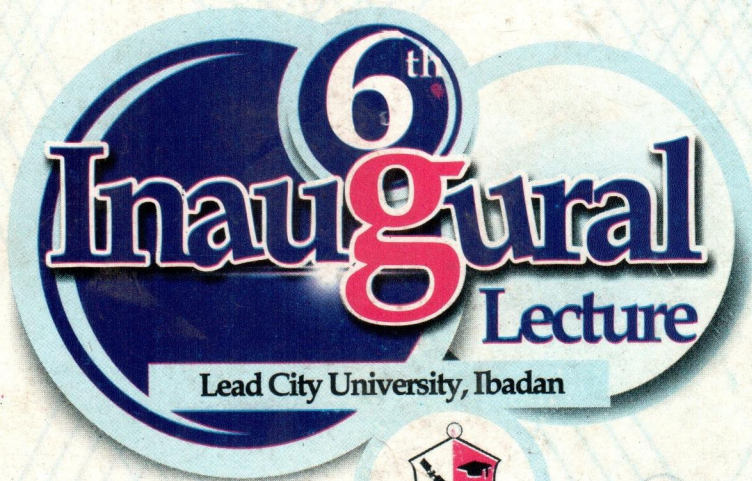


**Good Leadership for National Development:  
The Inevitable Fraternal Twins and Irresistible  
Skills as Matters Arising**



Lead City University, Ibadan



Wednesday, 7th September 2016

By

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**6th Inaugural Lecture  
Lead City University  
Ibadan**

**7th September, 2016**

**Professor Afolakemi Olasumbo Oredein**

*Department of Educational Management*

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*Lead City University*

*Ibadan*

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My dear Colleagues and other members of staff,  
Great Lead City University Students,  
Our Friends from the Media,  
Distinguished Ladies and Gentlemen.

### **Introduction**

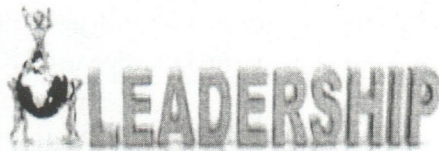
In all humility I give thanks to the Almighty God for the singular honour and privilege given to me to deliver the 6th Inaugural lecture on behalf of my Faculty, the Faculty of Arts and Education of this great citadel of learning. This inaugural lecture is significant in many respects; first, it marks my twenty-fifth wedding anniversary, second, it marks my fifth year as a lecturer in this University, it is the very first coming from the Department of Educational Management, and the Faculty of Arts & Education as well. Specifically, however, it is the sixth from this great University. In this respect, I wish to note that I have five predecessors in this noble academic tradition in the persons of Professors Femi Onabajo, the current Vice Chancellor; Shadrach Agunbiade of the Department of Biochemistry;

Chibuzo Nwoke of the Department of Politics and International Relations; Felix Onabajo of the Department of Management and Accounting; and Johnson Omole of the Department of Biochemistry. I do therefore; doff my cap for these distinguished professors.

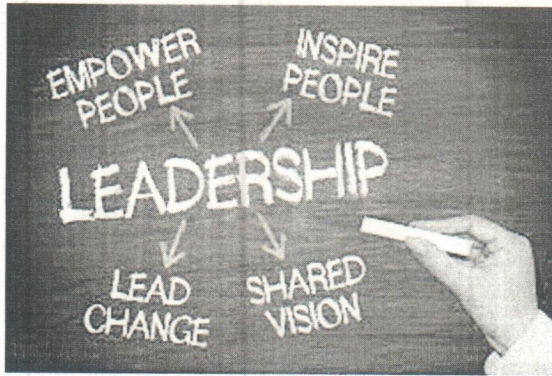
Mr Vice Chancellor, Sir, it is this league of erudite scholars that I now join, as such; I consider this noble academic tradition as a unique and rare opportunity for me to contribute to the development of this great nation, and to review my research activities in my chosen field.

Mr Vice Chancellor, Sir, as a well-trained educationist, I grew up to know many of the challenges that our great nation is facing, some of which are traceable to bad leadership. I feel deeply concerned and worried about the state of our nation as it looks as if there is no much hope for the next generation. It is on this premise I anchor my presentation entitled "Good Leadership for National Development: The Inevitable Fraternal Twins and Irresistible Skills as Matters Arising".

## **Good Leadership**



Leadership simply means the position of being able to lead, guide, instruct, and coordinate a group of people in a particular direction to fulfil a set objective. Leadership is the action of leading a group of people in an organization towards achieving some stated goals; it thus plays a vital role in any organization including educational institutions. It involves defining the direction of a team and communicating it to people, motivating, inspiring and empowering the people to contribute to achieving the organizational success.



Good leadership is an ability to adapt the setting, so, everyone feels empowered to contribute creatively to solving the problems. Good leadership is adaptive, meaning that the leader makes adjustments; good leadership acts on a setting, meaning a leader adjusts the state of the surroundings and people; good leadership empowers, meaning a leader inspires confidence and self-esteem; good leadership acts on people's feeling, meaning a leader finds ways to link to people's instinct or intuition; good leadership creates contribution, which means a leader closes the gap between things as desired and things as perceived; and good leadership fosters creativity, meaning a leader makes an imaginative use of limited resources (Smith, 2016).

Good leadership is leading by example and having the will to do the right thing even when it is not popular. Good leadership is serving the people that work for you by giving them the tools they need to succeed. Some people are born as leaders (for instance, Prophet Jeremiah: Jer. 1:5, princes/princesses); some are made leaders by men, better still, some others, by the use of their skills or gifts and through hardwork, get promoted to become leaders. Also, parents can build up leaders through proper training. Generally, good leadership involves holding a position in trust for others. It is about accountability, integrity, leaving a good and enduring legacy, and making a positive difference. In politics specifically, good leadership is call to service, it has to do with living up to electoral promises, serving the people for their general good and not for personal interest or enrichment.

There are concepts that distinguish an individual who is a leader from others; these are **power and authority**. Power is referred to as the ability of an individual to influence the behavior of others, while authority is the institutionalized right to employ power. Power may be addressed to any or all of these three general and related functions:

- *establishing the goals, purposes or objectives of the organization;*
- *creating the structures through which the objectives are fulfilled and*
- *maintaining or enhancing these structures*

The exercise of power implies “making things happen” through others. This concept makes a leader have a lot of influence on the behavior of others. There are three basic types of leadership styles: Democratic, Autocratic, and Laissez-faire. It is from these that transformational and transactional leadership styles, among others, stem out. Any leader that does not seem to appreciate his role as a leader, will tend to become a boss.

I will like to talk about some factors that lead with the letters in **‘LEADERSHIP’**:

- L** ——— Large Heart  
Loyalty  
Lead the Way
- E** ——— Empowerment  
Ethicality  
Encouragement
- A** ——— Accountability  
Approachability  
Accommodating
- D** ——— Dedication  
Decisiveness  
Development
- E** ——— Exceed  
Engagement  
Expectant
- R** ——— Role Modelling  
Relationship  
Responsiveness
- S** ——— Smartness  
Strategic  
Supportiveness
- H** ——— Honesty  
Humility  
Hardwork
- I** ——— Inspiration  
Ideal  
Integrity
- P** ——— Pro-action  
Politeness  
People-centered

**Large Heart.** It means accommodating all sorts. Large heart could also mean giving people sense of importance, sense of moral support, sense of honor, sense of encouragement and sense of visibility. When you are visible, when you are seen, you are far more motivated and likely to keep to the right direction.

**Loyalty.** This involves showing commitment or allegiance to a person, group, or cause. It has to do with creating a deep bond with people, having clear values and goals, being honest to oneself, caring for people and trusting them, encouraging growth opportunity, setting up a reward or incentive programme for hard work, and being sensitive to work or life conflicts. People are more loyal to their leaders when they know that they are viewed as more than a 'cog in the wheel'.

**Lead the Way.** It means leading from the front by example; leading by sitting on the sideline, that is, leading by delegating authority and power sometimes for people to learn and move forward. And also, leading from behind, leading from behind sounds a bit confusing and seems a little nebulous but leading from behind can have a real important meaning if utilized properly. When a leader tries to step aside and let the people take over, real growth can take place. This can build team spirit in people that can be autonomous, solving problems or adapting as necessary to fluid situations on their own, then eagles must be made to leave the nest.

**Empowerment.** This is giving all that someone needs to perform a specific task. It is giving a sense of real meaning in one's work, having a sense of making an impact through the contribution you make at work, feeling competent about your capacity to do your work, and having a sense of freedom to make choices that affect your work. This can be done through a quality coaching process by the leader. Show me an empowered people; I will tell you an effective leader.

**Ethicality.** This concerns being directed by correct beliefs and values for the dignity and rights of others. Being ethical is more than just following the laws and regulations. It is having a kind of relationship that germinates

and grows in the deep rich soil of trust, respect, fairness, equity, justice, and compassion, and also, having the act of service.

***Encouragement:*** This is focusing one's language on what will work rather than what will not work. For instance, saying "We will succeed" focuses people in the right direction. Also, celebrating small wins encourages people to keep going. Leaders need to feel connected to others and vice-versa, because greatness is never achieved all alone.

***Accountability:*** This is accepting responsibility for any decision/action taken or for outcomes expected either good or bad.

***Approachability:*** This concerns showing warmth more often, avoiding over reacting to bad news, cutting down on sarcasm, and being consistent in action to avoid being seen as moody. It involves making people feel comfortable coming to you, and keeping the channel of communication open.

***Accommodating:*** This is putting the needs and desires of others before your own at the expense of one's emotional and physical health that might be preventing one from living the life one desire. Accommodating is one of the most valuable traits of a leader (Thomas, Thomas & Schaubhut, 2008). It is an important trait for a leader to view each of the areas of activities from the unique perspective of continuity: what do we have to think about, pay attention to, take action on in the area of leadership, for example, to ensure that the vision continues for another generation? What do we have to think about, pay attention to, and take action on in the area of governance so that the vision continues for another generation and so on?

***Dedication:*** It is focusing on one's work by coming up with and analyzing strategies that can enhance workplace operations, and moving in the right direction to meet up with the stated goals and objectives.

***Decisiveness:*** This is the ability to decide with speed and clarity in any situation. That is, exercising sound judgment without any bias, and making choices based on the level of authority, experience and functional

knowledge. It equally involves admitting shortcomings and being open to learning from others (Mayhew & Media, 2014).

***Development.*** It is a way of expanding one's capacity to perform some roles. Good leadership demands training and re-training to create and maintain outstanding and sustainable results in today's complex and changing world.

