The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.
FACTORS DETERMINING PERCEIVED JOB PERFORMANCE OF UNIVERSITY LEADERS IN PAKISTAN

ABDUL WAHAB

DOCTOR OF PHILOSOPHY
UNIVERSITI UTARA MALAYSIA
January 2016
FACTORS DETERMINING PERCEIVED JOB PERFORMANCE OF UNIVERSITY LEADERS IN PAKISTAN

By

ABDUL WAHAB

Thesis Submitted to
School of Business Management,
Universiti Utara Malaysia,
in Fulfillment of the Requirement for the Degree of Doctor of Philosophy
Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

Abstract

Kolej Perniagaan
(1 College of Business)
Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

ABDUL WAHAB

Calon untuk ijazah
(candidate for the degree of)

DOCTOR OF PHILOSOPHY

Telah mengumumkan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

FACTORs DETErMINING PERCEIVED JOB PERFORMANCE OF UNIVERSITY LEADERS IN PAKISTAN

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi:
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu
dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada:
28 Januari 2016.
(That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the
field of study as demonstrated by the candidate through an oral examination held on:
28 January 2016).

Pengurus Viva
(Chairman for Viva)

: Assoc. Prof. Dr. Mohmad Yazam Sharif

Tandatangan
(Signature)

Pemeriksa Luar
(External Examiner)

: Prof. Dr. Ismail Ab. Wahab

Tandatangan
(Signature)

Pemeriksa Dalam
(Internal Examiner)

: Prof. Dr. Mohd Sobri Minai

Tandatangan
(Signature)

Tarih: 28 Januari 2016
(Date)
Nama Pelajar
(Name of Student) : Abdul Wahab

Tajuk Tesis / Disertasi
(Title of the Thesis / Dissertation) : Factors Determining Perceived Job Performance Of University Leaders In Pakistan

Program Pengajian
(Programme of Study) : Doctor of Philosophy

Nama Penyelia/Penyelia-penyelia
(Name of Supervisor/Supervisors) : Prof. Dr. Rosli Mahmood

Nama Penyelia/Penyelia-penyelia
(Name of Supervisor/Supervisors) : Dr. Muhammad Shukri Bakar

Tandatangan
PERMISSION TO USE

In presenting this thesis in fulfillment of the requirements for a Doctor of Philosophy degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisors or in their absence, by the Dean of School of Business Management where I did my thesis. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:

Dean of School of Business Management
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman
Malaysia
Universities within the tertiary education system perform an imperative job in developing the high-level researchers, specialists, scientists and professionals, required by the economy. World-class University is a need of today. The development of a world-class university requires strong leadership as it has widespread effects on the overall performance of the university. This research focused on the improvement of university leadership based on issues and problems related to it. In this regard, the study explored the effects of managerial competency, self-efficacy and learning orientation as predictors of university leaders’ job performance to enhance their effectiveness and efficiency. The notion of entrepreneurial leadership has received a somewhat little concentration in the tertiary education leadership studies. So the study proposed and analysed the mediating effect of entrepreneurial leadership through which university leaders can improve their job performance. In addition to that moderating effect of the dynamic environment was also examined on the above-stated relationships. The research used a quantitative method through survey instrument and 242 usable questionnaires were collected from the leaders of public higher education institutions of Punjab, Pakistan. Partial Least Squares (PLS) was employed to analyse the data. Results showed support for the theoretical model that was studied. The results implied that managerial competency, self-efficacy, and learning orientation are linked with performance. The mediating process was also empirically justified, but the moderating effect of the dynamic environment was not found on the proposed model. The study has validation for a theoretical framework to trigger the future research and theory on edifying university leadership and to comprehend how such leadership develop and has significance for effective job performance. By summarising the results of this research and building a link to its useful applications the study is also useful and has importance for policy makers, academicians and practitioners for further improving and developing university leadership.

