UNIVERSITY OF „ALEXANDRU IOAN CUZA", IAŞI

FACULTY OF PSYCHOLOGY AND EDUCATIONAL SCIENCES

THESIS

PEDAGOGICAL DIMENSIONS OF LEADERSHIP FOCUSED ON MOTIVATION GROUP
- SUMMARY -

SCIENTIFIC COORDINATOR,

PH. D. PROFESSOR CREŢU CARMEN MIHAELA

PH. ASSISTANT LECTURER,
LABĂR ADRIAN VICENŢIU

IAŞI, 2012

Introduction

The leadership field is challenging, exciting and always looking for answers. How come some people manage to lead groups, businesses, lives, destinies? How do they have such a great impact on the career and / or on the destinies of the others? Which features help them do so and which interior forces are being activated in order to lead in this direction, which is the role of contextual factors in facilitating or, on the contrary, what decreases the chances for this to happen? And above all, how do they keep on the top of the line, remaining leaders, considering the changing nature of the people that follow them? What does a leader do to make others follow him even in hostile situations? In other words, what does a leader to focus on motivating the group, thereby optimizing the leadership process?These are the questions (and reasons!) which led us to choosing such a challenging theme and, in the same time, which demand new questions and new answers, even after you already found them.

When choosing the theme, „Leadership focused on group motivation”, in literature there is no theory or model of leadership entirely committed to this subject.Only in 2006, Ilies et al. have developed a motivational model of leadership.However, from 2006 until now, the model has not been tested empirically, nor was designed any questionnaire to measure motivational leadership of our knowledge, based on the literature reviewed.We have tried to accomplish it in this paper, by buliding a multi-leveled a questionnaire which measures motivational leadership and sought to test this model empirically, testing the causal validity of motivational leadership model developed by Ilies et al.The results suggest that the model should be revised to some extent, although most of it is valid also empirically.

And since we are in the field of educational science, we also sought to explore to what extent this model of motivational can be applied in the field of leadership-genuises, or, in other words, if motivational leadership is a relevant component for gifted and talented individuals in leadership.

Chapter 1. Leadership – Historical steps and contemporary theories

First chapter was divided into three dimensions: structuring and valuing leadership theories from pedagogical perspective, contextualizing leadership theories in education and enhancement of leadership theories in educational space.

We analyzed and discussed in the first phase theories centered on features, behavioral theories (studies made at Ohio University, studies made at University of Michigan, managerial grid developed by Blake and Mouton and Scandinavian studies), situational theories (Fiedler's Contingency Model, cognitive resource theory, the situational theory developed by Hersey and Blanchard, route to the objective theory, normative theory of decision making and leader-member exchange theory), recent theories on leadership (attribution theory of leadership, charismatic and transformational leader theory), and leadership theories in terms of talent (WICS Model of Giftedness in Leadership,emotional intelligence model in leadership and gifted adult leader model).

The contextualization of leadership theories in education aimed the concept of teacher as leader, a recent concept in educational leadership, and as well, the presentation of research results on the application of leadership theories in education. The leader teacher is the one who works with his colleagues in order to influence the school and its educational practices, highly values their own contribution as teachers and assumes their particular responsibilities for decisions and extracurricular activities. Leader teachers work as teachers, but they also capitalize their leadership with colleagues to improve the way students learn in their school. In most of the cases, leader teachers are gifted teachers.

Another important part of Chapter 1 is valuing leadership theories in educational space, by following the applicability of theories of leadership in educational area from the perspective of teacher and particularly the leader teacher .

Chapter 2. Theories of motivational leadership. Motivational features associated with the leader

In the second chapter, we have tried to analyze the process by which the leader motivates his group (also known as motivational leadership), using existing theories and models of leadership that are focused on motivating the group and then, looking at a set of motivational traits associated with the leadership found in the literature.

