



JOSEPH AYO BABALOLA UNIVERSITY

(Established by Christ Apostolic Church Nigeria & Overseas)
Ikeji Arakeji, Osun State

The First Entrepreneurial University in Nigeria

The Leadership Question in National Development

The Second
Memorial Lecture
in Honour of

Late Professor
Kolawole Olufunso
SONAIKE B.Sc., B.A., MILR,
MBA, DBA, PhD
(1951-2022)

Former Vice Chancellor Joseph Ayo Babalola University

Professor Abel Idowu Olayinka

Guest Lecturer

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Professor Kolawole Olufunso Sonaïke (1951 to 2022)

The Third Vice-Chancellor
Joseph Ayo Babalola University
Ikeji-Arakeji, Osun State, Nigeria.

Abstract

In this lecture dedicated to the memory of the third substantive Vice-Chancellor of Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State Nigeria, Professor Kolawole Olufunso Sonaike (1951 to 2022), we have examined the Stages in Leadership Development and some characteristics of academic leadership. Various types of leadership styles including authoritarian leadership, Laissez-faire Leadership, Transactional leadership, Democratic leadership, Transformational leadership and servant leadership are presented. Some hints on criteria for choosing a management team are given. The need to demonstrate vision, courage, character and integrity are emphasized. Experience from the author's stint as Vice-Chancellor are related. An insight is given as to the leadership succession in the core civil service, the military and in the banking sector as an example from the private sector.

Keywords: transformational leadership, shared vision, courage, character, integrity

Introduction

I thank the Vice-Chancellor Professor Olasebikan Fakolujo and the Management of Joseph Ayo Babalola University (JABU) Ikeji Arakeji, Osun State of Nigeria for inviting me to present the Second Memorial Lecture in honour of the third substantive Vice-Chancellor of the University, Professor Kolawole Olufunso Sonaïke (1951 to 2022). I do not take this privilege for granted. I did not have any personal encounter with the late Professor Sonaïke but I have read about some of his accomplishments while he served here as the third substantive Vice-Chancellor. We pray for the continued repose of his gentle soul. It is gratifying that the University has institutionalised this memorial Lecture series in order to immortalise him. From what I have gathered about him he demonstrated vision, courage, character, and integrity. He was a transformational leader by all standards.

In this lecture, there is a short note about Joseph Ayo Babalola University (JABU) Ikeji Arakeji and the contributions of the honoree, Professor Kolawole Olufunso Sonaïke during his stint as the Vice-Chancellor of the University from 2019 to 2022. The job description of a Vice-Chancellor is outlined in Section 3. Some hints on criteria for choosing a management team is given in Section 4. Stages in Leadership Development are presented in Section 5. Some characteristics of Academic Leadership are outlined in Section 6. Forms of leadership are outlined in Section 7. Some personal reflections are given in Sections 8 while the Sections 9 and 10 comprise the discussion and concluding remarks, respectively.

About Joseph Ayo Babalola University (JABU) Ikeji Arakeji and her third Vice-Chancellor

Joseph Ayo Babalola University (JABU), Osun State was established in 2006, in obedience to divine instructions by the Christ Apostolic Church Worldwide and under the visionary leadership of the then President, Pastor (Dr.) E. H. L. Olushey. The present President and visitor to the University is Pastor S.O. Oladele. The administrative structure is similar to what obtains in public Universities but having an additional layer of Board of Trustees (BoT) that is above the Governing Council in the governance organogram. JABU was approved on 8th February, 2006 by the Federal Executive Council, and received its licence of operations on 6th March, 2006.

The first set of students were admitted for the 2006/2007 academic session on 25th October, 2006. The academic programmes meet the university's high academic and moral standards, which are in keeping with the University's motto, "For Knowledge and Godly Service."

The University's mission statement is committed to providing excellent teaching, research and service that will encourage learning and stimulate academic exchange at both national and international undergraduate, postgraduate and professional programmes of finest quality. This will drive the academic community to achieve rounded and complete educational experience.

In response to the need for highly skilled and innovative human resources to face the challenges of globalisation and unemployment, the core programme of the University is **entrepreneurship**, which is designed to ensure that all graduates are self-employed and employers of labour. The University is acclaimed to be the first Entrepreneurial University in Nigeria.

There are seven Colleges at JABU, namely;

- College of Post Graduate Studies
- College of Agriculture and Natural Sciences,
- College of Environmental Sciences,
- College of Health Sciences,

College of Humanities and Social Sciences
College of Law,
College of Management Sciences,
There is a Centre for Distance Learning.

Professor Kolawole Olufunso Sonaike was born in Jos in present day Plateau State, Nigeria, on December 1, 1951 to George Adenuga Sonaike and Angelina Oluyemi Sonaike (Nee Oyesola) both of blessed memory from Ago-Iwoye and Ode-Remo, respectively, in Ogun State, Nigeria. He attended Ago-Ijaye Primary School Ebute-Meta, Lagos and the prestigious Christ's School, Ado Ekiti, where he obtained his West African School Certificate (WASC) and Higher School Certificate (HSC) 1965-1971. He was a member of the Christian Union at Christ's School and became the President of the Union. He was also the **House Prefect** for Mason House at the school. Based on his excellent academic achievement and chastity, he was selected to teach Mathematics, Physics, and Chemistry at Fiwasaye Girls Grammar School, Akure, while awaiting his HSC result.

He proceeded to the University of Ibadan where he earned a B.Sc. degree in Petroleum Engineering (1972-1976). He was highly involved in the Ibadan Varsity Christian Union (IVCU), zealously distributing Christian posters to the neighboring educational institutions. He served the IVCU in various capacities as Secretary and Publicity Secretary.

He was employed as a Petroleum Engineer at Mobil Producing Nigeria (1976) where he professionally and spiritually impacted the lives of those around him. He was transferred to New Orleans, Louisiana, USA, to continue working as a Petroleum Engineer. He proposed to and married his wife Omolola Sonaike (Nee Fanimu) in 1982. Together they attended a Baptist Church under Pastor Tankerson in New Orleans, and he was ordained a Deacon at the Church. After a couple of years in Louisiana, he was transferred back to Nigeria (Eket, 1983), where he and his wife attended the Assemblies of God Church and were very active in the Choir. He later became the Choirmaster and was ordained an Elder in that Church. During this time, his **reputation** as a young rising star Engineer at Mobil and devout Christian was well established.

He was transferred to the Lagos Office of Mobil Producing Nigeria a few years later. Spirit filled and led, his church activities did not abate. At the Christ Apostolic Church (CAC), Itire Eleja where he worshipped, he was active in the Youth, Choir, and Drama Ministries. He led the Calvary Love Drama Group as he acted, wrote, and directed numerous acclaimed plays. He started serving faithfully in the Choir and rose through the ranks to become The Music Director. He was Ordained as an Elder, and later, a Pastor in the year 1998.

He was again transferred to the U.S. (Houston, 1995) with his family to continue his work at ExxonMobil Corporation. He attended The Apostolic Church, Synott, Houston, Texas, with his family where he also served as an Elder and his wife, a Deaconess. He and his family were deeply involved in music: he, as The Choirmaster, his 10 and 12-year-old sons played the organ and his wife, a Youth Leader, Church Librarian, and member of the choir.

