company success. This success must be kindled through attention, awareness, recognition and reward (Kouzes and Pozner, p.317). However, there are managers who claim the credit for themselves when they feel that they have achieved a success (Adair, 1983). The reason of it is to get advancement.

In order to reach effectiveness, recognition must incorporate individualism (Evans, 1999, p, 110). It is believed individual's contribution should be recognized by leaders. Leaders should focus on good job, comment their work and acknowledge achievement and progress. The praise will reinforce the desired behavior (Leithwood, 1999). Kouzes & Pozner (2002) cite one HR manager who acknowledges that "the form of recognition that has the most positive influence on us, and that is used most often, is on-the-spot recognition" (p. 333).

Awareness

Effective leaders are always aware of what is happening in their organizations. Awareness involves knowing important events or circumstances both in schools and out schools, which may influence people's life (Evans, 1999). Nevertheless, in many cases leaders are not aware what is going on when teachers are doing their tasks. Such unaware leaders can be criticized by their teachers, as Evans reports:

He doesn't collect in any planning books; he doesn't know what people are teaching. He hasn't a clue!... I mean he doesn't know the children... he doesn't know children by name. He's written a comment on their reports that've gone home yesterday... and he's put exactly the same comment on every child's report, because he doesn't know them. He doesn't know who they are'.

On the other hand, comments are given by teachers towards goal-setting and decision making describe us the kind of awareness that characterized good leadership at school (Bush et al, 1980):

It's good here, because you can work out with the head and the staff what the goals are'.... We have staff-meetings every week, and we really feel that we can have a say in what the school is about... Mind you, it's hard work, but it's worth it. Everyone pulls together, whereas at [her previous school] we all went our separate ways (p.269).

As we can see from the comments the awareness of leaders can affect teachers' life. Leaders' awareness knows the needs of staff and school. Awareness is considered as an essential part of creativity. Individuals who are involved in hard work can bring creative abilities to others.

Interest

Good leaders must know the needs and perspectives of the other people. But usually leaders attempt to control employees rather than to show interest in their work, activities, career and professional development. For example, Evans (1999) in their case study indicates that the majority of head teachers are not interested in the children's education. Their position as administrators is more important for them. Most leaders pay much attention on their status rather than on staff's interest or school improvement. Therefore, many teachers lose interest in professional development or become de-motivated. In contrast, more aware leaders know about the advantages of talking to people, about the issues they are interested the most; e.g. Evans (1999) comments:

Head teachers' and other school leaders' interest in teachers' work is a key influence on teachers' job fulfillments since it may contribute towards strengthening their perceptions of their work as valuable and worthwhile (p.112)

Carnegie (2006), in addition, states that "talking in terms of the other person's interests pays off for both parties" (p.102). It can be concluded that through the interests of others leaders can learn more about the people and visa versa.

Direction

Effective leaders provide new direction, new inspiration and new behavior model for their organizations. Leaders have the capacity to direct people towards task accomplishment (Steers et al., 1996, as cited in Evans, 1999). However, school leadership has been reported to be apathetical and lazy and less responsible for which they were being paid (Evans, 1999).

In their turn, Steers et al. (1996) pay attention to the ability of management to energize and direct organizational employees who can apply intense effort towards the goals of the organizations. Leaders are in a position to influence and direct people and organizations. They should clearly state objectives talking to employees, providing direction and vision.

Some useful features for leadership and management were identified but these features will not only help leaders to develop staff effectively and foster job-related attitude among teachers but also develop new approaches, theories and models to school leadership and management. However, this is not a full list of features which leaders need to have.

Different Theories around Models and Styles of Leadership

The paper derives from a review of the literature concerned with effective leadership in higher education. The key research question directed the search for and literature review was: What models of or approaches to leadership are associated with effective leadership in higher educational organizations? In other words, the emphasis was on the kinds of leadership approaches and models that are found to be effective in studies of higher education leadership. One might ask, is it not a simple research questions or does it attract a considerable attention? There is, however, surprisingly little empirical research addressing this research question.