In the last two decades have developed several models that explain the motivational leadership. It is based on self-concept theory developed by Shamir et al. (1993) in an attempt to explain its motivational effects of charismatic leader, then the motivational theory of charismatic leadership developed by Choi (2006) and in the end, the development of a comprehensive and effective model for leadership exclusively motivation, developed by Ilies

et al. (2006).We pointed out the fact that each of these three main theories focus on explaining the process that takes place when the leader motivate the group to which it belongs.

Comparing motivational leadership model developed by Ilies, Judge & Wagner (2006) with the other two models mentioned above about the motivational effects of charismatic leadership and the mechanisms by which the group gets motivated, we had emphasized its practical effectiveness in a variety of organizational environments. Next, we proposed a perspective of valorisation of this model in the educational area, looking at teachers both affective and the cognitive processes analyzed in the model .

Then we reviewed the motivational features associated with leadership, starting with the most recent analyzed in the literature: the motivation to lead (Chan & Drasgow, 2001) and management reasons (Davidovitz, Mikulincer & Shaver, 2007), followed by the need for achievement, affiliation and power - these three needs are most present in studies conducted in the leadership field – and ending up with the analysis of the motivational pattern of leadership developed by McClelland (1975) and of self motivation.

Chapter 3. Giftedness and Leadership

Chapter 3 is designed to review skills in terms of talent and leadership and of giftedness. Adopting the perspective developed by Renzulli (1978, 2005) and Sternberg (2005), we had defined leadership talent as including an expert systematic developing of leadership skills, together with high levels of creativity, intelligence of success (cognitive and practical), expertise and involvement, all observed in outstanding performance in leadership roles. We reviewed a number of theories and models valued in terms of talent and leadership like Triadic Model of Giftedness (Renzulli, 1978, 2005), The Differentiated Model of Giftedness and Talent (Gagne, 1985, 2005, 2009), The Munich model of Giftedness (Heller, 2005, 2009) and Theory of Multiple Intelligences (Gardner, 1983), recalling also the existence of the three models designed exclusively for talent in leadership: WICS model of Giftedness in the Leadership (Sternberg, 1997, 2004, 2008) , Theory of Emotional Intelligence (Goleman, 1998) and Adult Gifted Leader Model (Ramsey, 1991), which are discussed in Chapter 1.

Next we discussed about the psycho-behavioral characteristics associated with the leader and identified in the field of leadership research, such as cognitive abilities, personality traits, motivation, interpersonal skills and social evaluation, problem solving, expertise and tacit knowledge. We also offer a synthetic view of these features, suggesting a personal table, on which we listed the main features of psycho-behavioral characteristic of leaders.

A significant part of this chapter is focused on training leaders, developing leadership skills in students and gifted students, viewed in two ways, depending on the complexity and depth of these: 1. activities based on developing leadership skills; 2. training programs meant to develop leadership skills.
Following this systematization we suggested a training program to improve leadership skills in students and talented students, in a program divided into two modules. At the end of this chapter we presented the results of studying the manifestation of leadership talent to talented individuals proposing even an inventory of skills of talented leader.

Chapter 4. Methodologies and tools to identify the leader

Identify leaders was, over the centuries, a constant concern for different fields of social life. Chapter 4 has proposed a review of methodologies and tools used for selection and identification of leaders in general and particularly talented leaders. We found that among the most common techniques in literature dedicated to leadership in general and the population "gifted" in particular are completing tests and questionnaires (self), followed by methods of assessment of other (peer-Assessment) and the-only the last, LGD techniques of observation and assessment of individuals in the group tasks (Leaderless group Discusion).

In the second part of this chapter we made an inventory and presentation of research tools used in the selection and identification of leaders. We decided to make first an inventory of instruments to measure leadership skills: A. for high-entitled pupils and students – self-evaluation, B. for pupils and students, normal population – self-evaluation; C. for high-entitled students with the help of an authorized third party who knows the student well, in this case could be a teacher (tutor in particular) or parent; D. in adults. Subsequently, these tools were presented and analyzed, some of them being found in Chapter 5 in the validation studies on the Romanian population.