***Exceed.*** This is when a leader focuses on the few key systems and processes which help provide clarity, give structure, enable feedback, give time for discussion and enable the development of vision. Also, enabling a strong and shared sense of purpose and achieving through a combination of systematic thinking.

***Engagement.*** This is a leadership responsibility aimed at influencing others to put aside their self-serving agendas and cooperate for the common good of a group. It is an indication of doing meaningful work, focusing on the growth of teams and strengthening the capabilities of individuals that can make the team more effective. People want to feel valued and challenged, they want to be trusted and given the freedom to explore and learn within the job.

***Expectant.*** This is keeping alive the perspectives of the big picture (the vision), understanding priorities and perceive context.

***Role Modeling.*** This is simply being a good example in all areas for people to emulate or follow. Role modeling is a part and parcel of the way an organization functions for it to succeed; yet it is often an implicit and unrecognized activity (Macaulay, 2010).

***Relationship.*** Leadership is relationship. This is a way of focusing efforts in key areas that will build connections with the led, such areas include; listening to people, and focusing on what people are trying to convey; appreciating and valuing people's contributions; understanding where people are coming from; and celebrating their achievements and accomplishments. People want to be led by people they know and like. If you want to lead more effectively, get to know more of your team members.

Remember your goal is not to make friends but rather to be friendly, and genuinely have interest in others.

**Responsiveness:** It is the ability to respond to the needs of other people. It involves recognizing the ever-fluctuating nature of things, and reacting quickly to new challenges and circumstances. It also concerns the ability of the leader to anticipate challenges ahead.

**Smartness:** It is about making the most of the working hours by learning to delegate, prioritize and simplify, and monitor to make sure that things are done rightly.

**Strategic:** This is the process of using a well-considered tactics to communicate a vision to people and handle challenges that might want to crop-up. Also influencing people to make decisions that enhance the prospects of the long-term results.

**Supportiveness:** It is the process of working the tasks with subordinates to improve skills and talents until the leader does not need to worry about a task being done correctly; this makes the subordinates fully empowered in a particular area (Lacoma & Media, 2014). It is a process of reducing stress and frustration in the workplace.

**Honesty:** It is a facet of moral character that connotes positive and virtuous attributes such as truthfulness and straightforwardness, along with the absence of lying, cheating or theft. It is a trait of good leadership.

**Humility:** This is the level of sharing mistakes as teachable moments, engaging in dialogue, not debates and embracing uncertainty. Also, admitting that leaders does not have all the answers, creating space for others to step forward and offer solutions (Prim & Salib, 2014). Humility is a trait that every leader should exhibit.

**Hard work:** This is to bring your heart to your work. It is an important quality of a good leader. It is being an action-oriented leader.

**Inspiration:** This is energizing, creating a sense of direction and purpose for people, excitement and momentum for change. It also makes people

strive towards a compelling vision of the future by embracing right values in all aspects of their work.

**Ideal:** It is having vision, charisma, emotional intelligence, and inspiring delivery and sterling character.

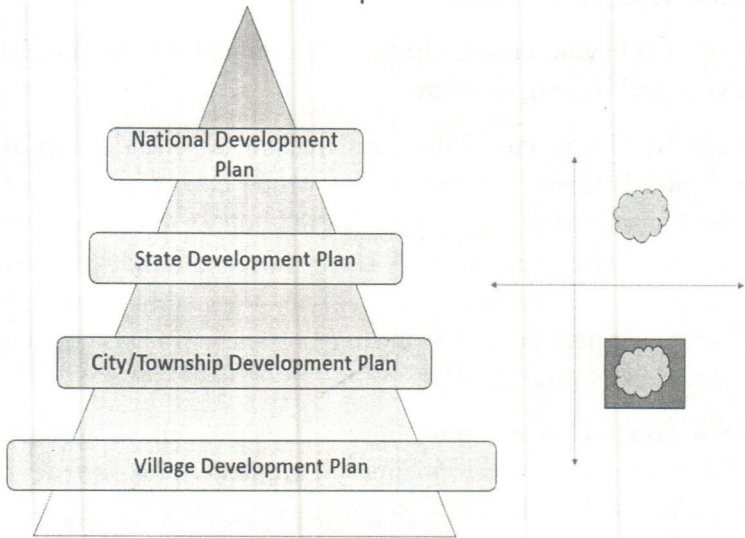
**Integrity:** This is one of the great challenges of leadership, and it can be developed. Integrity as wholeness may refer to something like the integrity of the hull of a ship, suggesting that the hull is watertight, or the integrity of a bridge, where the two ends are anchored and the span supported. For leaders, integrity as wholeness speaks to a general consistency among all elements of a person, such as the person's values, beliefs, words, and actions (Moorman & Gover, 2009).

**Pro-action:** It concerns pursuing missions and achieving goals more often and with greater ease, prioritizing and implementing activities accordingly. It equally involves the ability to anticipate change or crisis situations and create plans to meet ensuing challenges.

**Politeness:** It is being aware, and respecting the feelings, of other people, and giving people the benefits of the doubt and expressing oneself quietly and modestly.

**People-centered:** This is genuine caring about the welfare of others especially when solving any problem. It is fostering a culture shift that values people and results. Also, drawing out the enthusiasm and understanding of the people who work in an organization to strengthen and raise the capabilities of the organization by having all members further refine their own individuality, achieve growth, and fully demonstrate their full potential.

## Process of National Development Plan



Development means different things to different people. It is just an event, incidence, occurrence, happening, or circumstance that constitutes a new stage in a changing situation. Following Gboyega (2003), it is an idea that embodies all attempts to improve those conditions of human existence in all ramifications.

There are different types of development; these include human development and national development, with each having its indicators. National development could be major development or local development. Development is critical and essential to the sustenance and growth of any nation (Lawal & Oluwatoyin, 2011). It represents transformation from a primitive level (village level) to a civilized (national level) level. Economically, it is referred to as an increase in the earnings of a nation and consequent increase in its foreign exchange earnings. Also, it can be seen as an increase in the standard and quality of lives of the people at all levels (village, city, state, and nation) of the development plan. In intellectual circles, development has a multi-angular definition, though this multi-angularity converges towards same point (Ojo & Ojo, 2012).

National development is the ability of a nation to improve the lives of its citizens. National development according to (Ogai, 2003:560), “deals with human endowments, natural/physical, psychological and other factors”, national development goes beyond having plenty of money, it embraces all aspects of social behaviour such as the establishment of law and order, resourcefulness in business dealings, honesty in business relations, sophistication, broadmindedness, familiarity with science, modern technology and mechanical gadgets and overall positive national outlook. Although it might not be so easy to determine which country is developed and which is less developed, yet a country is known to be developed when she is able to provide qualitative life for her citizenry. Being that as it may, it is somewhat easier to say which country is richer and which is poorer. Also, it is easier to say that a country is developing like Nigeria, thus, Nigeria is a developing nation.

National development has some indicators; these include economic growth and transformation, employment, poverty and inequality, transition and continuity, social cohesion, household and community assets, health, safety and security, education, international relations, and good governance (Ogai, 2003). National development is a process that needs thorough planning. The process includes; village development plan, city/township development plan, state development plan, and national development plan. In the so-called ‘developed countries’; their so-called ‘villages’ are well developed like the city to the extent that there is nothing that is in the city that cannot be found in the so-called ‘villages’. In fact, people tend to prefer the villages to the city. But in Nigeria, it is not so, people run away from their villages to the city thus making the city congested. Consequently, the few amenities that are meant for few people are being shared causing ‘survival of the fittest’ while the villages remain seriously retarded in development. For Nigeria to be developed as expected, therefore, there is need to develop the villages with the provision of infrastructural facilities, such as, good roads, well-equipped hospitals, airports, schools at all levels, functioning and steady electricity, and potable water, among others.

Economic growth is a key policy objective of any government. The Nigerian economy is basically an open economy with international transactions constituting an important proportion of her aggregate economic activity. Consequently, the economic prospects and development of Nigeria, like many developing countries, rest critically on her international interdependency. Also, there cannot be economic transformation when there is stunted economic growth. Transition and continuity of leadership are key strengths in national development. One remarkable aspect of successful leadership continuity is an ability to embed strong core values, and clear vision, while also developing a good successor. Succession should be thought of as a mindset rather than an impending, dreaded future event. Hence, for Nigeria to develop as expected, transition and continuity cannot be robbed off. Employment issue in Nigeria is no more a stranger to the graveyard. The Nigerian Bureau of Statistics (NBS) just released the country's unemployment rate that just grew from 10.4 percent in the last quarter in 2015 to 12.1 percent. The economically active population or working age population (persons within ages 15-64) increased from 105.02 million in the fourth quarter 2015 to 106.0 million in the first quarter 2016. Also, in the first quarter, the labour force population increased to 78.4 million from 76.9 million in the fourth quarter 2015. This means that an additional 1,528,647 economically active persons within 15-64 years of age entered the labour force, that is; those people were able, willing and actively looking for work between January 1 and March 31 2016. Accordingly, out of a youth labour force of 38.2 million, a total of 15.2 million of them were either unemployed or underemployed in the first quarter of 2016 representing a youth unemployment rate of 42.24 percent.

The level of poverty in Nigeria is unacceptable because of the massive wealth in Nigeria, plenty of natural resources and a huge population to support commerce. Income inequality has worsened from 0.43 to 0.49 between 2004 and 2009. This is correlated with differential access to infrastructure and amenities. In particular, there are more rural poor than urban poor. This poverty level and inequality can be attributed to political instability of the country, bad leadership, bad transition and continuity of

governance. Nigeria and other African nations have to rise up to the urgent need of addressing the problems of poverty and inequality even as the global community focuses on its new Sustainable Development Goals, SDGs (Osibajo, 2016). Social cohesion is the willingness of members of a society to cooperate with each other in order to survive and prosper. You can all agree with me that social cohesion in Nigeria is a big obstacle to achieve. The absence of social cohesion has led to disrupted livelihood, loss of income, damaged community infrastructure, and serious insecurity, to mention few. For instance, the progress of Nigeria's 2016 Appropriation bill encountered setback due to disagreement between the Executive and Legislative arms of government. President Muhammadu Buhari is reported to have withheld his assent to bill on grounds that the Legislature inflated costs on some budget line items and removed allocations to specified projects.