**Keywords:** university leaders’ job performance, managerial competency, self-efficacy, learning orientation, entrepreneurial leadership
ABSTRAK


Kata kunci: prestasi kerja pemimpin universiti, kompetensi pengurusan, efikasi diri, orientasi pembelajaran, kepimpinan keusahawanan
ACKNOWLEDGEMENT

In the Name of Allah, Most Gracious, Most Merciful, the Lord of the worlds who gave me strength and courage to complete this work. He is the foundation from which I seek wisdom. May His peace and pleasant blessings be upon our beloved prophet Muhammad (PBUH), his Household and Companions. I want to thank many people who contributed to the success of this study. Without their support and encouragement, this study may not have been possible.

First, I would like to express my heartfelt thanks to my main supervisor Prof. Dr. Rosli Mahmood. He is an exemplary model of the “e-spirit” in action and a true leader in the field of entrepreneurship. He is the one who interjected entrepreneurial intellects into my thesis. As anyone who has gone through this process knows, the right mentor can make or break you. Somehow, I was fortunate enough to have had the best. His diligence in providing meaningful feedback enabled me to hone my skills as a fledgling researcher. Somehow whenever I visit his office, I am in a panic. He always puts me at ease and uplifts my mood. His wisdom and unfailing ability to provide just the right combination of push and praise made me know I was always in good hands. His support, encouragement, and guidance during the process of this thesis are directly responsible for its achievement. A few words cannot express how much I have learned from him and his advising that enormously contributed to my academic and career development. Thank you; it was both an honor and a pleasure to be your mentee.

Next, I would like to express my deep appreciation to my second supervisor, mentor, and friend Dr. Muhammad Shukri Bakar. He helped me stay focused on how much I had accomplished at each stage and what I could do to reach the next one. The importance of that cannot be over-stressed as this is a long, lonely process and the obstacles and discouragements are many. Your support means more to me than I could ever express in words — thank you!

I would also like to express my deep appreciation to my reviewers, Prof. Dr. Muhammad Sobri Minai, Prof. Dr. Muhammad Yazam Sharif and Prof. Dr. Hj. Ismail Abdul Wahab. Thank you for presenting feedback that continuously enhanced my work and encouraged me to move forward with enthusiasm.

I would also wish to acknowledge my great indebtedness to many other professors and students at University Utara Malaysia who made my time memorable and rewarding during my stay in Malaysia. I would not be here today without you. Thank you.

I would also like to express special gratitude to Universiti Utara Malaysia for the generous support in terms of scholarship they gave to me throughout my Ph.D. life. Also, many thanks go to the staff of School of Business Management, not only for providing me with a financial support as a graduate teaching assistant but also for the opportunity to gain valuable teaching experience in the school.

I am grateful to my many friends, who now live all over the world, for their friendship and encouragement and for serving as my sounding board at times. I dare not list names for fear I may forget someone!
Finally, I would like to express my sincere appreciation for my family, especially my parents, for their love, the many sacrifices, and instilling strong values of education, positive ambition, and commitment. You are my first and most important teachers. “I am strong when I am on your shoulders. You've raised me up to more than I can be”.

Most importantly I thank my wife and best friend, and our daughters, Khadija, and Zunaira, for your unconditional love, support, patience, and the time sacrificed that we would have otherwise been sharing together. I offer thanks for understanding when daddy’s work was more important than stories or playtime. You were my inspiration to finish and we did so together.

I dedicate this thesis to the memory of two of my greatest grandmothers, whom I lost during my doctoral study. Both of them (and my grandfathers) would have been so proud that their grandson earned a Ph.D.

