

Leadership Legacy Competency of State Universities and Colleges (SUCs) Administrators in Region 6, Philippines

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Abstract – *Leadership legacy is the new trend in leadership in the 21st century which calls for more challenges to today's leaders. It is a comprehensive model for achieving excellence in leadership which contains competencies and best practices. Leaving a long-term and enduring impact to the organization and its people makes leadership even more effective in this sense. The primary concern of this study was to determine the level of leadership legacy competency of SUC administrators in Region 6 in the Philippines as perceived by themselves, the teaching personnel and the non-teaching personnel as basis for any proposed intervention. The method of research used was descriptive and the respondents were the 33 SUC administrators, 87 non-teaching and 240 teaching personnel proportionately distributed to ten (10) State Universities and Colleges (SUCs). The result of this study revealed that the leadership legacy competency of SUC administrators as perceived by themselves is very high, while this was rated high as perceived by the non-teaching and teaching personnel. This also revealed that there is a highly significant difference in the level of leadership legacy competency of SUC administrators as perceived by themselves, by the non-teaching and teaching personnel in five (5) Best Practices namely: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocator of Differences and Community and Calibrator of Responsibility and Accountability.*

Keywords – *Best Practices, Competency, Leadership, Leadership Legacy*

INTRODUCTION

This study in leadership legacy will definitely answer the question: If you are a leader, how would you like to be remembered? Leadership legacy is the new trend in leadership in the 21st century which calls for more challenges to today's leaders. It is a comprehensive model for achieving excellence in leadership which contains competencies and best practices. Leaving a long-term and enduring impact to the organization and its people makes leadership even more effective in this sense [1].

This is anchored on transformational leadership theory which attempts to explain how leaders can affect and influence the people in the organization, so that, even after his or her term, there will be continuity of the effort that had been started to promote organizational development. This theory also emphasizes the importance of leader's inspiring subordinates' admiration, dedication and unquestioned loyalty through articulating a clear and compelling vision[2].

Bass's transformational leadership theory also identifies four aspects of effective leadership which

include charisma, inspiration, intellectual stimulation, and consideration. A leader who possesses these qualities will inspire workers to achieve and perform more, according to the theory. More importantly, inspiring subordinates to dream more, learn more and do more for the betterment of the organization is the emphasis of transformational leadership which is very much related to leadership legacy [2].

Leadership makes sense when a leader is reflecting his best qualities in all his undertakings making everyone in the organization better and happier. Galford and Maruca[3] suggested the adoption of legacy thinking to be a better leader. Legacy thinking, along this line, is a matter of prioritizing and giving focus to the needs and expectations of the organization and the people around it.

Educational system like state colleges and universities needs leaders who are not only efficient and effective, but also capable of making organizational goals and objectives achievable. The recent policies for higher education, as well as the rapid technological and social changes, have placed new responsibilities to

leaders of state colleges and universities to create a lasting and sustainable impact to the organization that they serve.

As defined by Dr. Andrew Thorn[4], leadership legacy is the reflection of who we become as we depart the organization. This is supported by Dr. Kerry K. Fierke[5] who acknowledges the contributions of individuals who set as examples and role models in their respective organizations. The ability of the leader to transform vision into reality that creates a positive, lasting meaningful change for the leaders and people around him is leadership legacy[5].

As affirmed by Shirey[6], imprinting legacy in the organization is done intentionally which requires commitment from the start to finish. Shaping leadership direction is also one way of moulding future leaders, making one a better leader over the period of time. Shaping one's leadership legacy entails action and the effort of translating this into reality should always start early. As a leader, thinking about legacy makes a leader and the people around him or her better leaders not only for today, but also for tomorrow.

Furthermore, the best leadership legacy, according to Llopis[7] is inspiring others to continue what has been started, embracing the opportunities associated with the responsibilities and sharing the significance of its impact to the organization. Though leading is not easy[8] because aside from the challenges of the day to day operation, leaders opted to think and realize how things will be carried out the moment he/she will retire or leave the organization. The question that will be always be left hanging is: *What will be my leadership legacy?* In other words, the expectation is that, if you are a leader, what you sow or plant today will contribute and impact the organization's performance in the future.