Prof. Sonaïke worked at Exxon Mobil for almost 30 years and fostered a culture of excellence in all its ramifications, which aided his phenomenal rise in ranks to become a Senior Executive for years before he voluntarily retired in 2006. Shortly after retiring from Exxon Mobil, he joined the American Inter Continental University in Houston, Texas, USA and rose to become the Chair of Business and Professor of Management, Leadership and Ethics.

Vibrant with passion of making a lasting impact in his home country and in CAC Mission, Prof. Sonaïke vied for the position of Vice Chancellor of Joseph Ayo Babalola University (JABU) Ikeji-Arakeji, Nigeria, and was appointed as the VC in September, 2019, He was the third substantive VC of the University. Prof. Sonaïke came to the position with a wealth of academic, professional, spiritual and industrial experience.

A lifelong Scholar and Educator, Prof. Sonaïke held two Doctoral degrees: Ph.D. in Management, DBA in Leadership and Organizational Behaviour. An avid lover of Classical and Christian Music, Prof. Sonaïke was a part of many choirs and orchestras around the world as a singer and a Conductor,

he was survived by his loving wife, three sons, daughter, brothers, sisters, numerous nieces, nephews, cousins, and the family of God at large, A compassionate, kind, loving, selfless, forgiving, empathetic, generous philanthropist committed and genuine, humble man of God in whom there is no guile, a passionate family man, characteristically humanitarian, he touched uncountable lives and was loved dearly. He never missed any and every opportunity to help others progress in all spheres of life. He will be sorely missed, but his memory and lasting impact around the world will live on forever.

Professor Kolawole Olufunso Sonaike's sojourn at Joseph Ayo Babalola University was characterized by principles of sacrificial living, unwavering faith and the leading of the spirit of God. He assumed duty as JABU's third substantive Vice-Chancellor on 2nd September, 2019 and heeded the call of his maker on 20th March, 2022. By this, he led the university for a period of two years, six months and 19 days. However, in this short period, despite the lockdown and uncertainties that came with COVID-19 for the most part, he achieved great feats.

His administration has been severally acknowledged for its efforts towards saving costs, improving internally-generated revenue, prioritization of welfare of staff and students, attraction of landmark infrastructural donations and broad-based transformation of the University.

During his time, Professor Sonaike led the team that facilitated the construction and complete furnishing of the state-of-the-art College of Postgraduate Studies, fully sponsored by Dr Emmanuel Aderemi Awode, Chairman, Chemstar Group.

With the approval and assistance of Council, campus beautification and construction of road network across the University was carried out in phases under his administration.

Professor Sonaike also led the team that facilitated the construction and furnishing of Dr. Bayo Olugbemi Lecture Theatre, donated by Dr Bayo Olugbemi, MD/CEO First Registrars and immediate past President/Chairman of Council, Chartered Institute of Bankers of Nigeria (CIBN).

Professor Sonaike also had the good grace to receive the donation of the Medical Center Maternity Extension donated by Elder Remi Olowokere, MD/CEO, Prince of Prints Ltd.

As Vice-Chancellor, Professor Sonaike joined in laying the foundation stone of a two-storey Senate Building, donated by the family of Pastor (Dr.) Caxton Segun Fasuyi, Vice Chairman, JABU Governing Council, Director of Missions, Christ Apostolic Church and Chairman, Caxton Joe Nigeria Ltd.

He also participated in the laying of the foundation of the Honourable Wole Oke Arts Theatre as well as the Honourable Mudashiru Obasa Lecture Theatre.

The foundation stones for the Dr Babatope Agbeyo Mass Communication building and the Dr V. A. Samson Extension of the Centre for Distance Learning were laid during his administration.

Asides facilitating donations from various kind-hearted donors, he also sponsored the construction of the Professor Femi Sonaike Journalism Building in honour of his late elder brother who was a Professor of Journalism.

He led the University through various accreditation exercises for both undergraduate and postgraduate programmes. Under his administration, the University commenced several PhD programmes including Computer Science, Architecture, Food Science & Technology. He hooded the first set of PhD graduates at the last convocation ceremony in January, 2022.

Professor Kola Sonaïke was an insightful and **visionary** leader. His futuristic, compassionate and open-door approach enhanced staff and students' experience in such a way that every member of the community felt his impact both directly and indirectly.

Professor Kola Sonaïke had left an undeniable and indelible mark in the University that will transcend generations, setting new standards and creating higher expectations for current and future leaders of the university. Our dear Professor Kola Sonaïke will be sorely missed.

He was appreciated as a leader of leaders, philanthropist par excellence, soldier of Christ, a true man of God, a man of conviction, a **person of courage**, a genuine reformer, an astute administrator, a **transformational leader**, a caring guardian, a contented man, and above all, a true child of God.

Joseph Ayo Babalola University states on its website that it is committed to providing excellent teaching, research and service that will encourage learning and stimulate academic exchange at both national and international for a with undergraduate, postgraduate and professional programs of finest quality. These are best practices and it is gratifying that the people who have led the university both in the past and in the current period are devoted to ensuring that the institution remains world-class.

JOB DESCRIPTION OF A VICE-CHANCELLOR

The Vice-Chancellor of a University is the chief academic officer, the chief administrative officer, the chief accounting officer, chief fundraiser and the chief image-maker of the institution. He/she is the academic leader of the institution. While administrators manage rules, regulations and protocols, and managers manage people and rules, the leader has the onerous responsibility to manage the vision and dreams of the institution, and set the agenda for development.

The candidate for the post of Vice Chancellor is required to possess a good University education and should be a proven, successful manager of human and material resources. Specifically, the candidate shall be expected to be a highly distinguished scholar of the rank of Professor, with a minimum of between five to ten years experience on that level and demonstrate ability to provide academic and administrative leadership for such a well-established institution; be a person of proven integrity; command the respect of the national and international academic communities through his/her track record; strengthen the bridges between staff, students and other members of the University community; be a person with a clear vision for the development of the University; enjoy excellent physical and mental health; attract the much-needed funds into the University.

In keeping with the contemporary world, a Vice-Chancellor is expected to be a dynamic, distinguished and internationally renowned scholar who demonstrates academic excellence in terms of quality publications, teaching, credible community service and proficiency in Information and Communication Technology (ICT).

As Chairman of Senate, the Vice-Chancellor provides leadership in articulating and determining the academic standards of the university and in ensuring the welfare of staff and students. By presiding at the meetings of the Appointments and Promotions Committee and of the Staff Disciplinary Committee, which are Joint Committees of Council and Senate, the Vice-Chancellor ensures that only those with a proven record,

or an unmistakable promise, of a successful academic career are employed and that the ranks of academics at the university are scrupulously kept from any kind of pollution. At the same time, by presiding over the business of the Development Committee of Senate, the Vice-Chancellor is able to keep in view an orderly growth of the university's actual and projected contributions, nationally and internationally, to the growth and dissemination of knowledge.

In specific terms, he/she is to provide leadership, strategic vision and direction to enhance the academic programmes of the institution in terms of teaching, learning, research and research uptake; improve the educational and research opportunities; define and execute strategic plans, budget and evaluate performances to maximize impact; lead resource mobilization and fund raising efforts; guide and motivate faculty, staff and students to be their best.

