

Leadership Artistry that Facilitates Positive Change – A Case Study at the University of Mines and Technology, Tarkwa*

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Abstract

This paper examines the leadership artistry used by Professor Daniel Mireku-Gyimah that has made lasting impressions on the University of Mines and Technology (UMaT), Tarkwa in Ghana. A qualitative research method based on direct observations, interview, questionnaire and review of valid documents were used to analyze and assess his leadership artistry and characteristics. Thorough analyses of the findings, from a synergy of creative artistic attributes and his leadership characteristics with specific reference to his position as the Chief Executive Officer of UMaT, which fashioned his successes and challenges, are presented. There are many leadership theories, all claiming to answer the question *are leaders born or made?* Prof. Mireku-Gyimah's exceptional qualities and achievements come to the fore, very strongly, to label him as more of being a *made* than a *born* leader. The paper asserts that he stands tall due to his rare powerful creative leadership style underpinned by artistic attributes to change the hue of UMaT's history under extreme economic and political conditions within a very short period of time. Evidentially, his effective educational leadership made immense difference in pedagogical strategies that translated into positive impact on students, lecturers, the entire university community and beyond. The study also revealed sources of his energy: determination, encouragement by his spouse, support and cooperation from his peers, workers and the general public. All in all, the paper presents an infrequent trailblazer in UMaT chronicles which will serve as a reference point for educators, historians, and other researchers in Art and leadership studies.

1 Introduction

The University of Mines and Technology (UMaT) started as the Tarkwa Technical Institute (TTI) in 1952 and was officially inaugurated in October, 1953 by Sir Charles Arden Clarke the Governor of the then Gold Coast. In 1960, it metamorphosed through the initiative of the Ghana Chamber of Mines to become the Tarkwa School of Mines under the leadership of Mr. Philpot as Principal. In 1976, it was affiliated to the Kwame Nkrumah University of Science and Technology (KNUST), Kumasi, Ghana, as a faculty of that University and given the name KNUST School of Mines (KNUSTSM) under Mr. M. T. Kofi. In 1994, Dr. J. K. Borsah took the leadership mantle as the third Principal. By the end of his tenure, five diploma engineering programmes had been introduced, namely Mine Survey, Mine Geology, Mine Mechanical, Mine Electrical and Mineral Engineering. Applied Engineering Sciences designed for non-university programmes were also introduced.

In 1998, Professor Daniel Mireku-Gyimah took over the leadership as the fourth Principal of KNUSTSM and hit the ground running. First, he

instituted the necessary administrative gang-planks and structures that are a *sine qua non* for the establishment of an unparalleled academia with *knowledge, truth* and *excellence* as its core values. In 2000, he phased out all certificate courses and other non-university programmes and converted all the diploma programmes into Bachelor of Science degree programmes. On the 1st of October, 2001, KNUSTSM, Tarkwa and the Kumasi School of Mines merged to become the Western University College (WUC) under his leadership as the Provost (Mireku-Gyimah and Bedai, 2003). WUC was restructured into two faculties and six departments. With support from his disciples, he pushed further for the establishment of UMaT. In November, 2004, after successfully surviving four exciting levels of erudition, UMaT was established by Act of Parliament (Act 677) as the 6th autonomous public university to cater for the mining and mining related sectors of the economy (Anon, 2004). By dint of his credentials, Prof. Mireku-Gyimah became the first Vice Chancellor of UMaT.

Perhaps, the most singular reason for writing this paper is to demonstrate the nexus of leadership qualities of Prof. Mireku-Gyimah and the artistic

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inspiration that brought spectacular transformation of UMaT between 2001 and 2012. The paper takes a critical look at the extent to which potential artistic attributes coloured his leadership characteristics, to reflect his successes and challenges, as far as the pedagogical and physical structures of UMaT are concerned. The paper also takes a look at some of his crowned summits - the National Award of the Officer of the Order of the Volta bestowed on him on Friday, the 14th of October, 2011 by His Excellency, Prof. John Evans Atta Mills, the President of the Republic of Ghana and the title of *Apinto Nsoromma* (Eminent Star of Apinto) conferred on him on Thursday, the 17th of November, 2011 by the Wassa Fiase Traditional Council.

