



Annotated Bibliography



Leadership: Selected
Resources for Criminal
Justice Professionals

Leadership Annotated Bibliography

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Introduction

Correctional leaders today, perhaps now more than ever, must focus on their own leader development, the development of their followers, and exhibit positive leadership behavior by making sound decisions and problem solving effectively. We believe that this annotated leadership bibliography will assist the field of corrections, particularly supervisors, managers, senior level leaders, and executives, in their journey to create learning organizations for the future.

John T. Eggers, PhD

Leadership – General

"A Conversation with Warren Bennis." Behavior OnLine. Accessed November 8, 2011.

This brief discussion with Warren Bennis focuses on the key characteristics of leaders, the importance of “deep listening” when coaching leaders and on how individuals learn about leadership. <http://www.behavior.net/column/bennis/>

Avolio, Bruce J., Fred O. Walumbwa, and Todd J. Weber. 2009. *Leadership: Current Theories, Research, and Future Directions. Annual Review of Psychology* 60/1: 421-449.

This review examines recent theoretical and empirical developments in the leadership literature, beginning with topics that are currently receiving attention in terms of research, theory, and practice. We begin by examining authentic leadership and its development, followed by work that takes a cognitive science approach. We then examine new-genre leadership theories, complexity leadership, and leadership that is shared, collective, or distributed. We examine the role of relationships through our review of leader member exchange and the emerging work on followership. Finally, we examine work that has been done on substitutes for leadership, servant leadership, spirituality and leadership, cross-cultural leadership, and e-leadership. This structure has the benefit of creating a future focus as well as providing an interesting way to examine the development of the field. Each section ends with an identification of issues to be addressed in the future, in addition to the overall integration of the literature we provide at the end of the article. [ABSTRACT FROM AUTHOR]

Avolio, Bruce J. 1999. *Full Leadership Development: Building the Vital Forces in Organizations*. Thousand Oaks, CA: Sage Publications.

People interested in developing their own leadership potential, or the leadership potential of those around them, will find a wealth of knowledge in Full Leadership Development. The author, Bruce J. Avolio, approached the concept of leadership as a system, not only as a process or a person. His framework is based on what he defines as the full range of leadership: people, timing, resources, the context of interaction, and the expected results in performance and motivation. He contends that when a leadership system is optimized, it in turn optimizes the vital force of each individual, thereby enhancing the collective force of the entire organization. [Publication Abstract, partial].

Bass, Bernard M. 1985. *Leadership and Performance Beyond Expectations*. New York: Free Press.

In its most complete summary to date, Bass reviews the theory and research on transformational leadership. He closes the gap between the work of social and organizational psychologists, whose focus has been on small groups and institutional settings, and that of political scientists and psycho-historians, who have done most of the important studies of world-class leaders. Bass provides a Leadership Questionnaire for

measuring transactional and transformational traits. And he presents numerous examples of real-life transformationalists, including Thomas J. Watson of IBM, Lee Iacocca of Chrysler, Steven Jobs of Apple Computer, George F. Johnson of Endicott-Johnson, and such historic nonbusiness leaders as Jane Addams of Hull House, General George S. Patton of the U.S. Third Army, and Robert Hutchins of the University of Chicago. [From Amazon.com]

Bass, Bernard M. and Ruth Bass. 2008. *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Fourth Edition, Free Press.

Bass begins with the definitions, concepts, and some of the better-known theories. He focuses on the personal traits, tendencies, attributes, and values of leaders and the knowledge, intellectual competence, and technical skills required for leadership. Next he looks at leaders' socio-emotional talents and interpersonal competencies, and the differences in these characteristics in leaders who are imbued with ideologies, especially authoritarianism, Machiavellianism, and self-aggrandizement. A fuller examination of the values, needs, and satisfactions of leaders follows, and singled out for special attention are competitiveness and the preferences for taking risks. In his chapters on personal characteristics, Bass examines the esteem that others generally accord to leaders as a consequence of the leaders' personalities. The many theoretical and research developments about charisma over the past thirty years are explored in depth. Bass details the new incarnations of transformational leadership since the last edition. [Description based on Amazon.com]

Bennis, Warren. 1989. *On Becoming a Leader*. Reading, MA: Perseus Books.