Chapter 5. Research on leadership skills to students and talented students

We succeed in this chapter, through two applied studies, to investigate the leadership skills on students lots, focusing on analyzing four areas: 1. demonstrate that leadership skills are better developed on talented students; 2. identify explanatory models of leadership on the basis of their motivation; 3. empirical testing of the validity of causal model of motivational leadership by building and validating a questionnaire to measure motivational leadership; 4. prove the validity (inside Romania) of questionnaires to assess the leadership skills on gifted students.

The first study, conducted by secondary and highschool students, aimed to analyze the extent to which leadership skills are developed at Olympic students and if these leadership skills can be predicted by motivational variables such as need for achievement, need of affiliation, need for autonomy, need of dominance, but also some specific features of talented students as learning characteristics and characteristics of creativity and motivation.

As participants, there were used 169 students, between seventh grade and tenth grade. The instruments applied were:
- Leadership behavior questionnaire (constructed for this study);
- Scales for Rating Behavioral Characteristics of Superior Students (Renzuli & Hartman);
- Needs Assessment Questionnaire (Heckert).

The results showed that Olympic students have leadership skills better developed than non-Olympic students. The effect of the academic talent on leadership behavior vary by school cycle, middle school Olympic students scores high with the leadership behaviors variable compared with non-Olympic middle school students. With regard to high school, did not show significant differences between Olympic and non-Olympic students in terms of leadership behaviors.

However, the effect of the academic talent on leadership skills vary by gender. Thus, in terms of leadership behavior, leadership behaviors manifested in Olympic girls, get to a higher extent than non-Olympic girls. As for the characteristics of leadership, their effect on academic talent, differentiated according to biological gender is as follows: on the one hand, characteristics of leadership are more developed in Olympic girls than in non-Olympic girls, and on the other hand, features leadership are more developed in non-Olympic boys than girls non-Olympic.

We also obtain an influence of the characteristics of learning, motivation and creativity and types of needs on leadership skills. Analyzing correlations between leadership skills and characteristics of motivation, learning and creativity and the four types of needs (need for achievement, need affiliation, need for autonomy and need for dominance) were found:
- Characteristics of learning, motivation and creativity strongly correlated with leadership skills;
- The need to achieve and to dominance have medium and high correlations with leadership skills;
- The need for affiliation and need for autonomy were low-level correlations with leadership skills.

As a conclusion for this study, there was found that leadership skills in students can be explained to some extent by the characteristics of learning, motivation and creativity, in a moderate measure of dominance and needs and in a lower extent by the needs for affiliation and autonomy.

The second study focused on testing the validity of empirical causal model of motivational leadership by building and validating a questionnaire to measure the motivational leadership and the use of modeling through structural equations, highlighting the fact that leadership is a specific component of gifted and talent students, and also the analysis of explanatory models of leadership based on motivational traits, emotional intelligence and big five personality factors.

The lot of participants consisted of 396 students from the "Alexandru Ioan Cuza" University , students at the Faculty of Psychology and Educational Sciences, Faculty of Philosophy, Faculty of History and Faculty of Economics and Business Administration, that were enrolled in a courses of Module teaching.

The instruments applied were:
- Questionnaire assessing motivational leadership skills (constructed for this study);
- Grit Scale (Duckworth et al.)
- Roets Rating Scale for leadership;
- Achievement Motivation Questionnaire (Cassidy & Lynn);
- Leadership Scale from Gifted and Talented Evaluation Scale (GATES; Gilliam, Carpenter & Christensen)
- Mini-IPIP Scales (Donnellan et al.)
- Attitude inventory towards work (Amabile);
- Needs Assessment Questionnaire (Heckert);
- Self-Reported Emotional Intelligence Scale (SREIS, Schutte et al.).