2 Leadership Characteristics

Like many other philosophical subjects, there are numerous theories and controversies as to what really constitutes an effective leader. Many exponents believe there are certain inborn qualities such as initiative, courage and intelligence which altogether predestine a person to be a leader. In other words, the essential pattern is given at birth (Adler, 1991). This axiom developed into the great man/great woman theory, the trait theory, and the behaviorist theory. Later, lapses in these theories gave way to the situational approach suggesting that the traits required of a leader differed according to varying situations. The situational approach held that a given person becoming a leader had nothing to do with his or her personality but depends on such factors as the flow of events and circumstances in the right place at the right time. Nevertheless, this approach also had some problems; answers to why one member of a group emerged as the leader rather than another or why a particular leader proved to be a better leader in some situations than another led to the interactive theory. It proposed that both the characteristics of the individual and the situation in which the group finds itself accounted for who would become the leader. The theory implies that leaders are both born and made due to the leader requiring certain abilities and skills, but as the situation and the needs of the group changed, so too the person acceptable as leader changed.

Writing under school leadership, Thomas and Bainbridge (2001) observed that educational leadership can be madness or it can make a contribution to improve our schools. It can be a frantic effort to fix everything or it can be a concentration on a few important items. It can be a futile exercise of power or it can empower individuals to help themselves.

Thomas and Bainbridge attest educational leadership is so extremely complex that simple models

cannot adequately explain the leader's character. They, however, present an overview of some of the prominent theories as follows:

1. The formation of ideas;
2. The articulation of ideas; and
3. The building of ideas.

They concluded that the common ground for all leadership theories lies in the ability to conceive a workable idea or dream, articulate it and make sure it yields positive result.

Thomas and Bainbridge went on further to say that there is no single way to prepare leaders or to prepare for leadership. According to them, leaders come from every segment of society and have a variety of styles and that there is no set of characteristics that all leaders possess. However, they listed a number of what they referred to as needed leadership qualities. To a large extent, an effective leader should have the ability to:

- Listen effectively, understanding both content and feeling;
- Validate the accuracy of information received;
- Speak frankly and clearly and speak directly to the issue;
- Be positive about life, about self, and about one's work;
- Keep current, synthesize knowledge and utilize research;
- Self-motivate and inspire colleagues;
- Try new ideas, take risks and encourage others to do so; and
- Articulate purpose, establish a vision and inspire confidence.

From the related literature reviewed, it can be comfortably concluded that, in the main, an effective educational leader must possess certain characteristics. For example, he or she must:

- Be a visionary or creative thinker;
- Have love for knowledge and progress;
- Give value for human and other resources;
- Be a skillful communicator and listener; and
- Be very proactive and a risk taker.

3 Leadership Artistry

A critical analysis of the related literature brings to the fore a strong relationship between effective leadership, art and creativity. By the definition of creation, the artist and an effective leader virtually have some creative abilities, the power of artistic processes to create thought provoking forms and structures, tangible and intangible, for the comfort and glory of man and his creator. Indeed, Adler (2011) asserts this and mentions three distinctive perspectives that great artists and great leaders share. These

perspectives are as follows:

1. The courage to see reality as it is, recognizing both its beauty and its ugliness (even when others refuse to see such a reality);
2. The courage to envision possibility, including the possibility of creating beauty (even when others pejoratively label such aspirations and thinking as naïve); and
3. The courage to inspire people to move from current reality back to possibility.

According to the author, great leaders and great artists display the courage to see reality as it is. Neither follows the herd of public opinion nor merely distorts reality into self-serving fantasies. Rather, both demonstrate the courage to discern with their own eyes reality's beauty and ugliness.

