

BUILDING TRANSFORMATIVE LEADERSHIP FOR NIGERIA

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1. INTRODUCTION

Leadership has been recognised as one of the most important variables that affect the performance of any organisation, institution or nation. Study after study, superior financial and organisational performance, as well as other forms of success, have been linked to leadership.¹ Scholars have opined that the success or failure of organisations and nations depends on leadership excellence and not managerial acumen.²

It has been documented that the progress, development and fortunes of many nations are tied to the type and quality of the political leadership that they have had and continue to have.³ In a recent survey of 1,767 experts across the world, 86 percent of the respondents agreed that the world is facing a leadership crisis.⁴ According to Myles Munroe, the world is filled with followers, supervisors and managers but very few leaders.⁵

Chinua Achebe argued that “the trouble with Nigeria is simply and squarely a failure of leadership. There is nothing basically wrong with the Nigerian Character. There is nothing wrong with the Nigerian land or climate or water or air or anything else.”⁶ But scholars have documented that scourges of bad leadership and signs of darkened mood are everywhere in Nigeria.⁷

Despite the recognition that Leadership is crucial for the development of organisations and nations and that leaders can be trained, there are very few organisations especially in Africa dedicated to building transformative leadership. Myles Munroe put it aptly:

There is leadership potential in every person. Despite this universal latent ability, very few individuals realise this power, and fewer still have responded effectively to the call. As a result, our nations, societies and communities are suffering from an astounding leadership void.⁸

Therefore, one big idea that can push Nigeria and indeed Africa forward is to build transformative leadership. In this key note address, we argue for the need to build transformative leadership and share our experience of trying to build transformative leadership for the past ten years. But first, we explicate the concept of leadership.

2. CONCEPT OF LEADERSHIP

Like most terms in social discourse, there is no universal definition of leadership. Leadership is defined in different ways by several scholars. Myles Munroe defines leadership as the ability to lead others by influence.⁹ This includes the capacity to influence, inspire, rally, direct, encourage, motivate, induce, move, mobilize, and activate others to pursue a common goal or purpose while maintaining commitment, momentum, confidence and courage. The most popular definition is that Leadership is influence.¹⁰ Influence here means the ability to move another person in a direction you believe is important. According to Bernard Montgomery, a British Field Marshal, Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.¹¹ To influence requires that your ideas are heard and accepted. You can only win hearts and minds when you respect their aspirations, interests and concerns.¹² According to Daniel Goleman, the fundamental task of leaders is to prime good feeling in those they lead.¹³ Philip of Macedonia, the father of Alexander the Great said, “An army of deer led by a lion is more to be feared than an army of lions led by a deer.”¹⁴

The leadership of any organization or country determines its success or failure. It is the process of providing guidance to followers- the art of influencing human behaviour to strive willingly for mutually compatible objectives. One scholar once argued that “a leader is a person who knows the road, who can keep ahead and who pulls others after him/her.” The Core Leadership Responsibilities include achieving the task, building and maintaining the group and developing the individual. In any organisation or country, it is the leadership that mobilises people to get thing done.

Mary Lippit, a Leadership scholar conceives of Leadership as a balancing act in which the leader must grapple with both strategic and tactical issues and problems, attending to both internal and external forces- and always “keep their eyes on the prize.”¹⁵ She argues that to get results, leaders must focus on results. She proposes a Leadership framework that is explicit and able to broaden the mindset of leaders and encourage the examination of options and produce results. The Framework consists of six priorities that leaders and teams need to focus upon. The priorities are:

1. Developing new products and services (Inventor)
2. Wining and retaining customers (Catalyst)
3. Designing a supportive infrastructure and systems (Developer)
4. Focusing on efficiencies and improving quality (Performer)
5. Building the culture and developing people (Protector)
6. Scanning the future and seizing opportunities (Challenger)

Leaders can get things done by engaging in five practices.¹⁶ First is to model the way by clarifying values through giving voice and affirming shared ideals as well as setting the example by aligning actions with shared values. Secondly, leaders can get things done by envisioning the future and enlisting others in a common vision through appealing to shared aspirations. Thirdly, leaders can challenge the process by searching for opportunities through innovative ways to improve and experimenting, taking risks and learning from experience. Fourthly, leaders can enable others to act by fostering collaboration, building trust, facilitating relationships and strengthening others through increasing self-determination and developing competence. Finally, leaders can get things done by recognizing contributions through showing appreciation for individual excellence and celebrating the values and victories by creating a spirit of community.

According to John Maxwell, a good leader has 21 indispensable qualities namely character; charisma (ability to draw people to you); commitment; effective communication; competence (ability to say it, plan it and do it); courage; discernment (ability to find out the root of a matter through intuition, intellect and experience); focus (to ensure prioritization, concentration and task completion); generosity; initiative; listening; passion; positive attitude; problem solving ability; relationships; responsibility; security; self-discipline; servanthood; teachability and vision.¹⁷

It is important to point out that leaders are ordinary people who accept or are placed under extra-ordinary circumstances that bring forth their latent potential, producing a character that inspires the confidence and trust of others.¹⁸ This is why Amandla, the cultural wing of the Africa National Congress (ANC) stated that leaders are not born; they are produced during the course of the struggle. Great leaders are usually ordinary people who are prepared to sacrifice and do extraordinary things because circumstances made demands on their

potential. True leaders are not selfish and have no interest in themselves or position but committed to influencing others for the common good.