The leadership skills expected of a Vice-Chancellor include innovativeness and harnessing innovation throughout the institution, competence, ability to simultaneously 'own' issues/stories and still give credit to those who did the hard work, internal and external networking, ability to think and act strategically, humility, compassion and never losing sight of the bigger picture. He/She must be able to build and lead a strong and credible team. Without any iota of doubt the expectations from a Vice-Chancellor are quite daunting.

Staff and students would easily internalize and emulate the ideals of their leader if he or she is able to exert a huge positive influence on them literally becoming a role model to them (**Idealized Influence**). As a transformational leader, the Vice-Chancellor must have a clear vision that he/she is able to articulate to the university community. Besides having his/her own cut-out vision, he/she also must be able to inspire a **shared vision**. He/she must possess the ability to help followers experience the same passion and motivation to fulfil these goals (**Inspirational Motivation**).

The Vice-Chancellor has to encourage staff and students to explore new ways of doing things and new opportunities to learn. He/she must stimulate creativity in the institution (Intellectual Stimulation). Moreover, transformational leadership also involves offering support and encouragement to individual members of the university community. In order to foster supportive relationships, the leader must keep lines of communication open so that members of the community feel free to share ideas and so that leaders can offer direct recognition of the unique contributions of each follower (**Individual Consideration**).

Choosing members of your management team

The first impression that one gets of a ruler and of his brains is from seeing the men he has about him – Niccolo Machiavelli
Ability without honour is useless - Cicero

Look for three things in a person- intelligence, energy and integrity. If they don't have the last one, don't even bother with the first two. Warren Buffett.

Whether in the fresh nomination or re-appointment of a Deputy Vice-Chancellor or of any other senior officer of the University, such as Director of a unit I have developed over the period from 2015 to 2020 as Vice-Chancellor a checklist which I always consult for guidance (Table 1). The overriding desire has always being to put a round peg in a round hole without any sentimental or emotional considerations.

Table 1: A checklist for choosing team members at the University of Ibadan, 2015-2020

S. No	Description
1.	Character: Integrity and honesty, especially fiscal discipline and responsibility
2.	Tremendous intellectual capacity
3.	Shared vision
4.	Demonstrable Competence
5.	Cognate Experience
6.	Energy/Drive/Hardworking/Enterprising/ Capacity to deliver
7.	Initiative/Creativity/Dynamism/Pro-activeness
8.	Amiable/Friendliness/Compassionateness/ Temperament. Avoid persons with Centrifugal personalities
9.	Be a person of courage, but humane, who can take decisive action(s) on the merit of facts and principles and not on the basis of sentiments or pressures from individuals and groups;
10.	Be an effective Insulator who is able to shield the boss. Your subordinate should not delegate power upwards. He/she should under no circumstance refer only very difficult issues to you. In the first instance, especially where the difficult decision to make is very obvious, rather than ask people to go and see the boss, he/she should be firm and decisive.
11.	Loyalty to the System and to the Principal
12.	Team Player (not too ambitious as to always try to undermine and upstage other members of the Team).
13.	Smart/ Intelligent/Quick-wittedness
14.	Good rapport and confidence of the staff unions.
15.	Discreet background check/Reference from well-meaning people who may know the prospective candidate.
16.	Forthrightness
17.	Broad minded world view
18.	Nobility of spirit
19.	Keen sense of justice and fair play
20.	Focus and passion for the job
21.	Not a puppet; No blind loyalty to the Principal.

Stages in Leadership Development

Figure 1 shows the various stages in leadership development.

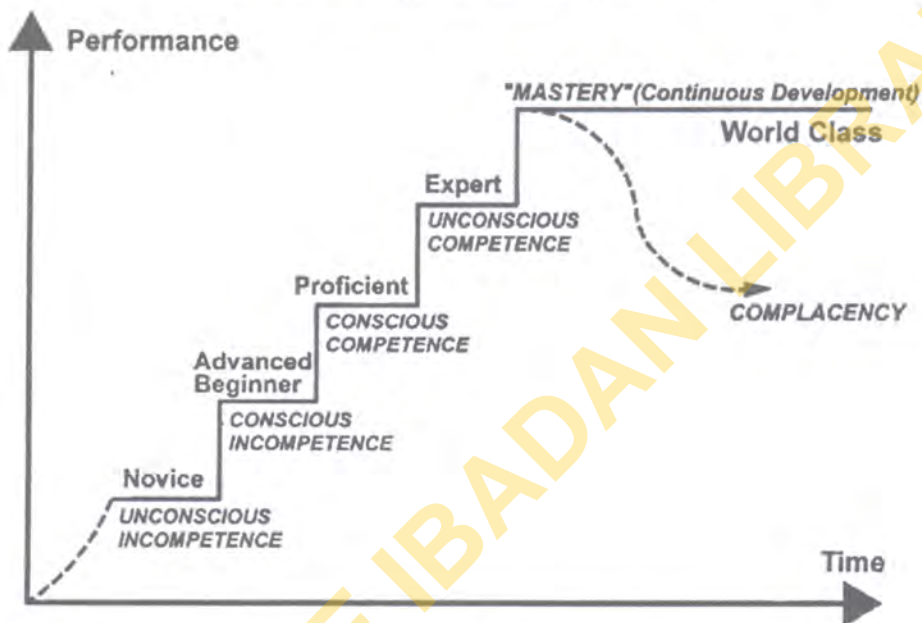


Figure 1: Stages in Leadership Development

Stage 1: Unconscious Incompetence/Novice/Non-leader.

The person is incompetent. He/she is a **Non-Leader**; he/she is unaware of the lack of knowledge or skills. The length of time an individual spends in this stage would depend on the eagerness to learn new skills.

Stage 2: Conscious Incompetence/Advanced Beginner. The person is aware of the inadequacy of the leadership skills, as well as the value of the new skills that ought to be acquired. Training in leadership would be essential at this stage in order for the person to be able to improve on the necessary skills and move up the leadership ladder. Making mistakes and learning from such could be an integral part of this stage.

Stage 3: Conscious Competence/Proficient. The leader-in-training is aware of leadership skills and competencies which he/she is acquiring through training and practice. Positive feedbacks being received about

performance. You have acquired the knowledge and skills, but he/she still need to think about what he/she is doing. Demonstrating the skill or knowledge requires concentration and if it is broken, can slide back into incompetence.

Stage 4: Unconscious Competence/Expert. The **Leader** in Stage 4 exhibits leadership skills involuntarily (i.e. by reflex). The skill has become second nature and can be performed easily. The impression is that he/she possess 'extra-rational' powers. The knowledge and skills have been mastered, and they can be performed without thinking. The individual may be able to teach it to others depending on how and when it was learned.

To become a World Class Leader requires continuous development; otherwise, there would be complacency that might lead to a decline of leadership abilities.

Academic Leadership

Academic leaders comprise all those who have the capacity to effect change and are part of the executive team. They are expected to have qualities such as a very good understanding of the institution; have a future vision for it; bring it about in a consultative manner.

What is a mission statement?

- A brand's mission statement defines its goals and how it plans to achieve them. In a few sentences, it asserts a company's values, what it offers, and why it does what it does.