Harris et al (2004) state that “while a few research studies have focused on leadership practices in higher education, little research has focused on effectiveness or on the means for increasing effectiveness, particularly at the departmental level” (p.4). Moreover, there is no doubt that leaders have influence on individuals in their organizations. Several frameworks suggest that the activity of administration is directed at influencing people in school organizations (Bossert et al, 1982; Bridges, 1977; Leithwood, 1994; Ogawa & Bossert, 1995 as cited in Wallace & Poulson, 2003).

There is some evidence that principal in higher schools support teachers in their work (Heck, 1990 as cited in Wallace & Poulson, 2003). According to Bridges (1977) and Cuban (1988) as cited in Wallace & Poulson, 2003, leaders are involved in working with and through people. Such means can foster working environment and learning community in organizations. On the other hand, educational leaders may effectively bring change in student learning thanks to the assistance of other members of the organizations. There is a strong emphasis upon teamwork and participation in decision making processes. Such kind of leadership models as distributive and balanced leadership may lead good leaders to the effectiveness of the organizations (Hallinger & Heck, 2003). Also, collective accountability results if all members of the organizations are interested in the success of the population and they work together making change and instructional focus (Waters & Grubb, 2004). Waters and Grubbs (2004) regard that leaders should draw from the different theories to use those components which are the most

appropriate, fit the needs of the organization and make change. So, different programs with appropriate instructional skills are necessary to support leaders at the preparatory level in today's schools (NAESP, 2001).

Traditional university principal preparatory programs often train new leaders, but there is little emphasis is placed on developing relationship and environment that promote student learning (Daresh, 2004). Grogan & Andrews (2002), for instance, support this view by the statement that "there is more research on what educational leaders must do to create empowering conditions in schools that lead to greater levels of student performance than there is on how to build preparation programmes that prepare these kinds of leaders" (pp.240-241). Moreover, educational programmes should be redesigned to prepare more effectively tomorrow's leaders for the issues they will be facing in the future. Much of the research study has concentrated on specific effects of transactional and transformational leadership (Bass, 1985). In addition, theories of transformational and transactional leadership were first articulated by Burns (1978) and later refined by Bass (1985).

Transformational leaders motivate their followers by inspiring them, offering different challenges, and supporting professional development. Such transformational leadership can stress achievement of higher collective purpose, mission and vision. This leadership style involves negotiations and exchange relationship between leaders and subordinates. Transformational leadership behaviors include idealized influence, individual consideration, intellectual stimulation, and inspirational motivation (Bass & Avolio, 1993). More specifically, environmental leaders are, in fact, transformational leaders (Gladwin, 1993). In addition, Egri & Herman (2000) states that environmental leaders show more markedly transformational patterns of behavior than traditional leaders (values of collaboration, granting of responsibility to subordinates, two-way communication, orientation towards change, charisma, creation of trust and individualized consideration). Hence multiple communication and motivation to employees constitutes the most understanding aspects of transformational leadership. All of them have also been considered key factors for the development of environmental issues.

According to Bass & Avolio (1993), idealized influence involves behaving in an ethical manner, transcending self interest and laying out the common goals. Individual consideration may involve encouragement, support and developmental opportunities to followers. Intellectual stimulation involves encouraging employees to adapt to new perspectives and rethink how

their work can best be completed. Inspirational motivation involves promoting a shared vision or common goals. Thus employees often feel emotional attachment and identification with transformational leaders.