Education is a shared responsibility of the Nigerian federal, state, and local governments. Challenges that education is facing in Nigeria are shortage of academic staff in all areas, particularly in the critical areas of science and technology; over 60 percent of academic staff in Nigerian university system is in the category of Lecturer 1 and above, due to inter and intra-sector brain drain; an estimated ten million out of the 30 million school-aged children are not enrolled in school in Nigeria; and the educational system suffers from deteriorating quality and insufficient investment to keep pace with the country's burgeoning school-age population (United States Embassy, 2012). The 2016 budgetary allocation for the education sector is lower than 2012, 2013, 2014, and 2015. N306.3bn in 2011, N400.15bn in 2012, N426.53bn in 2013, N493bn in 2014, N492bn in 2015, and N369bn in 2016, it's worth noting that none of the years exceeded 11 percent, against the 26 percent bench-mark recommendation of the United Nations Education, Social and Cultural Organisation (UNESCO) for developing countries (Omole, 2016).

Security is a pre-condition for national development. Insecurity and conflict keep people poor because people want to feel safe and secure just as they need food to eat, clean water to drink and a job to give them an income.

For instance, since the existence of Boko Haram in Nigeria, at least 1,000 people had been involved in suicide bombings and gun attacks mostly on churches, universities, security formations and Western institutions mostly in the northern part of the country (Ayodeji, 2012). It is no surprise therefore that Nigeria has dropped to 151 in global ranking as one of the less peaceful countries in the world, and the score is 2.910 in 2015 and in 2016, Nigeria overall ranking is 149, overall score is 2.877, change in score is -0.022, regional ranking is 40 and the regional average is 2.234, this implies that security in Nigeria is deteriorating. (Global Peace Index, 2016). As this synopsis posits, good governance has to do with leadership.

### **Good Leadership and National Development**



The role of a leader in national development cannot be over-emphasized. There is a school of thought that holds that national development is a function of the leader and the follower. Although this may be true to some extent since a good follower will tend to become a good leader, and a good leader will lead people to the Promised Land, but the ratio is like 80% to 20%. Power flows from the head, and obedience is from below. No matter how good you are as a follower, there is little or nothing you can do if you don't have the power or authority. A follower cannot be

above his master as a servant cannot be above his Lord (Matthew 10:24). Good leadership is also known as a change leadership, a good leadership is the right tool for a nation to be developed the way it ought to. The fortune of a nation can be turned around for good if there is good leadership; but if there is no good leadership, then the nation cannot be developed. Every nation is dynamic due to development; hence, there is need for a good leadership, dynamic leadership or a change leadership.

For a nation to be led to greater heights, the leader must be visionary and must ensure that his followers buy into his vision so as to give maximum supports. For national development, a good leader must be able to identify, and be committed to, the national goals and aspirations. A good leader should be ready to make a lot of sacrifices. He should equally be prepared to offer a selfless service, that is, the leader's service should be of collective or national interest as the national interest takes priority. The leader, who wants to develop his nation must have integrity and be held in high esteem by the public. He must be ready to vigorously pursue the set objectives of the nation and possess the political will to take firm decisions and implement appropriate policies. A good leader for national development must be someone who is competent in the performance of his duties, someone who is focused, has foresight, and listens.

For national development, a good leader should be impartial and effective in the enforcement of law through appropriate institutions, and down the ladder. He should lead by example and be a good role model to others. He should ensure transparency at all levels and be accountable for every decision made or steps taken.

## **Matters Arising**

### ***Inevitable Fraternal Twins***

Inevitable fraternal twins are the first part of the matters arising from the good leadership for national development. Good leadership cannot shy away from this fraternal twins, cannot be avoided but it has to be handled well for the national development. These inevitable fraternal twins are

Change and Conflict. Change and Conflict are constant inevitable fraternal twins to a good leader.

Change is very important in the study of national development. Change is simply an act or process through which something becomes different. Also, it is to make the form, nature, or content of something different from what it is or would be if left alone. Change can also mean a transformation or transition from one state, or condition to another; hence, it can be said to have a broad spectrum of interpretations (Oredein, 2009). There is virtually nothing that does not experience change. Change can be positive or negative. There are many factors that can cause the restriction of change; these include inadequate time for adaptation, narrow perspective of change, social displacement for change, peer pressure, ego defensiveness, lack of information for the need to change, unpreparedness for change, cultural resistance, unclear goals and performance measures, and economic loss, among others. Change must be managed well enough to yield good results. Change management is a structured or systematic approach for ensuring that changes are thoroughly and smoothly implemented and the lasting benefits achieved.

On the other hand, conflict has no standard definition but most definitions of it appear to incorporate some features, these include; the presence of at least two independent parties, the existence of interactions between the parties, and incompatibility between the parties. Conflict could simply mean a disagreement or misunderstanding between two or more people. Conflict, also known as challenges, issues, or crisis, is an inevitable situation which individuals, ethnics, organizations, countries and sub-regions are involved in, and at different levels (Oredein & Durojaye, 2013). Conflict permeates every part of existence. Most of the times, issues which have the capacity to stimulate conflicts are ignored or trivialized, while every focus is placed on the generated problem.

There are several causes of conflict, such as; when a party is required to engage in an activity that is incongruent with his needs or interest; when a party holds behavioural preferences, the satisfaction of which is incompatible with another party's implementation of his preferences; when

a party wants some mutually desirable resource that is in short supply, such that the wants of all parties involved may not be satisfied fully; when a party possesses attitudes, values, skills, and goals that are salient in directing his behavior but are perceived to be exclusive of the attitudes, values, skills and goals held by the other(s); when two parties have partially exclusive behavioural preferences regarding their joint actions; and when two parties are interdependent in the performances of functions or activities, among others (Rahim, 2002). Factors that can propel conflict include; superiority, injustice, vulnerability, distrust, and helplessness (Eidelson & Eidelson, 2003).

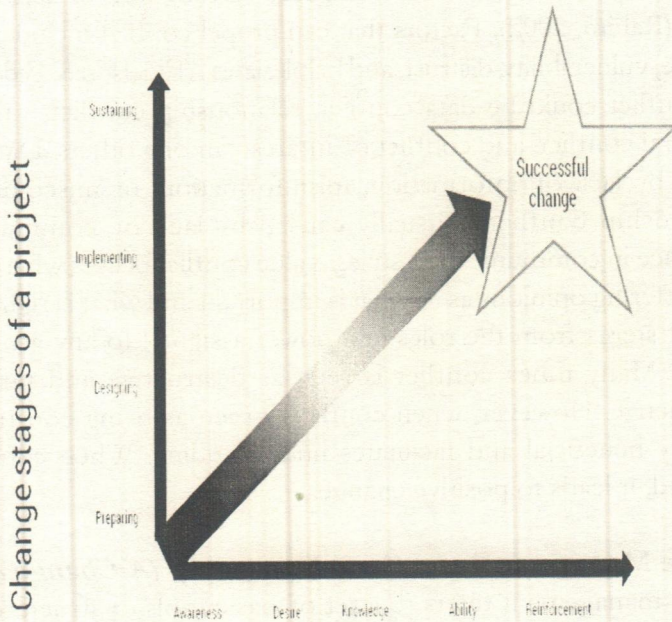
Conflict could be data conflict, relationship conflict, value conflict, structural conflict, and conflict of interest, among others. Data conflict is caused by lack of information, misinformation, or miscommunication. Relationship conflict is usually caused by lack of communication or difference in communication styles. Value conflict occurs when two parties have differing opinions as to what is important and what is right. Structural conflict stems from the roles and power assigned to any given group of people. Many times conflict is seen as destructive and rarely seen as constructive. However, when conflict is seen as being constructive, it is mutually beneficial and facilitates understanding. When conflict is well managed, it leads to positive change.

### **Change Management and Good Leadership (*A Change Agent*)**

Change management refers to a set of basic tools or structures intended to keep any change effort under control. Change management is a structural approach to change that enables the transition from a current state to a desired future state.

There are so many change management theories but this synopsis will refer to a model developed by Hiatt (2006) and known as ADKAR model for individual change management, with an input from more than 1000 organizations from 59 countries, describes five required building blocks for change to be realized successfully on an individual level. The building blocks of the ADKAR model include:

- *Awareness*- of where the change is needed
- *Desire*- to support and participate in the change
- *Knowledge*- of how to change
- *Ability*- to implement new skills and behaviours
- *Reinforcement*- to sustain the change



Change stages of employees

Leadership plays a crucial role in change management. It is absolutely essential for the leader to lead the way when changes occur. Also, the leader needs to be grounded in the moral foundations of the following components; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass & Steidlmeier, 2004). The leader's first responsibility is to detect trends in both the micro and

macro- environments so as to be able to identify changes and initiate programmes. Also, it is important for the leader to estimate what impact a change will likely have on the behavioural pattern of people, work processes, technological requirements and motivation. The leader must assess what people's reaction will be and draft a change programme that will provide support as people go through the process of accepting change. The programme can then be implemented, well disseminated and adjusted where necessary.

The leader is a change agent, who has the clout, conviction and the charisma to make things happen. Change agents employ a number of strategies such as; understand, but not participate in the politics that people might be playing; be able to deconstruct a process and put it back together with innovations; be a keen analyzer who can clearly and persuasively defend his analyses before people; and speak many organizational languages, (Huang & Mak, 1999). In essence, a change must bring order out of chaos. Progress and development are impossible without change, and those who cannot change their minds, cannot change anything (Shaw, 2013).

A successful leader as a change agent shares a number of qualities; grants decision-making authority in exchange for accountability for results; that is, leading people by learning how he can contribute to mission accomplishment. A leader as a change agent gives supervisors extensive authority to make improvement to mission-related processes and systems. A change agent uses a range of tools to encourage result orientation, that is, people's incentive and accountability mechanisms are aligned with the goals of the organization (Oredein, 2009). Moreover, a change agent has to take steps to build the necessary expertise and skills, that is, training should be viewed as an investment in human capital rather than an unnecessary expense. Also, a change agent should integrate the implementation of separate improvement efforts, irrespective of the source. This is because some financial reforms may be self-initiated, some may be mandated by congress, and others may be administrative initiatives. A change agent should be mindful of people's strengths and weaknesses because it is not everybody that likes change. The leader as a change agent needs to understand the people he is dealing with and understand how and why

they feel the way they do, before taking actions, else change is likely to be very painful, and the best people may be lost in the process if care is not taken.

