

PalArch's Journal of Archaeology
of Egypt / Egyptology

**THE ROLE OF VISIONARY LEADERSHIP IN STRENGTHENING THE
UNIVERSITY'S POSITION IN THE UI GREENMETRIC WORLD
RANKING**

Dr. Abdulsalam Ali Hussein Alnoori¹ , Ibrahem Kh. Mustafa alobaedy²

^{1,2}An applied study at Anbar University.

Dr. Abdulsalam Ali Hussein Alnoori , Ibrahem Kh. Mustafa alobaedy , The Role Of Visionary Leadership In Strengthening The University's Position In The Ui Greenmetric World Ranking , Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(8). ISSN 1567-214x.

Abstract:

In today's fast-changing and highly competitive business world. The two topics of visionary leadership and university ranking have become a field of great importance for study, research and discussion, as they are among the academic concepts that embody the methodology and mechanisms of excellence in the performance of universities at the present time, especially with the emergence of global university rankings, which opened the way for a statement of excellence compared to the performance of other universities.

And to know the importance of visionary leadership in its dimensions (vision - empowerment - communication), this study came to demonstrate the role of visionary leadership through its study with another variable, which is the global rankings of universities. And the University of Anbar, as one of the institutions of the Ministry of Higher Education and Scientific Research, which works continuously to implement its vision and desired mission to the fullest, and to distinguish itself from its university counterparts at the local, regional and global levels. The study of these variables in it is of great importance in order to strengthen its position in various global ranking. As this study aimed to demonstrate the role that visionary leadership plays in enhancing the position of Anbar University in the global UI Green Metric ranking. This study has been applied in Anbar University as it is the study population. As for the study sample, it consisted of (140) assistants to the deans, heads of scientific departments, and directors of centers and supporting departments. This study used the (descriptive - analytical) approach with the aim of achieving the objectives of this study and dealing with its theoretical and practical

sides through several mechanisms that guarantee obtaining the best results. The main tool in collecting data and information is the questionnaire form in addition to personal interviews and observations by the researcher during field visits. The researcher used the statistical program (SPSS) to analyze the results of the study and test its hypotheses.

1. Introduction:

Today, Iraqi universities, like Arab and international universities, are in a fierce race to get the best ranks in the global university rankings. In this context, it faces strong competition and great difficulties and challenges, This requires it to double efforts and great and advanced capabilities to keep pace with technological and scientific developments and to ensure that it obtains advanced centers that ensure that it is a center of attraction for students, researchers and all those interested in the field of science and knowledge, One of the most important things that guarantees this is the presence of a visionary leadership for these universities that can interact with all individuals working in the organization and establish everything important for the organization in their minds to be the tool through which the organization can achieve what it aspires to and enhance its capabilities in the context of global rankings. Based on all that has been mentioned above, this study will discuss the extent of the role that visionary leadership plays in enhancing the position of universities for the requirements of global rankings. As this topic is considered one of the modern topics that will allow universities to know the extent of visionary leadership in them and at the same time know the role that this leadership plays in helping universities develop and enhance their capabilities that will advance them to the refineries of the first and advanced universities in global rankings. In order to obtain the best results, the researchers intended to clarify all the theoretical aspects of the independent variable (visionary leadership), as well as the theoretical aspect of the dependent variable (global rankings).The two researchers will apply the research at Anbar University, as it is one of the universities affiliated with the Iraqi Ministry of Higher Education and Scientific Research. In addition to adopting the (UI Green Metric) global rankings as a model for study, given that most Iraqi universities are included in this ranking.

Iraqi universities suffer from a significant weakness in their ability to compete with universities both on the Arab and international levels. This is evidenced by the results of the annual global rankings of universities around the world. Such as the shanghai ranking in which no Iraqi university exists yet. And the QS ranking, in which some Iraqi universities are located, but in late rank. By looking at these global rankings, we can know the scientific level of our universities, The exit of that university from one of the global rankings or its achievement of late rank in another ranking,, indicates the existence of and weakness in certain aspects of the performance of that university.

The current study hopes to achieve a number of objectives that can be summarized as follows:

1. Building a theoretical framework for the research variables in a way that helps to understand these variables more and to know the requirements of the global rankings of universities. And learn about visionary leadership and its role in improving the performance of organizations.
2. Determine the nature of the theoretical and practical relationship between the study variables.
3. Determine the extent of the university leadership having a vision that enables it to strengthen the university's position in the global rankings.