Drawing from interviews with dozens of leaders Warren Bennis found that most leaders do not seek to lead. Instead, they seek to express themselves fully by embracing risks and mistakes, and learning from adversity. They use these skills to inspire others to follow them and convert organizations into communities that identify and foster each member's highest potential. "Bennis falls into the one mistake he accuses American managers of making: he takes a poll (of successful leaders) and then gets caught in short-term thinking to address its results. As a result, this pessimistic analysis of American business is dated—some of his examples - i.e. the late Robert Maxwell and Apple Computer's John Sculley - seem dubious. [Originally from <http://www.getabstract.com>]

Bennis, Warren. and Joan Goldsmith. 2010. *Learning to Lead: A Workbook on Becoming a Leader*. Philadelphia, PA: Basic Books.

Leading an organization is different from managing it. Managers want to be efficient. Leaders want to be effective. If you want to develop your leadership skills, the first step is *Learning to Lead ... Using wisdom from the world's best leaders, helpful self-assessments, and dozens of one-day skill-building exercises, Learning to Lead invites you to discover the joy of leadership*". From www.amazon.com

Bunderson, J. Stuart and Kathleen M. Sutcliffe. 2002. "Comparing Alternative Conceptualizations of Functional Diversity in Management Teams: Process and Performance Effects." *The Academy of Management Journal* 45/5: 875-893.

Functional diversity in teams has been conceptualized in a variety of ways without careful attention to how different conceptualizations might lead to different results. We examined the process and performance effects of dominant function diversity (the diversity of functional experts on a team) and intrapersonal functional diversity (the aggregate functional breadth of team members). In a sample of business unit management teams, dominant function diversity had a negative, and intrapersonal functional diversity, a positive effect on information sharing and unit performance. These findings suggest that different forms of functional diversity can have very different implications for the team process and performance and that intrapersonal functional diversity matters for team effectiveness. [ABSTRACT FROM AUTHOR]

Bunderson, J. Stuart and Kathleen M. Sutcliffe. 2003. "Management Team Learning Orientation and Business Unit Performance." *Journal of Applied Psychology* 88/3:552-560.

Although research has suggested that teams can differ in the extent to which they encourage proactive learning and competence development among their members (a team learning orientation), the performance consequences of these differences are not well understood. Drawing from research on goal orientation and team learning, this article suggests that, although a team learning orientation can encourage adaptive behaviors that lead to improved performance; it is also possible for teams to compromise performance in the near term by overemphasizing learning, particularly when they have been performing well. A test of this proposition in a sample of business unit management teams provides strong support. The results confirm that an appropriate emphasis on learning can have positive consequences for team effectiveness. [ABSTRACT FROM AUTHOR]

Burns, James M. 1978. *Leadership*. New York: Harper and Row.

Pulitzer Prize-winning historian James MacGregor Burns has devoted his legendary career to the study of leadership in all its aspects—from politics to business. *Leadership*, Burns's pioneering study, introduces the highly influential theory of "transformational leadership," stating that the best leaders are those who inspire others to come together toward the achievement of higher aims. Featuring fascinating case studies drawn from history, *Leadership* is the classic text for anyone seeking to understand executive decision-making, the dynamics of influence, and moral leadership. [From Amazon.com]

Cameron, K. S., and R. E. Quinn. 1999. *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*. Reading, MA: Addison-Wesley.

The *Third Edition* of this key resource provides a means of understanding and changing organizational culture in order to make organizations more effective. It provides validated instruments for diagnosing organizational culture and management competency; a theoretical framework (competing values) for understanding organizational culture; and a systematic strategy and methodology for changing organizational culture and personal behavior. New edition includes online versions of the MSAI and OCAI assessments and new discussions of the implications of national cultural profiles. [From: <http://www.wiley.com/WileyCDA/WileyTitle/productCd-0470650265.html>]

Clutterbuck, David, and Sheila Hirst. 2002. "Leadership Communication: A Status Report." *Journal of Communication Management* 6/4:351-354.