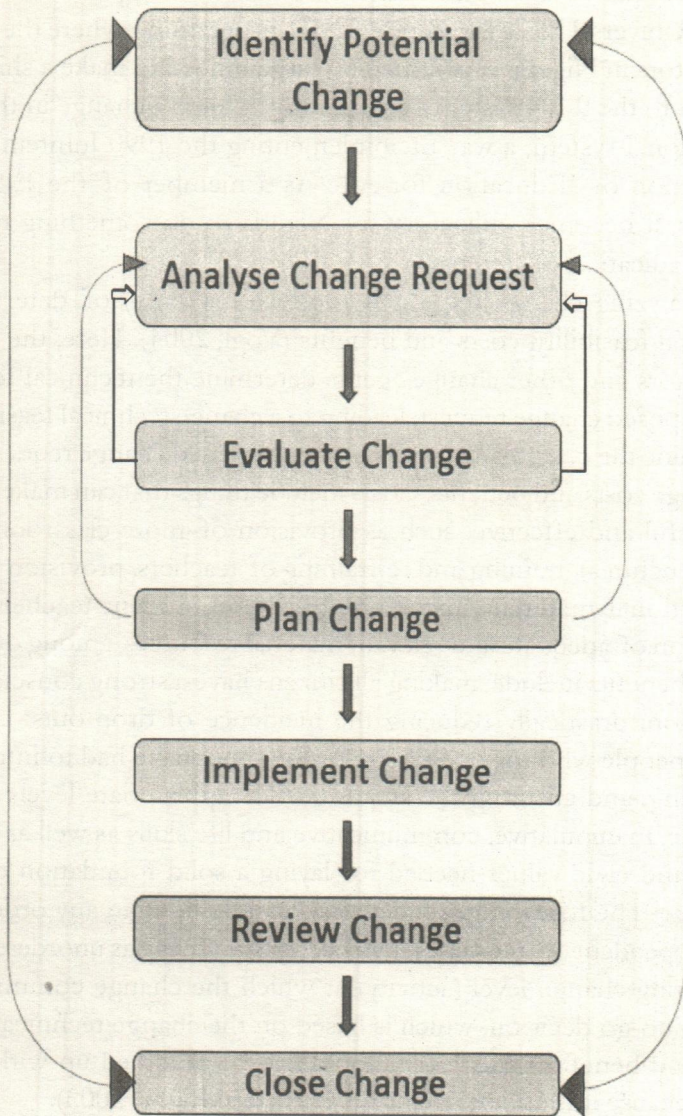
### **People and Change Management**

The importance of people in change management cannot be over emphasized. Different people react differently to change. Strong resistance to change is often rooted in deeply conditioned reinforced feelings. Patience and tolerance are required to help people in these situations to see things differently, and perhaps bit by bit. Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the change. Involving and informing people also creates opportunities for others to participate in planning and implementing changes. This lightens the leader's burden, spreads the load, and creates a sense of belonging and familiarity among the people affected. If change is forced on people, normally problems arise. Rigby (2003) argues that people who are affected by change need to agree with change, or at least understand the need for change, and have opportunity of contributing to the change management, and be involved in the planning and implementation of the change. Face-to-face communications can be used to handle sensitive aspects of change management. Change needs to be well understood as early as possible, so that people's involvement in validating and refining the change itself can be obtained and managed in a way that people can cope effectively with it.

### **Change Management Process**

Change management is an important process, because it can deliver vast benefits, but it can also constitute enormous problems. Seven main activities were adapted from Dennis, Wixon & Tegarden (2002). These activities jointly form the change management process. These are: identify potential change, analyze change request, evaluate change, plan change, implement change, review change and close change.

# Change Management Process



Identifying potential change is the level (activity) when there is a request for change or if the organization requires new functionality (Weerd, 2006), and the request could be internal or external. An example is the introduction of the Universal Basic Education (UBE) programme, where the curriculum innovators in Nigeria established the urgent need to make a shift from the 6-3-3-4 to the 9-3-4 system of education. This is a change in the Nigerian educational system, a way of implementing the 1990 Jumtein (Thailand) declaration of 'Education for All'. As a member of the E-9 group of nations, it becomes obligatory for Nigeria to do something towards the total eradication of illiteracy.

Analyzing change request is the level (activity) of determining the technical feasibility, costs and benefits (Vogl, 2004). Here, the curriculum innovators and other change agents determine the technical feasibility of the proposed change request, leading to a change technical feasibility. They determine the costs and benefits of the proposed change request, resulting in change costs and benefits. Costs include things that can make the change successful and effective, such as provision of more classrooms (general infrastructures), training and re-training of teachers, provision of relevant instructional materials, maintaining a good student-teacher ratio, and provision of adequate and relevant material resources, among others. Some of the benefits include; making all citizens have a strong consciousness for education; drastically reducing the incidence of drop-outs; catering for young people who for one reason or the other have had to interrupt their schooling; and ensuring the acquisition of appropriate levels of literacy, numeric, manipulative, communicative and life skills as well as the ethical, moral and civic values needed for laying a solid foundation of life-long learning. The foregoing sub-activities can be done in any order and they are independent of one another, hence, the modeling as unordered activities. Evaluating change level (activity) at which the change committee makes the go/no-go decision, which is based on the change technical feasibility, costs and benefits. This level should not be muddled up with any other level because it is an important process step (Rigby, 2003).

Planning change is the level (activity) that explains the extent of the change, that is, the other items the change affects, and is determine in a change impact analysis. This activity can also lead to go/no-go decision. It even forms a part of analyzing change request activity or can also be saved and processed later in a batch (Mäkäräinen, 2000). A change planning is created for implementation of the change.

Implementing change is the level (activity) that has to be programmed. It has a relationship with propagating change, because sometimes the change has to be adapted to other parts of the system as well. The change has to be propagated to other system parts that are influenced by it. Thus, the change builder tests whether what he has built actually works and satisfies the change request. The change builder (leader) is the person who plans and implements the change. In the case of UBE for example, the change builders are supposed to be the curriculum innovators, representatives from the Ministry of Education, representatives of teachers, and principals. The documentation is updated to reflect the applied changes. Then a new system release, which reflects the applied change, is made public.

Reviewing change is the level (activity) at which the implementation of the change in a new system release is verified for the last time, now, by the project manager, who is the owner of the project that change request concerns; for example, curriculum innovators for the UBE programme. This has to take place before the release of the change. Before the release of the change, there should be proper education, orientation, training (where necessary), sufficient communication to the users or public, who will be at the receiving end.

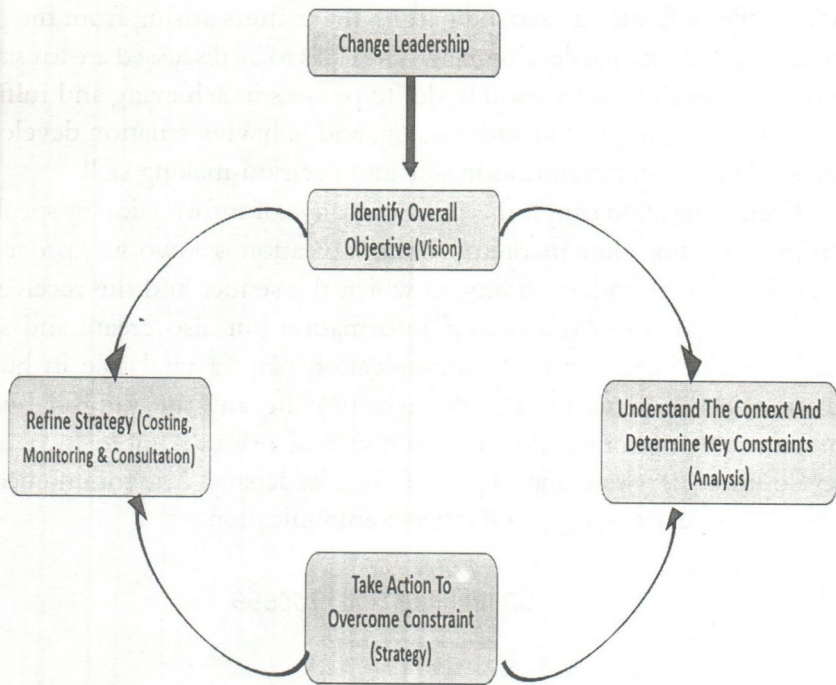
Closing change is the level (activity) at which the change cycle is completed and can also be reviewed as times goes on.

### **Change Leadership for National Development**

National development needs change leadership. Change leadership is quite different from change management. It is much more associated with putting an engine on the whole change process, and making it go faster, smarter, and more efficiently. It concerns the driving forces, visions, and processes

that fuel large-scale transformation. It is the ability to energize groups who will be implementing change projects that they may or may not buy into. Change leadership equally means accepting need for change; defining areas for change; managing change initiatives smoothly by anticipating, preparing and responding effectively to roadblocks; creating an open, receptive work environment; and involving people at all levels in the change initiative. It is more about masses of people who want to make something happen. It is more about big visions, and more about empowering lots and lots of people. Change leaders are unique breed and good leaders who provide direction, guidance and full support to people who are implementing the change as well as those having to adapt to change. Change leadership is the big challenge for national development as there is no nation that is static. For instance, Nigeria, like other nations, is dynamic hence the need for change leadership in all the parastatals from the federal level to state and even the local level. We are all leaders in one way or the other, but not all of us are change leaders, that is, you can be a leader and not be a change leader. Only change leaders at the various levels earlier mentioned can bring about the desired development in this great giant of Africa.

## Change Leadership



Ready (2016) explains four things successful change leaders will do, these are; recognizing embedded tensions and paradoxes; holding everyone accountable; and investing in new organizational capabilities and emphasizing continuous learning. These practices create a culture of agility and resiliency that will pay dividends out into the future, as large-scale change becomes an organizational capability and not a recipe for management failure.

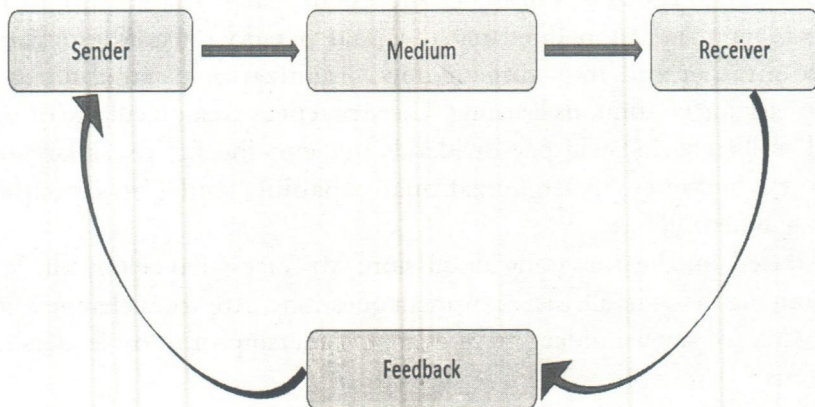
Based on the foregoing discussion, Mr Vice Chancellor, Sir, kindly permit me to ask us all, these pertinent questions: 'Are you a change leader?' Or 'Can we say we indeed have change leadership or good leadership in Nigeria?'