What is a vision statement?

- Vision statements are what brands use to declare their aspirational goals, like changing the world. It'll be challenging and inspiring, which motivates employees and consumers to support the brand.
- What is the difference between a mission and a vision?
- An organization's mission defines its institutional goals and the values it will embrace to achieve them.
- By contrast, a vision is a more abstract idea of how the organization intends to impact society. Rather than setting specific goals, it's something to strive for.

Vision and mission statements differ in three main aspects: audience, purpose, and time period.

Audience

- Mission statements are aimed at the staff, students, alumni and other stakeholders.
- Vision statements aim to motivate staff and other stakeholders to see the value in their efforts.

Purpose

- A mission statement has more specific, realistic goals that everyone can understand. They might be about growth, financial metrics, products, innovation, and consumer behavior.
- A vision statement declares ambitious goals that might be impossible but are worth striving for. The goal might be to change communities, economies, or societies for the better.

Time period

Mission statements explain what the institution is doing right now, and what it plans to do in the next few years, to achieve its goals. Many mission statements give a particular year the road map/plans to meet its goals. Vision statements don't always have a defined time period, but they will be aimed toward the future. Because they cover big, abstract goals like societal change, they'll potentially imply work that takes a decade or more. Although it's an ambitious goal, you should shoot for the moon to accomplish great things. This is also a specific statement. Even though it doesn't outline the steps required to get there, it's a clear goal with a deadline. It's easy to understand and leaves a little room to manoeuvre on the exact path you'll take to get there. It's less measurable, but more inspirational. All the stakeholders can understand it.

How are mission and vision related?

The two work together nicely.

A vision represents the soul of an organization—its reason for doing things other than just making money. Many successful institutions use this vision to underpin everything they do.

A mission, in other words, is an assignment—a set of tasks that need doing in service of a wider ambition. With the vision of a better future to inspire them, the mission statement brings this idea closer to the real world, with a more practical and definite set of goals.

If you want to change the world, you'll have to define how you will do it.

That's why it's good to have both vision and mission statements.

In terms of integrity, a leader should keep promises else he would not be trusted. A leader should show maturity and not be swayed by emotions. He/she must display maturity by winning private victory over self and be able to deal with tough issues compassionately. A leader should demonstrate an abundant mentality, by seeing competitors as most valued teachers; he/she should not be scarcity minded by being threatened by the success of others.

Leadership Characteristics

Leadership is a process. Leadership characteristics include discipline, special influence, followership, shared vision, permanence, change and character. Leadership qualities can be developed and acquired through practice and experience. Leaders must show commitment. Leadership is not necessarily a characteristic traits set from birth. True leaders exert special influence; influence not forced on others but which emanates from within. Leadership involves influencing others; Leadership is a group activity that involves following and leading; Leadership involves setting and achieve set goals. Leadership involves people; there must be followers. There should be unity of purpose. Leadership is inseparable from followers' needs and goals

The leader sets the organisation's vision and direction. The vision, processes, prosperity and success must be felt throughout the organization. The leader induces and directs change that benefits the group. The vision of the leader should lead to changes that are continuing, enduring and lasting. Beneficial Permanence – seeks goals beneficial to the group while Malevolent Permanence – seeks goals detrimental to the group

Character in the long run, is the decisive factor in the life of an individual and of nations alike (Theodore Roosevelt). 90 percent of all leadership failures are character failures. Results of a survey of 54,000 people on the essential qualities of a leader to include Integrity; being a Communicator; People-focused; Visionary; Caring and a Decision-maker

Forms of leadership

The following forms of leadership can be identified; authoritarian; laissez-faire; democratic/participatory; transactional; transformational leadership and servant leadership.

Authoritarian Leadership

Authoritarian leaders create distinct professional relationship and do direct supervision in what they believe to be key in maintaining a successful leadership. All powers and decision making revolves around the leader. They do not welcome use of initiatives, nor allow innovations that is not centered around them. Their communication is one-sided usually from the top to the bottom They usually dominate and control decisions. Authoritarian leadership though permits speed in decision making and implementation and motivates only the leader, but demotivates and under utilizes the abilities, initiatives of the followers.

Laissez-faire Leadership

This form of leadership, allows the followers to make decisions and gives them the right and powers to decide and implement decisions made. The leadership style directs supervision of employees and fails to provide regular feedback to those under his supervision. It is suitable for skilled and competent employees, but can slow down decision making process and implementation thus reducing productivity.

Democratic Leadership

In democratic leadership style the leader shares the decision making abilities with the group members by promoting the interest of the group members and practicing social equality. Hence the popular saying that democracy is defined as government of the people, by the people and for the people. While democratic leadership style allows every individual in

the group to contribute to decision making, the final decision still lies with the leader. This leadership style boosts the morale of the followers, and when the organisation needs to make changes within the organization, this leadership style helps employee adjust to changes easily, it creates higher productivity but it's not suitable when quick decisions are to be made, and it is preferable when group members are skilled and are eager to share knowledge.

Transactional Leadership

This form of leadership style uses rewards and punishments to control followership. A transactional leader identifies the needs of their employees and give rewards to satisfy those needs in exchange of certain level of performance. He focuses on increasing the efficiency of established rules and routines. The leader has the power to review results and train or correct employees when they fail to meet the goals. This type of leadership style is organizational-development focused but not employee-development focused and since employees can feel exploited and not cared for, this leadership style can attract low productivity, low morale and poor work attitude.

Transformational Leadership

Transformational leaders take actions to inspire their employees' awareness of what is right and important, to raise their motivational maturity and to move them to go beyond the their own self-interests for the good of the group, the organization, or society. The main objective is to work to change or transform the employees' needs and redirect their thinking. Such leaders provide employees with a sense of purpose that goes beyond a simple exchange of rewards for effort provided. Usually, they challenge and inspire their employee with a sense of purpose and excitement. Transformational leaders do not see leadership as a position but see every individual as a potential leader. He is a leader that mobilizes himself and the others to achieve a set goal irrespective of the obstacles. The transformed leader is usually proactive and listens for the sense in every contribution of the group members, he lives by examples and

believes that everyone has a significant role to play in the success of a business endeavor.

Transformational leadership is a leadership style that focuses on inspiring and empowering followers to achieve a shared vision and goals. Transformational leaders aim to transform their organizations, teams, and individuals by:

- (a). Inspiring a shared vision: They communicate a clear and compelling vision that motivates and inspires followers.
- (b). Empowering followers: They give autonomy and encourage participation, fostering a sense of ownership and accountability.
- (c). Fostering a positive culture: They create a positive and supportive work environment that encourages collaboration, innovation, and growth.
- (d). Leading by example: They model the behavior and values they expect from their followers, demonstrating integrity, transparency, and accountability.
- (e). Encouraging innovation and creativity: They encourage experimentation, learning from failures, and continuous improvement.

Transformational leaders often exhibit the following characteristics:

- (a). Charisma: They have a strong presence and can inspire and motivate others.
- (b). Emotional intelligence: They understand and manage their own emotions and those of their followers.
- (c). Visionary thinking: They have a clear understanding of the organization's goals and vision.
- (d). Risk-taking: They are willing to take calculated risks to achieve their goals.
- (e). Collaborative mindset: They value teamwork and collaboration, empowering others to contribute to the organization's success.