Discusses the importance of supporting an organization's leaders and managers in developing their communication competence to the role of communication professional. Distinction between management and leadership; Information on management of attention; Guidelines on how to become an effective leader. [Publication Abstract]

Collins, James C. 1996. "Building Your Company's Vision." *Harvard Business Review*. [Reprint #96501]

Companies that enjoy enduring success have a core purpose and core values that remain fixed while their strategies and practices endlessly adapt to a changing world. The rare ability to balance continuity and change--requiring a consciously practiced discipline--is closely linked to the ability to develop a vision. Vision provides guidance about what to preserve and what to change. A new prescriptive framework adds clarity and rigor to the vague and fuzzy vision concepts at large today. The framework has two principal parts: core ideology and envisioned future. Core ideology combines an organization's core values and core purpose. It's the glue that holds a company together as it grows and changes. Core values are an organization's essential and enduring tenets--the values it would hold even if they became a competitive disadvantage; core purpose is the organization's fundamental reason for being. The second component of the vision framework is the envisioned future. First, a company must identify bold stretch goals; then it should articulate vivid descriptions of what it will mean to achieve them. Henry Ford set the goal of democratizing the automobile, then told the world, "When I'm through...everyone will have one. The horse will have disappeared from our highways"--an imaginative stretch for the time. Unfortunately, the usual vision statement is fuzzy and inspires only boredom. But managers who master a discovery process to identify core ideology can link their vision statements to the fundamental dynamic that motivates truly visionary companies--that is, the dynamic of preserving the core and stimulating progress. [ABSTRACT FROM PUBLISHER]

Connors, Roger and Tom Smith. *Change the Culture, Change the Game*. 2011. (Roger Connors & Tom Smith.)

Based on an earlier book, *Journey to the Emerald City*, this fully revised installment captures what the authors have learned while working with the hundreds of thousands of people on using organizational culture as a strategic advantage.

Covey, Steven M. R. 2006. *The Speed of Trust*. New York, NY: Free Press.

This book provides a framework for understanding trust, and a set of guidelines for building and restoring trust. Abundant anecdotes illustrate its lessons. An impressive array of business leaders, gurus and authorities lent their names to blurbs for this book, most of them endorsing the proposition that trust is good for the bottom line of any business. It would be hard to argue with that. If the book's style reminds you of *The 7 Habits of Highly Effective People*, there's a reason.

http://www.getabstract.com/affiliate/afpm_adwords/8064?gclid=CKHx9O2JvK8CFYUBRQodiYZkiQ

Crocker, H. W. III. *Robert E. Lee on Leadership: Executive Lessons in Character, Courage, and Vision*. New York: Three Rivers Press.

General Lee eluded the Union army for three years and cunningly thwarted his foe by applying successful leadership and military acumen, winning many battles but losing the war. However, his reputation and legacy remain intact, suggesting leadership principles that could successfully be applied today. In very readable prose, Crocker, an executive editor at Regency Publishing and author of articles in the *National Review*, *American Spectator*, and *Human Events*, reviews Lee's career not only in the military but as a farmer and college president (the school now known as Washington and Lee University). At the end of each chapter, he provides a section called "Lee's Lessons," leadership principles based on Lee's Christian lifestyle, his education (at West Point), and his character.

Daniels, A., 2000. *Bringing Out the Best In People: How to Apply the Astonishing Power of Positive Reinforcement*. New York, NY: McGraw-Hill Companies.

Aubrey Daniels says that a management system built around the concept of positive reinforcement can produce dramatic, measurable results over both the short and long term. He shows how to build such a performance-based system in his book, *Bringing Out the Best in People*. The book is divided into five parts. In part 1, Daniels explains that performance management requires organizations to use scientific methods to manage and change behavior. Specifically, it requires companies to specify precisely what

they want to improve, develop a baseline of current performance against which progress can be measured; implement a specific intervention and evaluate its impact on performance. In part 2, the author examines four specific behavioral consequences and summarizes their effects on performance. In parts 3 and 4, Daniels provides step-by-step guidelines that show how to initiate organizational change so that employees increase their efforts, their creativity, their cooperation, and their quality of work. He demonstrates how to tailor employee reinforcers to meet individual needs, and he explains how to set up fair, objective performance standards. He also describes ways to provide constant feedback and reinforcement, as well as build reinforcers into every area of the organization. And he presents techniques for eliminating management practices that have not brought out the best in people.

Department of the Army. 2006. *Field Manual 6-22, Army Leadership*. Washington, DC: The Center for Army Leadership.

The manual identifies eight leader competencies to “provide a clear and consistent way of conveying expectations for Army leaders”: “leads others,” “extends influence beyond the chain of command,” “leads by example,” “communicates,” “creates a positive environment,” “prepares self,” “develops leaders,” and “gets results.”
<http://usacac.army.mil/cac2/Repository/Materials/fm6-22.pdf>

Downton, James V. 1973. *Rebel leadership: Commitment and charisma in the revolutionary process*. New York: Free Press.