The current research community is the second line of leadership in the university and it is in direct contact with the higher management of the university, where our current research community is from the deans' assistants in addition to the heads of scientific departments in the colleges as well as directors of administrative departments in the university presidency.

2. Literature review:

Visionary leadership:

In the 1980s, the environment was increasingly turbulent, at which point researchers began to research a great deal of vision and visionary leadership. Where it was believed that visionary leaders possessed an acute ability to perceive trends in the labor market, formulate appropriate organizational goals and provide a roadmap for followers in addition to empowering them and engaging them emotionally (Denis et al., 2011: 75-76), these were the first beginnings of the emergence of the concept of visionary leadership.

The concept of visionary leadership evokes a set of principles and practices related to the work of modern organizations. As organizations have become low-level, more diverse, more flexible, global, and linked to networks, and accordingly, the strict adherence to the system of authority and obedience in relations, that is, controls of the hierarchical hierarchy to ensure organizational behavior that hosts value, has become out of date (Meindl, 1998: 21). Visionary leadership is based on theories of leadership and organizational change at the college and personal levels, such as developing a mass network that supports all levels of the organization, enhancing team work, and promoting a culture of excellence (Manning & Robertson, 2002: 138). While (Zamuri et al., 2020: 23633) believes that visionary leadership is a leadership style that aims to give meaning to the work and the efforts required and which must be exerted jointly by the members of the organization by giving direction and meaning to the work and the exerted effort based on a clear vision.

Visionary leadership is leadership stemming from emerging leadership models. It promotes organizational sustainability and sustainable performance and is positively correlated with follower motivation, organizational commitment, organizational performance, and team performance. Such leaders focus on the interest of the group or organization, not on personal interest. Some studies suggest that this leadership model has an impact on customer satisfaction, employee satisfaction and financial performance (Nwachukwu et al., 2017: 1302). Employees and the organization are mainly influenced by leadership and from here the visionary leadership contributes to the link between the organization's present and future and motivates workers to build ties with Future goals and it places the responsibility on the followers to participate in their groups and work diligently to achieve the vision and they are appreciated for that (Saba et al., 2016: 20).

Most writers agree that the dimensions of visionary leadership are (vision - communication - empowerment) and that is what he came up with (Westley & Mintzberg, 1989: 17-18) where they say: It seems that most writings agree that the vision of leadership, or "vision", as The process is sometimes called, it can be divided into three distinct phases: (1) The visualization of a "picture of a desirable future organizational situation". (2) Communication: When it is effectively expressed and communicated to the followers. (3) Empowerment: Empowering followers so that they can activate the vision. While the study (Kadir, 2020: 69), which is a study

in a university in Nigeria, identified (empowerment - intellectual stimulation - adaptation) as dimensions of visionary leadership, the following is an explanation of the most important dimensions of visionary leadership:

1. Vision:

The word vision is derived from the Greek word vision, meaning to see. The leader expresses his vision in various forms, whether in editorial statements or expresses his vision through himself when he is an example to be followed (Saba et al., 2016: 21). Visionary leadership is linked to the idea of future vision ability, which gives the leader and the organization a strong background in facing challenges and solving them without difficulties, as the visionary leader enhances confidence among his followers and inspires them to work to go a long way from their effort compared to those who lack such inspiration (Mupa, 2015: 44).

2. Communication:

Communication is considered one of the most important processes that management must be keen on effectively and continuously due to its impact on the rest of the administration's tasks, as it avoids many problems and keeps it informed about everything that happens in the organization. (Vokic & Bilusi, 2020: 2) defines internal communication as a field of public relations that focuses on enhancing communication between employees, managers and the company's board of directors, and internal communication includes all forms of communication within the organization and refers to the flow of communication between people within the organization's boundaries, including all formal communications. And informality that occurs internally at all organizational levels. (Mikkelsen & Hesse, 2020: 4) says that, depending on the different indicators that workers receive from their organization, he will make assumptions about the culture, working conditions, values and communication climate with regard to that organization. The communication processes used at all levels of the organization can develop into general patterns that are easy for workers to identify.