3. THE NEED FOR TRANSFORMATIVE LEADERSHIP

In order to underscore the need for transformative leadership in Nigeria, there is the need to understand the leadership theories. Several Scholars give different categorisation of leadership theories. We are however adopting the one by the Centre for Leadership Studies which reviewed Leadership theory and competency frameworks and classified leadership theories into seven categories namely:

1. **The “Great Man” Theories:** The “great man” theories assume that the capacity for leadership is inherent and that great leaders are born, not made. These theories are based on the belief that leaders are exceptional people, born with innate qualities destined to lead.¹⁹
2. **Trait Theories:** These theories assume that people inherit certain qualities and traits that make them better suited for leadership. The theories argue that there are certain traits or characteristics that are present in certain persons that help them in leadership. Leaders are therefore believed to be more intelligent than the average of the group being led but may not be the most intelligent. The trait theories point out that leaders have a list of skills such as creativity, organising ability, persuasiveness, diplomacy and tactfulness, knowledge of the task and the ability to speak well.
3. **Behaviourist Theories:** These theories concentrate on what people do that make them to be leaders rather than on their qualities. McGregor’s theory X and Theory Y Managers proposes that leadership strategies are influenced by a leader’s assumption about human nature.

McGregor summarised two contrasting sets of assumptions made by managers in industry.

Theory X managers believe that:	Theory Y managers believe that:
<ul style="list-style-type: none"> • The average human being has an inherent dislike of work and will avoid it if possible. • Because of this human characteristic, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort to achieve organizational objectives. • The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all else. 	<ul style="list-style-type: none"> • The expenditure of physical and mental effort in work is as natural as play or rest, and the average human being, under proper conditions, learns not only to accept but to seek responsibility. • People will exercise self-direction and self-control to achieve objectives to which they are committed. • The capacity to exercise a relatively high level of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population, and the intellectual potentialities of the average human being are only partially utilized under the conditions of modern industry.

Source: Culled from Bolden et al (2003)

Behavioural theories are based upon the belief that great leaders are made, not born.²⁰ According to this theory, people can learn to become leaders through teaching and observation.

4. **Situational Leadership Theories:** These theories point out that leadership emerges according to the situation which also determines the leadership style.
5. **Contingency Theory:** This is a refinement of the situational approach and focuses on identifying the variables which produces leaders and the style that fit particular circumstances. According to this theory, no leadership style is best in all situations; and success depends on a number of variables including leadership style; qualities of followers and aspects of the situation. The theory points out that the leadership style depends on such factors as the situation, the people, the task, the organisation and other environmental variables.²¹
6. **Transactional Theory:** This theory emphasizes the importance of the relationship between leaders and followers, focusing on the mutual benefits derived from a form of “contract” through which the leader delivers such things as rewards and recognition in return for the commitment or loyalty of the followers.
7. **Transformational Theories:** The central concept in transformational theory is change and the role of leadership in envisioning and implementing the change. Transformational leaders are change agents; courageous; believe in people; value driven; lifelong learners; have the ability to deal with complexity; ambiguity and uncertainty; and are visionaries (have grand plans).²²

Transactional Leadership	Transformational Leadership
<ul style="list-style-type: none"> • Builds on man’s need to get a job done and make a living • Is preoccupied with power and position, politics and perks • Is mired in daily affairs • Is short-term and hard data orientated • Focuses on tactical issues • Relies on human relations to lubricate human interactions • Follows and fulfils role expectations by striving to work effectively within current systems 	<ul style="list-style-type: none"> • Builds on a man’s need for meaning • Is preoccupied with purposes and values, morals, and ethics • Transcends daily affairs • Is orientated toward long-term goals without compromising human values and principles • Focuses more on missions and strategies • Releases human potential – identifying and developing new talent • Designs and redesigns jobs to make them meaningful and challenging

<ul style="list-style-type: none"> • Supports structures and systems that reinforce the bottom line, maximise efficiency, and guarantee short-term profits 	<ul style="list-style-type: none"> • Aligns internal structures and systems to reinforce overarching values and goals
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Culled from Bolden et al (2003)

“The goal of transformational leadership is to ‘transform’ people and organisations in a literal sense – to change them in mind and heart; enlarge vision, insight, and understanding; clarify purposes; make behaviour congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building”

According to Bass and Avolio, transformational leaders display behaviours associated with five transformational styles:

Transformational Style	Leader Behaviour
1) Idealized Behaviors: living one's ideals	<ul style="list-style-type: none"> • Talk about their most important values and beliefs • Specify the importance of having a strong sense of purpose • Consider the moral and ethical consequences of decisions • Champion exciting new possibilities • Talk about the importance of trusting each other
2) Inspirational Motivation: inspiring others	<ul style="list-style-type: none"> • Talk optimistically about the future • Talk enthusiastically about what needs to be accomplished • Articulate a compelling vision of the future • Express confidence that goals will be achieved • Provide an exciting image of what is essential to consider • Take a stand on controversial issues
3) Intellectual Stimulation: stimulating others	<ul style="list-style-type: none"> • Re-examine critical assumptions to question whether they are appropriate • Seek differing perspectives when solving problems • Get others to look at problems from many different angles • Suggest new ways of looking at how to complete assignments • Encourage non-traditional thinking to deal with traditional problems • Encourage rethinking those ideas which have never been questioned before