The first author to use the term “transformational leadership”.

Dubrin, Andrew J. 2007. *Leadership: Research Findings, Practice, and Skills*, (5th ed). Boston, MA: Houghton Mifflin.

The Sixth Edition of LEADERSHIP: RESEARCH FINDINGS, PRACTICE AND SKILLS helps you understand leadership principles and hone your own leadership skills through a thoughtful balance of essential theory and real-world applications. The text provides a strong practical foundation by introducing leaders you can relate to and reinforcing your knowledge with frequent skill-building activities. Key updates include new opening vignettes and end-of-chapter cases, numerous additional skill-building exercises, and an enhanced student companion site with new Knowledge Bank activities and self-assessments. [From Amazon.com]

Gallup, Inc. 2007, November 8. “Can You Evaluate Your Own Abilities?” *Gallup Management Journal*. <http://gmj.gallup.com/content/102319/Can-Evaluate-Your-Own-Abilities.aspx?version=print>, accessed July 8, 2010.

An interview with David Dunning, professor of psychology at Cornell University. Dunning explains in this interview why it is “almost impossible to judge your own competence – and how to overcome the blind spots”.

Eichinger, Robert W. and Michael M. Lombardo. 1990. *Twenty-two Ways to Develop Leadership in Staff Managers*. Greensboro, NC: Center for Creative Leadership.

A person who works exclusively in staff jobs throughout a career is less likely to develop important leadership competencies than a person who works exclusively in line jobs. This report shows why and offers several specific ways to increase the leadership potential of staff managers. [AUTHOR ABSTRACT]

Gallup, Inc. 2006, October 12. “Gallup Study: Engaged Employees Inspire Company Innovation.” <http://gmj.gallup.com/content/24880/gallup-study-engaged-employees-inspire-company.aspx>, accessed on October 28, 2010.

Results of a Gallup survey around engagement of workers, creativity on the job, and sharing ideas with customers. Results find that employees who are engaged, i.e. passionate about their work, are more likely to drive organizations forward.

Goleman, Daniel R. Boyatzis, and A. McKee. December 2001. “Primal Leadership: The Hidden Driver of Great Performance.” *Harvard Business Review*: 42-51.

You've heard about the importance of emotional intelligence in the workplace--that there's an incontrovertible link between executives' emotional maturity, exemplified by such capabilities as self-awareness and empathy, and their financial performance. Now, new research extends that base. Drawing on two years of research, the authors contend that the leader's mood and his or her attendant behaviors have enormous effects on bottom line performance. Moods are, quite literally, contagious: A cranky and ruthless boss creates a toxic organization of negative underachievers; an upbeat and inspirational leader spawns acolytes for whom any challenge is surmountable. And the final link in the chain is performance: profit and loss. Since leaders' moods and behaviors are such potent drivers of business success, top executives' premier job--their primal task, even--is emotional leadership. In other words, before leaders can turn to setting strategy, fixing budgets, or hiring staff, they must first attend to the impact of their moods and behaviors. To help them do that, the authors introduce a five-step process of self-reflection and planning... Emotional leadership is the spark that ignites a company's performance. [ABSTRACT FROM AUTHOR]

Hargrove, R. 1995. *Masterful Coaching: Extraordinary Results by Impacting People and the Way They Think and Work Together*. San Francisco, CA: Jossey-Bass.

Masterful Coaching is about discovering your own ability to enable people in groups to realize their vision and values through personal transformation, team learning, and breakthrough projects. It offers specific strategies for transforming yourself into a facilitative leader, coach, and mentor. (ABSTRACT FROM AUTHOR)

Hersey, Paul, Kenneth H. Blanchard and Dewey Johnson. 2001. *Management of Organizational Behavior: Utilizing Human Resources*, 8th ed. Upper Saddle River, NJ: Prentice-Hall, Inc.

Used by more than a million people throughout the world, this highly readable book provides a comprehensive examination of the applied behavioral sciences, and focuses on fundamental ideas which have stood the test of years of application in academic, business, not-for-profit and administrative environments. Complete coverage of motivation and behavior, situational leadership, building effective relationships, planning and implementing change, leadership strategies, and the organizational cone and integrating situational leadership with the Classics. For individuals interested in expanding their knowledge of, and proficiency in leadership strategies. [From Amazon.com]

Hughes, Richard and Katherine Beatty. 2005. *Becoming a Strategic Leader: Your Role in Your Organization's Enduring Success*. San Francisco, CA: Jossey-Bass.