I am grateful for the gifts of all those listed here and those who I may have missed. I am enriched, both professionally and personally, by knowing such people.
# TABLE OF CONTENTS

TITLE PAGE i
CERTIFICATION OF THESIS WORK ii
PERMISSION TO USE iv
ABSTRACT v
ABSTRAK vi
ACKNOWLEDGEMENT vii
TABLE OF CONTENTS ix
LIST OF TABLES xiii
LIST OF FIGURES xiv

## CHAPTER ONE: INTRODUCTION

1.1 Background 1
1.2 Problem Statement 12
1.3 Research Questions 21
1.4 Research Objectives 22
1.5 Scope of Study 23
1.6 Significance of Study 24
1.7 Definition of Key Terms / Concepts 28
1.8 Organisation of Thesis 30

## CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction 31
2.2 Higher Education Institutions in General and Challenges 32
2.3 Higher Education Institutions of Pakistan and Challenges 34
  2.3.1 History 35
  2.3.2 Failure of the University Grants Commission (UGC) 36
  2.3.3 Higher Education Commission 37
2.4 Major Issues of Higher Education Institutions in Pakistan 39
  2.4.1 Financing 41
  2.4.2 Leadership 42
2.5 University Leaders 45
  2.5.1 General Role and Primary Tasks of University Leaders 48
  2.5.2 Effective University Leaders 53
2.6 Entrepreneurship 56
2.7 Leadership 60
  2.7.1 Leadership Competencies, Theories, and Approaches 61
  2.7.2 Behavior-Based Theories and Approaches 61
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7.3 Leadership in Higher Education Institutions</td>
<td>64</td>
</tr>
<tr>
<td>2.7.4 Leadership Challenges Facing Universities Globally</td>
<td>68</td>
</tr>
<tr>
<td>2.8 Entrepreneurial Leadership</td>
<td>71</td>
</tr>
<tr>
<td>2.8.1 Entrepreneurship and Leadership: Common Threads and Linkages</td>
<td>71</td>
</tr>
<tr>
<td>2.8.2 Entrepreneurship and Leadership Synthesis</td>
<td>73</td>
</tr>
<tr>
<td>2.8.3 Importance of Entrepreneurial Leadership</td>
<td>75</td>
</tr>
<tr>
<td>2.8.4 Entrepreneurial Leadership in Higher Education Institutions</td>
<td>78</td>
</tr>
<tr>
<td>2.9 Job Performance</td>
<td>79</td>
</tr>
<tr>
<td>2.9.1 Impact of Individual Performance on Organisational Performance</td>
<td>81</td>
</tr>
<tr>
<td>2.9.2 Models of Job Performance</td>
<td>82</td>
</tr>
<tr>
<td>2.9.3 Job Performance and University Leaders</td>
<td>84</td>
</tr>
<tr>
<td>2.10 Managerial Competency</td>
<td>87</td>
</tr>
<tr>
<td>2.10.1 Managerial Competencies and Leaders</td>
<td>89</td>
</tr>
<tr>
<td>2.10.2 Managerial Competencies in Organisational Context</td>
<td>91</td>
</tr>
<tr>
<td>2.10.3 Managerial Competencies in Higher Education Institutions Context</td>
<td>92</td>
</tr>
<tr>
<td>2.11 Self-Efficacy</td>
<td>95</td>
</tr>
<tr>
<td>2.12 Learning Orientation</td>
<td>99</td>
</tr>
<tr>
<td>2.13 Entrepreneurial Leadership</td>
<td>105</td>
</tr>
<tr>
<td>2.13.1 Entrepreneurial Leader</td>
<td>107</td>
</tr>
<tr>
<td>2.13.2 Entrepreneurial Leader Characteristics</td>
<td>109</td>
</tr>
<tr>
<td>2.13.3 Entrepreneurial Leadership in Organisational Context</td>
<td>110</td>
</tr>
<tr>
<td>2.13.4 Research on Entrepreneurial Leadership</td>
<td>111</td>
</tr>
<tr>
<td>2.14 Dynamic Environment</td>
<td>114</td>
</tr>
<tr>
<td>2.14.1 Dynamic Environment and Performance</td>
<td>116</td>
</tr>
<tr>
<td>2.14.2 Dynamic Environment, Entrepreneurship and Higher Education Institutions</td>
<td>117</td>
</tr>
<tr>
<td>2.15 Hypotheses Development</td>
<td>121</td>
</tr>
<tr>
<td>2.15.1 Managerial Competency and Job Performance of University Leaders</td>
<td>121</td>
</tr>
<tr>
<td>2.15.2 Self-Efficacy and Job Performance of University Leaders</td>
<td>123</td>
</tr>
<tr>
<td>2.15.3 Learning Orientation and Job Performance of University Leaders</td>
<td>126</td>
</tr>
<tr>
<td>2.15.4 Entrepreneurial Leadership as a Mediator</td>
<td>128</td>
</tr>
<tr>
<td>2.15.5 Dynamic Environment as a Moderator</td>
<td>130</td>
</tr>
<tr>
<td>2.16 Underpinning Theories</td>
<td>131</td>
</tr>
<tr>
<td>2.16.1 Resource-Based Theory</td>
<td>131</td>
</tr>
<tr>
<td>2.16.2 Social Cognitive Learning Theory</td>
<td>133</td>
</tr>
<tr>
<td>2.16.3 Contingency Theory</td>
<td>135</td>
</tr>
<tr>
<td>2.17 Research Framework</td>
<td>136</td>
</tr>
<tr>
<td>2.18 Summary</td>
<td>137</td>
</tr>
</tbody>
</table>