After testing the causal structure of motivational leadership model developed by Ilies et al. we found that it is relevant for the students reality. Following an optimization model, we dropped the influence of variable relationships and positive emotions and emotional contagion variables persistence and intensity, to the relationship of influence of self-efficacy and self-set Goals and the relationship of self-efficacy influence the intensity, introducing in model a new type of influence, charisma on goal-setting variable. It seems therefore that although charisma belongs to affective processes and goal-setting belongs to cognitive processes, there is a relationship of influence between them, even if the model developed by Ilies et al. it doesn't support it.

The results obtained showed that talented students have the following leadership skills more developed: leadership motivation and its components (charisma, emotional contagion and positive emotions, goal setting, self-efficacy, self-set Goals, persistence and intensity), features Leadership (Roets) and leadership skills for talented GATES scales.

We sought to examine different explanatory models of motivational leadership skills at students on the basis of their motivation, emotional intelligence, academic talent and big five personality traits. Our results have led to the proposal of several explanatory models, as follows:

- motivational leadership is explained in the proportion of 56% by the perseverance of effort, dominance, excellence and intrinsic motivation, students who have high levels perseverance of effort, dominance, excellence and developed with intrinsic motivation and motivational leadership skills
- motivational leadership is explained in a proportion of 29.9% by extraversion, agreeableness, conscientiousness and imagination, students who have high levels by extraversion, agreabilitate, conscientiousness and imagination developed with leadership and motivational skills
- motivational leadership is explained in the proportion of 30.4% by emotional intelligence and academic skills, academic and talented students with high emotional intelligence developed leadership and motivational skills
- motivational leadership is explained in the proportion of 41.2% by imagination, emotional intelligence, talent and conscientious academic, academic and talented students who have high levels of imagination, emotional intelligence, consciousness and developed with motivational leadership skills
- motivational leadership is explained in the proportion of 55% by perseverance effort, dominance and emotional intelligence, students with high levels of perseverance, effort, developed with dominance and emotional intelligence and motivational leadership skills
- motivational leadership is explained in the persistence rate of 64.5% by effort, dominance, intellect/ imagination and excellence, students who have high levels of perseverance, effort, dominance, imagination and excellence , have better leadership and motivational skills
- motivational leadership is explained in a proportion of 59.7% by the perseverance of effort, dominance, imagination, emotional intelligence and neuroticism, students who have high levels of perseverance, effort, dominance, imagination and emotional intelligence and low nevrozism, have better developed motivational leadership skills.

Also after examining the correlations between leadership skills and motivational features was found that:

- perseverance of effort, dominance and status aspiration strongly correlated with leadership skills
- work ethic, excellence, mastery, challenge, enjoyment and intrinsic motivation correlated to average with leadership skills
- Competitiveness and acquisitiveness have low correlations with leadership skills.

It was also found that there is a combined effect of environmental variables and academic talent of leadership motivation, as follows:

- for students from urban areas, talented students have more developed motivational leadership skills than those who did not participate in contests
- talented urban students have motivational leadership skills more developed than rural talented students.

Other results obtained showed that gifted students have developed motivational traits : perseverance of effort, work ethic, dominance, excellence, status aspiration, mastery, the pleasure and challenge motivation, intrinsic motivation, need for achievement, autonomy and dominance as well as emotional intelligence and the big five personality factors extraversion, agreabilitate and imagination, compared with students who have not been in the past Olympics.

Leadership skills can be developed on any individual, more or less gifted in leadership, because we need leaders at all levels and also, we need to develop our own skills and we need help ourselves what autoleadership brings for the individual, when he learn how to optimize efficiency in all the fields. Leadership skills to gifted and talented individuals in leadership will help them, including their emergence as leaders in the upper levels of

leadership, both in society and organizations. This ensures that we are headed in the best direction. Too often companies lacked such leaders, and the unpredictability of current directions of development of societies is in imperative need of talented leaders.