This book contains seven chapters and several appendices that contain application tools and data related to diagnostic and feedback surveys developed to identify different aspects of strategic leadership.

Josephson Institute for Ethics. 2007. *The Six Pillars of Character*.

This booklet examines the hows and whys of making choices that withstand ethical scrutiny. With realistic examples and a step-by-step decision-making model, this easy-to-read primer is ideal for individuals or as a training guide for your organization. (ABSTRACT FROM AUTHOR)

<http://www.josephsoninstitute.org/MED/MED-2sixpillars.htm>

Kaplan, Robert E. and Robert B. Kaiser. 2003. "Developing Versatile Leadership." *MIT Sloan Management Review* 44/4: 19-26.

The article discusses key issues concerning the development of versatile leadership skills among executives within business organizations in the United States. Key issues discussed include the serious limitations suffered by modern conceptions of leadership and the requisite skills in industrial management such as cooperating with peers, giving directions, delegating and communicating with employees. Managers need to establish a balance between the task-oriented and people-oriented aspects of leadership to avoid inadequate management performance. [PUBLICATION ABSTRACT]

Katzenback, Jon R. 1997. "The Myth of the Top Management Team." *Harvard Business Review* 75(6): 83-91.

Companies all across the economic spectrum are making use of teams. They go by a variety of names and can be found at all levels. In fact, you are likely to find the group at the very top of an organization professing to be a team. But even in the best of companies, a so-called top team seldom functions as a real team. Real teams must follow a well-defined discipline to achieve their performance potential. And performance is the key issue—not the fostering of "team values" such as empowerment, sensitivity, or involvement. In recent years, the focus on performance was lost in many companies. Even today, CEOs and senior executives often see few gains in performance from their attempts to become more teamlike. Nevertheless, a team effort at the top can be essential to capturing the highest performance results possible—when the conditions are right. Good leadership requires differentiating between team and non-team opportunities, and then acting accordingly. Three litmus tests must be passed for a team at the top to be effective. First, the team must shape collective work-products—these are tangible performance results that the group can achieve working together that surpass what the team members could have achieved working on their own. Second, the leadership role must shift, depending on the task at hand. And third, the team's members must be mutually accountable for the group's results. When these criteria can be met, senior executives should come together to achieve real team performance. When the criteria cannot be met, they should rely on the individual leadership skills that they have honed over the years. INSETS: The Myths That Hamper Team Performance; The "All My Direct Reports" Fallacy. [ABSTRACT FROM PUBLISHER]

Kotter, John P. 2006. *Leading Change: Why Transformation Efforts Fail*. Harvard Business Review/Best. HBR. [Reprint #R0701]

This article outlines eight critical success factors – from establishing a sense of extraordinary urgency, to creating short-term wins, to changing the culture ("the way we do things around here"). [FROM EDITOR'S NOTES]

Kotter, John. P. 1996. *Leading Change*. Boston, MA: Harvard Business School Press.

The author examines the efforts of more than 100 companies to remake themselves into better competitors. He identifies the most common mistakes leaders and managers make in attempting to create change and offers an eight-step process to overcome the obstacles and carry out the firm's agenda: establishing a greater sense of urgency, creating the guiding coalition, developing a vision and strategy, communicating the change vision, empowering others to act, creating short-term wins, consolidating gains and producing even more change, and institutionalizing new approaches in the future. [From Amazon.com]

Kouzes, James M and Barry Z. Posner. 2011. *The Encouraging the Heart Workshop: Frequently Asked Questions*. San Francisco, CA: John Wiley & Sons.

Getting extraordinary things done in organizations is hard work. To keep hope and determination alive, true leaders show genuine appreciation for individual excellence. They inspire others with courage and hope. They make everyone feel like an everyday hero. In short, true leaders Encourage the Heart of their team members to carry on.

Expanding on their coverage of the subject in *The Leadership Challenge® Workshop*, bestselling leadership experts Jim Kouzes and Barry Posner offer a complete workshop that delves deeper into the behaviors that make up this important practice. The Encouraging the Heart Workshop helps leaders gain a better understanding of how to recognize contributions and celebrate the values and victories. [From Amazon.com]. See also, *The Encouraging the Heart Workbook*.