However, transactional leadership does not tend to produce the strong emotional attachment associated with transformational leadership but it can be effective to shape employee behavior. Transactional leaders are characterized by directing the results of the subordinates' tasks towards the achievement of organizational achievement (Egri & Herman, 2000). This is reflected in the internal process model roles of coordinator (e.g. task analysis and coordination and financial control) and monitor (information management and critical thinking) and the rational objective model roles of producer (productivity and efficiency) and director (planning and setting). Thus transactional leaders influence the models of financial control and the objectives of production and efficiency. In consequence, this approach supports the argument that environmental leaders are master managers (situation of balance between the two types of leadership-transformational and transactional and sometimes in conflict) rather than exclusively transformational. Besides, transactional leadership involves a negotiated exchange relationship between a subordinate and a leader (Jung & Avolio, 2000). Contingent reward is the primary component of transactional leadership, which can involve clarifying requirements and performance objectives and using incentives to influence behavior (Bass & Avolio, 1993). From these perspectives, apart from the characteristics features of the transformational leadership, their conjunction with the transactional leadership would be the factor that would allow converting the environmental restrictions into opportunities. As a result, the factor that would allow the company to improve its performance would be a 'master leadership.

In reviewing leadership literature, charismatic leadership has been defines as "the ability of a leader to exercise diffuse and intense influence over the beliefs, values, behavior and performance of others through his or her own behavior, beliefs and personal examples" (House et al, 1991, p.366). Charisma, a term which was introduced by Weber in 1964 describes extraordinary gifted, highly esteemed and influential leaders in the religious and political arenas. Unlike the traditional leadership theories, charismatic leadership theory focuses on emotions, values, acknowledges the importance of symbolic behavior and the role of the leader in making events meaningful for followers. Charismatic leaders transform followers' needs, values, preferences and aspirations. They can motivate followers to make personal sacrifices in order to achieve the mission articulated by the leader and "to perform above and beyond the call of duty" (House et al, 1991, p.364). Motivation of followers become less driven by self-

interest and is shifted towards serving the interests of the larger collective. Agle et al (2006), Seyranian & Bligh (2008) state that charismatic leadership emphasizes leaders at or near the top of the organizations. Thus the establishment of a shared vision, collective agreement and elevated effort can produce higher levels of internal cohesion and performance potential. However, conceptual works tend to emphasize multiple hierarchical levels and experiments of first-level leader-follower relationships (Yukl, 1999; De Cremer & Van Knippenberg, 2002). The latter perspectives imply that non-executives at lower management levels also may motivate followers by articulating a compelling vision or by providing behavioral role model. Therefore, charismatic leadership can be found at levels below the executive suite and investigated charismatic leadership at lower and middle management positions. Various scholars conclude that transformational leadership and charismatic leadership have only minor differences with a strong convergence among the empirical findings.

Five- Factor Model of Personality and Leadership

In the early days of leadership research there were no taxonomic structure of personality to aid theory development and testing. As a result, numerous different personality traits were investigated, making integration of results difficult. Nowadays, the five-factor model often labeled as Extraversion (tendency to like people, prefer being in large groups, and desire excitement and stimulation; likely to be assertive, active, talkative), Agreeableness (tendency to be altruistic, cooperative, and trusting), Conscientiousness (tendency to be purposeful, organized, reliable, determined, and ambitious), Neuroticism (tendency to experience negative effects, such as fear, sadness, embarrassment, anger, guilt, and disgust) and Openness (tendency to have an active imagination, esthetic sensitivity, intellectual curiosity, and be attentive to feelings) provides a unified, comprehensive theoretical framework for comparing and accumulating empirical findings. It is one of the most widely accepted comprehensive models of personality. The five-model factor was used in meta-analysis on personality and leadership (Judge, 2002). This model explained 16% of variance in leader effectiveness, emphasizing that leader effectiveness may be predicted from personality traits when these are organized according to the five-factor model.