Bibliography

1. Amabile, T. M. (1994). The Work Preference Inventory: Assessing Intrinsic and Extrinsic Motivational Orientations. *Journal of Personality and Social Psychology*, 66, 950-967
2. Armstrong, T. (2009). *Multiple intelligences in the classroom*. (3nd ed.), Alexandria, Virginia USA,
3. Avolio, B. J., Bass, B. M. (2002). *Developing potential across a full range of leadership: cases on transactional and transformationa leadership*, Lawrence Erlbaum Associates
4. Bass, B. M. (1954). The Leaderless Group Discussion. *Psychological Bulletin*, 51, 465-492
5. Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates
6. Bisland, A. (2004). Developing leadership skills in young gifted students. *Gifted Child Today*, 27, 24-27
7. Blake, R. R., Mouton, J. S. (1981). Management by Grid Principles or Situationalism: Which? *Group & Organization Management*, 6, 439-455
8. Bobbio, A, Manganelli Rattazzi, A. M. (2006). A Contribution to the Validation of the Motivation to Lead Scale (MTL): A Research in the Italian Context. *Leadership*, 2, 117-129
9. Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37, 662-683
10. Cassidy, T., Lynn, R. (1989). A multifactorial approach to achievement motivation: The development of a comprehensive measure. *Journal of Occupational Psychology*, 62, 301-312
11. Cemaloglu, N. (2011). Primary principals' leadership styles, school organizational health and workplace bullying. *Journal of Educational Administration*, 49, 495-512
12. Chan, D. W. (2000). Assessing leadership among Chinese secondary students in Hong Kong: The use of Roets Rating Scale for leadership. *Gifted Child Quarterly*, 44, 115-122
13. Chan, D. W. (2003). Leadership skills training for Chinese secondary students in Hong Kong: Does training make a difference? *Journal of Secondary Gifted Education*, 14, 166-174
14. Chan, W. D. (2007). Leadership competencies among chinese gifted students in Hong Kong: the connection with emotional intelligence and successful intelligence. *Roeper Review*, 29, 183-189
15. Chan, K. Y., Drasgow, F. (2001). Toward a theory of individual differences and leadership: Understanding the motivation to lead. *Journal of Applied Psychology*, 86, 481-498
16. Chauvin, J. C., Karnes, F. A. (1983). A leadership profile of secondary gifted students. *Psychological Reports*, 53, 1259-1262
17. Cheng, Y. C. (1994). Teacher leadership style: a classroom-level study. *Journal of Educational Administration*, 32, 54-71
18. Choi, J. (2006). A Motivaţional Theory of Charismatic Leadership: Envisioning, Emphaty, and Empowerment. *Journal of Leadership and Organizational Studies*, 13, 24-43
19. Conger, J. A., Kanungo, R. N. (1998). *Charismatic Leadership in Organizations*. Sage Publications
20. Creţu, C. M. (1997). *Psihopedagogia succesului*. Editura Polirom, Iaşi
21. Creţu, C. (2009). Global success and giftedness. În Balchin T., Hymer B., Matthews, J.D. (Eds.), *Gifted Education. International Handbook* (pp.169-176). Routledge International Companion, London
22. Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Association for Supervision and Curriculum Development, USA
23. Donaldson, G. A. (2006). *Cultivating leadership in schools*. Teachers College Press
24. Donnellan, B. M., Oswald, F. L., Braid, B. M., Lucas, R. E. (2006). The Mini-IPIP Scales: Tiny-Yet-Effective Measures of the Big Five Factor of Personality. *Psychological Assessment*, 18, 192-203
25. Duckworth, A. L., Peterson, C., Matthews, M. D., Kelly, D. R. (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*, 92, 1087-1101
26. English, F. W. (2006). *Encyclopedia of Educational leadership and administration*. Sage Publications, Inc.
27. Eyal, O., Roth, G. (2011). Principals' leadership and teachers' motivation. Self-determination theory analysis. *Journal of Educational Administration*, 49, 256-275
28. Farr, S. (2010). *Teaching as leadership : how highly effective teachers close the achievement gap*. Jossey-Bass
29. Feldhusen J. F., Pleiss, M. K. (1994). Leadership: a synthesis of social skills, creativity and histrionic ability? *Roeper Review*, 16, 292-293
30. Fiedler, F. E. (1971). Validation and extension of the contingency model of leadership effectiveness: A review of empirical findings. *Psychological Bulletin*, 76, 128-148
31. Fiedler, F. (2001). When IQ + experience = performance. *Leadership and Organization Development Journal*, 22, 132-139
32. Gagné, F. (2005). From gift to talents. The DMGT as a developmental model. În Sternberg, R. J., Davidson, J. E. (Eds.), *Conception of giftedness*, Cambridge university press
33. Gagné, F. (2009). Talent development as seen through the differentiated model of giftedness and talent. În Balchin, T., Hymer, B., Matthews, D. J. (Eds.), *The Routledge International Companion to Gifted Education* (pp. 32-41), Routledge, Taylor and Francis Group
34. Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligences*. New York
35. Goethals, G. R., Sorenson, G. J., Burns, J. M. (2004). *Encyclopedia of leadership*. Vol. 2, Sage Publications, Inc.
36. Goleman, D. (1998). What makes a good leader? *Harvard Business Review*, 76, 93–102.
37. Gottfried, A. E., Gottfried, A. W., Reichard, R. J., Guerin, D. W., Oliver, P. H., Riggio, R. E. (2011). Motivational roots of leadership: a longitudinal study from childhood through adulthood. *Leadership Quarterly*, 22, 510-519