## Irresistible Skills

Irresistible skills are the second part of the matters arising from the good leadership for national development. The skills to be discussed are irresistible and so demanding for a good leader to possess in achieving and fulfilling the expected goals, vision and mission, and in having a nation developed. These skills are communication skill and decision-making skill.

Communication simply means an exchange of information by speaking, writing, or using some mediums. Communication is a two-way process of reaching mutual understanding, in which the sender and the receiver do not only engage in exchange of information but also create and share meaning and significance. Communication plays a vital role in human relationships and without it there cannot be any meaningful human interaction. Communication is also a critical resource input in national development. It is a significant part of good leadership. Any communication without feedback is not an effective communication.

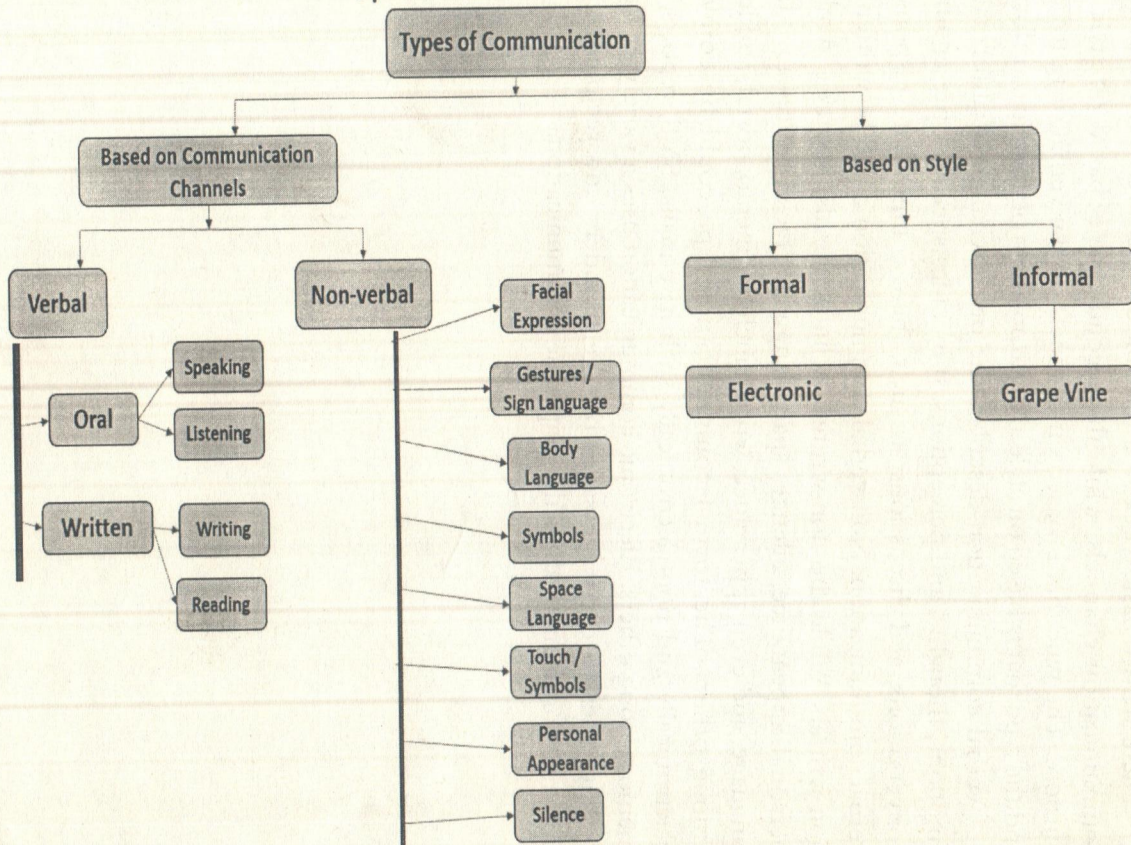
### Communication Process



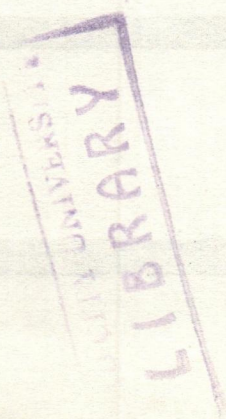
There are two basic types of communication. One type is based on the communication channels, while the second type is based on style and purpose. The type that is based on channels can be verbal or non-verbal and the type that is based on style and purpose can be formal or informal.

Verbal communication describes the oral exchange of information, emotions, thoughts, and perceptions. It includes speeches, presentations, conversations, and discussions; as such, there is immediate response in verbal communication. Non-verbal communication could be written and non-written. While the non-written includes signals, gestures, symbols, personal appearance, silence, space language, facial expression, body language, and even appearance; written includes memo, postal, and letter, among others. The formal communication type could be conveyed electronically and non-electronically such as e-mails, SMS, reports, and memo, among others. Electronic communication uses a variety of digital technologies to carry messages between senders and recipients. The informal communication is the grapevine communication.

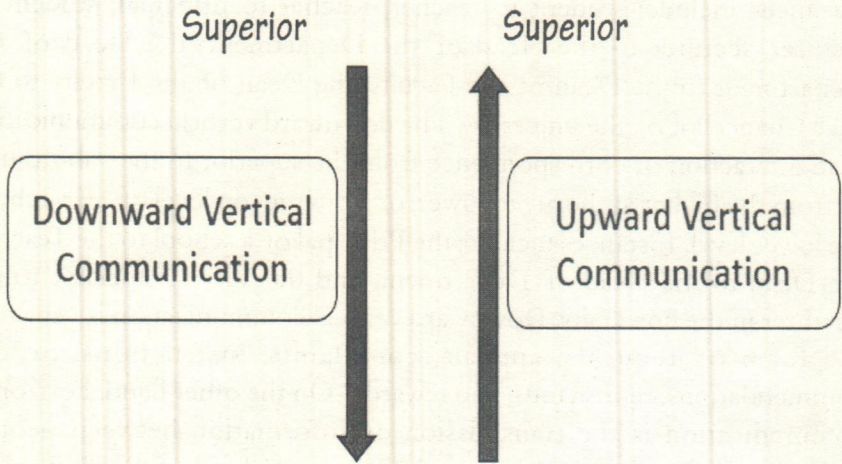
# Types of Communication



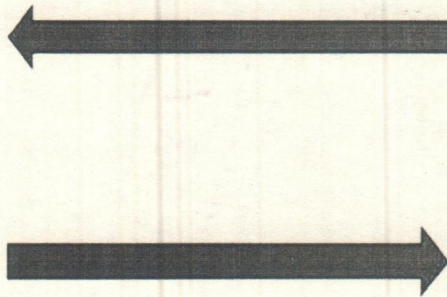
Communication can be vertical and horizontal. The vertical communication in turn can be upward or downward. Upward vertical communication is an interaction or correspondence from the lower level to the top level of hierarchy, or from the subordinate to the superior. Instances include; student to teacher, teacher to principal, student to lecturer, lecturer to the Head of the Department, the Head of the Department to the Dean of the Faculty, the Dean of the Faculty to the Vice Chancellor of the university. The downward vertical communication is an interaction or correspondence from the superior to the subordinate or from the higher authority to lower, or from the top level of hierarchy to the lower level. Instances include; the Principal of a school to the Teacher, the Dean to the Head of Department, and the Vice Chancellor to the Lecturer in the university. Downward vertical communication is usually in the form of requests, appeals, complaints, instructions, orders, commendations, reprimands, and rewards. On the other hand, horizontal communication is the transmission of information between people, divisions, departments, or units within the same level of hierarchy. It is often referred to as 'lateral communication'. It facilitates teamwork and reduces misunderstanding between departments or units thereby increasing efficiency and productivity.



## Vertical Communication

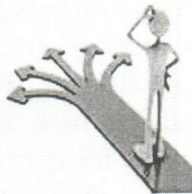


## Horizontal Communication



Communication skill is an irresistible skill that any leader who desires to succeed needs to possess. The major vital communication skill is **listening** followed by **trust**; others include, selecting appropriate messages according to needs and interest of people; selecting appropriate medium for messages transmission; ability to use varied communication networks; timing the transmitting of information appropriately; and paying attention to feedback.

Decision-making is simply the study of identifying and choosing alternatives based on the values and preferences of the decision maker. It is the thought recursive process of selecting a logical choice from the available options. Decision is made on everything in life.



Decision is an everyday event and decision making is based on communication, while communication is the decisional premise that guides decision making; a prime example of a decisional premise is communication channel (Seidl & Becker, 2006) and the existence of communication is needed to measure the effectiveness of any decision (Hitt, Miller & Colella; 2006).

### **Communication and Good Leadership**

We all communicate every day but not all communication is effective. The better leaders communicate, the more credibility they have with their audience. Effective communication provides a huge boost to productivity hence leaders need to learn the use of the following 7Cs to communicate more effectively:

- Clear
- Concise

- Concrete
- Correct
- Coherent
- Complete
- Courteous

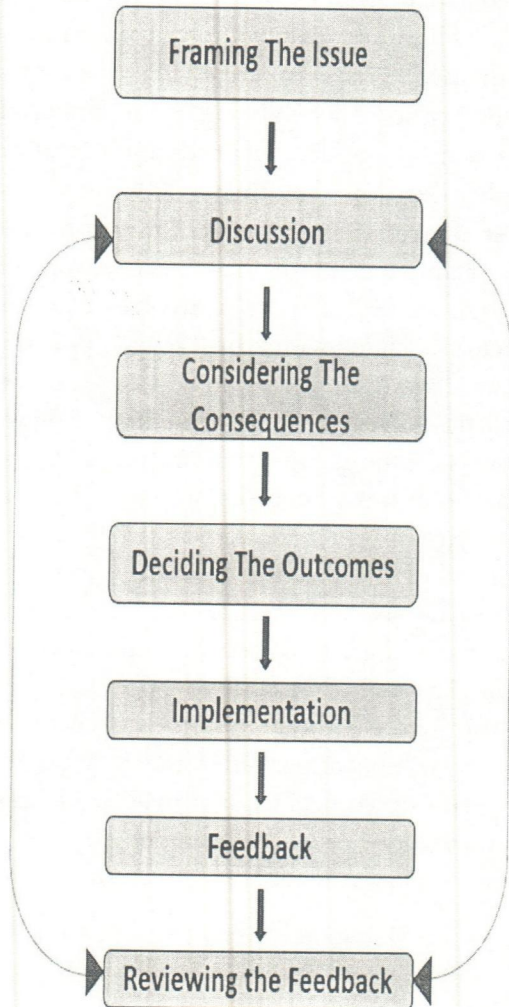
When communicating, the good leader needs to be clear about the goal of the message to be sent to his audience. 'What is the purpose in communicating with this person?'. 'If you are not sure of the message you are sending as a leader then the audience might not be clear either'. When a leader is concise, he sticks to the point and keep it brief as possible. There should be no room for repetition. The message should be concrete and straightforward; it is only then that the audience will have a clear picture of what the leader is saying. The message should be factual, correct and error-free to avoid ambiguity such that the audience will understand it without difficulty. The message should be well detailed with vivid facts. Message that is correct and error-free fits the audience, that is, the leader should speak in a language that his audience will understand and avoid technical terms. The leader should avoid the use of technical terms and be as coherent and logical as possible in the presentation of points that are connected and relevant to the main topic so as to ensure a consistent flow of thought in his communication. In a complete message, the target audience has everything needed to be informed and, if applicable, take action. Courteousness in communication depicts friendliness, openness, and honesty. There are no hidden insults or passive-aggressive tones. Some of our leaders need to learn this skill. When a leader is courteous in communication, he keeps his audience's viewpoint in mind, and becomes empathetic to their needs.