3. Empowerment:

The concept of empowerment is part of a comprehensive change that will be tilted as a reality in today's industry. This concept appeared in the last era of the twentieth century as a fundamental key indicating the characteristic of a democratic and popular practice in organizations embodied through the application of the logic of workers' self-management in the form of a work group, The common concept of empowerment includes delegating some decision-making powers (Nwachukwu, 2017: 5). Empowerment of workers is a type of strategy and philosophy that provides them with the opportunity to make decisions and take responsibility for their outcomes. Moreover, empowerment has also been associated with worker independence and self-confidence, as well as Empowering people is critical to employee creativity and idea generation. Strategic success is also linked to empowering people (Kanake & Kemboi, 2020: 15). Empowerment also gives independence and authority to employees, which enables them to perform their jobs well, and also improves the quality of services provided by the organization (Khan, 2020: 4). Empowerment of employees is a differentiating factor between organizations that are analytically mature versus backward organizations, and empowerment also plays a mediating role between psychological climate and job satisfaction (Motamarria et al., 2020: 2).

World University Rankings:

2. Quality in higher education:

The quality strategy in universities is one of the most focused strategies in these universities because it is an indicator of many elements that complement each other with the aim of providing the best educational means for students and thus providing the community in which the university operates with graduates who have high qualifications and scientific potential. For those who work in higher education, quality may seem like just a set of practices or guidelines that must be followed, imposed by the government, external bodies or the institution in which they work, as they consider this a type of activity that takes a long time to verify the activity, or as an evil not It is essential in order to maintain accreditation or as a core mission aimed at improving the operation of the organization, but quality is more than that it is the practices or guidelines about what organizations must do in order to achieve certain desirable goals (Tight, 2020: 186). By reviewing the sources of world university rankings, it appears that there is no comprehensive or objective set of indicators to measure quality, and there is no agreement in these rankings on how to evaluate or measure quality in these rankings (Komotar, 2020: 84).

2. Quality assurance in higher education:

Harvey and Greende fines quality assurance as "ensuring that there are mechanisms, procedures, and processes in place to ensure that the required quality is provided, whatever they are specified and measured. By virtue of this definition, quality assurance means fitness for purpose, regardless of the purpose. It also highlights an organized approach to accomplishing tasks in the right way," Which then entails seeing quality as perfection. In practice, quality assurance can be achieved by establishing internal tools, such as internal assessments and improvement systems, at the university, or institution, faculty, program level, and external quality assurance mechanisms, such as audits. Accreditation, Quality Ratings and External Controls (Zheng, 2020: 55) Over the past 25 years, the practice of quality assurance in higher education has evolved into a global phenomenon, and quality assurance arose originally from commercial beginnings in the manufacturing sector and was transferred to higher education in the 1990s. (Kim, 2018: 24)

3. The concept of world university rankings:

Ranking refers to the process of ranking global universities according to a number of indicators and standards that measure the quality of service provided by that university and distinguish it from the rest of the competitors, and these rankings usually bear the name of the entity that conducts and supervises the ranking process.

The World University Rankings (WUR) measure institutions in different ways. These rankings can take into account research quality and revenue, academic and employer surveys, employee-to-student ratios, and demographics such as the number of international students. The higher education system rankings assess national higher education systems, and meet a long-standing need to transform research from ranking the best universities in the world to the best comprehensive systems in every country (Benito et al.,2020:1). University ranking systems are defined as the process of ranking universities according to specific evaluation elements, to compare universities with each other on the basis of performance, as well as providing

information on the quality of universities. The idea of ranking universities appeared in the United States, but it was a local idea to compare universities and colleges with their counterparts, and soon it spread until this idea became in most countries of the world, leaving the local image of the global image (Al-Jbouri & Al-Tamimi, 2017: 6).

4. The most important global rankings:

There are many global university rankings, and these rankings usually bear the name of the body that carries out the ranking process, whether it is a company, a magazine or even a university, and the most famous type of global rankings is the ARWU ranking, which is the academic ranking of world universities, followed by the reputation of the Times Higher Education ranking. (THE) and then the Quacquarelli Symonds Ranking (QS) (Tuesta et al., 2020: 2). In the following we review the most important of those rankings:

A. Shanghai Ranking (ARWU)

(Pietrucha, 2018: 1130) stated that the ARWU ranking is based on four criteria: (1) Teaching Quality (2) Teaching Staff Quality (3) Research Outcomes, (4) Academic Performance. Universities with Nobel Prize winners, Fields medal recipients, famous researchers, or papers published in Nature or Science are included in the ranking. Additionally, universities with a large number of papers indexed by the Extended Scientific Citation Index (SCIE) and the Social Science Citation Index (SSCI) are also included.