<p>4) Individualized Consideration: coaching and development</p>	<ul style="list-style-type: none"> • Spend time teaching and coaching • Treat others as individuals rather than just as members of the group • Consider individuals as having different needs, abilities, and aspirations from others • Help others to develop their strengths • Listen attentively to others' concerns • Promote self-development
<p>5) Idealized Attributes: Respect, trust, and faith</p>	<ul style="list-style-type: none"> • Instil pride in others for being associated with them • Go beyond their self-interests for the good of the group • Act in ways that build others' respect • Display a sense of power and competence • Make personal sacrifices for others' benefit • Reassure others that obstacles will be overcome

Culled from Bolden et al (2003)

As can be seen from above, there are different theories of leadership. There are different kinds of leadership for different eras. Scholars have pointed out in the period of crisis requires charismatic leadership with a combination of intelligence, purpose, grace under pressure and consideration for followers. The period of change requires transformational leaders who are courageous, value driven and visionary people who are uncomfortable with uncertainty while steady times require transactional leaders who maintain the status quo and strengthen existing structures, cultures and strategies. **It is clear to us that the type of leadership needed in Nigeria is transformative leadership.** Since it has been proven that leaders can be trained, all efforts should be made to build a new crop of transformative leaders to bring about the required change in Nigeria.

4. BUILDING TRANSFORMATIVE LEADERSHIP

As noted above, there are leadership theories based on the idea that there are natural born leaders or those born with leadership traits. But several studies have shown conclusively that leadership capabilities can be developed through education and experience.²³ Myles Munroe made the point that every human has the instinct and capacity for leadership, but most do not have the courage or will to cultivate it.²⁴ Similarly, John Maxwell argued that leadership is not an exclusive club for those who were “born with it” and that the traits which constitute the raw materials of leadership can be acquired.²⁵ According to Jo Owen, you do not have to be born a superhero to become a good leader; you can lead by mastering a range of practical skills.²⁶

It is therefore necessary to build the capacity of people for leadership. Leadership training programmes or leadership schools are based on the understanding that people can be trained to become leaders. As Myles Munroe put it, “true leaders are not born, but made...Leadership

courses can only teach skills: they cannot teach character and vision. Leaders are made through developing character and vision.”²⁷

John Maxwell has presented a framework for developing character and vision for leadership.²⁸ It involves developing the following traits and attitudes:

1. **Becoming a person of Influence:** As noted above, leadership is influence. Influence does not just come to us instantaneously. It grows by stages. If your life in any way connects with other people, then you are an influencer. And everyone has influence which can be positive or negative. John Maxwell has identified five levels of leadership in terms of influence:

S/No	Level	Characteristics	Influence	Remarks
1.	Position	The only influence you have is that which comes with the title.	People follow because they have to	Your influence will not extend beyond the lines of your job description.
2	Permission	The influence is build on relationship	People follow because they want to.	People will follow you beyond your stated authority.
3.	Production	The influence is based on production (profit, high turnover, new projects etc)	People follow you because of what you have done for the organisation	This is where success is sensed by most people. They like you and what you are doing.
4.	People Development	The influence is based on the ability to empower others	People follow you because of what you have done for them	This is where long-range growth occurs. Your commitment to developing leaders will insure ongoing growth to the organisation and to people.
5.	Personhood	The influence is based on proven leadership.	People follow because of who you are and what you represent.	This step is reserved for leaders who have spent years growing people and organisations.

2. **Ability to set and focus on priorities:** Leadership requires the ability to think and do things in order of importance. The Pareto principle clearly underscores this: 20 percent of your priorities will give you 80 percent of your production if you spend your time, energy, money and personnel on the top 20 percent of your priorities.

Nuggets:

- It is not how hard you work; it is how smart you work.
 - Organise...Do not agonise
 - You can choose or lose: Initiate or react; lead or listen; pick up phone and make contact or wait for phone to ring; invest time with people or spend time with people.
3. **Integrity:** Integrity involves matching words with deeds. A person with integrity does not have divided loyalty (that's duplicity) and does not pretend (that's hypocrisy).
- Integrity builds trust
 - Integrity has high influence value
 - Integrity facilitates high standards
 - Integrity results in a solid reputation, not just image.
 - Integrity means living it myself before leading others
4. **Creating positive Change:** One of the major roles of a leader is to envision the future, identify the needed change and enable others to act to bring about the needed change. A leader must therefore be a change agent. This is quite different from the profile of a leader in trouble who:
- Has a poor understanding of people
 - Lacks imagination
 - Has personal problems
 - Passes the buck
 - Feels insecure and satisfied
 - Is not organised
 - Flies into rages
 - Will not take a risk
 - Is insecure and defensive
 - Stays inflexible
 - Has no team spirit
 - Fights change

The Leader must develop a trust with people, make personal changes before asking others to change and create an enabling environment and agenda for change to happen.