A good leader guards against factors that can hinder effective communication, such as the usage of a wrong medium to send the message, emotional, psychological, language, and cultural barriers, and noise, among others.

## Decision-making and Good Leadership

Leaders make decisions because it is one of the basic functions of leadership. Decision-making is of great importance to the leader and the people that are being led. If decisions are not made, the nation cannot be developed. Decision-making could be complex in nature in the sense that the decision maker will want to satisfy himself that the decision premises are rational, and the decisions, competent. This is important because any poor decision made by the leader will long be remembered for its negative consequences. In essence, a good leader needs to follow the decision process before declaring his decision. Trautman (2008) explains the successful decision-making strategy that, the process of decision-making begins with the identification of an issue and of the various actions that can be taken to handle it through *framing*. This step involves clarifying the issue by identifying the facts associated with it by the group or the committee that the leader might have set-up to look into it. The group or the committee should include all stake holders that have something to do with the identified issue. The next step is for the group or committee to engage in a discussion about the potential solutions or courses of action that can be taken. The discussion can be through dialogue, debate or both depending on the situation at hand. After the discussion on the potential solutions, the committee brainstorms on the consequences of those proposed actions to be taken by considering the advantages and disadvantages of each proposed solution. Through this, courses of actions become narrowed down. The last step involves the committee's decision of the outcome, which must not in any way be influenced by the leadership's pre-determined preference for a specific outcome. Decision-making process is not complete without the implementation; it is after the implementation of the outcomes, that the good leader reviews the feedback from the people concerned.

## Decision Making Process



## **Communication and Decision-making for National Development**

Communication and decision-making is a needed synergy for good leadership in national development. Communication can play an important role in empowering people to influence the decisions that can bring national development. It expands access to new areas or opportunities that can lead to the national development. Communication is a social process that promotes dialogue between communities and decision-makers (leaders) at local and national levels.

National development can only realize the full potential if communication and decision making are shared effectively, and if people are motivated and committed to achieve success. Communication and decision making are central to this task in many ways. For example, the synergy enables planners, when identifying and formulating development programmes, to consult with people in order to take into account their needs, attitudes and traditional knowledge. Only with communication and decision making will the project beneficiaries become the principal actors to make national development programmes successful. Helping people at all levels to communicate empowers them to recognize important issues, find common grounds for action, and build a sense of identity and participation in order to implement their decisions.

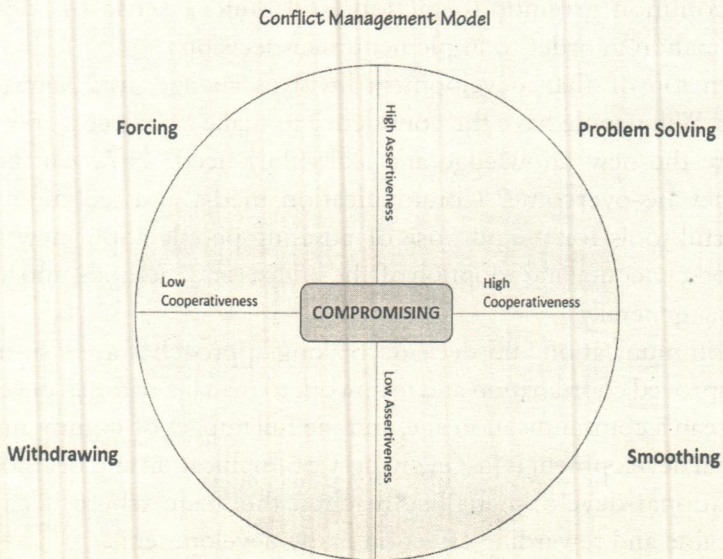
On top of that, development involves change, new ways of doing things. Will people have the confidence to make a project work? Will they acquire the new knowledge and skills they need? How can barriers of illiteracy be overcome? Communication media and techniques can be powerful tools for the purpose of advising people about new ideas and methods, encouraging adoption of those ideas and methods, and improving training generally.

Communication and decision making approaches are also invaluable for improved coordination and teamwork to manage national development. We live in a communication age, and the full impact of communication on national development is just evolving. Communication and decision making for national development has reached the stage where it can have a noticeable and rewarding effect on many developments.

Once again, Mr Vice Chancellor, Sir, please permits me to ask this eminent people more retrospective questions: ‘Is our communication process in order?’, ‘Do we have good communicator leadership at all levels?’, ‘The way decisions are made, can we say we are on the right track?’, ‘Are conflicts handled in the way to foster unity and peace?’, Or ‘Are you a good follower?’.

### My Contribution

Mr. Vice Chancellor Sir I would like to delve a little bit into some of my research efforts over two decades of academic career. It has been observed that conflict cannot but exist since it involves interaction of people. At different levels, displeasure is exhibited and at one time or the other, each party may claim his right to office or position held (Oredein & Durojaye, 2013). So, it is now obvious that conflict cannot be avoided particularly with the reality of the existence of challenges or changes in the system; and the only major solution to this is proper conflict management (Oredein & Durojaye, 2013). Oredein & Durojaye (2013) offer a conflict management model as shown below:



The Table below explains:

Conflict Management Techniques	Correct Timing and Appropriateness	Potential Benefits	Warnings
<b>Forcing</b> (competing)- Assertive and Low cooperation	Use when other less forceful methods, don't work or are ineffective. When students and lecturers need to stand up for their rights, resist aggression and pressure. When a quick resolution is required, sometimes to stop an aggression. As a last resort to resolve a long-lasting conflict.	May provide a quick resolution to a conflict. Increases self-esteem and draws respect when firm resistance or actions were a response to an aggression or hostility. Primary motivation is the desire to win.	May negatively affect the manager's relationship with the opponent in the long run. It may induce violence even if the opponent did not intend to be forceful originally. Taking this approach may be demanding, require a lot of energy and be exhausting to some individuals.
Problem solving (collaborating)- Assertive and Cooperative	When consent and commitment of other faction is important. In a collaborative environment. When it is required to address the interests of multiple stakeholders like the students, teaching and non- teaching staff, community, etc. When a high level of trust is present. When a long-term relationship is important. When you don't want to have full responsibility.	Leads to solving the actual problem. Leads to a win-win outcome. Shows respect for differences. Reinforces mutual trust and respect. Contribute to rebuilding of both relationship. The manager earns the reputation of a good negotiator. For people involved, the outcome of the conflict resolution is less stressful. Leads to a lasting resolution of conflict.	Requires a commitment from all factions to look for a mutually acceptable solution. May require more effort and more time than some other methods. A win-win solution may not be evident. It is not practical, when timing is crucial and a quick solution or fast response is required. When there is loss of trust, the relationship falls back to other methods of conflict resolution. Therefore, all involved parties must continue collaborative efforts to maintain a collaborative relationship.

Compromising- Partially assertive and partially cooperative	When the goals are moderately important and less assertive. To reach temporary settlement on complex issues. To reach expedient solutions on important issues. As a first step when the involved parties do not know each other well or haven't yet developed a high level of mutual trust When collaboration or forcing do not work.	It may be more practical when time is a factor. It is a way of buying time necessary to work out more acceptable solution. Lowers the levels of tension and stress resulting from the conflict. Succeed in reducing the intensity of the conflict.	May result in a situation when both parties are not satisfied with the outcome. Does not contribute to building trust in the long run. May require close monitoring and control to ensure the agreements are met.
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Withdrawing (avoiding)- Low assertive and low cooperation	When the issue is trivial and not worth the effort. When more important issues are pressing, and you don't have time to deal with it In situations where postponing the response is beneficial to the conflict manager, especially when it is not the right time or place to confront the issue and when you need time to think and collect information before you act. When there is no chance of getting the concerns met or would have to put forth unreasonable efforts. When dealing with hostility. When unable to handle the conflict especially if you are emotionally involved or others can handle it better.	When the opponent is forcing / attempts aggression, the manager may choose to withdraw and postpone his response until he is in a more favourable circumstance for him to push back. Withdrawing is a low stress approach when the conflict is short. Gives the ability/ time to focus on more important or more urgent issues instead. Gives the conflict manager time to better prepare and collect information before he acts.	May lead to weakening or losing position; not acting may be interpreted as an agreement. Using withdrawing strategies without negatively affecting manager's position requires certain skill and experience. When multiple parties are involved, withdrawing may negatively affect the manager's relationship with a party that expects action.
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Smoothing (accommodating) High cooperation and Low assertive	When it is important to provide a temporary relief from the conflict or buy time until the manager is in a better position to respond/push back. When the issue is not as important to the manager as it is to the other person. When the manager accept that he's wrong. When there is no choice or when continued competition would be detrimental.	In some cases smoothing will help to protect more important interests while giving up on some less important ones. Gives an opportunity to reassess the situation from a different angle.	It has a short term benefit in the form of social stability. The other party (assertive) may assume greater power that can be detrimental to other persons. May negatively affect the manager's confidence in his ability to respond to an aggressive opponent. It makes it more difficult to transition to a win-win solution in the future. Some supporters may not like smoothing response and be turned off.
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They recommended that authorities or leaders should not wait until issues degenerate into conflict or conflict escalates before it is being managed; they should identify opportunities for growth, improvement, change and development; and make the best maximization. They further recommended that proper and deliberate provision should be made for conflict management.