However, little is known about how personality affects leadership. It was necessary for several studies to link Five Factor Model traits to transactional leadership and transformational leadership. There were different results from study to study (Grant & Bateman, 2000, Judge & Bono, 2000). For instance, Bono & Judge (2004) used Five Factor Model as an organizing framework in their meta-analysis on personality and transactional and transformational

leadership. Consistent with the results of Judge & Bono (2000), it is predicted that extroversion, agreeableness, and openness to new experience would be positively related to transformational leadership (Lim & Ployhart, 2004). Grant & Bateman (2000) reported significant effects for extraversion but not for the other dimensions of the Big Five studying managers of a financial service organization. According to Lim & Ployhart (2004), neuroticism would be negatively related to transformational leadership. It is indicated that neuroticism is often associated with anxiousness, nervousness, low self-confidence, and low-esteem (McCrae & Costa, 1991). The results have shown that transformational leadership appears to be more predictive of team performance in the maximum rather than the typical context. The findings suggest that transformational leadership may become critical in maximum performance context and have several implications for both transformational leadership and personality research (Lim & Ployhart, 2004).

Moreover, the only factor of the Big Five that prior research has expressly linked to motivation to learn is conscientiousness. It is expected that the five factor model to be relevant in the prediction of motivation to learn. All these findings demonstrate the value of personality variables as predictors of motivation to learn and call for additional research on the topic.

The COP Model

Sandholtz and Ron Cutadean discuss the integration of leadership engagement concepts into employee engagement research (Sandholtz & Cutadean as cited in Zenger & Folkman, 2002). It describes the model which consists of factors including competency, organizational needs and passion that are needed to achieve peak work experiences.

A leadership sweet spot may occur if there is an intersection of these three sets, as shown in the following order.

Competencies

Competencies refer to collections of models, skills, abilities and other characteristics that are needed for effective performance. Knowledge and skills competencies are seen as relatively easy to develop compared to traits and personnel competencies. Sandholtz & Cutadean (as cited in Zenger and Folkman, 2002) argue that organizations should select for core motive and trait competencies and teach the knowledge and skills required to do a definite job.

Organizational needs

The “O” in the COP model emphasizes the link between competencies and passions of individuals who are valued by organization. Specifically, organizations value those individuals who have direct impact on the success of the organization.

Passion

Passion is critical determinant of leadership performance that allows leaders to have a focus and extreme dedication to tasks. Passion is also a holistic concept that refers to physical, intellectual and emotional engagement. It suggests that using the COP Model helps to quantify which factor is lacking. It also mentions that people need to combine their competencies with their passions which may create an opportunity for an individual to show extraordinary leadership. Also, the method may prevent promotions of people unfit or unwilling to enter their new positions.

In addition, the majority of research studies dealing with leadership styles of managers who work in business sphere are based on the following: consulting or teaching experiences of the authors or on limited number of case studies (Berger, 1999, Clarke, 1996). There were different attempts of developing lists of leadership traits or management styles of business people in the transitional economies. For instance, a framework developed by Puffer (1996) suggests that managers tend to share power in Russia, are willing to delegate decision making, concentrate on strategic decision making, and have strong collectivist attitude. The knowledge of different forms of power will give much possibility for leaders to influence staff in different situations (Tomlinson, 2004). Tomlinson suggests four forms of power: resource power, position power, expert power and personal power. Leaders can use sources of power and use them in practice.

Leadership is viewed as a continuous social process with indefinable beginnings and endings (Barker, 2001). Business students are somewhere on that continuum of leadership. Doh (2003) states that curricula are specifically focused on leadership. What are the natural role skills of management educators when students come into the classroom with diverse abilities and interests? Doh (2003), answers this query by stating that “as educators, we should be skeptical of our ability to mold leaders, and instead should view leadership as one of the several characteristics and skill sets that maybe further developed by education and practice... . Leadership clearly requires personal commitments on the part of the learner” (p.66).

The development of leadership program at our institution, KIMEP, is unique in several respects. It develops extensive international linkage, stimulate interdisciplinary research because significant new ideas, techniques and discoveries often arise at the boundaries between academic disciplines. Undergraduate level courses introduce contemporary leadership concepts and practices through delivering guest lectures and stimulating leadership exercises. Guest speakers who are leaders from different international and local organizations create lively atmosphere providing case opportunities and giving personal voice to challenges and opportunities. What is good from such learning experiences? Meeting with real leaders can inspire the learning process, students learn much more from real examples and cases or simply from practical experiences of people.