38. Guerin, D. W., Oliver, P. H., Gottfried, A. W., Gotrfried, A. E., Reichard, R. J., Riggio, R. E. (2011). Childhood and adolescent antecedents of social skills and leadership potential in adulthood: temperamental approach/ withdrawal and extraversion. *Leadership Quarterly*, 22, 482-494
39. Gunter, H. M. (2001). *Leaders and leadership in education*. Sage Publications Inc.
40. Guthrie, J. V. (2002). *Encyclopedia of Education*. Macmillan Reference
41. Heckert, T. M. (2001). Creation of a New Needs Assessment Questionnaire. *Journal of Social Behavior and Personality*, 15, 121-136
42. Heller, K. A., Perleth, C., Lim, T. K. (2005). The Munich Model of Giftedness designed to identify and promote gifted students. În Sternberg, R. J., Davidson, J. E. (Eds.), *Conception of giftedness*. Cambridge University Press
43. Hensel, N. H. (1991). Social leadership skills in young children. *Roeper Review*, 14, 4-6
44. Hersey, P., Blanchard, K. P. (1982). Grid principles and situationalism: both! A response to Blake and Mouton. *Group and Organizational Studies*, 7, 207-210
45. Hopkins, D. (2008). Realising the potential of system leadership. În Pont, B., Nusche, D., Hopkins, D. (Eds.), *Improving School Leadership*, Vol. 2. OECD
46. Hyes, K., Richardson, W. B., Asher, W. (1979). Project TALENT revisited: cross-validating self-report measures of leadership. *Journal of Experimental Education*, 47, 106-111
47. Ilies, R., Judge, T., Wagner, D. (2006). Making Sense of Motivational Leadership. The Trail from Transformational Leaders to Motivated Followers. *Journal of Leadership and Organizational Studies*, 13, 1-22
48. Judge, T. A., Bono, J. E., Ilies, R., & Gerhardt, M. W. (2002). Personality and leadership: A qualitative and quantitative review. *Journal of Applied Psychology*, 87, 765–780
49. Kane, J. S., Lawer, E. E. (1978). Methods of Peer Assessment. *Psychological Bulletin*, 85, 555-586
50. Karnes, F. A., D'Ilio, V. R. (1989). Student leaders' and their perceptions of the home environment. *Gifted Child Quarterly*, 33, 165-168
51. Karnes, F., Zimmerman, M. (2001). Employing visual learning to enhance the leadership of the gifted. *Gifted Child Today*, 24, 56-59
52. Kerr, B. (2009). *Encyclopedia of Giftedness, Creativity and Talent*. Sage Publications, Inc.
53. Kirby, P. C., Paradise, L. V., King, M. I. (1992). Extraordinary leaders in education: understanding transformational leadership. *Journal of Educational Research*, 85, 303-311
54. Koh, W. L., Steers, R. M., & Terborg, J. R. (1995). The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16, 319-333
55. Landau, E., Weissler, K. (1991). Tracing leadership in gifted children. *Journal of Psychology*, 125, 681-688
56. Love, K. G. (1981). Comparison of Peer Assessment Methods: Reliability, Validity, Friendship Bias, and User Reaction. *Journal of Applied Psychology*, 66, 451-457