5. **Problem Solving:** Effective leaders rise to a challenge. That is one of the things that separate winners from whiners. No matter what field a leader is in, he will face problems. You can measure a leader by the problems he tackles. Leaders with good problem-solving ability anticipate problems; accept the problem and try to make things better; see the big picture; handle one thing at a time and never give up a major goal when they are down. A test of a leader is the ability to recognise a problem before it becomes an emergency. Great leaders recognise and deal with problems in the following sequence:

- They sense it before they see it (intuition)
 - They begin looking for it and ask questions (curiosity)
 - They gather data (processing)
 - They share their feelings and findings to a few trusted colleagues (communicating)
 - They define the problem (writing)
 - They check their resources (evaluating)
 - They make a decision (leading)
6. **Attitude:** The disposition of a leader is important because it will influence the way followers think and feel. Great leaders understand that the right attitude will set the right atmosphere, which enables the right responses from others. Attitude is an inward feeling expressed by behaviour.
- Attitude determines approach to life
 - Attitude determines our relationship with people
 - Often attitude is the only difference between success and failure
 - Attitude at the beginning of a task will affect its outcome more than anything else
 - Attitude can turn problems into stepping stone for progress
 - Our attitude can give us an uncommonly positive perspective
7. **Developing People:** A leader must have focus for developing other people which is the most appreciable asset. According to Maxwell, there are three levels of people:
- Level 1: The person who works better with people is a follower
- Level 2: The person who helps people work better is a manager
- Level 3: The persons who develops better people to work is a leader.

There are certain things that every leader should know about people:²⁹

- People are insecure; give them confidence (hurting people hurt people; Secure people offer security to people)
- People like to feel special; honour them (To deal with yourself, use your head; to deal with others use your heart)
- People look for a better tomorrow; give them hope. (The key to today is a belief in tomorrow)
- People need to be understood; listen to them. (To connect with others, understand the keys to their heart)
- People lack direction; navigate for them (Most people can steer the ship; a leader helps chart the course)
- People are needy, speak to their needs first.(People must be ministered to before they can minister).
- People can get emotionally low; encourage them (What gets rewarded gets done)
- People want to succeed; help them win (Reach out and help others achieve their goals. Victory has a thousand fathers; defeat is an orphan).
- People desire relationships; provide community(Practice the 101 percent principle with people: Find the 1 percent you have in common with someone and give it 100 percent of your attention.)

- People seek models to follow. Be an example (People do what people see).
8. **Vision:** Vision is the ability to see farther than your physical eyes can look-to see not just what is, but also what can be and to make it a reality.³⁰ Eyes that look are common, but eyes that see are rare. What you see is what you can be. It is important that leaders have vision for there are four levels of people:
 Level 1: Some people never see it (They are wanderers)
 Level 2: Some people see it but never pursue it on their own (they are followers)
 Level 3: some people see it and pursue it(They are achievers)
 Level 4: Some people see it and pursue it and help others see it (They are leaders).
- All great leaders possess two things: one, they know where they are going and two, they are able to persuade others to follow.
9. **Self-discipline:** The first person you lead is you. No one achieves and sustains success without self-discipline. A leader should develop a lifestyle of discipline and challenge and eliminate any tendency to make excuses.
- Examine your life
 - Identify areas where you are lax
 - How can you maintain a lifestyle of discipline?
10. **Staff development:** The growth and development of people is the highest calling of leadership. Good leaders grow their leaders by multiplication and not addition. It is by training people who will train others that there can be growth through multiplication. Excellent leaders avoid the “seven deadly sins” :
- Trying to be liked rather than respected
 - Not asking team members for advice and help
 - Thwarting personal talent by emphasizing rules rather than skills
 - Not keeping criticism constructive
 - Not developing a sense of responsibility in team members
 - Treating everyone the same way and
 - Failing to keep people informed.

As noted above, the growth and development of people is the highest calling of leadership. A leader of necessity must find a way to get his/her vision seen, implemented and contributed to by others. A leader apart from developing his/her leadership potential must therefore attract, develop and grow other leaders and do the following according to a framework provided by John Maxwell:

1. **Create a Climate for Potential Leaders:** Leaders should create a conducive climate for the building of potential leaders. Some of the things the leader can do include:
 - Focus on the potential leader’s needs(desires): People do not care how much their leaders know until they know how much their leaders care.
 - Look for the leader within the person: Some of the qualities to look out for include positiveness, servanthood, growth potential, follow-through, loyalty, resilience, integrity, “big picture” mindset, discipline and gratitude.

- Place emphasis in production and not position and title.
 - Provide growth opportunities: Ask the question: What does this person need in order to grow?
 - Lead with vision: cast the vision and provide guidance
2. **Identify Potential Leaders:** The ability to recognise ability is key to leadership. A good formula is to utilise the five As:
- Assessment of Needs: What is needed?
- Assets on hand: Who are the people already in the organisation who are available?
- Ability of candidates: Who is able?
- Attitude of candidates: Who is willing?
- Accomplishment of candidates: Who gets things done?
3. **Nurture Potential Leaders:** After identifying potential leaders, there is the need to build them up. A good acronym used by Maxwell is BEST.
- Believe in them:
- Encourage them:
- Share with them:
- Trust them:
- People can become productive when nurtured.
- Model the way and mentor.
4. **Equip Potential Leaders:** This is the process of preparing potential leaders for leadership. Equipping like nurturing is an ongoing process. It must be tailored to each potential leader. The ideal equipper is a model-a leader who does the job, does it well, does it right and does it with consistency. The equipper is a mentor, an advisor who has the vision of the organisation and can communicate it to others. The equipper is an empowerer-one who can instil in the potential leader the desire and ability to do the work. The process of equipping involves:
- Developing a personal relationship with the potential leader
 - Share your dream
 - Ask for commitment
 - Set goals for growth
 - Communicate the fundamentals
 - Perform the five-step process of training people: Step 1: Model Step 2: Mentor Step 3: Monitor Step 4: Motivate and Step 5: Multiply.
5. **Develop Potential Leaders:** Developing potential leaders will make them to reach their potential. The growth and development of people is the highest calling of leadership. The development of leaders requires time, attention and commitment. Practical steps for growth include the following:
- Set aside time daily for growth: meditation, listen to tape, read leadership books.
 - File systematically what you learn: Articles, quotes etc
 - Apply quickly what you learn