Discussion and Conclusion

Leadership continues to be one of the most discussed, debated and studied topic in management. Despite this level of interest, the question ‘What makes for effective leadership?’ remains elusive and hotly debated. Leaders have traits which make them leaders or improve the likelihood that they will become successful leaders. More specifically, effective leaders have a strong sense of individualism, recognition, awareness, interest and direction. They are also good at articulating vision, creativity, listening, vision, and influence, supported by good communication skills. Leadership skills which are supported by an ability to delegate effectively, maintain control of what is delegated and give and receive feedback. Good leaders willingly sought assistance when encountering situations that played to their weaknesses. They are open to undertaking development activities and provide staff professional development.

There are some universal elements that make for highly effective leadership. These themes include:

- Support your employees’ personal growth and development
- Awake people’s creative potential
- Listen to your employees and make their opinions count
- Give them praise and recognition
- Care about the people who work for you and be ready to help them
- Make work meaningful for your employees
- Promote a culture that helps your employees obtain a feeling of collective identity
- Provide regular feedback

- Keep your staff informed and create transparent organizations
- Balance action with reflection by using self-insight as a restraining force

Professional development is currently higher on the agenda for Kazakhstani educational organizations. The development of educational leadership programs, staff development and qualifications has become an international phenomenon in recent years. Numerous international studies have affirmed the pivotal role of the school leader as a key factor in school and as a change agent in the educational system. PD needs to be considered as a normal part of professional life for all academic staff; it may need to be self-directed and planned within the relevant context.

Within the leadership literature, researchers have sought to identify and describe effective leadership from different perspectives. Universal theories, models, and approaches proposed that leadership traits and behaviour can create favourable results in all situations. An inability to consistently predict effectiveness lead to the development of shared leadership for teacher and student learning. Murphy (2002) indicates that as educational scholars rethink the instructional role of school leaders, the concept of shared leadership has moved to the forefront of leadership approaches. Principles and teachers may find different ways of balancing tensions and lead school toward stability and change. Moreover, as leadership is the eye of beholder, a leader may assert influence stemming from different bases of power (Tomlinson, 2004). Its failure and success will depend on whether the influence target actually accords such power to the leader.

Transformational leadership has generated a significant amount of research over two decades. Leaders are value driven, believe in people, have ability to deal with uncertainty. Bono & Judge (2003) found that followers of transformational leadership reported more self- concept engagement in their work. This leadership is composed of intellectual stimulation, motivation and charisma. Bass & Avolio (1993) has been a strong proponent of transformational leadership as a model for understanding extraordinary effort and performance on many organizations. It was emphasized the difference between transformational and transactional leadership how the latter is based on satisfying short-terms, self-interests of leaders and followers. In contrast, Bass (1998) defines transformational leadership in terms of how leaders stress self-sacrifice for the long term good of the large group or the whole community.

As the job market has become more competitive, business programs and courses may develop creative and innovative ways to provide our business graduates with competitive edge. Course materials and lectures provide the basis for reflecting on theoretical aspects of leadership and leadership studies. Kazakhstani universities may need to make changes in their programs to reflect the needs of today's accountability standards. The managerial style of leadership is ineffective in order to bring improved student learning. It is imperative for principles to have the instructional background and lead teachers through school improvement. Support for new school leaders is critical in light of the accountability standards enacted by our state.

Leaders and teachers contribute to the leadership equation in Kazakhstani schools in different ways, according to school context, but an important finding is that the ways in which teachers and principals lead are in tension. However, this tension contributes to better teaching and student achievement may increase. Printy & Marks (2004) state that in school with high quality teaching and learning, teachers interact often with their colleagues: teaching team, members of their subject department, or the entire faculty and administrative staff. If instructional quality moves steadily forward, student learning is likely to follow a parallel path.

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