Kouzes, James M. and Barry Z. Posner. 2007. *The Leadership Challenge, 4th Edition*. San Francisco: Jossey-Bass.

This book offers inspiring new stories of real people achieving extraordinary results. The authors' central theme remains the same and is more relevant today than ever: "Leadership is Everyone's Business." Their "five practices" and "ten commitments" have been proven by hundreds of thousands of dedicated, successful leaders. [PUBLISHER ABSTRACT]

Levasseur, Robert E. 2004. "People Skills: Change Management Tools—The Modern Leadership Model." *Interfaces* 34(2):147-148.

This is the third in a series of columns about some of the most effective models, methods, and processes of organization development (OD). OD is a discipline that offers much to the MS/OR practitioner determined to help clients solve real-world problems. Because it is based on a systemic view of organizations, OD includes the whole universe of fuzzy people issues that increasingly determine the success or failure of efforts to implement otherwise flawless technical solutions. [ABSTRACT FROM AUTHOR]

Lin, Zhiang. 2006. "Environmental Determination or Organizational Design: An Exploration of Organizational Decision Making Under Environmental Uncertainty." *Simulation Modeling Practice and Theory* 14(4):438-453.

The relationship between the environment and organizational designs has been a main focus for the past several decades, often with different and even opposing views. Through a computer simulation model, this study attempts to provide a coherent framework by exploring how environmental uncertainty affects organizational decision making performance in an open systems setting where organizations can have different design conditions such as simple versus complex structures and operational versus experiential decision procedures. Results from this study suggest that, while distinctive effects indeed exist, there are important linkages between the environmental condition and the organizational design in affecting organizational performance. [Copyright by Elsevier]

Lombardo, Michael M. and Robert W. Eichinger. 2009. *FYI: for Your Improvement: A Guide for Development and Coaching*, 5th ed. Los Angeles, CA: Korn/Ferry Company.

FYI For Your Improvement™ 5th Edition is an easy-to-use development tool that features a chapter of actionable tips for each of 67 Leadership Architect® Competencies, 19 Career Stallers and Stoppers and 7 Global Focus Areas. (PUBLICATION ABSTRACT)

Luthans, Fred and Bruce J. Avolio. 2009. "The Point of Positive Organizational Behavior." *Journal of Organizational Behavior* 30(2): 291-307.

Perhaps the most important "Point" we would like to make in this "Point-Counterpoint" on positive organizational behavior is the role that research must play in this evolving area of study. We follow this point on the importance of research by drawing from recent findings that indicate in discussions such as this point and counterpoint, that taking a positive approach leads to more in-depth inquiry, whereas a negative perspective leads to advocacy and in our view less learning potential. Thus, the positive perspective we take in this "Point" piece is to identify and make a deep inquiry into the major issues and questions surrounding positive organizational behavior (POB). We consciously try to avoid taking an advocacy position. Specifically, after first setting the stage with the background and status of POB, we draw from the lessons that can be learned from positive psychology and then make an inquiry into "Why POB?" and exactly "What is POB?" The article concludes with further inquiry into the role the negative does and can play, and finally how POB relates to our recent work in authentic leadership development. Copyright © 2009 John Wiley & Sons, Ltd. [ABSTRACT FROM AUTHOR]

Martin, Paul, L. 1999. "Leadership, Management and Corrections." *Corrections Today* 61(7):94.

Discusses how the correctional institutions confuse leadership skills with management skills. Difference between the two skills; How the two skills balance each other out; Why the correctional industry promotes individuals who have a high degree of management skills into leadership positions.

Maxwell, John C. 2002. *Leadership 101*. Nashville. TN: Thomas Nelson, Inc.

Drawing from John Maxwell's bestsellers *Developing the Leader Within You*, *The 21 Irrefutable Laws of Leadership*, *The 21 Indispensable Qualities of a Leader*, and *Becoming a Person of Influence*, *Leadership 101* explores the timeless principles that have become Dr. Maxwell's trademark style. In a concise, straightforward style, Maxwell focuses on essential and time-tested qualities necessary for true leadership --influence, integrity, attitude, vision, problem-solving, and self-discipline --and guides readers through practical steps to develop true leadership in their lives and the lives of others. [From Amazon.com]

Maxwell, John C. 2006. *The 360° Leader: Developing Your Influence from Anywhere in the Organization*. Nashville, TN: Thomas Nelson Inc.