This study on determining the level of leadership legacy competency of administrators of state universities and colleges(SUCs) in Western Visayas was proposed by the researcher to identify the significant contribution of these leaders to their respective universities or colleges. This will determine their major contribution in terms of leadership legacy best practices such as: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocate of Differences and Community and Calibrator of Responsibility and Accountability. The findings of this study will be very useful because it will provide the opportunity for these administrators to look back and determine if the programs, projects and activities that they are working on are geared to what they aimed for.

OBJECTIVES OF THE STUDY

Generally, the purpose of this study was to determine the leadership legacy competency of the SUC administrators. Specifically, it sought to determine the level of leadership legacy competency of SUC administrators as perceived by themselves, by the teaching personnel and by the non-teaching personnel in terms of the following best practices: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocate of Differences and Community and Calibrator of Responsibility and Accountability. It also sought answer to the question: What leadership legacy/legacies do SUC administrators would want to leave in their organizations in terms of Administration, Instruction, Research, Extension, and Production.

Null Hypothesis

H₀ 1. There is significant difference in the level of leadership legacy competency of SUC administrators as perceived by themselves, by the teaching personnel and by the non-teaching personnel in terms of the following best practices: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocate of Differences and Community, and Calibrator of Responsibility and Accountability.

METHODS

Research Design

The descriptive survey was used to gather information because the researcher finds this method suited to determine the leadership legacy competency of SUC administrators.

Respondents

The respondents of this study were the 33 administrators, 87 non-teaching personnel and 240 teaching personnel of the SUCs in Western Visayas. Table 1 presents the distribution of the respondents per SUC.

Locale of the Study

The study was conducted to the State Universities and Colleges(SUCs) in Western Visayas.

Research Instrument

The instrument used in this study is the rating scale known as The Leadership Legacy Competency Inventory developed by Jeannine Sanstrom and Lee Smith(2010) [1].

Table 1. The Respondents by SUCs

SUCS	Administrators	Sample Size	Teaching	Sample Size	Non-teaching	Sample Size
Aklan State University	29	3	227	24	145	15
University of Antique	39	4	85	9	47	5
Capiz State University	15	2	452	47	212	22
West Visayas State University	31	3	487	51	115	12
Iloilo Science and Technology University	25	3	348	36	63	7
Iloilo State College of Fisheries	32	3	157	16	45	5
Guimaras State College	33	3	23	2	22	2
Carlos Hilado Memorial State College	37	4	207	22	90	9
Central Philippine State University	33	3	46	5	35	4
Northern Iloilo Polytechnic State College	40	4	272	28	59	6
TOTAL	314	33	2,304	240	833	87

The mean scores for each item in the rating scale served as the basis for interpreting the level of leadership legacy competency of SUC administrators as assessed by themselves, by the teaching personnel, and by the non-teaching personnel.

The Leadership Legacy Competency Inventory is a 50-item test which was used to describe the SUC administrator’s leadership legacy in terms of the following best practices: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocator of Differences and Community, and Calibrator of Responsibility and Accountability.

Data Gathering Procedure

In the conduct of the study, questionnaires were reproduced to cater the number of respondents. The researcher requested the permission of the Presidents of the SUCs to conduct the study in their respective universities and colleges highlighting its significance and purpose. The researcher personally administered and distributed the questionnaires to the respondents.

Validity and Reliability of the Instruments

The Leadership Legacy Competency Inventory questionnaire used in this study was validated by five(5) experts using the criteria for evaluation set forth by Good and Scates and Calderon. The result of validation was 3.93 with a verbal interpretation of Very Good.

The validated instrument was subjected to another round of test, the test of reliability. The instrument was administered to 30 teaching personnel of the Northern Negros State College of Science and Technology (NONESCOST), an SUC in Western Visayas which was not included in the study. The reliability of the scored questionnaires was then computed using

Cronbach’s Alpha. The result was 0.992 with a verbal interpretation of Very High.