- Grow with someone: Have people around you that you share with
- Plan your growth and follow through

Be systematic in developing people. Use the IDEA formula:

Instruction: Give instruction

Demonstration: Demonstrate how it is done

Exposure: Give them opportunity to do it

Accountability: Review

Nurturing	Equipping	Developing
Care	Training for work	Training for personal growth
Focus is on need	Focus is on task	Focus is on person
Relational	Transactional	Transformational
Service	Management	Leadership
Maintains leadership	Adds Leadership	Multiplies leadership
Establishing	Releasing	Empowering
Helping	Teaching	Mentoring
Need Oriented	Skill oriented	Character oriented
What they want	What the organisation want	What they need
A desire	A science	An art
Little or no growth	Short-term growth	Long-term growth
All	Many	Few

Source: Maxwell, J. C. (1995) Developing the Leaders around you

Every leader should aim to identify, nurture, equip and develop other leaders and ultimately form a team of leaders. When this happens, there is nothing they cannot achieve. People development is a worthy and fulfilling experience for any leader. As Maxwell has stated, to live a worthwhile, meaningful life, a person must be part of something greater than himself.”

It is therefore necessary for every organisation and country to put in place mechanism to develop traits and attitudes of people as well as attract, develop and grow leaders for transformative change of organisations and society.

5. OUR EXPERIENCE AT THE AFRICAN CENTRE FOR LEADERSHIP, STRATEGY & DEVELOPMENT (CENTRE LSD)

In May, 2009, my wife (Ejiro) and I started a leadership school under the auspices of the Ejiro & Otiye Igbuzor Foundation. But when the African Centre for Leadership, Strategy & Development (Centre LSD) commenced operations in January, 2010, the Board of Directors of the Foundation decided to transfer the school to the centre. The idea of starting the leadership school was borne out of our realization that leadership is a major problem especially in Africa. Many scholars and commentators are in agreement that leadership failure is one of the major factors responsible for the underdevelopment of Africa. However, it has been proven that leaders can be trained. The Centre LSD Leadership School is therefore designed for people who want to become leaders and be equipped with leadership skills for

transformation of organisations and society. It provides students with tools and ways to have vision for leadership and become better leaders.

There are nineteen modules taught in the school:

1. Introduction to Leadership- Definition, Framework, Theories, Styles
2. Who is a Leader?/Gender Perspectives to Leadership
3. Developing Leaders
4. Leadership and ICT
5. Leadership and Habits
6. Leadership and Vision
7. Leadership, Strategic Investments and Entrepreneurship
8. Leadership and Organisation
9. Leadership and Media
10. Leadership and Strategy
11. Leadership and Financial Management
12. Leadership and Management
13. Leadership and Development
14. Leadership and Execution
15. Leadership and Intergenerational Mentoring
16. Leadership and Communication/Public Speaking
17. What it takes to be a CEO
18. Leaders and Governance
19. Study of Examples of Leaders

The course content made up of nineteen modules is woven around three key areas:

1. **What it takes to lead and manage:** Theories, Styles, Qualities, skills & Habit, Gender Perspectives to leadership etc
2. **How to lead and manage:** Strategy, Organisation, Management, Communication, ICT & Execution
3. **What it takes to be a CEO:** Qualities, Developing others, Mentoring etc

At the School, there are lots of presentations, group work, interactive sessions, coaching, mentoring and assignments supervised by the Faculty, but physical meeting takes place once a month. Participation in the school is free but students are expected to buy ten textbooks on Leadership (not supplied by the Centre). Certificate of participation is given to students who complete the necessary attendance (at least 70%) and five assignments including project.

Our vision is simple: to create a new crop of transformative leaders that will change Nigeria positively. Our aim is to train leaders to become top strategists who will be able to envision the future and help to map out strategies on how to get there. We attempt to unravel the complexity of leadership and offer a framework that will help people to become great leaders: leader development and leadership development; and equip the students with leadership skills for transformation of organisations and society.

Centre LSD Leadership School is in its tenth year. Currently we are running four sessions- two in Abuja run by the African Centre for Leadership, Strategy & Development (Centre LSD), one in Effurun, Warri, Delta State in Partnership with Value Rebirth and Empowerment Initiative and one in Port Harcourt in partnership with Ketbekache Women Development and Resource Centre.