Moreover, in the study on leadership negotiation skill and university conflict resolution in Nigeria, which was carried out by Oredein & Eigbe (2014), it was observed that, accommodation technique (26.1%) was ranked the highest for university conflict resolution followed by collaboration technique (17%) while withdrawal technique (12.8%) was ranked the lowest technique for conflict resolution.

## Lecturers' and Students' Ranking of Negotiation Techniques Harmonized

Negotiation Techniques for Conflict Resolution	Frequency	Percentage (%)
Accommodation technique	141	26.1
Collaboration and dialogue technique	91	17.0
Competition technique	82	15.1
Compromise technique	86	16.0
Persuasions technique	71	13.0
Withdrawal technique	69	12.8
Total	540	100

*Survey, 2013*

The correlation analysis showed that there is positive relationship between the negotiation processes and the university conflict resolution. In other words, the processes of negotiation greatly influence how university conflicts could be resolved. When the negotiation process is properly done, there is an assurance of resolution of the university conflict and when the negotiation process is not considered fair and proper, the conflict is not likely to be resolved.

### Relationship between Negotiation Processes and University Conflict Resolution

		Negotiation Processes	University Conflict Resolution
Negotiation	Pearson	1	.726
	Sig. (2-tailed)		.023
	N	540	540
University Conflict Resolution	Pearson Correlation	.726	1
	Sig. (2-tailed)	.023	
	N	540	540

*Survey, 2013*

Oredein (2015) carried out another study on healthy university work culture, decision-making and communication leadership skills. The study revealed that there was a combined relation among leadership decision-

making skill, leadership communication skill and healthy work culture in the selected universities in south-west Nigeria. The result showed a very strong relationship among the variables. There was a positive significant relationship between the leadership decision-making skill and a healthy work culture in the selected universities in south-west, Nigeria ( $r=.719$ ,  $P<0.05$ ). This implies that when the leadership decision-making skill is sound and prompt, it creates a healthy work culture environment for the staff.

The result equally revealed that there is a positive significant relationship between the leadership communication skill and a healthy work culture in the selected universities in south-west Nigeria ( $r=.747$ ,  $P<0.05$ ). This means that the better the leadership communication skill, the healthier the work culture and vice-versa. It was further shown that leadership communication skill is significantly related to leadership decision-making skill ( $r=.820$ ,  $P<0.05$ ). It can thus be deduced that the soundness of a leader's decision-making skill can be reflected in his communication skill, which can invariably produce healthy work culture environment in the universities.

### Correlation Analysis

		Leadership Decision- making skill	Leadership Communication skill	Healthy Work Culture
Leadership Decision- making Skill	Pearson correlation	1	.820**	.719**
	Sig.(2-tailed)		.000	.003
	N	148	142	131
Leadership Communication Skill	Pearson correlation	.820**	1	.747**
	Sig.(2-tailed)	.000		.003
	N	142	162	139
Healthy Work Culture	Pearson correlation	.719**	.747**	1
	Sig.(2-tailed)	.003	.003	
	N	131	139	145

\*\*Correlation is significant at the 0.05 level (2-tailed)

## **Future Plans**

Having done preliminary studies on leadership communication and decision-making skills at the university level, I wish to have an in-depth study on the national level looking into non-academic organizations. Also, to look at the phenomenon at various levels of the national development plan.

## **Conclusion**

Mr. Vice Chancellor, Ladies and Gentlemen, I have in this lecture shown that good leadership is a sine qua non for national development. Although national development is a function of both the leader and the led, yet much is required from the leader because to whom much is given, much is desired; and the leader has been given the power and the authority to 'rock the boat'. No matter how more knowledgeable a subordinate is to the superior, the subordinate cannot take any action on behalf of the superior unless delegated. The subordinate will want to keep all his ideas and wisdom until he becomes a leader one day.

This lecture has been able to establish that change and conflict are inevitable fraternal twins. Change and conflict cannot but exist since both involve interaction and people always express their displeasure to things or one another. Apparently therefore, change and conflict cannot be avoided by the leader. A good leader who can also be called a change leader will handle these inevitable fraternal twins in a way that will foster expected development in the nation.

Again, the lecture explained communication and decision-making as the irresistible leadership skills. That is, for a good leader to succeed in developing the nation, he needs to have and exhibit good communication and decision-making skills since decision-making and communication leadership skills are the pillars that hold successful leadership. Decision-making and communication are a part of the day-to-day running activities of any leader. The way leaders communicate decisions to people goes a long way to affect national development. When there is good interaction between the leader and the subordinates, there would be contributions to team communication and subordinates would be encouraged to achieve

the stated goals and objectives. Hence, every leader at various levels in Nigeria should understand the networking of this relationship and ensure the links are not broken so as to have a successful and ever-growing nation. However, there is no perfect conflict resolution technique, a good leader will study the situation to be handled and employ one or more techniques to solve the problem.

Above all, I humbly charge leaders at various levels to make use of the research findings, offered by various researches that have been conducted, on various fields and levels for national development. Nigeria should emulate the developed countries like USA, Britain, Canada, and even South Africa that depend on research findings of their researchers and profitably utilize them to develop their nations.

The onus is now on researchers not to relent on their efforts at carrying out research work; students should also devote serious attention to research work that can make significant contributions to the expected national development. Hence, the need to encourage collaborative research works. Mr. Vice Chancellor, Sir, Distinguished Ladies and Gentlemen, that we may see, have and enjoy a national development, the following are my recommendations:

- i. Our leaders should not wait until issues degenerate into conflict or conflict escalates before it is managed, they should identify opportunities for growth, improvement, change and development; and make the best maximization.
- ii. Proper and deliberate provisions should be made for conflict management.
- iii. All our leaders at all levels should be trained and re-trained in effective leadership communication and decision-making skills which give room for a good feedback that can enhance the growth of the nation/state and project her image positively.
- iv. The frequent use of information technology should be encouraged at all levels in Nigeria to enhance communication among people. Through the use of information technology in communication; time is saved, boredom is reduced, matters are attended to promptly, information

reach the appropriate quarters quickly and actions are taken without any delay. Hence, leaders at all levels should be trained and re-trained on the use of Information Communication Technology to enhance their daily activities.

- v. To realize the recommendation in (iv) then, our leaders need to develop all villages in this capacity as well.
- vi. Leaders should consider themselves as conceptual and behavioral decision makers who solve problems creatively, are humanistic, are concerned about the welfare of people and are interested in helping others.
- vii. Leaders at all levels should be enlightened on the ability to take decisions, and time taken before decisions are made as the facts available before making a decision go a long way in affecting the national development.
- viii. Leaders at all levels should allow stakeholders to participate in decision-making and equally give room for open communication.
- ix. Leaders should allow evidence-informed and results-oriented decision making.
- x. We should ALL aspire to be good followers. Knowing full well that, it is a good follower that can become a good leader. Hence, if you are not a good follower then you should not expect to have a good leader.

### **Acknowledgements**

First and foremost, ALL appreciation goes to God Almighty, the source of my life, the beginning and the end of my life, the architect of my fortune, the Author of wisdom, knowledge and understanding, who has helped me through dangerous twists and turns of life. I will forever be grateful to Him.

What I am today is a product of cumulative efforts of so many people who have played one role or the other in my life. My biological parents are first in this category. Chief Moses Olufunmilayo and Mrs Abigail Odusanya. Both are of blessed memory. I cannot gloss over their roles in my life especially my mother, who taught me how to cook. My parents gave me the best education they could afford and taught me Christian virtues. How I wish you were alive and here to savour the glamour of today. But God took you home in His wisdom.

Mr Vice Chancellor, Sir, kindly permit me to request us to have a minute silence for the deceased. May their gentle soul rest in perfect peace. May the legacy you left behind continue to speak for you.

Followed in this category is the man God sent to my life, my one and only husband and for nobody else, my crown, my best friend, my sweet heart, my confidant, my advisor, my strength, my leader, my honey, my back-bone, my king, my chief-commander, my love, and my father. Words are not enough to describe who you are to me. He is the next person after God in my life. You have given me ALL the needed support (financial, spiritual, moral, and physical) and love all the way. You have proved yourself as a good leader in our nuclear family, my shortcomings notwithstanding. The Grace of God upon your life is helping you to fulfil the mandates of God as the true head, the good ruler, a capable provider, and as he who trains his children in the fear of God. I will continue to be intoxicated with your love, wisdom and from your cistern will I ever drink with relish. And I pray that God's grace upon your life will never diminish in Jesus name, amen. I am very grateful my sweetheart. THANK YOU DEAR for being there for me and for fulfilling the promises you made when our love was just growing. And to you I dedicate this piece.

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Oredein & Mrs J.M.A. Oredein; and Mrs Obasa (Grandma, Lagos). Thank you for ALL you have done for me.

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I would like to appreciate all my spiritual fathers with whom I have had association in the course of my training: The Most Revd (Dr) Joseph & Mama Comfort Akinfenwa; Bishop and Mama (late) Osunade (Baba reviewed my book entitled 'Research Methods' and was the Chairman of my 40th birthday anniversary); Bishop & Mama Olaosebikan; Bishop and Mama Okeremi; Bishop and Mama Fape; Bishop and Mama Oduntan; Bishop and Mama Awosoga; Bishop and Mama Olayinka; Bishop and Mama Adekunle; Venerable (Dr) & Mrs C.O. Adagbada; Venerable & Mrs Joseph Woranola; Venerable & Prof. Collins Babalola; Venerable & Mrs J.O.B. Kehinde; Venerable & Mrs Adewale Sanda; Venerable & Mrs B.F. Iyiola; Venerable & Mrs M.I. Ebubechukwu; Venerable (Dr) & Prof Wole Ogunseyinde; Venerable & Mrs O.O. Olagundoye; Venerable & Mrs Abiodun Bolaji; Venerable & Mrs (late) B.O.O. Obaweya; Venerable (Dr) & Mrs S.M. Mepaiyeda; Venerable & Mrs Adetifa; Venerable (late) & Mrs Bolodeoku; Venerable & Mrs S.D. Ezeike; Venerable & Mrs Lolu Akinyinka; Venerable & Mrs Israel Odukogbe; Venerable (Dr) & Prof Yinka Gbotosho; Pastor & Pastor (Mrs) Tony Adenuga; Pastor & Pastor (Mrs) Lanre Adeboye; Pastor & Pastor (Mrs) Toba Fabiyi; Pastor & Pastor (Mrs) Tunde Olajide; all Scripture Union Brethren, Abeokuta; all my 'Fathers-in-the Lord and Mothers-in-the Lord. Thank you so much and God bless.