Statistical Treatment of Data

To determine the profile of the respondents and to determine the level of leadership legacy competency of the administrators of SUCs, percentage and weighted mean was used. To determine the level of significant difference of the level of leadership legacy competency, Analysis of Variance (ANOVA) was used.

Sampling Procedure

Stratified random sampling was used to determine the sample size of the respondents of this study.

ETHICAL CONSIDERATION

In the conduct of the study, the respondents were formally informed of the purpose, methods and intended possible uses of the research. The confidentiality of information supplied by these respondents and the anonymity of the respondents was highly observed in this study.

RESULTS AND DISCUSSION

Table 2 reflects the level of leadership legacy competency of SUC administrators as perceived by themselves. In Best Practice 1, Holder of Vision and Values, the result is Very High with 4.59 mean score. The result reveals that the SUC administrators strongly reinforce their organizations’ vision and values. This is translated in their strategic and action plans which guide them in accomplishing their targets, which is communicated to all employees.

In Best Practice 2, Creator of Collaboration and Innovation, the result is Very High with 4.57 mean score. This implies that the SUC administrators are consistently creating opportunities that are both

innovative and sound to their organization. This includes the willingness of these administrators to embrace changes in the future if the need arises.

Table 2. Level of leadership Legacy Competency of SUC Administrators as Perceived by Themselves

Leadership Legacy Competency	Std. Deviation	Mean	Interpretation
Holder of Vision and Values	.07027	4.59	Very High
Creator of Collaboration and Innovation	.14738	4.57	Very High
Influencer of Inspiration and Leadership	.13205	4.69	Very High
Advocator of Differences and Community	.10478	4.49	Very High
Calibrator of Responsibility and Accountability	.06061	4.61	Very High
As a Whole	0.103018	4.59	Very High

In Best Practice 3, Influencer of Inspiration and Leadership, the result is Very High with 4.69 mean score. The result is a strong manifestation that the SUC administrators are very positive in developing and maintaining relationship in the organization. As models of positive perspective, the leaders believe in the contribution and attributes of each member of the team. Though they are tough in making decisions, they lead with a focus on showcasing others rather than themselves.

In Best Practice 4, Advocator of Differences and Community, the result is Very High with 4.49 mean score. The figure reveals that the SUC administrators believe in the teams of individuals with diverse approaches and capabilities. These administrators also promote cross-functional collaboration rather than “silo” (isolated) orientation. They also consider the impact of actions on the greater community beyond their own organization.

In Best Practice 5, Calibrator of Accountability and Responsibility, the result is Very High with 4.61 mean score. This implies that SUC administrators adopt appropriate checks and balances to reach the organization’s strategic goals. This also indicates that these leaders establish clear targets of their organizations, require peak performance and supports everyone with appropriate resources, provide regular feedback and coaching, take action when performance

does not meet stated expectations, and establish accountability with appropriate consequences and rewards.

As a whole, the leadership legacy competency of SUC administrators as perceived by themselves is Very High with 4.59 mean score.

The results imply that the SUC administrators believe that they have the mastery of the best practices which is indicative of a legacy leader. These also indicate that the SUC administrators believe that they have internalized the required skills and competency for the position.

The results of this study manifest the significance of a legacy leader in the organization which is associated with the principles of transformational leadership, an approach to leadership that is used to develop capabilities to create positive transformational process in the organization. This includes the traits of a leader that are essential in realizing aspects such as: creating awareness to employees on benefits of growth, importance of self-expression, motivation to perform at new and higher levels, encourage coaching and mentoring to followers to perform beyond their expectations, and changing the values and beliefs of the people in the organization [9]. A legacy leader, along this line, has a very high resemblance of the attributes of a transformational leader. Marshall [10] describes transformational leaders as innovators, positive deviants, movers and shakers, visionary, problem-solvers and risk-takers. These characteristics are also possessed by legacy leaders as mentioned in this study. Because both principles are designed to bring positive impact to the organization, legacy leaders and transformational leaders are not afraid to go from one mistake to another with enthusiasm, knowing they are a step closer to fulfilling their dreams to the organization.