**CHAPTER THREE: RESEARCH METHODOLOGY**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Introduction</td>
<td>139</td>
</tr>
<tr>
<td>3.2 Research Design</td>
<td>139</td>
</tr>
<tr>
<td>3.3 Population and Sample</td>
<td>142</td>
</tr>
<tr>
<td>3.4 Instruments and Measurements</td>
<td>145</td>
</tr>
<tr>
<td>3.5 Questionnaire Design</td>
<td>147</td>
</tr>
<tr>
<td>3.5.1 Dependent Variable: Perceived Job Performance</td>
<td>147</td>
</tr>
<tr>
<td>3.5.2 Independent Variables</td>
<td>149</td>
</tr>
<tr>
<td>3.5.3 Mediating Variable: Entrepreneurial Leadership</td>
<td>152</td>
</tr>
<tr>
<td>3.5.4 Moderating Variable: Dynamic Environment</td>
<td>154</td>
</tr>
</tbody>
</table>
3.6 Validity and Reliability  
  3.6.1 Validity  
  3.6.2 Reliability  
3.7 Pre and Pilot Tests  
3.8 Data Collection  
3.9 Data Analysis  
  3.9.1 Descriptive Analysis  
  3.9.2 Partial Least Squares (PLS) Technique  
3.10 Summary  

CHAPTER FOUR: DATA ANALYSIS AND RESULTS  
4.1 Introduction  
4.2 Response Rate  
4.3 Test for Non-Response Bias  
4.4 Data Coding  
4.5 Preliminary Analysis  
  4.5.1 Data Screening  
  4.5.2 Missing Values Analysis  
  4.5.3 Outlier Detection and Treatment  
4.6 Fundamental Statistical Assumptions  
  4.6.1 Multicollinearity Test  
  4.6.2 Data Normality Test  
4.7 Demographic Profile of the Respondents  
4.8 Descriptive Statistics of the Study Variables  
4.9 Results of Confirmatory Factor Analysis (CFA)  
4.10 Models Evaluations  
  4.10.1 Measurement Model  
  4.10.2 Structural Model  
4.11 Summary of Hypotheses Testing  
4.12 Summary  