3.1 The Creative Artist

Before zeroing in to the leadership artistry of Professor Mireku-Gyimah, it is imperative to understand the connotation of *art* in the light of this paper. The stereotype that art is “just drawing” or “not a difficult subject” and “only concerned with beauty”, is incorrect and unfortunate. Art, essentially, is about the understanding of a particular subject(s) with extreme intensity coupled with the ability to evolve something new. Thus, the artist under consideration is definitely not the mimicking artist. The reference here is to the creative artist and not the representational. By creative artist is meant the artist with the ability to ignite imagination, visualize or conceptualize ideas and translate them into discernable formats using various mediums - pencil, paint, wood, clay, alphabets, words, music, film or the computer - for effective communication since the ultimate objective of any art work is to communicate to others. And for effective communication, the creative artist employs the requisite design tools at his or her disposal to fine-tune his or her visionary image into tangible or intangible *organized whole* which is the embodiment or conglomeration of geometrical proportion, symmetry, stability, colour dynamics, aesthetics and philosophy. Effective organization of these forces or elements produces positive results. Generally, creative artists are powerful team players, learn together and are selfless to the nth degree, especially as collaborators in exhibitions or expositions. In terms of ethics, the moral principles governing or influencing the creative artist's conduct are high and this could be noticed during nude figure study lessons.

Also, many artists are *indirect leaders*. Whether they explicitly or otherwise acknowledge themselves or not, they are effective leaders often *moving others* to follow them into new educational, social, political or economic order. A powerful television commercial on a new packaging for *Alafia Bitters* could cause an increase in the consumption patterns. Maeda (2011)

attributes such possible situations to inherent skills in the work of creative artists as professional *inspirers* and *provocateurs* as they act as creative leaders in their boldness to express their vision.

4 Relation between Artistry and Effective Leadership

From the tenor of Section 3.1, five distinctly unique attributes of the creative artist common to the leadership characteristics of an effective leader, come to the fore. These attributes are; visionary, resource developer, communicator, risk taker and selfless person. The universal true-ness of these attributes and characteristics is synonymous to the chromatic relation between the two primary colours yellow (100 % process yellow) and blue (100 % process cyan) which when mixed proportionately together will produce a third colour green which symbolizes growth and progress. This chromatic relation is shown in Fig. 1 where a blend of the artistic attributes (yellow) and leadership characteristics (blue) produce green (visionary, resource developer, communicator, risk taker and selfless person). There are several instances of how artistic processes mixed well with the various leadership characteristics to support people to make a difference. In Ghana, there are many effective leaders and institutions that also draw on the wisdom and philosophy imbibed in artistic symbols to shape their respective destinies. Studies conducted on identified traditional and contemporary iconography, from *Adinkra* and *Agama* perspectives, have also been used in this paper to galvanize the leadership styles of Prof. Mireku-Gyimah.

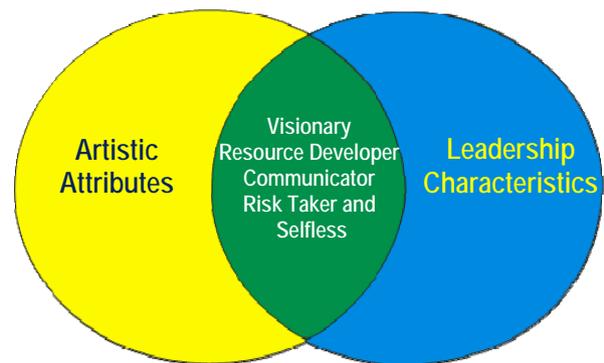


Fig. 1 Relation between Artistry and Effective Leadership

4.1 Brief Profile of Prof. Mireku- Gyimah

Professor Daniel Mireku-Gyimah (Fig. 2) is the first and current Vice Chancellor of UMaT. He holds the degrees of MSc (Mining Engineering) from the Moscow Mining Institute, Moscow, Russia; PhD and DIC (Computer-Aided Mine Design and Planning) from the Imperial College of Science, Technology and Medicine, London, UK; and DSc (*honoris causa*) from KNUST, Kumasi, Ghana. He is a member of the Institution of Mining and Metallurgy, UK; New York Academy of Sciences; and Ghana Institution of Geosciences. He is a fellow of the Ghana Institution of Engineers; and the Ghana Academy of Arts and Sciences.