In his nearly thirty years of teaching leadership, John Maxwell has encountered this question again and again: How do I apply leadership principles if I'm not the boss? It's a valid question that Maxwell answers in *The 360 Degree Leader*. You don't have to be the main leader, asserts Maxwell, to make significant impact in your organization. Good leaders are not only capable of leading their followers but are also adept at leading their superiors and their peers. Debunking myths and shedding light on the challenges, John Maxwell offers specific principles for Leading Down, Leading Up, and Leading Across. 360-Degree Leaders can lead effectively, regardless of their position in an organization. By applying Maxwell's principles, you will expand your influence and ultimately be a more valuable team member. [PUBLISHER ABSTRACT]

Perkins, Dennis N. T. *Leading from the Edge: Leadership Lessons from the Extraordinary Sage of Shackleton's Antarctic Expedition*. New York, NY: AMACOM.

By examining stories of survival, such as Shackleton's Antarctic Expedition, Perkins has identified ten leadership principles that distinguish groups that succeed from those that fail. "*Leading from the Edge* will demonstrate how these leadership lessons can be applied to organizations confronting such contemporary challenges as competition, economic uncertainty, and the need for constant innovation, growth, and change." (FROM PREFACE)

Robbins, Harvey A. 1992. *How to Speak and Listen Effectively*. New York: American Management Association.

Effective communication exists when individuals work to communicate in ways that: enhance trust and respect and eliminate unintended roadblocks. *How to Speak and Listen Effectively* is designed to offer a practical approach to the communication process by increasing awareness and understanding of what takes place in the process and by helping develop and strengthen effective communication practices. [FROM PREFACE]

Senge, Peter M. 2006. *The Fifth Discipline: The Art & Practice of the Learning Organization*. New York: Doubleday.

An MIT Professor's path breaking book on building "learning organizations" -- corporations that overcome inherent obstacles to learning and develop dynamic ways to pinpoint the threats that face them and to recognize new opportunities. Not only is the learning organization a new source of competitive advantage, it also offers a marvelously empowering approach to work, one which promises that, as Archimedes put it, "with a lever long enough... single-handed I can move the world." [PUBLISHER ABSTRACT]

Sosik, J.J. and Jung, D.I. 2010. *Full range leadership development: pathways for people, profit, and planet*. New York: Psychology Press.

The Full Range Leadership Development (FRLD) model has become the premier leadership research paradigm. This book is written with the objective of demonstrating how ordinary people in all walks of life have used FRLD to achieve extraordinary results of developing people to their full potential, boosting company profits, and creating sustainable business practices. [FROM PREFACE]

Virany, B., M. L. Tushman, et al. 1992. "Executive Succession and Organization Outcomes in Turbulent Environments: An Organization Learning Approach." *Organization Science* 3(1):72-91.

This paper explores executive succession as an important mechanism for organization learning and, thus, for organization adaptation. We argue that executive succession can fundamentally alter the knowledge, skills and interaction processes of the senior management team. These revised skills and communication processes improve the team's ability to recognize and act on changing environmental conditions. Especially in turbulent environments, succession may be critical for improving or sustaining the performance of the firm. We explore continuity and change of CEOs and their executive teams as associated with first- and second-order organization learning, which are differentially important under stable versus turbulent environmental conditions. We also link these organization learning ideas to the nature of organization evolution. [ABSTRACT FROM AUTHOR]

United States Office of Personnel Management. 2008. *Best Practices: Mentoring*. <http://www.opm.gov/hrd/lead/BestPractices-Mentoring.pdf> accessed October 10, 2010.

A summary of the reasons for and benefits of mentoring, along with example programs. Also lists specific questions to ask and steps to follow when developing or implementing a mentoring program.

Wood, R. and A. Bandura. 1989. "Social cognitive theory of organizational management." *The Academy of Management Review* 14(3):361-384.