B. Times Higher Education ranking (THE)

THE scale has emerged since 2004 and THE is a branch of a UK-based global digital education institution. A cooperation emerged between the QS and THE ranking institutions to develop a new ranking, QS-THES, but they returned to separation after disagreeing over the ranking methods and THE began to produce its own global rankings where universities are evaluated globally and regionally by subject, method of teaching and scientific impact (Shahjahan et al., 2020: 3).

C. QS ranking

It is the first ranking based on research performance while other rankings were based on indicators related to academic standing (Tuesta et al., 2020: 2), and QS is a global ranking organization for higher education founded in 1990 that provides a guide for international students interested in studying at elite universities in the states United. A higher education marketing organization whose mission is to motivate individuals anywhere in the world to realize their potential through academic achievement. It depends on subjects of study, the possibility of employing graduates, quotations, and the region in which universities are active. The method of evaluating them comes from reputation surveys and the impact research database such as research published in ELSEVIR according to Scopus scale (Shahjahan et al., 2020: 4).

D. SC imago Institutions ranking (SIR)

The Scimago Institutions ranking (SIR) began in 2009, established by the Spanish research group SC imago and named the Scimago Institutions ranking. This ranking is published annually and it only evaluates research about the publications in the Scopus database based on three criteria: the

research output of the university and has a relative weight of 50%. This criterion includes the natural effect and the total output from scientific journals, scientific talents and scientific leadership in research, international cooperation and high-quality publications(Q1) Excellence in Research. As for the second criterion, innovation, it has a relative weight of 30%. This criterion includes innovative knowledge, patents and technological impact. The third criterion is the societal impact and has a relative weight of 20%. This criterion includes the alternative measures (PlumX) and (Mendeley) internal links to the university domain and the number of pages linked to the university's title on the Internet (Torres-Samuel et al., 2020: 108-109).

E. UI GreenMetric ranking

In 2010, practical steps emerged to deal with sustainability issues in universities, this led to the creation of the UI Green Metric System by the University of Indonesia (UI), where higher education institutions around the world are now ranked according to their performance in implementing campus sustainability. The performance of these institutions is measured against well-defined and universally accepted indicators that are placed under six categories. These categories are environment, infrastructure, energy, climate change, waste, water, transportation, education and research. These categories are well aligned with the sustainable development goals adopted by the United Nations (Ali & Anufriev, 2020: 4). The ranking aims to promote sustainable development practices and influence them on campuses of higher education institutions, based on the concepts of environment, economics and equality, and the relative weight of each indicator is as follows: preparation and infrastructure (15%), energy and climate change (21%), waste (10 %), Water (10%), transportation (18%) and education (18%) (Cardozo et al., 2020: 675).

Research Hypotheses:

The research hypotheses are as follows:

1. There is a significant statistical correlation between visionary leadership and world university ranking.
2. There is a statistically significant impact relationship for visionary leadership on the world university rankings.

3. Presentation and interpretation of the results of the variables:

1. Visionary leadership:

Through Table (1), we notice that the vision leadership variable obtained an arithmetic mean (3.69), with relative importance (73.8%) and a high trend, and the difference coefficient value was (11.4%).As for the dimensions of this variable, we note that after empowerment it obtained the highest computation mean as it reached (3.93) and of the highest relative importance as it reached (78.6%) with a high trend, followed by after vision, with an arithmetic mean (3.59) with relative importance (71.8%) and with a high direction, followed by after communication and in my middle (3.54) and with relative importance (70.8%) and with a high trend, and through the values of the coefficient of difference, which indicates which of the dimensions, the members of the sample were more homogeneous in their answers, where the least coefficient of difference is

the most homogeneous, we notice that the dimension of vision came first in terms of homogeneity and after empowerment in the rank The last in terms of homogeneity.