He has over 100 publications and technical reports to his credit on various aspects of mining including mineral reserves estimation, mine design and planning, mine feasibility studies, operations research, environmental impact assessment and corporate social responsibility. In 1999, he became the first Professor of Mining Engineering in Ghana. He is a renowned consultant to the mining industry in Ghana and abroad. He was an active resource person of the workshops that crystallized the development of Ghana's Policy Framework for Local Content and Local Participation in Petroleum Activities.

Prof. Mireku-Gyimah has served on several boards in various capacities including the Chairman of the Governing Council of Takoradi Polytechnic and a member of the Board of Trustees of Ghana Educational Trust Fund and the Technical Committee of Ghana Chamber of Mines. Currently, he is the Editor-in-Chief of the Ghana Mining Journal; a member of the Editorial Board Ghana Journal of Science and the National Disaster Management Organization. He is the Chairman of the Wassa Fiase Educational Fund. And the Board of Trustee, Tarkwa Government Hospital Endowment Fund. He is also a member of the Board of Directors for Mining and Building Construction Ltd. and Primestone Quarries Ltd. (Mireku-Gyimah, 2011).

In order to assess his leadership artistry and characteristics, the qualitative research method based on direct observations, interview, questionnaire and valid documents were used. A randomized population made up of a cross section of students, lecturers, and public officers in leadership positions was used for this study. Thorough analyses of the findings with specific reference to his position as the Chief Executive Officer of UMaT, and mapped with those common arty leadership characteristics postulated in Fig. 1 that fashioned his successes and challenges are presented.



Fig. 2 Prof. D. Mireku-Gyimah

4.2 Powerful Visionary

He is a man of powerful vision. Just as great artists first conceive an inspiring mental picture before hitting the canvas, Prof. Mireku-Gyimah visualized an unparalleled academia the day he was employed as lecturer at UMaT. Menasse (1986) describes Prof. Mireku-Gyimah's type of vision as organizational vision. The Professor dreamt big into the future and articulated them with alacrity. His vision of creating an unparalleled academia out of the then KNUSTSM started as early as 1990 when he spear-headed the establishment of the first computer centre at UMaT under the leadership of Mr. M. T. Kofi. When he took the office of the Principal in 1998, he knew the time had come for the University he saw in the offing. Immediately, he scrapped all non-university programmes.

On assumption of office as the Vice Chancellor, his vision to create the vital tools needed for effective governance unfolded. With the establishment of UMaT, like many other creditable institutions, there was immediate need for UMaT insignia. He tasked the Audio Visual Unit (AVU) of the University to design a unique insignia for the University. The AVU in collaboration with Prof. Mireku-Gyimah evolved the UMaT emblem, ceremonial mace and flag in November 2004, from the University's vision and mission statements. It is worth noting that, as early as October 2004, the VC's hagiographic work on the anthem surpassed four other presentations and was consequently adopted for the University (Annku and Mireku-Gyimah, 2009). The other tools

that came simultaneously to endorse him as a visionary leader include the University Strategic Plan, Statutes and UMaT Records on several vital subjects like the conduct of programmes/examinations, criteria for appointments and promotions and other regulations.

Traditionally, Prof. Mireku-Gyimah's kind of vision could be likened to the *Adinkra dame-dame* symbol in Fig. 3. The symbol is derived from the chequered board game for two players. According to Agbo (2006), the *dame-dame* symbol signifies the power of the mind to reason and solve problems intelligently and positively, to take sound and reasonable decisions.