57. Marks, H. M., Printy, S. M. (2003). Principal leadership and school performance: an integration of transformational and instructional leadership. *Educational Administration Quarterly*, 39, 370-397
58. Marturano, A., Gosling, J. (2008). *Leadership. The key concepts*. Routledge, Taylor and Francis Group
59. Neculau, A. (1977). *Liderii în dinamica grupurilor*. Editura ştiinţifică şi enciclopedică, Bucureşti
60. Oakland, T., Falkenberg, B. A., Oakland, C. (1996). Assessment of leadership in children, youth and adults. *Gifted Child Quarterly*, 40, 138-146
61. Parker, J. P., Begnaud, L. G. (2004). *Developing creative leadership*. Teacher Ideas Press, Portsmouth
62. Plowman, P. D. (1981). Training extraordinary leaders. *Roeper Review*, 3, 13-16
63. Ramey, D. D. (1991). Gifted leadership. *Roeper Review*, 14, 16-19
64. Renzulli, J. S. (2002). Expanding the conception of giftedness to include co-cognitive traits and to promote social capital. *Phi Delta Kappan*, 84, 33–40
65. Renzulli, J. S. (2005). The Three-Ring Conception of Giftedness. A Developmental Model for Promoting Creative Productivity. În Sternberg, R. J., Davidson, J. E. (Eds.), *Conception of giftedness*. Cambridge University Press
66. Riley, T. I., Karnes, F. A. (1994). Intellectually Gifted Elementary Students' Perception of Leadership. *Perceptual and Motor Skills*, 79, 47-50
67. Rogers, K. B. (2009). Leadership Giftedness: Is It Innate or Can It Be Developed? În Shavinina, L. V. (Eds.), *International Handbook of Giftedness* (pp. 633-645). Springer Publications
68. Schutte, N. S. Et al. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177
69. Scribner, S. L. (2004). Gifted student leaders. *Leadership for student activities*, 32, 20-21
70. Shamir, B., House, R., Arthur, M. B. (1993). The motivational effects of charismatic leaders: A self-concept based theory. *Organizational Science*, 4, 577-594
71. Shaunessy, E., Karnes, F. A. (2004). Instruments for Measuring Leadership in Children and Youth. *Gifted Child Today*, 27, 42-47
72. Sisk, D. A. (1985). Leadership development: its importance in program for gifted youth. *NASSP Bulletin*, 69, 48-54
73. Smith, D. L., Smith, L., Barnette, J. (1991). Exploring the development of leadership giftedness. *Roeper Review*, 14, 7-12
74. Sorrentino, R. M., Field, N. (1986). Emergent leadership over time: The functional value of positive motivation. *Journal of Personality and Social Psychology*, 50, 1091-1099
75. Sternberg, R. (2004). WICS: A Model of Giftedness in Leadership. *Roeper Review*, 28, 37-44.
76. Zacharatos, A., Barling, J., Kelloway, K. E. (2000). Development and effects of transformaţional leadership in adolescents. *Leadership Quarterly*, 11, 211-226
77. Zlate, M. (2004). *Leadership şi management*. Editura Polirom, Iaşi
78. Yukl, G. (2010). *Leadership in organization*. Prentice Hall