The benefits of transformational leadership include improved employee engagement and motivation; increased innovation and creativity, better

decision-making and problem-solving, enhanced collaboration and teamwork and improved organizational performance and success.

Two notable examples of transformational leaders discussed in this lecture are Nelson Mandela and Steve Jobs.

Nelson Mandela (1918 – 2013) (Former President of South Africa)

Arrested and imprisoned in 1962 he was sentenced to life imprisonment for conspiring to overthrow the state, Mandela served 27 years in prison. Amid growing domestic and international pressure and fears of racial civil war, he was released in 1990 by President F. W. de Klerk. Both Mandela and de Klerk led the efforts to negotiate an end to apartheid. There was a multi-racial general election in 1994 in which Mandela led the African National Congress to victory. Leading a broad-based coalition government which promulgated a new constitution, Mandela emphasised reconciliation between the country's racial groups and created the Truth and Reconciliation Commission to investigate past human rights abuses.

Presiding over the transition from apartheid minority rule to a multicultural democracy, Mandela saw national reconciliation as the primary task of his presidency

He declined a second presidential term and was succeeded by his deputy, Thabo Mbeki. Mandela became an elder statesman and focused on combating poverty and HIV/AIDS through the charitable Nelson Mandela Foundation. He gained international acclaim for his activism and he is globally recognised as an icon of democracy. He received more than 250 honours including the Nobel Peace Prize.

Steve Jobs (Co-founder of Apple)

Steven Paul Jobs (1955 -2011) was an American businessman, inventor, and investor best known for co-founding the technology company **Apple Inc.** He was also the founder of **NeXT** and chairman and majority shareholder of **Pixar**. He was a pioneer of the personal computer revolution of the 1970s and 1980s, along with his early business partner and fellow Apple co-founder Steve Wozniak.

In September 1972, aged 17 years, Jobs enrolled at Reed College in Portland, Oregon. After just one semester, he dropped out of Reed College without telling his parents. He later explained this was because he did not want to spend his parents' money on an education that seemed meaningless to him. He continued to attend by auditing his classes, including a course on **calligraphy**. In a 2005 commencement speech at Stanford University, Jobs stated that during this period, he slept on the floor in friends' dormitory rooms. He went further to state that "If I had never dropped in on that single calligraphy course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts".

He and Wozniak co-founded Apple in 1976 to further develop and sell Wozniak's **Apple I** personal computer. Together, the duo gained fame and wealth a year later with production and sale of the **Apple II**, one of the first highly successful mass-produced **microcomputer**.

In his words

I was lucky to get into computers when it was a very young and idealistic industry. There weren't many degrees offered in computer science, so people in computers were brilliant people from mathematics, physics, music, zoology, whatever. They loved it, and no one was really in it for the money [...] There are people around here who start companies just to make money, but the great companies, well, that's not what they're about

According to Steve Jobs:

Steve Wozniak and I invented the Apple because we wanted a personal computer. Not only couldn't we afford the computers that were on the market, those computers were impractical for us to use. We needed a Volkswagen. The Volkswagen isn't as fast or comfortable as other ways of traveling, but the VW owners can go where they want, when they

want and with whom they want. The VW owners have personal control of their car.

According to Jefferey (1988)

For what characterizes Apple is that its scientific staff always acted and performed like artists – in a field filled with dry personalities limited by the rational and binary worlds they inhabit, Apple's engineering teams had passion. They always believed that what they were doing was important and, most of all, fun. Working at Apple was never just a job; it was also a crusade, a mission, to bring better computer power to people. At its roots, that attitude came from Steve Jobs. It was “Power to the People”, the slogan of the sixties, rewritten in technology for the eighties and called **Macintosh**.

These leaders have demonstrated the ability to inspire, empower, and transform their organizations, teams, and individuals, achieving remarkable results and leaving a lasting impact.

Servant Leadership

Servant leadership is a leadership philosophy that focuses on serving others, empowering teams, and prioritizing the well-being and growth of individuals. This approach emphasizes the leader's role as a servant, rather than a boss or dictator.

The key principles of servant leadership include the following:

- (a). Put others first: Prioritize the needs and interests of team members, customers, and the organization as a whole.
- (b). Listen actively: Listen carefully to others, ask questions, and seek to understand their perspectives and concerns.
- (c). Empower others: Give team members the autonomy to make decisions, take ownership of their work, and develop their skills.

- (d). Foster a positive culture: Create a work environment that is inclusive, supportive, and encouraging.
- (e). Lead by example: Demonstrate the behaviours and values you expect from others, such as humility, empathy, and integrity.
- (f). Focus on long-term goals: Prioritize long-term success over short-term gains, and make decisions that benefit the organization and its stakeholders.

The benefits of servant leadership:

- (a). Increased employee engagement and motivation
- (b). Improved teamwork and collaboration
- (c). Enhanced customer satisfaction and loyalty
- (d). Better decision-making and problem-solving
- (e). Increased trust and credibility
- (f). Improved organizational culture and reputation

Examples of servant leaders include the following:

- (a). Howard Schultz (Former CEO of Starbucks): Known for his focus on employee well-being and customer experience.
- (b). Mary Barra (CEO of General Motors): Prioritizes diversity, inclusion, and employee development.
- (c). Cheryl Bachelder (Former CEO of Popeyes): Focused on servant leadership and creating a positive work culture.
- (d). Tony Hsieh (Former CEO of Zappos): Prioritized employee happiness and customer satisfaction.

Servant leadership is a powerful approach that can transform organizations, teams, and individuals. By prioritizing the needs of others and leading with humility and empathy, servant leaders can create a positive, productive, and sustainable work environment.

These leaders have demonstrated the ability to inspire, empower, and transform their organizations, teams, and individuals, achieving remarkable results and leaving a lasting impact.

Academic leadership requires resource mobilisation, promotion of research culture, overcoming resistance to change, student and staff matters, development of appropriate curricular, building leadership and management capacity, and effective communication and feedback.

Fundamental Skills

These basic skills are required and expected by employers looking to hire employees.

Communicate

When information is presented be able to read and understand; Speak and write so others understand and pay attention; Listen and ask questions; Share information.

Managing Information Responsibly.

Contribute to your team by sharing both information and your expertise; Use appropriate technologies and information systems to collect, gather, and organize information; Set goals and priorities that will balance work and your personal life; Plan and manage time; Understand the role of conflict in a group in reaching solutions.

Think and Solve Problems

Assess situations and identify potential problems; Identify the root cause behind a problem; Use science and technology to solve problems and make decisions.

Personal Management Skills

These are skills that dictate the potential of a person to grow and prosper.

Demonstrate a Positive Attitude

Feel good about yourself and be confident; Dealing with people and situations with honesty and personal ethics; Recognize the good efforts of yourself and others; Take care of your health; Be confident; Deal with people, problems and situations with honesty, integrity and personal ethics; Recognize your own and other people's best efforts; Take care of your personal health; Show interest, initiative and effort.

Be Responsible

Set goals and priorities balancing work and personal life; Assess, weigh and manage risk; Be accountable for your actions and the actions of your group; Be socially responsible and contribute to your community.