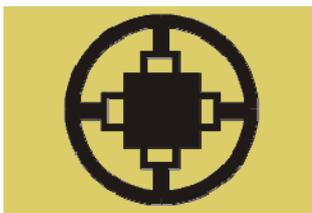


Fig. 3 Dame-dame, Symbol of Intelligence

4.3 Resource Developer

Prof. Mireku-Gyimah has immense value for human and infrastructural resources. Each year, he made it a rule to take the first-year undergraduate students of the University through a forty-five minute seminar on *How to study in the University*. His characteristic of valuing human resources can be seen from three areas: valuing the contribution of staff and students, relating effectively with others and fostering collaborations. Pedagogical collaborations with universities in Ghana and abroad were established to facilitate academic growth. His effort as an effective collaborator synchronizes with arty attribute like team player associated with the creative artist in Fig. 1. This is often noticed among creative artists in art exhibitions or expositions. Prof. Mireku-Gyimah also established special staff development programmes, a sponsorship programme for PhD candidates and the Vice Chancellor Merit List for deserving students. Under his leadership, the curricula of the University were reviewed to meet current global trends in terms of programme content and laboratory facilities at both undergraduate and postgraduate levels.

As a great academic, Prof. Mireku-Gyimah had a strong belief in meeting the instructional needs of students and staff. Within four years of his administration, all ground lecture blocks were raised to one storey blocks. Many other physical infrastructural facilities including a ultra modern library and an auditorium, staff and guest houses, a road network and the internet came into being. The *Adinkra* symbol, *Fihankra* (Fig. 4), which literary means "compound house" signifies security and reflects UMaT's infrastructural security as well as Prof.

Mireku-Gyimah's initiative of "protecting" the University with a fence. *Fihankra* stresses the need for people to live together as each other's keeper.



Fig. 4 Fihankra, Symbol of Security

4.4 Skilled Communicator and Listener

The creative dimensions of artists greatly help them to adapt to circumstances and situations easily. In Ghanaian cultural setup, this is expressed in the adage *denkyem da nsuo mu nso ɔnhome nsuo, ɔhome mframa* (literally meaning, "the crocodile lives in water but does not breath water; it breaths air") which is iconographed as *Denkyem* in Fig. 5. The adage and thereby the *Denkyem* icon encourages people to adapt and adjust to new situations and changing circumstances or people. Prof. Mireku-Gyimah used this as leadership artistry. He listened to everybody, no matter the person's status, essentially because as an effective leader, his communication skills, especially his listening skills served as the basis for his ability to articulate a vision. He held the belief that schools are for both teaching and learning by students and lecturers alike and so both students and lecturers can learn from each other. One of his thought-provoking statements which he frequently used to buttress this view is: *The more I ask people to teach me what I do not know, and the more I teach people what I know, the more I come to know.*



Fig. 5 Denkyem, Symbol of Adaptability

4.5 Very Proactive and a Risk Taker

The Agama symbol, Dzidodo in Fig. 6, which signifies courage is also prominent in Prof. Mireku-Gyimah's leadership style. He is exceptionally proactive to such an extent that, on many occasions, he had to challenge the status quo or the established way of doing things that would interfere with the crystallization of his vision. In 1999, lecturers who doubled as goat and poultry farmers in their respec-

tive bungalows were admonished to spend more time on research and paper writing to enhance their promotions. He discouraged and in fact, took the courage to destroy all farms in the central part of the institution and replaced them with lush green grass and flowers. Of course, he received insults as well as appreciation. As a powerful academic, he never allowed anything that was detrimental or not conducive to acceptable academic environment to flourish.



Fig. 6 Dzidodo, Symbol of Courage

He also had to think over the establishment of the Department of Petroleum Engineering. In doing this, he took the risk to run it as a full fee paying BSc. degree programme. This risk was charging fee in a public institution, for which the repercussion could be damaging. But he took the risk so that the University could get funds to acquire cutting-edge laboratory equipment and also send the students abroad for practical work. The results were positive.