At the Abuja Centre, we have graduated 588 students. In Warri, we have graduated 51 students from the first set. The second set are in session. In Port Harcourt, the first set is in session. We are discussing with potential partners across Nigeria to scale up the school. We look forward to a time that a critical mass of our graduands will form the core of leadership at the state and federal levels. At the school, we try to inculcate the idea that leadership is a process and self-leadership is important as it has been shown that most leaders are self-made working on themselves continually, learning, growing, and becoming more capable and competent over the years.³¹

We have received amazing testimonies from students who have graduated from our schools:

1. Peter Omenka of the second set said “as a result of the principles you and your team of resource persons taught me during my leadership training at the LSD Centre, which I started applying to my daily routine as instructed, I was spotted and asked to head in virtually every group I belong to in society. This includes: Head - staff association in my place of work; Chairman, Deacons' Board in my Church (Living Faith Church, Kubwa) to mention but a few. This has led to more responsibilities on me, one of which is to preside over a very important and urgent meeting of an assembly of close to 300 deacons in my Church as well as carry out other crucial assignments on Saturday 14 May 2011 (from 08H00 to 12H00 and from 14H00 to 16H00 same day). The course was important to me and I will forever be grateful to the LSD Centre led by you. Thank you Dr. Otiye and your great team and may God enlarge your coast on every side”.
2. Ms. Mikang Longjan of 3rd set (2012) who was recently offered the prestigious Atlas Corps Fellowship in the United States of America, has this to say, **“in the past one year of my participation in the programme, I have learnt so much on leadership, this aided me during the Atlas Corps application process, written test and various skype video interviews; for that I am and will be eternally grateful to the Centre, its donors and all its guest lecturers for the leadership training programme.”**
3. “The theory and illustrations with life experiences have been very useful tools in my career development, sharpening my coordination skills and project implementation. I have been able to coordinate my research staff well and delegate responsibilities to them and I have seen them deliver happily”. – Oladipupo Damilola (4th set)

4. Mr. James Komolafe of the 5th set was shared. According to him, the training has affected him in 20 ways in terms of advancing his career with concrete evidence shared. He explained that his understanding of leadership concepts and the practicality of the terms; relationship with colleagues at work; the management of staff and colleagues; learnt how to exhibit better people oriented skills, social skills, networking and collaboration skills; learnt to be as objective as possible across all manner of issues; learnt how to share information and communicating effectively; learnt a great lesson about life and people, as everyone who had passed through the school did so because of the penchant for excellence and development in which the school was set out to achieve. He rounded up by thanking the Centre for the wonderful opportunity to be part of the one year exhaustive experience.
5. Barr(Mrs). Amina Agbaje, a graduating student of the 6th set, passionately narrated the transformation that has taken place in her life as a result of the learning and experience acquired from the Leadership School. In her word, "I have been empowered to be in a position to manage my marriage, family, business and engagements". Though trained as a lawyer, she veered into photography as a strategy to advance her course and better her life. One of the key learnings she has taken from the School is 'the deployment of strategy'. To her, strategy is the key needed to overcome challenges because it sharpens the inbuilt skill for us to get to where we want to be. She explained further that even in democratic practice and governance, you see a lot of strategizing all in a bit to achieve a desired goal. She testified also that because of the knowledge acquired from the Leadership School, she has become increasingly aware of developments around especially as it has to do with governance. Finally, she appreciated Dr. Igbuzor and other lecturers of the Centre for sacrificing their time, talent and resources toward developing the leadership capacity of students of the 6th set.
6. Mr. Idris Musa of 7th set said "I have started to deploy what I acquired from the Leadership School to develop the youths in my Church in a bid to transform their lives for the better. From the School, I learnt how to draw up and work with a Workplan rather than keeping things in my mind. This has made me more organised. I have embraced the attitude of saving rather than spending it all. My human relations skills have improved significantly. The way I relates with friends and colleagues now is far more impressive that it was prior to my training at the Centre LSD Leadership School".
7. Lukman Adefolahan of 8th set said "Started by recalling what he was told upon resumption that 'if EFCC will mention our name it will be because they want us to serve as a resource persons or consultants to them'" and noted that the thought kept ringing in him over and over. Adefolahan explained that the practical experiences shared by most of the faculty members changed his orientation about business development and community service. These he noted further, helped him to resuscitate his organisation which had been registered for three years and the office is now functioning well with 7 paid staff and presence in Abeokuta and Damaturu. As pay back to the community and to emulate the Executive Director, Centre LSD, my organisation now support annual scholarship to the tune of N200,000 while indigent women in Zuba are supported with N500,000 interest free loan".

8. Jennifer Osuide of 8th said, "...when I heard about Centre LSD, I was eager to come and learn. It is unfortunate that the mindset of the average Nigerian is for them to hammer and make it big which is very unfortunate but Centre LSD Leadership School is creating an exceptional crop of leaders that will think differently from the average mindset". She acknowledged the knowledge imparted by the highly resourceful facilitators and described it as immeasurable. She also admonished fellow graduands to uphold the ideals the Centre has bestowed on them and thanked the staff of the Centre for the support given to make her experience worthwhile.
9. Juliet Gapsuk of 8th set stated that "the leadership course taught her the true meaning of strategy, diplomacy, teamwork, emotional quotient and many others. Gapsuk explained that the singular decision to go through the leadership school has been the best she had taken even more than her decision to study law. She thanked her classmates for the support towards the successfully CDS project. She closed her testimony by noting that her decision to go through the leadership course has proven to be the most valuable and thanked management and staff for their support and the opportunity".