Moreover, the study of Balyer(2012) on the transformational leadership behaviours of school principals revealed that transformational behaviours, such as idealized influence, inspirational motivation, individualized consideration and intellectual stimulation are contributing factors towards vision building and high organizational performance which are very substantial in moving towards success [11]. This result is also aligned to the best practices of leadership legacy highlighted in this study.

Table 3 shows the level of leadership legacy competency of SUC administrators as perceived by the non-teaching personnel.

Table 3. Level of Leadership Legacy Competency of SUC Administrators as Perceived by the Non-Teaching Personnel

Leadership Legacy Competency	Std. Deviation	Mean	Interpretation
Holder of Vision and Values	.06300	4.20	Very High
Creator of Collaboration and Innovation	.06221	4.11	High
Influencer of Inspiration and Leadership	.04852	4.20	Very High
Advocator of Differences and Community	.06547	4.11	High
Calibrator of Responsibility and Accountability	.04730	4.16	High
As a Whole	0.0573	4.16	High

The level of leadership legacy competency of SUC administrators as perceived by the non-teaching personnel is described as follows:

In Best Practice 1, Holder of Vision and Values, the result is Very High with 4.20 mean score. In Best Practice 2, Creator of Collaboration and Innovation, the result is High with 4.11 mean score. In Best Practice 3, Influencer of Inspiration and Leadership, the result is Very High with 4.20 mean score. In Best Practice 4, Advocator of Differences and Community, the result is High with 4.11 mean score. In Best Practice 5, Calibrator of Accountability and Responsibility, the result is High with 4.16 mean score. As a whole, the leadership legacy competency of SUC administrators as perceived by the non-teaching personnel is High with 4.16 mean score.

Table 4 shows the level of leadership legacy competency of SUC administrators as perceived by the teaching personnel. The level of leadership legacy competency of SUC administrators as perceived by the teaching personnel is described as follows: In Best Practice 1, Holder of Vision and Values, the result is High with 4.02 mean score. In Best Practice 2, Creator of Collaboration and Innovation, the result is High with 3.94 mean score. In Best Practice 3, Influencer of Inspiration and Leadership, the result is High with 3.99 mean score. In Best Practice 4, Advocator of

Differences and Community, the result is High with 3.99 mean score. In Best Practice 5, Calibrator of Accountability and Responsibility, the result is High with 3.98 mean score.

Table 4. Level of Leadership Legacy Competency of SUC Administrators as Perceived by the Teaching Personnel

Leadership Legacy Competency	Std. Deviation	Mean	Interpretation
Holder of Vision and Values	.06731	4.02	High
Creator of Collaboration and Innovation	.09243	3.94	High
Influencer of Inspiration and Leadership	.06274	3.99	High
Advocator of Differences and Community	.03991	3.99	High
Calibrator of Responsibility and Accountability	.03964	3.98	High
As a Whole	0.060406	3.98	High

As a whole, the leadership legacy competency of SUC administrators as perceived by the teaching personnel is High with 3.98 mean score.

The similarity in the results of the non-teaching and teaching personnel of the SUC indicates that they believe that their administrators acquired a high level of competence of the best practices which is an indicative of a high-performing leader. These also indicate that these employees believe that their administrators have internalized the required skills and competency for the position. Though their evaluation did not consider SUC administrators as legacy leaders based on the given best practices as parameters of this study, still they qualify to be considered as high-performing transformational leaders which can be viewed at different dimensions such as: Idealized Influence(II), which regarded leaders as provider of vision, mission, and inspiration to subordinates to realize organizational goals, Individual Consideration(IC), which enhances the capability of the subordinates to learn and experience how to do the tasks to achieve the desired goal, Intellectual Stimulation(IS), which motivates the followers to be creative and become good decision-makers, and Inspirational Motivation(IM) which drives followers to achieve optimum results [12]. .