5 Major Accomplishments and National Recognition

The interactive theory of leadership combined with the rare leadership characteristics, artistry and the situations in which he found himself mixed well to establish Prof. Mireku-Gyimah as a very effective educational leader. His major accomplishment had been the crystallization of the UMaT vision (Fig. 7). As the initiator, he was very instrumental in its establishment, and he never paused in developing it. His astute knowledge, ability to identify opportunities and take advantage of them, all powered by his leadership characteristics and artistry, allowed him to seek more than one hundred million Ghana cedis from Government and other UMaT benefactors as seed money for development.



Fig. 7 Aerial View of UMaT in 2012

Other major accomplishments within the UMaT vision include, a Professorial Chair of Environmental Studies, cutting-edge research laboratories (Fig. 8), the fire suppression system, a Centre for Communication and Entrepreneurship Skills (CENCES), the Vice Chancellor's lodge and the new 5 storey administration block (under construction). The rest which also need mentioning include the introduction of new undergraduate/postgraduate degree programmes in Mechanical Engineering, Electrical and Electronic Engineering, Computer Science and Engineering and Petroleum Engineering. It is further worth noting that the period between 1992 and 2012 witnessed a massive increment in student population from 400 to 1600 (Anon, 2012).



Fig. 8 Cutting-edge Mechanical Engineering Laboratory

Prof. Mireku-Gyimah lobbied the Wassa-Fiase Traditional Council for land to be used as the University's new campus, resulting in the donation of a twenty-six kilometre square (26 km²) land for the purpose. The new ultra modern University campus was designed and set on a fairly high hill surrounded by a serene balanced ecosystem of beautiful flora, fauna and rivers. Fig. 9 shows the conceptual physical model of the new UMaT campus.



Fig. 9 Conceptual Physical Model of the New UMaT Campus.

5.1 National Award

His immense contribution to higher education and the mining industry became symbolic. The spirit of selflessness in imparting knowledge, which characterized his arty leadership, also became apparent in numerous short courses, seminars, public lectures and conferences outside the office of the Vice Chancellor. His feats spread wide. Indeed, the State recognized these, and honoured him accordingly. It was not surprising to many Ghanaians and the University community in particular, that the National Award of the Officer of the Order of the Volta was bestowed on him on Friday, 14th of October, 2011 by His Excellency, Prof. John Evans Atta Mills, the President of the Republic of Ghana, firstly, for his achievement as the first Professor of Mining in the West African sub-region and his immense contribution to mining and tertiary education in the country and beyond; secondly for his commendable contributions to the mining industry and his advocacy for safe sustainable mining in Ghana and abroad (Fig. 10).



Fig. 10 Prof. Mireku-Gyimah Decorated with the National Award of the Officer of the Order of the Volta.

The second, a unique symbolic honour which summed up the aesthetics and glamour of his effective leadership artistry; the title of *Apinto Nsoroma* (Eminent Star of *Apinto*) conferred on him on Thursday, the 17th of November, 2011 by the Wassa Fiase

Traditional Council in recognition of his invaluable contributions to humanity and development of the *Apinto* land. Fig. 11 shows Prof. Mireku-Gyimah in his *Apinto Nsoroma* regalia with his spouse, Dr. Mrs. P. B. Mireku-Gyimah.



Fig. 11 Prof. Mireku-Gyimah in his *Apinto Nsoroma* regalia. Behind him is his spouse, Dr. Mrs. P. B. Mireku-Gyimah

6 Sources of Energy

The reviewed literature neither mentioned how effective educational leaders such as Prof. Mireku-Gyimah cope with their work nor mentioned the sources of their strength. Naturally, the depths of their numerous responsibilities suggest they have a lot to accomplish in a day. They must work around the clock, in order to achieve their goals. The obvious question is how did Prof. Mireku-Gyimah manage to come so tall from his smallish stature?