Leadership champion award recipients

10. Ukoba O. Kingsley: He is a graduate of the 4th set of the leadership school. As a result of training from the leadership school, he was appointed to head several committees at his workplace, EMDI, Akure. He has been recognised professionally including Nigeria Materials Congress (NIMACON). His leadership ability has been recognised by several media outfits including TV, radio, print and online. Internationally, he has also been recognised with invitation to the African Union headquarters in Addis Ababa.
 2. Austin Peacemaker Inaede: He is a graduate of 4th set. He has been greatly influenced by his training at Centre LSD to train other youth on leadership and entrepreneurship skills. He has trained over 60 youths in the last one year. With inspiration and training at the Centre LSD, he has initiated a lot of projects that has improved his career including:
 - Project serve Nigeria- targeted at promoting patriotism
 - Next Generation Leaders-motivating and inspiring Young Leaders
 - Stories and Biographies of Great Leaders
 - Free Youth Empowerment Programme
 In his expanded career horizon, he has been partnering with several NGOs, the American Corner, Abuja and the Federal Ministry of Youth.
11. Oladipo Damilola: A final year student of the Federal University of Technology, Akure (FUTA). He initiated the Career Entrepreneurship and Leadership Summit (CEL SUMMIT) under WEPLAC Nigeria with the aim of training young people in tertiary institutions on basic career enterprise and leadership development skills. His vision is "to equip them with relevant knowledge and needed skills to surmount future challenges and become productively engaged and useful to the society". The following are some of his accomplishments as a result of the knowledge gained from the Leadership School;
 - Organised leadership training programmes in some public and private tertiary institutions across the country where a total of 950 persons have so far been trained,

- Training of over 1,500 youth on the subject of business leadership at a Deeper Life youth camp meeting in Abeokuta in 2014,
 - Training of over 30 students at the 2014 National Children and Young People Media summit held in Lagos
 - Has been a resource person on a youth leadership development programme on NTA, Akure.
 - The initiative he started last year is now receiving sponsorship and enjoying partnership with some big firms interested in youth development like Microsoft Nigeria, Etisalat, Forbes Magazine among others. Also knowledge gained at the Leadership School in the area of leadership and organizational development has been instrumental to the development of his own organisation – WEPLAC Nigeria. As a result of all these, he was nominated to attend training on Leadership and Business Development at the prestigious Lagos Business School.
12. Nathaniel Chia: Mr. Chia is an IT entrepreneur who runs an outfit in Nyanya, Abuja. He is engaged in computer training, maintenance/repairs and related services. He was part of the fourth set that graduated from the Leadership School in 2013. His desire to empower the youth in the area of IT received a boost after his graduation from the Centre having been armed with the required knowledge. This led him to setting up a special programme through which he trains less privilege young people in Computer maintenance/repairs and IT related services. This provides them with IT skills and the capacity to earn a living.

Development Of Other Leaders

13. 1. Stephen Osawaru: Mr. Osawaru can be aptly described as a true ambassador of Centre LSD leadership school. Armed with the training he received in the 4th set of the leadership school, he embarked on developing other leaders. He has trained over 5,000 young people from different institutions of higher learning including University of Benin, Federal University of Technology, Akure, Auchu Polytechnic, College of Education, Ekiadolor and Ambrose Ali University, Ekpoma. In addition, he has opened a free business incubation called Ignite MINDS in Benin for youths with innovations and business ideas. In the training programmes, the curriculum of Centre LSD leadership school is utilised.
14. James Komolafe: James Komolafe is a trail blazer receiving this award on his day of graduation from the leadership school. He is of the 5th set. He has improved his career tremendously as well as imparted on others as a result of his training at the leadership school. His horizon has expanded, his orientation changed and network expanded. Many aspects of his work has been influenced through the training including:
- Every Monday strategic impartation through a motivational sms.
 - Weekly radio broadcast on KFM 92.9 every Wednesday from 8.309.00pm. In addition, he has developed several training programmes drawing inspiration and content from the leadership school. They include:
 - . Personality Appreciation Training for aspiring Entrepreneurs II. Personal Discovery and Development Training III. Potential Development Training IV. School of

Articulation V. Productivity Development Strategy VI. Enhancement Training VII. Efficiency Training Expedition VIII. Journey to Significance IX. Workers Empowerment Strategy From March, 2013 till date, he has trained over 1,600 people. In addition, he has outlined numerous training programmes for the remaining part of the year.

15. In one Year, I got Promoted in my Office

When I first heard of a Centre LSD leadership program, my interest was kindled and I had great expectations. One of my expectation was to build my leadership and necessary skill that will position me for leadership-both in elective and appointive positions. Midway into the program, the lectures and importation from seasoned lecturers further boosted my zeal for good governance and this reflected in the discharge of my duties in my place of work.

A few months towards the end of the leadership course, my organization appointed me to lead the Nigeria office. This appointment is a testimonial that my days, weeks, months and one-year Centre LSD leadership program was in impactful.

16. I have overcome procrastination and lack of responsibility

Before I started the leadership training, I had three obvious leadership deficiencies. One was that I use to procrastinate a lot on any given task. "But with all that I have learnt in the leadership school, I have improved tremendously on achieving my task not only on time, but knowing that it is my responsibility as a leader to be accountable and improve performances and morale of my organization. Today I can say that I have strongly overcome the habit of procrastinating.

The second problem I had before the training was poor reading habit. "Formally, I don't start and finish a book, but during this training, I started and finished reading several books especially on Leadership".