Be Adaptable

Work independently or as a team player; Multitask; Select and use appropriate tools/technology for a project; Adapt to requirements that are changing; Be able to respond constructively to change; Continuously monitor the success of a project; Learn from your mistakes; Be innovative and creative when exploring potential solutions.

Continuously Learn

Be willing to continuously learn; Set your own learning goals; Plan for your learning goals.

Leadership and Time

Traditional leaders have their eyes on the past and keep seeking to get back to the good old days. Conservative leaders have their eyes on the present and seek to maintain status quo. Strategic leaders have their eyes on the future and their hands feeling the pulse of the present with the benefit of hindsight.

Leadership is not simply about rank. One may sit atop an institution or organization and may not necessarily qualify to be a leader so properly called. They can instruct us because they are the boss. Their subordinates may neither willing trust nor follow them. The leader must be willing to see people under him realise their potentials,

Leaders are Students of leadership: Some personal experience

According to dictionary.com, courage (noun) in the British usage is

- (a). the power or quality of dealing with or facing danger, fear, pain, etc
- (b). the courage of one's convictions
- (c). the confidence to act in accordance with one's beliefs

while in the American usage, courage (noun) is

the quality of mind or spirit that enables a person to face difficulty, danger, pain, etc., without fear; bravery.

With the synonyms including intrepidity. Dauntlessness, fearlessness, spirit, and pluck. The antonym is cowardice. A leader should at all times be courageous and eschew cowardice. The courage required is to advance the vision; believe in taking risks; speak truth to power and ignore temporary inconveniences.

The Academic Staff Union of Universities (ASUU) National went on a two-week warning strike from 9th to 22nd March 2020. This graduated into a total, indefinite and comprehensive strike starting from 23rd March 2020. The later coincided with a total lockdown of the country on account of CODIV-19 pandemic. This strike nearly paralysed all academic activities on the Campus for the nine months (40 weeks) that it eventually lasted. As much as possible the University Management had to think outside the box so that we were not seen as cutting our nose to spite our face. Some of the critical issues we had to handle comprised the following.

First, the tenure of the Provosts, Deans, Directors and Heads of Departments normally start on 1 August of each year. In 2020, the Provostship of the College of Medicine was due to fall vacant by 1 August 2020. The local ASUU University of Ibadan Branch Chairman approached Management not to go ahead with the process. This was after the process had been kick started. Management refused to concede on this. On the day of the election, ASUU tried all in its books to prevent members of the Academic Board to boycott the election. Picketing was not possible as the University had introduced electronic voting the previous year. In the final analysis the voting was conducted peacefully with an unprecedented turn out of the eligible voters. Similarly, the Deanship of a number of Faculties and Headship of a number of Departments were also due and all the impending vacancies were filled. The alternative would have been to extend the tenure of the out-going officers beyond their normal end of tenure, in acting capacities.

An undergraduate student was rusticated for a semester by the Students' Disciplinary Committee with effect from 30 March, 2016 after he was

found guilty of leading a protest on Thursday, 19 November, 2015 in respect of power outage, which disrupted the peace enjoyed in his Hall of Residence and the University as a whole.. He was supposed to be on an IT programme in Port Harcourt at the time and he was not supposed to be on campus. The letter, which conveyed the decision to rusticate him for one semester, did mention the due process of appeal, namely: to appeal against the decision through the Registrar to the University Governing Council within 14 days of receipt of the letter. Rather than follow this laid down procedure, National Association of Nigerian Students Joint Campus Committee (NANS JCC), South West Zone wrote to give the University of Ibadan authorities an 'ultimatum' to rescind its decision.

NANS activists from different higher institutions, including Federal College of Agriculture, Ibadan, Ladoke Akintola University, Ogbomoso, Federal College of Education (Special), Oyo, two former student union Presidents of the University of Ibadan and the new President NANS JCC South West Zone, forced their way into the campus in several buses. They blocked roads in front of the Student Union building, Sultan Bello Hall and much later the University Gate. They also visited the Faculties of Science, the Social Sciences, Law, Education and the Department of Human Nutrition and disrupted/paralyzed academic activities there.

These persons had the fathom claim of a one semester rustication of a student who ordinarily should have been expelled for gross misconduct, as well as power outages and inadequate provision of water, which the University Management was working round the clock to address as the basis for their agitation.

The invading students were determined not only to disturb the much cherished peace and tranquility on campus, but to threaten the lives and property of the entire University community. operating dangerously by the heavy masks most of them are wearing, thereby threatening the peace and security of innocent students who are law abiding and staff at their various places of work. Majority of these persons went round the campus to disrupt classes and assaulting students and lecturers from their classes and offices.

Based on the foregoing, and the need to protect the cherished lives and property on campus, University Management decided, after wide consultation, advised that all students should proceed on break until further notice. Senate was immediately briefed of the actions taken by Management. The students were later recalled after six weeks compulsory vacation which unduly disrupted the academic calendar. I repeatedly informed the University of Ibadan students that while I was always prepared to dialogue with them, it was totally unacceptable for 'students' from other universities to be pointing a gun at my head in the form of some ultimatum on an issue that did not affect them. Happily that was the last time that we had to contend with the so-called NANS JCC Southwest Zone interfering with our local affairs.

Second, local ASUU University of Ibadan Branch said the University should not proceed with the 2020 Convocation. The Management still nonetheless went ahead in order not to further delay the hapless students who have had to stay in the University for longer than necessary through no fault of theirs. Deans of Faculties were encouraged to boycott the Convocation during which ceremony they would have had to present candidates from their Faculties. The lot had to fall on the Deputy Vice-Chancellor (Administration) who had previously served as Dean of the Faculty of Science to present candidates from all the Science-based Faculties while the Deputy Vice-Chancellor (Academic) who had previously served as Dean of the Faculty of Arts had to present candidates from all the Humanity-based Faculties. The Provost of the Postgraduate College was available to present the Master and Doctoral candidates, over two days respectively. Four honorary degrees were also conferred on deserving individuals including a Greece national. Thus, the Convocation ceremonies went smoothly, without necessarily breaking the ASUU national strike. I must mention in passing that I am a loyal and committed member of ASUU, in and out of office.

As a result of the actions we took in 2020, the last time the University of Ibadan was unable to hold its convocation in recent times was in 2013. In other words, we have had Convocation 11 consecutive times without fail

from 2014 to 2024, both years inclusive. We can only hope that there would be no disruption of the academic calendar again in the future as to prevent students from graduating on time.

Another experience I wish to state here was a student matter on the need to show compassion. An undergraduate student of the University of Ibadan took to the social media in April 2016 to denigrate the Senate of the institution claiming that all the pot-bellied members went to a meeting and took a decision not favourable to the entire student body. He was queried and subsequently made to appear before the Students' Disciplinary Committee (SDC). He was found liable of contravening his Matriculation Oath. He was expelled from the University in 2017. However, I contacted him on phone in February 2018 asking whether he would like to come back to the University of Ibadan. He jumped at the offer and I asked him to write a letter of apology and ask three members of his community to guarantee him. He complied with the instructions and I wrote a strong letter of appeal to the Council of the University in March 2018 for him to be recalled. Council agreed and the decision of Council was conveyed to him converting his outright expulsion to rustication for two semesters. Soon after he resumed back in the University he sent the message below to me.