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my good friend from secondary school; Sis. Bimpe; Sis Yemi; Dr & Mrs Bayo Dacosta (Kent); and Dr & Mrs Bosun Lawal (Birmingham). Thank you all for your support and God bless.

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I cannot forget the immense contributions of ALL my direct and indirect teachers/lecturers right from kindergarten level to my tertiary level: Prof. Ogunsaju, you are GREAT! In the same vein, I want to appreciate ALL my students from Federal College of Agriculture, I.A.R.&T, Ibadan; and Federal College of Animal Health & Production, I.A.R.&T, Ibadan where I taught for twelve years; both undergraduate and postgraduate students from the Institute of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State as well as Faculty of Arts & Education, you are ALL precious to me. Also, I would like to say thank you to Mr Alabi Odekunle, my English teacher who assisted me greatly at the early stages of my research work, and who also assisted in the editing of this piece. I cannot forget the whole staff of the Lead City University College Press, Ibadan. Thank you all and God bless.

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To you all our guests from far and near, who left all to be part of this great historical event, to celebrate with my family and myself, I say a big thank you for being part of this memorable day.

I acknowledge the media here present to show-case me. Thank you all for being part of this vivid landmark and memorable event in my lifetime. God bless you.

In conclusion, Mr Vice Chancellor, no man can receive anything except it is given from above. Therefore, to God the Father, the Son, and the Holy Spirit, I give my immortal praise. Please permit me to sing these songs:

1. Baba Mimo  
Nibo ni ki nti bere/2x  
Bere si yin O  
Baba Mimo  
Nibo ni ki nti bere/2x  
Orin ope si O  
Jesu Mimo  
Emi Mimo
2. All the glory must be to the Lord  
For He is worthy of my praise  
No man on earth should give glory to himself  
All the glory must be to the Lord
3. I never know You will honour me in this way/x3  
Honour me in this way  
Thank you Jesus

4. He loves me I cannot say why/x2  
On Calvary tree,  
Jesus suffered for me  
He loves me I cannot say why
5. E se ibi teti bere  
E se ibi tebade  
Mo dupe o Jesu  
Ibi te mumi lo  
Ibi te mumi lo ibi to dara ni (ibi to logo ni/ to lola ni/ to lewa ni)

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## **Biodata of Professor Afolakemi Olasumbo Oredein**

Professor Afolakemi Olasumbo Oredein was born on Monday 25th April, 1964 in Abeokuta to the family of late Chief Moses Olufunmilayo Odusanya and late Mrs Abigail Odusanya of Okun-Owa, Odogbolu Local Government Area, via Ijebu-Ode. She attended two primary schools: St John's Primary School, Igbehin, Abeokuta, 1969-1970; and St. Bernadette Primary School, Oke-Ilewo, Abeokuta, 1971-1975.

From 1976 to 1981, she had her secondary education at African Church Grammar School, Ita-Eko, Abeokuta, Ogun State. She proceeded to Baptist Teacher's Training College, Idi-Aba, Abeokuta, 1982-1984. After that, she taught as a classroom teacher at Tibo Primary School, Tibo, Aiyetoro, Ogun State, 1985-1986. She later continued her education at Federal College of Education, Osiele, Abeokuta, Ogun State, to obtain National Certificate in Education (N.C.E.) Mathematics/Integrated Science, 1989. The same year, she was admitted to the University of Ilorin, Ilorin for her Bachelor in Science Education Degree (B.Sc Ed/Maths/Statistics) and graduated in 1991. She was initially posted to Lagos State for her National Service and later redeployed to Oyo State after the camp due to her marital status. She served in the Federal College of Agriculture, I.A.R.&T where she taught Statistics and related courses in the 1991 to 1992. Due to her commitment and meritorious service when she was serving, she was retained and offered appointment out of the eleven Youth Corp members. Professor Oredein enrolled for her Masters (M.Ed) programme in Educational Management at the Department of Educational Management, University of Ibadan, 1993 and with abiding interest in her job then, she proceeded to obtain a Postgraduate Diploma in Statistics (PGDS) at the University of Ibadan, 1996. Almost immediately, she started her Ph.D and successfully defended her thesis on Leadership Characteristics and Personnel Constraints as Predictors to Effectiveness in Industrial and Education Organisation in Ibadan Municipality in 2000.

Professor Afolakemi Oredein worked at the Federal College of Agriculture, Ibadan, 1992-2004. She rose through the rank to the level of Tutor I. She served as a member in various committees like Students' Disciplinary Committee, and Examination Committee. She left Federal College of Agriculture and joined the Institute of Education, Olabisi Onabanjo University, Ago-Iwoye, Ogun State as Research Fellow I, May 2004. When she was at the Institute of Education; she also served in various committees, such as, Examination Committee and Students' Disciplinary Committee. She was the Coordinator of Postgraduate Programme at the Institute of Education and she was also the Chairperson for the 2007

Biennial Institute of Education International Conference; and it was a huge success. She joined Lead City University in November, 2011 in the Department of Educational Management, Faculty of Education. She resumed as Senior Lecturer but because of the number of her publications at her entering point and her commitment and dedication, she was reconsidered for the post of a Reader almost immediately. Her Professorial Chair was approved by the Governing Council of Lead City University and pronounced by the Chairman of Senate, December, 2014. Professor Oredein is a Professor of Educational Management (Leadership). Professor Oredein is a versatile and seasoned scholar.

Professor Oredein has served and still serving in the following capacities in Lead City University; she is a member of the Senate, 2012 till date; the first female Head of Department Educational Management, Faculty of Education, 2012 till date; the first female Sub-dean, Faculty of Education, 2011-2013; the first female Acting Dean, Faculty of Education, 2013; the first female Dean, Faculty of Arts & Education, 2014-till date; a member, Business Committee, 2014-till date; a member, Student Disciplinary Committee, 2013-till date; and secretary, Promotion Criteria Committee, 2014.

She received the National Universities Commission (NUC) for the verification of the Faculty of Education with twelve programmes approved by the NUC, December, 2013. She organized the first Faculty based International Conference on Education in collaboration with Global Education Network (GEN) organisation, 2014 and the second of it is coming up in the month of November, 2016. Since she became the Dean of the Faculty of Arts & Education, she has organized annual Faculty lectures. She pioneered the certification of the Education Students as trained teachers by the Teachers Registration Council of Nigeria (TRCN), and the Lead City University happens to be the first private university whose education students are certified as trained teachers in Nigeria.

Professor Oredein has published widely in the area of educational management, and leadership in particular. She has to her credit 1 textbook solely written. She has 14 chapters in books and 38 journal articles and 1 conference proceedings. She is currently working on Student Time

Management and University Climate as Predictors of Study Habits in Universities, South-west Nigeria. Professor Oredein has attended many local and international conferences to her credits; she was in Uganda, Kenya, South Africa, Ghana, United States of America, United Kingdom, and Canada to mention few.

Professor Afolakemi Oredein won Charles F. Elton Best Paper Award, May, 2015 and an Excellence Award was given to her by the Initiative for Ogere Development (IOD), December, 2015.

Professor Oredein is a functional member of the following academic organizations: Higher Education on Research & Policy Network (HERPNET); Global Education Network (GEN); Kappa Delta Pi (KDP Nigeria Chapter); World Education Research Association (WERA); American Education Research Association (AERA) and Nigerian Association for Educational Administration and Planning (NAEAP). She is a chartered member of Institute of Personnel Management of Nigeria, (IPMN). She is Editor-in-Chief, African Higher Education Review (AHER), International Online Journal, Available on <http://www.airweb.org/AboutUs/AffiliatedIROrganizations/Pages/HERPNET.aspx>. 2009-till date;

Editor-in-Chief, East African Journal of Educational Research & Policy (EAJERP), 2010-till date; and Editor-in-Chief, Journal of Capital Development in Behavioural Sciences (JOCADDEBS) 2013-till date. JOCADDEBS is the Faculty-based Journal and is both in print and online, available on <http://www.lcu.edu.ng>. Professor Oredein has supervised two (5) Mphil/PhD students and six (8) M.Ed students.

By the Grace of God Professor Oredein is a daughter of Zion, and a wife to a clergy in Anglican Communion (Episcopal), Ibadan Diocese. She is the assistant secretary of the Ibadan Diocese Clergy Wives Association (2013 till date), and Secretary of the Jesus Festival Bible Quiz Committee (2014 till date). She is happily married to Rev'd Opeoluwa Adeoye Oredein and the marriage is blessed with glorious children: IgbagboninuJesusanmi and IgbagboninuJesugbemileke.

## **National Anthem**

Arise, O compatriots  
Nigeria's call obey  
To serve our fatherland  
With love and strength and faith  
The labour of our heroes' past  
Shall never be in vain  
To serve with heart and might  
One nation bound in freedom  
Peace and unity'

O God of creation  
Direct our noble cause  
Guide thou our leaders right  
Help our youths the truth to know  
In love and honesty to grow  
And living just and true  
Great lofty heights attain  
To build a nation where peace  
And justice shall reign

## **Lead City University Anthem**

Lead City University  
The Cradle of Great leaders  
Where hopes and dreams are given life  
And drive for great attainment  
With motivation and inspiration  
We're dedicated, educated  
Extending peace and joy  
From different cultures, beautiful picture  
Lead City University  
We are the leaders  
The light of our great nation  
Diversified yet one great vision  
With wisdom to serve our fatherland  
We're dedicated, educated  
Extending peace and love  
Our voices together, beautiful harmony  
Lead City University



## Programmes Available at the Faculty of Arts & Education Lead City University, Ibadan

### I. Education

- A. Educational Management (B.Ed) with teaching subject in one of the following: English Language, Economics, Mathematics, Physics, Chemistry, Computer Science, Biology and Social Studies.
- B. Science Education (B.Sc. Ed) - Biology Education, Chemistry Education, Physics Education, Mathematics Education, Computer Science Education.
- C. Arts Education (B.A Ed) - English Language Education.
- D. Social Science Education (B.Sc Ed) - Economics Education, Social Studies Education.
- E. Business Education (B.Ed).
- F. Guidance & Counselling (B.Ed) with teaching subject in one of the following: English Language, Economics, Mathematics, Physics, Chemistry, Computer Science, Biology and Social Studies.
- G. Physical & Health Education (B.Ed).
- H. Library & Information Science (B.Lis).

### II. Arts

- A. English & Literary Studies (B.A).
- B. Performing Arts & Culture (B.A).

#### **Note**

*Sandwich Programme is available in Education. Also, there is an opportunity to publish your articles in a multidisciplinary Faculty based Journal (JOCADBS: [jocadbsci@lcu.edu.ng](mailto:jocadbsci@lcu.edu.ng))*