And finally, /thirdly, I had poor saving habit. But now, I have learnt to spend only 70% of my income.

17. I Moved from being an Employee to being an Employer

"One of the best decisions I have made in my little journey in life is to enroll in the leadership school. It was not an easy decision to make, considering the time constraint. But I made it and it paid off." The skills I acquired had helped me in so many ways in improving on my performance on my job.

Not only that, I have been changed, transformed from being an employee to an employer. When I started the one- year leadership training, I was an employee. Midway into the training, I became an employer. For several years, I have been undecided about establishing a business despite having incorporated two companies for that purpose over three years ago. But after the class on Leadership, Strategy and Financial Management, I

caught the zeal and in November 2017 against all odds, I started off and it has been interesting. In addition, I founded an NGO and will soon be launched.

“The School has indeed put a lot of tools/skills in my hand and success is inevitable when these tools/skills are strategically applied”.

18. The Leadership Program Has brought to bear, the Love for Humanity with me

Center LSD one-year training has brought out the compassion in me. During the training I got several inspirations and was able to translate many of them into actions as a way of giving back to the society.

For example, in this one-year leadership training, I organized and got a scholarship for the children of an under-privileged couple in Benue State. The children are in Primary and Secondary schools. The scholarship covers their entire schooling period to higher institution; began treatment for a man who is diabetic; carried out a sensitization program in a Junior Secondary School to teach the students on how being environmentally friendly by building their skills on how to dispose refuse in a way they can be recycled.

19. The leadership Training has led to my nomination by the Kaduna State government.

Centre LSD brought out the leader in me. I acquired skills that helped me galvanize other like-minded youths like to investigate the development issues in their constituencies. Now the youths are canvassing for me to become the first female speaker of the Nigerian Youth Parliament and I'm unopposed now.

While still trying to recover from the euphoria of that news, I was nominated into the Youth Parliament by my state government to represent Kaduna South.

All these were possible because of Centre LSD leadership training and school.

20. I achieved in 6 months what I could not achieve in 6 years

For 6 years I struggled to acquire an industrial mixer for my cake business. After the first 6 months of the leadership training, that changed. One of the class on “the Application of financial discipline” jolted me into reality and I discovered that the problem was not that I could not afford it, but that I was not financially disciplined enough to save for it. So, for 6 months I saved and purchased the mixer.

Today, I have purchased an industrial mixer, an equipment I could not afford before. Also, my business has expanded, and I can now produce more than I could produce for the past 6 years of business. This because of my encounter with Centre LSD Leadership School.

Thank you Dr Otive for establishing the leadership school.

21. I no longer have stage fright

Before I started the leadership course, I was unable to address any gathering or group. I had a chronic stage fright. But today, I can address any crowd without stage fright. This has “improved my interpersonal relationships and has also booted my networking abilities. I am now a confident person”.

22. Within a year of being a student of leadership school, I got promoted.

In the developing sector, getting to the level of a Programme Officer can take years and with much effort. Getting to this position has been my desire and prayer. I never thought it would come so soon. Within a year of being in the leadership school, I have acquired so much that everyone knew, there was a change in my way of reasoning, discharging my duties and my general increase responsiveness in my discharge of duties. The management soon noticed this and recommended me for a promotion. Now I am now a Programme Officer.

This is dream come true.

6. WHAT NEEDS TO BE DONE

It is important that every organisation or nation should have a deliberate strategy of building a pipeline of leadership succession. Scholars have pointed out that 99 percent of all leadership occurs not from the top but from the middle of an organisation.³² Therefore, for transformative change to occur in any organisation or nation requires a critical mass of transformative leaders.

The first thing that needs to be done is for government at all levels, business organisations and civil society to take the challenge of building transformative leadership seriously and put in place a strategy for the development of leaders.

Secondly, governments, private sector and civil society should establish or support the establishment of leadership schools for the training of transformative leaders.

Thirdly, leadership mentoring should be institutionalised in all sectors- government, politics, business, academics and civil society.

Fourthly, there should be deliberate effort to promote intergenerational dialogue at all levels. In addition, more emphasis should be placed on youth development. This will involve among other things the formulation and implementation of effective youth policies that will deal with the challenges facing youth that include but not limited to lack of access to high quality and relevant education, unemployment, chronic poverty, political disengagement and poor environmental health.³³ Youth development is important because young persons are more amenable to change. They can learn quickly and run with new ideas. Finally, there is the need for a more nuanced leadership selection process in governance, business and civil society.

7. CONCLUSION

Leadership has been recognised as one of the most important variables that affect the performance of any organisation, institution or nation. There is unanimity among scholars and commentators that leadership is one of the challenges facing Nigeria. Meanwhile, leaders can be developed to transform organisations and nations. But despite this recognition, there

is no systematic way for developing leaders for governance, business and civil society in Nigeria. Therefore, one big idea that can push Nigeria forward is to build transformative leadership.

Transformative leadership can be developed by developing traits and attributes required for leadership; and attracting, developing and growing people to become transformative leaders. The testimonies from our students at the African Centre for Leadership, Strategy & Development (Centre LSD) show that through training in a leadership school, you can groom transformative leaders. There is therefore an imperative for government at all levels, the business community and civil society to develop a strategy for building transformative leaders and operationalise the strategy with emphasis on supporting training programmes; mentoring; inter-generational dialogue; youth development and a more nuanced leadership selection process.

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