Good evening sir,

I've been trying to connect your number without success.

I just want to thank you for the rare, unheard of and divine mercy you've shown me by giving me another opportunity to complete my studies at unibadan. Sir, may God reward you abundantly, your generation shall never lack divine mercy and help in times of need. I promise not to let you down ever. You've brought back joy, hope and smiles to my face. God bless you mightily for me!

When I realized that my post had embarrassed the university and the VC, I felt bad. I was deeply wounded. My parents were so embarrassed and disappointed. I quickly changed my line and withdrew to myself. At the Faculty Student Disciplinary Committee, I begged for forgiveness, but it was too late. When I got to the Central Student Disciplinary Committee, I begged again and again, the verdict remained the same. I appealed to Council, but the earlier expulsion judgment was upheld.

I then began to fast and pray for days. I had even taken another JAMB form before the VC called me that if I was given another chance, will I be of good behaviour? I thought I was dreaming.

I am in 200 level now while my mates are in 300 level. I lost a year. I still thank God that I have another opportunity to return to UI. I really love UI. From my formative years, I have been dreaming of UI" he stressed, advising students to learn how to tame their tongues and control their temperament.

A year later he sent another message to me.

Thanks once more for the great Mercy you've me. Posterity will never forget this. I'll never forget this. My family will never forget this. You brought happiness, joy and optimism back into my life. For allowing God to use you to lift me out of depression and possible doom, I just can't thank you enough. God bless you for me! Amen!

Then in 2023, he sent a scanned copy of his NYSC discharge certificate to me, with additional notes:

Good morning sir.

My NYSC POP was 2 days ago.

It definitely wouldn't have been possible if you didn't show me mercy during the time I allowed youthful exuberance get the best part of sound reasoning. I'll be eternally grateful you allowed me drink from the fountain of mercy flowing your fatherly heart. God bless you mightily for me sir. I promise not to disappoint you.

(POP): Passing Out Parade

The import of this story is that we bent over backwards to temper justice with mercy. It would have been a disservice not to have sanctioned him for the gross indiscipline that he exhibited. However, to err is human, to forgive is divine. We were able to salvage his career by having a rethink over the original sanction meted to him. Thankfully he learned his lesson and had become a changed person, and was able to justify the conferment of his degree in character apart from learning. At any rate, we are enjoined in the Lord's prayer, Matthews 6:12 "Forgive us as we forgive others".

Discussion

The entry level for an academic career in the Nigerian University system is Lecturer Grade II and this requires possession of a Doctor of Philosophy degree. Career progression depends on assessment of teaching competence, including student assessment of lecturers and adequate research publications as well as participation in community service.

Elevation to Lecturer Grade I: After a minimum of three years

Promotion to Senior Lecturer: After three years as a Lecturer Grade I

Promotion to Reader: After three years as a Senior Lecturer

Promotion to Professor: After three years as a Reader

The Professorship represents the highest position in academia. Only Professors are appointed Heads of Departments. Readers and Senior Lecturers are appointable as Acting Head of Departments and Lecturer

Grade I as Coordinator. If the Head of Department is in acting capacity, the Dean is the *de facto* Head of Department. The tacit assumption is that only Professors would have acquired enough experience in the system to serve in the capacity of Head of Department (Oyedeji, 2025). Deans of Faculties and Vice-Chancellorships are by appointment from suitably qualified and experienced professors.

The presentation on leadership in this lecture including most of the examples has tilted largely towards the role of leadership in education but the principles are in the main applicable to other fields of human endeavour, both in the public and private sectors. The need to take issues of leadership seriously cannot be over-emphasized. Most public and private institutions have well-structured career progression schemes as outlined below for the Civil service, army and the banking sector, as examples.

Nigerian Civil Service

In the Nigerian civil service, university graduates typically start at Grade Level 08. As they gain experience and accumulate years of service, they become eligible for promotions and career advancement opportunities. The career progression pathways comprise

- (a). **Entry-Level Positions:** University graduates can apply for entry-level positions in various ministries, departments, and agencies of the federal, state, or local government.
- (b). **Junior Officer Positions:** After gaining some experience, they can move to junior officer positions, such as administrative officers, executive officers, or scientific officers.
- (c). **Senior Officer Positions:** With further experience and additional qualifications, they can advance to senior officer positions, such as principal officers, assistant directors, or deputy directors.
- (d). **Management Positions:** Finally, they can reach management positions, such as Directors, Permanent Secretaries, or even Head of Service.

Entry point for Fresh First Degree Graduate – Salary Grade Level (SGL) 08

Promotion, minimum of 3 years - SGL 09

Promotion, minimum 3 years - SGL 10

Promotion, minimum 3 years - SGL 12

Promotion, minimum 3 years - SGL 13

Promotion, minimum 3 years - SGL 14

Promotion, minimum 3 years - SGL 15

Promotion, minimum 4 years - SGL 16

Promotion, minimum 4 years - SGL 17

Permanent Secretary, minimum 2 years as a Director, SGL 17

Special consideration:

Entry point for

(a). State Counsel, i.e. Law graduate SGL 09

(b). Medical and Dental Officer SGL 12

Key Factors for Career Advancement in the Nigerian Civil Service include:

- (a). **Performance Evaluations:** Regular performance evaluations play a critical role in career advancement. Employees who consistently demonstrate excellent performance are more likely to be promoted.
- (b). **Additional Qualifications:** Pursuing additional qualifications, such as master's degrees, certifications, or diplomas, can enhance career prospects.
- (c). **Seniority and Experience:** Accumulated years of service and experience are also essential for career advancement.
- (d). **Networking and Mentorship:** Building strong professional networks and seeking mentorship from senior colleagues can provide valuable guidance and support².

Overall, career progression in the Nigerian civil service requires a combination of hard work, dedication, and strategic planning. By understanding the career progression pathways and key factors for advancement, university graduates can navigate the civil service system and achieve their career goals.

Nigerian Army

Career progression in the Nigerian Army is based on a combination of factors, including performance, experience, and education. The Nigerian Military has many elite training institutions such as the Nigerian Defence Academy (NDA), the Command and Staff College Jaji Kaduna State and the Nigerian Institute for Policy and Strategic Studies (NIPSS), Kuru, near Jos (available for civilians as well) that officers must attend, as well as take and pass the prescribed examinations for them to earn promotion. Here's an overview of the typical career progression path:

- **Second Lieutenant:** The entry-level rank for commissioned officers, typically achieved after completing the Nigerian Defence Academy (NDA) or the Short Service Commission (SSC) program.
- **Cadet to Lieutenant -** Automatic after 5 years including date of commencement of cadet training.
- **Lieutenant to Captain -** After 5 years (with promotion examinations both written and practical, including 3 years performance evaluation report. Must be recommended by the Commander).
- **Captain to Major -** After 5 years in the rank (with written and practical promotion, plus 3 years performance evaluation report). Must be recommended by the commander.
- **Major to Lieutenant Colonel-** After 5 years. Must attend Junior Staff Jaji. Must be deployable to command/Staff appointments. Good 3 years performance evaluation report.
- **Lieutenant Colonel to Colonel-** After 5 years. Must have obtained a Pass Staff College. Be deployable to command/Staff appointments. - Good 3 years performance evaluation report.
- **Colonel to Brigadier General-** After 5 years. - Must have attended National Defence College/NIPSS and obtained Fellowship of Defence College/ Member of National Institute - Must be deployable to command/Staff appointment. - Good 3 years performance evaluation report/ course report.
- **Brigadier General to Major General-** After 5 years - Must have obtained Fellow of Defence College or Member of National Institute from the National Institute of Policy and Strategic Studies - Should have a professional ability, expertise and qualifications. - Availability of vacancies for the rank. - 3 consecutive years of performance evaluation/course reports.