The implication of the results of the non-teaching and teaching personnel is strengthened by the findings of the study of Jyoti, Jeevan & Dev, Manisha. (2015) that there is positive relationship between transformational leadership and employee creativity which can be used for the advantage of the organization [13]. This was also confirmed by the result of investigation of Atmojo(2012) which shows that transformational leadership significantly influenced employees' job satisfaction, organizational commitment and employee performance[14] which is essential in achieving lasting meaningful change in the organization.

These findings also postulate that the concept of leadership legacy has commonality with the concept of transformational leadership. Their principles in managing the organization are in consonance with the aim of fostering organizational change, such as performance reforms [15].

Table 5 shows the significant difference in the level of leadership competency of SUC administrators as perceived by themselves, the teaching personnel and the non-teaching personnel. In comparing the results in Best Practice 1, Holder of Vision and Values, which yielded a significant value of .000, the significant difference is highly significant. In Best Practice 2, Creator of Collaboration and Innovation, with a significant value of .000, the result is highly significant. In Best Practice 3, Influencer of Inspiration and Leadership, with a significant value of .000, the result is highly significant. In Best Practice 4, Advocate of Differences and Community, with a significant value of .000, the result is highly significant. Lastly, in Best Practice 5, Calibrator of Accountability and Responsibility, with a significant value of .000, the result is highly significant.

Table 5. Comparisons on Level of Leadership Legacy Competency of SUC Administrators

Leadership Legacy Competency	Source of Variation	Sum of Squares	DF	Mean Square	F	P	Interpretation
Holder of Vision and Values	Within Group	1.748	3	.583	131.661	.000	Highly Significant
	Between Group	.115	26	.004			
	Total	1.863	29				
Creator of Collaboration and Innovation	Source of Variation	Sum of Squares	DF	Mean Square	F	P	Interpretation
	Within Group	2.152	3	.717	60.955	.000	Highly Significant
	Between Group	.306	26	.012			
	Total	2.458	29				
Influencer of Inspiration and Leadership	Source of Variation	Sum of Squares	DF	Mean Square	F	P	Interpretation
	Within Group	2.625	3	.875	108.820	.000	Highly Significant
	Between Group	.209	26	.008			
	Total	2.834	29				
Advocator of Differences and Community	Source of Variation	Sum of Squares	DF	Mean Square	F	P	Interpretation
	Within Group	1.375	3	.458	82.889	.000	Highly Significant
	Between Group	.144	26	.006			
	Total	1.518	29				
Calibrator of Responsibility and Accountability	Source of Variation	Sum of Squares	DF	Mean Square	F	P	Interpretation
	Within Group	2.082	3	.694	285.239	.000	Highly Significant
	Between Group	.063	26	.002			
	Total	2.145	29				

The results imply that the SUC administrators believe that they have reached the highest competency level in all best practices. However, the non-teaching and teaching personnel believe that these leaders have not yet reached the optimum competency requirements for a legacy leader. Although they are already considered proficient and high-performing leaders as manifested in the result of this study, there is still room for them to improve to reach the maximum competency level.

The present study noted the differences in the perception of the respondents in terms of evaluating the leadership legacy competency of the SUC administrators. However, this study proved that regardless of results, the organizations must deal with the individual differences of their employees to achieve desired outcomes. Along this issue, the study of Kazmi, S. & Naaranoja, M. (2013) on connecting individual differences in workforce confirmed the enhanced levels of desire for “transformational leadership” against other leadership styles like transactional leadership or laissez-faire leadership styles to support organizational creativity through unique individual efforts. The study provided basis for the adoption of “transformational leadership” as being the attractive management choice amongst the other management choices (i.e., Passive Management and the Controlling Management styles) to achieve the maximum level of group members’ attention and effort to display personal actions of organizational creativity through their working behaviors [16].