Table (1) shows the results of the visionary leadership variable and its dimensions

	Arithmetic mean	standard deviation	Relative importance (%)	Arrangements Relative importance	The direction of the answer level	Coefficient of variation (%)
Visionary leadership	3.69	0.42	73.8			11.4
Vision	3.59	0.39	71.8	2	High	10.9
Communication	3.54	0.47	70.8	3	High	13.3
Empowerment	3.93	0.64	78.6	1	High	16.3

2. UI Green Metric Global Ranking:

Table (2) We notice that the UI Green Metric Global Ranking variable obtained an arithmetic mean (3.40) with relative importance (68%), and with a high trend, the value of the difference coefficient was (15.6%).As for the dimensions of this variable, we note that after preparation and infrastructure, it achieved the highest mathematical mean, reaching (3.83), and of the highest relative importance, reaching (76.6%), with a high trend, followed by sustainable education, with an arithmetic mean (3.60), with relative importance (72%) and in a high direction, and it follows after Water management, with an arithmetic mean (3.41), with relative importance (68.2%) and with a high trend, followed after the transfer with an arithmetic mean (3.28) and with relative importance (65.6%) and with a medium direction, followed by energy and climate change management with an arithmetic mean (3.23) and with relative importance (64.6%) and in direction Average, followed by after waste management with an arithmetic mean (3.10) with relative importance (62%) and with a medium trend, and through the values of the coefficient of variation, which indicates which of the dimensions the sample members were more homogeneous in their answers, where the least coefficient of variation is the most homogeneous, so we notice that after the preparation and the infrastructure came It ranked first in terms of homogeneity, and after waste management it ranked last in terms of homogeneity.

Table (2) shows the results of the UI Green Metric global ranking variable and its dimensions

	Arithmetic mean	standard deviation	Relative importance (%)	Arrangements Relative importance	The direction of the answer level	Coefficient of variation (%)
UI Green Metric global ranking	3.40	0.53	68.0		High	15.6
Setting and Infrastructure (SI)	3.83	0.61	76.6	1	High	15.9
Energy and Climate Change (EC)	3.23	0.70	64.6	5	medium	21.7
Waste (WS)	3.10	0.76	62.0	6	medium	24.5

Water (WR)	3.41	0.78	68.2	3	High	22.9
Transportation(TR)	3.28	0.73	65.6	4	medium	22.3
Education and Research(ED)	3.60	0.63	72.0	2	High	17.5

Test hypotheses for research:

1. Testing the hypotheses of correlation:

This paragraph includes a statement of the extent to which there is a correlation between the independent variable (visionary leadership) and the dependent variable (global ranking), and thus knowledge of the validity of the research hypotheses that were previously formulated, and this was done by relying on some statistical means such as R value, (t test) value, and (t test) value. T tabular), and as shown below:

First: To test the first main hypothesis:

(There is a significant correlation between visionary leadership and the global university ranking):

Through Table (3), the value of the calculated t reached (7.74), which is greater than its tabular value at the level of significance (0.05) and the degree of freedom (139), which amounts to (1.96). This means that there is a significant link between the visionary leadership and the global ranking of universities. The correlation coefficient (0.55) is a positive value, meaning the relationship between visionary leadership and the global university ranking is positive.

Table (3) shows the correlation factor and the t-test for the correlation coefficient between the visionary leadership and the global university ranking

R	t test	Degree of freedom	The tabular t value	indication
0.55	7.74	139	1.96	There is a correlation

Second: The second hypothesis test: (There is a significant influence on the visionary leadership in the global rankings of universities).

Through Table (4), the calculated F value was (59.13), which is greater than its tabular value at the level of significance (0.05) and the degree of freedom (138.1), which amounts to (3.96). The sign of the beta coefficient is positive, this means that the effect is positive (a direct relationship), and the value of the coefficient of determination is (0.30), which means that (30%) of the changes occurring in the global ranking of universities can be explained by visionary leadership, and the value of the beta coefficient is (0.69). It is a positive value, and this means when changing one unit of visionary leadership, there will be an increase of (69%) in the world university rankings, while the regression equation was as follows:

$$Y = 0.87 + 0.69 X$$

whereas:

Y: represents world university rankings

X: represents visionary leadership

Table (4) shows the results of the simple linear regression on the impact of visionary leadership on the global university rankings

Independent variable	Dependent variable	Constant value	Beta coefficient value	Coefficient of determination value%	The computed F value	indication
Visionary Leadership	World University Rankings	0.87	0.69	0.30	59.13	There is a correlation

4. Conclusions and recommendations:

Conclusions:

1. The basis for judging the leader's vision or not is his ability to build his own vision and communicate it to all parties who are affected and affected by it and convince them of it in order to bring the organization to the best possible state.
2. The vision is not exclusive to the visionary leader and it is present in all types of leaders, but the visionary leader has a special vision that distinguishes him from other leaders, in addition to the other characteristics that he enjoys.
3. There are major obstacles that prevent Anbar University from entering the most famous global rankings such as Shanghai, The Times, and QS, represented in the absence of students or teachers who have won the Nobel Prize for the Shanghai classification, as well as the absence of foreign students or teachers at the university in relation to the Times ranking and the QS classification. .
4. The leadership of the University of Anbar has a clear and understandable vision for the faculty and staff at the university, and the university leadership works to empower the middle leadership workers and has continuous contact with them to ensure the best completion of the work.
5. The results of the statistical analysis proved the acceptance of the research hypothesis that includes the existence of a correlation between the visionary leadership and the global ranking of universities, meaning that the presence of visionary leadership at the university helps it to occupy advanced positions in the global rankings of all kinds.
6. The results of the statistical analysis proved the acceptance of the research hypothesis that includes the existence of an influence relationship for the visionary leadership in the global rankings of universities, which is a direct influence relationship.

Recommendations:

1. Working to increase the level of knowledge of the senior and middle leadership (without specialists) of the importance of leadership in general and visionary leadership in particular and its impact on the final performance of the university, and this is done by entering courses and workshops by the best trainers and specialists in this field.
2. Enhancing the level of empowerment of university employees to increase their job satisfaction and put them in charge at the same time and within the limits that accrue to the university with positive results, as well as increase the level of communication with workers at all administrative

levels, as field visits to the research sample proved the dissatisfaction of many workers with the method of communicating with them. And they feel that their ideas and demands do not reach the higher leadership in the university, and this is done through the development of annual plans and the formation of specialized committees in these two aspects.

3. Working to increase the level of knowledge of university employees and at all administrative and functional levels on the subject of global rankings of universities and the extent of their importance to the university in general and their impact on the reputation of the university, and this is done by developing a plan in which all officials at the university, including deans of faculties and directors of centers and departments, participate in Everyone does what is required of him towards fulfilling the requirements of these classifications, especially if we know that these requirements are bifurcated and not limited to the educational aspect only.

4. Working to keep the university up-to-date with the developments of global rankings and its requirements and benefit from the experiences of other universities that have obtained advanced positions in these classifications. This is done by raising the level of the global ranking unit in the presidency of the university to a department or division and increasing the number of its employees to at least 10 individuals and creating The global rankings unit in each college in a manner that ensures the completion of the global rankings of universities to the fullest.

5. Work to enter the university in the world famous rankings such as Shanghai, the Times and QS, and this is done through the formation of a specialized committee at an advanced level that includes experts and quality specialists at the university working to address the obstacles that prevent entry into those classifications.

References:

1. Al- Jbouri, Fouad Abd Ul-Mohsen & Al-Tamimi, Nofal Mahmoud Mousa Abada ,(2017),”**The Effect of applying Quality Standards in Assessing the Performance of Iraqi Universities (An Applied Study)**” Journal University of Kerbala, Vol. 15 No.4.
2. Ali, Ernest Baba & Anufriev, Valery Pavlovich,(2020),”**UI Greenmetric And Campus Sustainability: A Review Of The Role Of African Universities**”,WIT Press Journals,Vol. 5, No. 1,1-13,ORCID.
3. Benito, M. & Romera, P. Gil, R.,(2020),”**Evaluating the influence of country characteristics on the Higher Education System Rankings’ progress**”,Contents lists available at Science Direct,Journal of Informetrics, 14 (101051), Elsevier.
4. Cardozo, Nathália Hipólito, et al.,(2020),”**Universities and Sustainable Communities: Meeting the Goals of the Agenda 2030**”,Springer Nature Switzerland.
5. Denis, Jean – Louis &Kisfalvi, Veronika & Langley,Ann and Rouleau, Linda,(2011),”**Perspectives on Strategic Leadership**”, The SAGE Handbook of Leadership.
6. Kadir, Abdullahi NimotaJibola,(2020),”**Visionary Leadership and Staff Innovative Behaviour in Public Colleges of Education in Kwara State, Nigeria**”,International Journal of Education, Vol. 12, No. 2, pp. 63-76.
7. Kanake, Mercy Kananu& Ambrose Kemboi,(2020),”**Employee Empowerment and Innovative Work Behavior: The Moderating Role of Leader-Member Exchange**”, SEISENSE Journal of Management, Vol 3 No 5.