Firstly, it was imperative for him to develop a leadership philosophy. His leadership philosophy was based on his own personal beliefs, human nature, life and positive attitude. And that effective leadership was established through the consent of the governed. Secondly, it was imperative for him to be disciplined; he had disciplined his body to sleep four hours (4hrs.), work seventeen hours (17hrs.) and relax three hours (3hrs.) mostly by playing draught (*dame*), every day on the average. His love for this

game was a booster to his visionary faculties. This way, he was able to handle well his numerous responsibilities as Vice Chancellor and consultant.

Naturally, men are seen as symbols of strength and therefore having the stamina to stand stress and trials as they walk up the rungs of their respective success ladders. However, human as he is, Prof. Mireku-Gyimah, admitted he owe the “beauty” of his leadership artistry to his industrious spouse, Dr. Mrs. Patricia Beatrice Mireku-Gyimah, for her emotional support (cushioning stress and trials) to buttress the axiom: *behind every successful man, there is a woman*. She had been a strong supportive wife who constantly fueled him with positive attitude and encouragement. Indeed, considering their symbiotic mix, and the personal achievements of Dr. Mrs. P. B. Mireku-Gyimah, I dare say: *behind every great man there is a great woman*. Dr. Mrs. P. B. Mireku-Gyimah is currently the Head of CENCES at UMaT.

It was also observed that the hue of his political colour was almost neutral and nepotism was not in his dictionary. Goodwill, hard work and progress for all humanity were all that mattered to him. He thrived on the appreciation of democratic principles, adherence to ethics, equity and justice. Finally, he had passion for the Arts, knowledge, best practices and educational research. These qualities made him a role model to emerging leaders.

7 Challenges

The financial administration of academic institutions all over the world, especially in the developing countries has never been a piece of cake, and Ghana is not an exception. UMaT, like the other public universities in the country, constantly struggles with its annual budgetary allocations from government. There were many economic interventions which Prof. Mireku-Gyimah engineered for the smooth running of the University.

Leadership has ethical implementations. Thomas and Bainbridge (2001) probably refer to this situation when they say that *educational leadership can be madness*. He had challenges that bordered on nepotism and often had to tell a *true lie* with no consideration for moral validity. The effective CEO of UMaT recalls a number of instances when he had to rip off socio-econo-political colours to refuse protocol admissions in order to uphold veracity.

The rate at which he shuttled between information *end points* to make sure things go right, identical to the rate at which the artist picks and deposits gouache paints, can be madness at times, but he had to go through it all for “beautiful” finishing. The paucity of space and time had been a real challenge to him as he wished he had 25 hrs a day to work.

8 Conclusions

This paper has attempted to find out whether there are special traits that help effective educational leaders to stand tall using UMaT as a case study. Five major leadership characteristics were identified from the related literature and were matched with the leadership styles of Prof. Mireku-Gyimah, the first Vice Chancellor of UMaT. The success story of UMaT confirmed the identified leadership characteristics and also revealed some positive findings that contributed to his efforts.

The exigencies of today require leaders to draw on the artists’ experiences. Creativity and aesthetics are often associated with art - painting, performing, or writing - but the same type of creative thinking is also crucial in science, other leadership positions and general administration. The emergence of today’s cutting-edge technology, its impact on education and indeed all spheres of life coupled with ever increasing population and the resultant toll on economies, require educational leaders today to be extra “crafty” if their respective dreams are to come out “beautiful”.

It is concluded that the challenges of today require a vision that will address challenges tomorrow. This paper could therefore be used as a guideline for prospective leaders who would like to participate in the implementation of positive academic changes. These leaders would, however, have to be circumspect in dealing with the unique needs of the setups in which they find themselves.

It is recommended that a leader’s perceptions and management of available resources – human, financial, material and infrastructural - need to be in harmony with nature and must be largely catalyzed by arty attributes in order to be effective.

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