CHAPTER FIVE: CONCLUSION  
5.1 Introduction  
5.2 Recapitulation of the Study  
5.3 Discussions  
  5.3.1 Direct / Main Effects  
  5.3.2 Mediating Effect of Entrepreneurial Leadership  
  5.3.3 Moderating Effect of Dynamic Environment  
5.4 Contribution of Study  
  5.4.1 Practical Contribution  
  5.4.2 Theoretical Contribution  
  5.4.3 Methodological Contribution  
5.5 Limitations of Study  
5.6 Suggestions for Future Research  
5.7 Conclusion
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 2.1</td>
<td>Main Leadership Challenges that 100 University Leaders Expected in Britain, Hong Kong, Singapore, New Zealand and Australia for 1997-2005</td>
</tr>
<tr>
<td>Table 2.2</td>
<td>Roles University Leaders have to Fulfill</td>
</tr>
<tr>
<td>Table 2.3</td>
<td>Areas of Thematic Overlap between Leadership and Entrepreneurship</td>
</tr>
<tr>
<td>Table 2.4</td>
<td>Common Characteristics of Entrepreneurs and Leaders</td>
</tr>
<tr>
<td>Table 2.5</td>
<td>Campbell’s (1990, 1994) Model of Job Performance According to the In-Role and Extra-Role Distinction</td>
</tr>
<tr>
<td>Table 2.6</td>
<td>Murphy’s (1994) Model of Job Performance According to the In-Role Extra-Role Distinction Performance Dimensions</td>
</tr>
<tr>
<td>Table 2.7</td>
<td>Research in the Field of Entrepreneurial Leadership</td>
</tr>
<tr>
<td>Table 3.1</td>
<td>Public Sector Universities/Degree Awarding Institutions in Punjab, Pakistan</td>
</tr>
<tr>
<td>Table 3.2</td>
<td>Sampling Size</td>
</tr>
<tr>
<td>Table 3.3</td>
<td>Measurement Items of Perceived Job Performance</td>
</tr>
<tr>
<td>Table 3.4</td>
<td>Measurement Items of Managerial Competency</td>
</tr>
<tr>
<td>Table 3.5</td>
<td>Measurement Items of Self-Efficacy</td>
</tr>
<tr>
<td>Table 3.6</td>
<td>Measurement Items of Learning Orientation</td>
</tr>
<tr>
<td>Table 3.7</td>
<td>Measurement Items of Entrepreneurial Leadership</td>
</tr>
<tr>
<td>Table 3.8</td>
<td>Measurement Items of Dynamic Environment</td>
</tr>
<tr>
<td>Table 3.9</td>
<td>Variables, Sections and Source</td>
</tr>
<tr>
<td>Table 3.10</td>
<td>Reliability of the Constructs</td>
</tr>
<tr>
<td>Table 4.1</td>
<td>Questionnaire Distribution and Decision</td>
</tr>
<tr>
<td>Table 4.2</td>
<td>Results of Independent-Samples T-test for Non-Response Bias</td>
</tr>
<tr>
<td>Table 4.3</td>
<td>Variable Coding</td>
</tr>
<tr>
<td>Table 4.4</td>
<td>Missing Values</td>
</tr>
<tr>
<td>Table 4.5</td>
<td>Results of Multicollinearity Test</td>
</tr>
<tr>
<td>Table 4.6</td>
<td>Demographic Characteristics of the Respondents</td>
</tr>
<tr>
<td>Table 4.7</td>
<td>Descriptive Statistics for Study Variables</td>
</tr>
<tr>
<td>Table 4.8</td>
<td>Constructs Indicators</td>
</tr>
<tr>
<td>Table 4.9</td>
<td>Factor Loadings and Cross Loadings</td>
</tr>
<tr>
<td>Table 4.10</td>
<td>Loadings, Composite Reliability and Average Variance Extracted</td>
</tr>
<tr>
<td>Table 4.11</td>
<td>Discriminant Validity</td>
</tr>
<tr>
<td>Table 4.12</td>
<td>Construct Cross Validated Redundancy</td>
</tr>
<tr>
<td>Table 4.13</td>
<td>Results of Main Effects Hypotheses</td>
</tr>
<tr>
<td>Table 4.14</td>
<td>Variance Explained in the Endogenous Latent Variable</td>
</tr>
<tr>
<td>Table 4.15</td>
<td>Direct and Indirect Effects</td>
</tr>
<tr>
<td>Table 4.16</td>
<td>T-Value Calculation</td>
</tr>
<tr>
<td>Table 4.17</td>
<td>Bootstrapped Confidence Interval Calculations</td>
</tr>
<tr>
<td>Table 4.18</td>
<td>Mediation Results</td>
</tr>
<tr>
<td>Table 4.19</td>
<td>Strength of the Moderating Effect Based on Cohen's (1988) and Henseler and Fassott (2010) Guidelines</td>
</tr>
<tr>
<td>Table 4.20</td>
<td>Moderation Results</td>
</tr>
<tr>
<td>Table 4.21</td>
<td>Summary of Hypotheses Testing</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 2.1</td>
<td>Research Framework</td>
<td>137</td>
</tr>
<tr>
<td>Figure 4.1</td>
<td>PLS Algorithm Graph for MC, SE, LO and PF</td>
<td>190</td>
</tr>
<tr>
<td>Figure 4.2</td>
<td>PLS Bootstrap Graph for MC, SE, LO and PF</td>
<td>191</td>
</tr>
<tr>
<td>Figure 4.3</td>
<td>PLS Algorithm for Direct &amp; Indirect Effects on Job Performance</td>
<td>196</td>
</tr>
<tr>
<td>Figure 4.4</td>
<td>PLS Bootstrap for Direct &amp; Indirect Effects on Job Performance</td>
<td>196</td>
</tr>
<tr>
<td>Figure 4.5</td>
<td>PLS Algorithm for MC, SE, LO and Moderator DE with Direct Effects on PF</td>
<td>200</td>
</tr>
<tr>
<td>Figure 4.6</td>
<td>PLS Algorithm for MC, SE, LO, DE and PF with Moderation Interaction Effects</td>
<td>201</td>
</tr>
<tr>
<td>Figure 4.7</td>
<td>PLS Bootstrap for MC, SE, LO, DE and PF with Moderation Interaction Effects</td>
<td>203</td>
</tr>
</tbody>
</table>
1.1 Background