8. Khan, Rahmatullah, et al.,(2019),"**Employee Empowerment And Its Influence On Employee Performance: A Case Of Hazara University**", Sarhad Journal of Management Sciences, Vol. 6, Issue 1.
9. Kim, Grase,(2018),"**An Exploratory Case Study of a Quality Assurance Process at an Ontario University**", Graduate Program in Education, A thesis submitted in partial fulfillment of the requirements for the degree in Doctor of Education, Western University.
10. Komotar, Maruša Hauptman,(2020),"**Discourses on quality and quality assurance in higher education from the perspective of global university rankings**", Journals Quality Assurance in Education, Vol. 28 No. 1, pp:78-88 ,Emerald Publishing Limited.
11. Manning, Tony & Bob Robert son,(2002),"**The dynamic leader – leadership development beyond the visionary leader**", Industrial and Commercial Training, Emerald Insight, Vol. 34 Iss 4 pp. 137 – 143.
12. Meindl, James R.,(1998),"**Invited Reaction: Enabling Visionary Leadership**", Human Resource Development Quarterly, Vol.9,no.1, Spring, Jossey – Bass Publishers.
13. Mikkelsen, Alan C. and Hesse, Colin,(2020),"**Conceptualizing and Validating Organizational Communication Patterns and Their Associations with Employee Outcomes**", International Journal of Business Communication, SAGE.
14. Motammaria, Saradhi&Akterb, Shahriar & Yanamandramb, Venkata, (2020),"**Frontline employee empowerment: Scale development and validation using Confirmatory Composite Analysis**", International Journal of Information Management ,54 ,102177, Elsevier.
15. Mupa, Paul,(2015),"**Visionary Leadership for Management of Innovative Higher Education Institutions: Leadership Trajectories in a Changing Environment**", Research on Humanities and Social Sciences, Vol.5, No.13.
16. Nwachukwu, Chris Obi & Leggett, Chris and Harris, Howard,(2017),"**National culture, employee empowerment and advanced manufacturing technology utilisation: A study of Nigeria and New Zealand**", Journal of Management & Organization, Cambridge University Press and Australian and New Zealand Academy of Management.
17. Pietrucha, Jacek,(2018),"**Country-specific determinants of world university rankings**", Scientometrics 114:1129–1139, Springer.
18. Saba,Sahrish& Tabish, Ali & Khan,Ahmer Bilal,(2016),"**Role of Visionary Leadership in the Performance of the Employees at a Workplace: Moderating Effect of Organizational Citizenship Behavior** ", Australian Academy of Business Leadership, Proceedings of Sydney International Business Research Conference, Adina Hotel, Darling Harbour, Sydney, Australia.
19. Shahjahan, Riyad A. et al.,(2020),"**Emoscapes and commercial university rankers: the role of affect in global higher education policy**", Journal Critical Studies in Education, volume 61, Issue 2, Taylor & Francis Group.
20. Tight, Malcolm,(2020),"**Research Into Quality Assurance And Quality Management In Higher Education**", Theory and Method in Higher Education Research, Volume 6, 185–202 Copyright, Emerald Publishing Limited.
21. Torres-Samuel, Maritza, et al.,(2020),"**Characterization of Latin American Universities in the TOP10 of the Rankings**" Proceedings of 6th International Conference on Big Data and Cloud Computing Challenges ICBC 2019, UMKC, Kansas City, USA, Springer Nature Singapore Pte Ltd.

22. Tuesta, Esteban Fernández, et al.,(2020),”**Complex networks for benchmarking in global universities rankings**”, *Scientometrics* 125, 405–425, Springer.
23. Vokic, Nina Poloski and Bilusic, MilkaRimac,(2020),”**Building organizational trust through internal communication**”,*Corporate Communications: An International Journal*, Emerald Publishing Limited.
24. Westley, Frances and Mintzberg, Henry,(1989),”**Visionary Leadership and strategic management**”, *Strategic Management Journal*, Vol. 10, 17-32.
25. Zamuri, DarmawanAffandi, et al.,(2020).”**Improved Teacher Performance by Strengthening Visionary Leadership, Learners Organization and Intelligence of Adversities**”,*Test Engineering & Management*,Published by: The Mattingley Publishing Co., Inc., Article Info Volume 83, pp: 23630 – 23647.
26. Zheng, Gaoming,(2020),”**Quality and Quality Assurance of Europe-China Joint Doctoral Education**”,*Tampere University Dissertations, ACADEMIC DISSERTATION*
To be presented, with the permission of the Faculty of Management and Business of Tampere University, for public discussion at Tampere University.
- 27.