It can be also gleaned in the present study that the foundation of leadership legacy is transformational leadership. The study conducted by McGuire, D. & Hutchings, K. (2006) entitled, “Portrait of a transformational leader: the legacy of Dr. Martin Luther King Jr., found out that Dr. King personified the four characteristics of transformational leadership which considers him a legacy leader through his modern works on leadership [17]. Another famous transformational leader is Richard Branson, the Founder of Virgin Atlantic Group, one of the world’s most recognized and respected brands, with over 400 companies. The Branson philosophy of management focuses on the ability of the leader to motivate employees and use their creative potentials to reach the desired success [18]. He strongly advocates that leaders should impose motivation to followers to sustain the momentum in achieving the dreamed outcomes.

Leadership Legacies of SUC Administrators in Terms of SUC Functions

While this study noted significant differences in the level of leadership legacy competency as perceived by themselves, by the non-teaching and by the teaching personnel, the responses of the respondents to the open-ended questions validated that these groups of respondents are one in their aspiration as to the legacy they want their administrators to leave their organization specifically on the mandated functions of SUCs such as administration, instruction, research, extension and production.

For administration, the SUC administrators desire to leave the legacy of vision-focused management, transparency, accountability, innovativeness, integrity, servant leadership, unity, teamwork, quality management system through ISO certification and acquisition of land titles of the landholding of SUCs. These were also translated in the list provided by the non-teaching and teaching personnel.

For instruction, among the list common to the three(3) groups of respondents are the following: transforming SUC programs into Center of Excellence(CoE) and Center of Development(CoD), program accreditation to higher levels, curricular reforms, outcomes-based instruction, good performance in the licensure examinations, strong faculty profile, adequate instructional facilities, and high employability rate of graduates.

For research, the SUC administrators identified the following as their best legacies: established research culture, publication of research outputs to refereed journals, presentation of research outputs to local and international fora, Intellectual Property Rights(IPR) and patent to all scholarly and creative works, and researches that would help solve environmental problems.

For extension services, the following were also common in the list: sustainable and research-based extension programs, technology-transfers that have greater impact to the community, more local, national and international linkages, green technology, and poverty alleviation programs such as community livelihood programs.

Finally, for production, the respondents identified the following as legacies in this area: production of instructional materials such as modules, manuals, workbooks, etc. by the faculty, maximization of the agri-fishery production; example fish, rice, corn and other high-value crops, research and extension outputs

commercialization, organization of student-entrepreneurs, and good record-keeping of IGP income.

CONCLUSIONS

Based on the findings of this study, it can be concluded that the leadership legacy competency of SUC administrators believe that they have the mastery of the best practices of a legacy leader, and they believe that they have internalized the required skills and competency for the position. Meanwhile, the non-teaching personnel and teaching personnel believe that their SUC administrators acquired high level of competence of the best practices of a high-performing leader, and they also believe that they have adopted the required skills and competency for the position. This means that the SUC administrators have potentials to be known as legacy leaders because of their high ratings in five (5) best practices namely: Holder of Vision and Values, Creator of Collaboration and Innovation, Influencer of Inspiration and Leadership, Advocate of Differences and Community and Calibrator of Responsibility and Accountability.

RECOMMENDATIONS

Based on the results of this study, the researcher recommends that, since the level of leadership legacy of the SUC administrators as perceived by themselves is very high, the PASUC may design and facilitate trainings and seminars to prepare future administrators and executives. These trainings and seminars could be patterned from the Junior Executive Courses by the Development Academy of the Philippines (DAP) and Philippine Higher Education Career System (PH-HECS) by the Commission on Higher Education to develop pool of competent administrators who will be in-charge of the academe in the future.

To strengthen the leadership legacy of the SUC administrators, the following transformational leadership tips may be considered: develop an attractive vision with the employees, communicate this vision, and translate this into action with confidence and optimism so that their dream of leaving a mark or legacy in the organization will be realized.

In addition, since this study was only confined within SUCs, it is encouraged that other stakeholders and interesting parties such as students, parents, alumni, government, and private agencies shall be involved in the future studies to validate the findings of this study.

Finally, it is recommended that more research studies related to the present study may be conducted by other agencies/organizations aside from SUCs to

determine the consistency of the findings of this investigation.

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