In a higher education system, tertiary institutions perform a vital job in educating the high-level professionals, specialists, researchers and scientists, required by the country and in creating the latest information and know-how in favour of national innovation systems (World Bank, 2002). The progression in the educational marketplace in many nations is also observed as significant state goal (Rodionov, Rudskaiia, & Kushneva, 2014). Within this situation, an ever more vital concern of many governments is to make certain that their universities are actually working at the most advanced stage of scientific and intellectual development (Salmi, 2009). World Development Report 1998/99 suggested a logical framework highlighting the corresponding job for four important strategic aspects to direct nations in the changeover to a knowledge-based nation: a robust human resource support, suitable institutional and economic control, systematic national innovation system and a dynamic knowledge infrastructure (World Bank, 1999).

Higher learning is essential to entire four poles of this framework; however its task is mainly critical in constructing a robust human resource base and in supporting a systematic national innovation system. Higher learning supports nations to form internationally competitive countries by making a flexible, productive and skilled workforce and by generating, scattering and applying new technologies and ideas. A current worldwide study of copyright creation has revealed, for instance, that
The contents of the thesis is for internal user only
REFERENCES


Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychological research: Conceptual, strategic, and statistical


Bokor, J. (2012). *University of the Future: A thousand year old industry on the cusp of profound change.* Ernst and Young report. Australia: Ernst and Young.


Chi, T., Kilduff, P. P., & Gargeya, V. B. (2009). Alignment between business environment characteristics, competitive priorities, supply chain structures, and


Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with
unobservable variables and measurement errors. *Journal of Marketing Research*,

Wanna, J., Forster, J., & Graham, P. (eds.), *Entrepreneurial Management in the
Public Sector* (pp. 1-14). South Melbourne, Victoria: Macmillan.

content of a master's program in international management*. DBA dissertation,
Université de Sherbrooke.


instrument: A potential design. *Academy of Educational Leadership Journal*,
9(2), 41-49.


Fraser, S. (2014). Authentic Leadership in Higher Education: Influencing the

California: Corwin Press.

winning companies keep on winning. *MIT Sloan Management Review*, 42(1),
49-59.