- Major General to Lieutenant General - After 3 years

In addition to above prescribed requirements, officers do attend several courses as they progress in their careers which are equally considered during promotion.

Besides and most importantly, every officer must pass the promotion selection board examination.

The factors influencing career progression in the Nigerian Military include the following

- (a). Performance: Meritorious service and exceptional performance are essential for career advancement.
- (b). Experience: Accumulated years of service and relevant experience are critical for promotion.
- (c). Education: Pursuing higher education and professional certifications can enhance career prospects.
- (d). Training and Development: Participating in training programs and courses can improve skills and knowledge, making officers and soldiers more competitive for promotion.
- (e). Discipline and Conduct: Maintaining good discipline and conduct is essential for career progression.

Banking Sector

The entry level after completion of the National Youth Service (NYSC) Programme is Executive Trainee. From that level, the following is the ladder that one would have to climb in an ascending order:

- Assistant Banking Officer
- Banking Officer
- Senior Banking Officer
- Assistant Manager
- Deputy Manager
- Manager
- Senior Manager
- Assistant General Manager
- Deputy General Manager
- General Manager.

From Executive Trainee Grade to Manager Grade should take an average of two years on each grade for a staff that meets his/her targets at all times.

From Senior Manager upwards, an average of three years on a grade for an A performer is the norm. In very few instances, the years on a grade could be shorter for any **A star performer**. From Assistant General Manager upwards, the Central Bank of Nigeria must approve of such staff promotion before it is vested and experience is the sole determinant of whether or not the staff merits the promotion.

General Manager is the highest level any banker can get promoted into. Executive Director and Managing Director positions are Board appointments.

There are other reasons why leadership has been a challenge in Nigeria including corruption, ethnicity and manipulation of religion in order to achieve political ends but these are beyond the scope of the present discourse.

Conclusion

An attempt has been made in this lecture to highlight the importance of leadership in education and other sectors of the economy. A cursory look was looked at career progression in the core civil service, the military as well as in the banking sector. In all these, leadership training, both formal and informal is undertaken as part of succession planning. Such efforts must be adequately nursed in order to progressively convert non-leaders into experts through training in order to enhance productivity.

As we once again pay deserving tribute to our dear departed Professor Kolawole Olufunso Sonaike and wish him eternal rest, I thank you all for your very kind attention.

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Citation of Professor Abel Idowu Olayinka

Professor Abel Idowu OLAYINKA obtained BSc (Geology) University of Ibadan in 1981; MSc (Geophysics) from Imperial College of Science, Technology and Medicine, University of London in 1984 and PhD (Geophysics) University of Birmingham, United Kingdom in 1988. He had postdoctoral experience at Technical University Braunschweig as a German Academic Exchange Service (DAAD) Visiting Scholar and at Technical University Berlin as Alexander von Humboldt Research Fellow. He joined the Faculty at the University of Ibadan in April 1988 as Lecturer Grade II. He was promoted Lecturer Grade I in 1991, Senior Lecturer in 1994 and Professor in October 1999.

He has successfully supervised 18 Ph.D theses and has served as Visiting Professor, External Examiner and External Assessor for professorial candidates in many universities.

As Head Department of Geology (2001/2002; 2006 to 2010), he was involved in fund generation from alumni, corporate institutions and friends. The fund mobilised during such campaigns was used to upgrade teaching, learning and research facilities and the environment.

As Dean of the Postgraduate School (2002 to 2006), he established a Scholarship Scheme and a Teaching and Research Assistantship Scheme for Postgraduate Students; established the Overseas Conference Grants for Postgraduate Teachers; he facilitated a Workshop on Globalisation of Scholarly Journals; encouraged inter- and trans-disciplinary research through the Interdisciplinary Research Discourse Series; organised Workshops on Methodology of Basic and Applied Research; organised Workshops on Writing Grant Proposals for Academic Staff; facilitated a Workshop on Writing PhD Thesis for Research Students; and led in the publication of 36 academic titles.

As Deputy Vice-Chancellor (Academic) from 2010 to 2014, he assisted in implementing the University's Strategic Plan. His primary responsibility was to establish enduring structures to deepen good governance, encourage scholarship and research, as well as improve staff welfare.

As Vice-Chancellor he provided leadership that led to UI being in the 401-500 in Times Higher Education Ranking. There was an expansion of the academic programmes with the establishment of four new Faculties including the first Faculty of Multidisciplinary Studies in West Africa, and 22 new academic Departments. He strengthened the admission process into the undergraduate programmes with many of the students winning laurels in internal and external examinations.

He is research-active and since completing his tenure as Vice-Chancellor he has been engaged with teaching at undergraduate and postgraduate levels, as well as mentoring of early career researchers. He has held Visiting appointments at the Federal University of Technology Akure, Mountain Top University, Redeemer's University Ede Nigeria and Technical University Braunschweig Germany.

He is regularly invited to present public lectures including the Convocation Lecture of several Universities. He has been appointed Technical Resource Person for the appointment of Vice-Chancellor in a number of Federal, State and Private Universities.

He convened the First International Conference in Research and Innovation Management in West Africa in November 2006 and subsequently served as the Foundation President of the West African Research and Innovation Management Association (WARIMA), 2006-2015. He was Chairman of the Board of Directors of the African Research Universities Alliance (ARUA), with headquarters in South Africa. He was on the Council of Association of Commonwealth Universities, London.

He has received significant accolades in his professional career including multiple Fellowship of learned societies. These include:

- Honorary Fellow, Nigerian Association of Educational Planning & Administration
- Fellow, Science Association of Nigeria
- Honorary Fellow, Chemical Society of Nigeria
- Fellow, Nigerian Association for Engineering Geologists and the Environment
- Fellow, Nigerian Association of Hydrogeologists
- Fellow, Nigerian Association of Petroleum Explorationists
- Fellow, Nigerian Mining and Geosciences Society
- Fellow, Nigerian Academy of Science
- Fellow, European Federation of Geologists
- Chartered Geologist, Geological Society of London
- Chartered European Geologist
- Fellow, Geological Society of London

He received the Osun State Merit Award in 2024.

He is currently the Pro-Chancellor and Chairman of Council of West Midlands Open University and a member of the Council of Adeleke University. He is Chairman of the Board of Directors of Multi-Verse Mining and Exploration Nigeria PLC.

He is happily married to Dr Eyiwumi Bolutito Olayinka, a Senior Lecturer in French at the University of Ibadan and the union is blessed with a daughter and a son.



Professor Abel Idowu Olayinka
Guest Lecturer