This article analyzes organizational functioning from the perspective of social cognitive theory, which explains psychosocial functioning in terms of triadic reciprocal causation. In this causal structure, behavior, cognitive, and other personal factors and environmental events operate as interacting determinants that influence each other bidirectionally. The application of the theory is illustrated in a series of experiments of complex managerial decision making, using a simulated organization. The interactional causal structure is tested in conjunction with experimentally varied organizational

properties and belief systems that can enhance or undermine the operation of the self-regulatory determinants. Induced beliefs about the controllability of organizations and the conception of managerial ability strongly affect both managers' self-regulatory processes and their organizational attainments. Organizational complexity and assigned performance standards also serve as contributing influences. Path analyses reveal that perceived managerial self-efficacy influences managers' organizational attainments both directly and through its effects on their goal setting and analytic thinking. Personal goals, in turn, enhance organizational attainments directly and via the mediation of analytic strategies. As managers begin to form a self-schema of their efficacy through further experience, the performance system is regulated more strongly and intricately through their self-conceptions of managerial efficacy. [ABSTRACT FROM AUTHOR]

Leadership by Category

Authentic Leadership Development

Definition:

Authentic leadership defined, explores how authentic leaders influence followers' eudaemonic well-being. First, the personal integrity and elevated self-awareness of authentic leaders, coupled with their striving for truthful relationships, leads to unconditional trust on the part of their followers, which enhances followers' organizational-derived self-concept by influencing followers' personal identification with the leader. Second, authentic leaders influence followers' well-being through emotions: authentic leaders provide an atmosphere conducive to the experience of positive emotions, and their own positive emotions influence followers' experiences. Third, leaders serve as positive behavioral models for personally expressive and authentic behaviors. Fourth, authentic leaders support the self-determination of followers, in part by providing opportunities for skill development and autonomy. Finally, through social exchanges, authentic leaders influence and elevate followers. [From: Remus Llies, R., Frederick P. Morgeson, and Jennifer D. Nahrgang. "Authentic leadership and eudaemonic well-being: Understanding leader–follower outcomes." *The Leadership Quarterly* 16, no. 3 (2005): 383.]

Algera, Puck M.; Lips-Wiersma, Marjolein. 2012. "Radical Authentic Leadership: Co-creating the Conditions Under Which All Members of the Organization Can be Authentic." *Leadership Quarterly* 23(1): 118-131.

Abstract: Recently, in response to ethical challenges and loss of meaning within business, leadership theory and research has seen a proliferation of literature on 'Authentic Leadership'. In this paper we argue that Authentic Leadership (AL), in the way it is currently theorized, is in danger of not reaching its stated objectives. We systematically address the "paradoxes" and shortcomings in current theory and suggest an extended focus of study. To do so, we draw on four existential authenticity themes: 1) inauthenticity is inevitable; 2) authenticity requires creating one's own meaning; 3) authenticity does not imply goal and value congruence, 4) authenticity is not intrinsically ethical. We systematically pursue the implications of these themes for the future of Authentic Leadership theory and propose a more radical form of AL in which the focus of study shifts from the individual leader to understanding the conditions under which all members of the organization behave authentically. We suggest this is more likely to achieve the objectives of Authentic Leadership theory. [Copyright by Elsevier]

Avolio, Bruce J. and William L. Gardner. 2005. "Authentic Leadership Development: Getting to the Root of positive Forms of Leadership." *Leadership Quarterly* 16(3): 315-338.

This Special Issue is the result of the inaugural summit hosted by the Gallup Leadership Institute at the University of Nebraska-Lincoln in 2004 on Authentic

Leadership Development (ALD). We describe in this introduction to the special issue current thinking in this emerging field of research as well as questions and concerns. We begin by considering some of the environmental and organizational forces that may have triggered interest in describing and studying authentic leadership and its development. We then provide an overview of its contents, including the diverse theoretical and methodological perspectives presented, followed by a discussion of alternative conceptual foundations and definitions for the constructs of authenticity, authentic leaders, authentic leadership, and authentic leadership development. A detailed description of the components of authentic leadership theory is provided next. The similarities and defining features of authentic leadership theory in comparison to transformational, charismatic, servant and spiritual leadership perspectives are subsequently examined. We conclude by discussing the status of authentic leadership theory with respect to its purpose, construct definitions, historical foundations, consideration of context, relational/processual focus, attention to levels of analysis and temporality, along with a discussion of promising directions for future research. [ABSTRACT FROM AUTHOR]

Gardner, William L.; Avolio, Bruce J.; Luthans, Fred; May, Douglas R.; Walumbwa, Fred. 2005. "Can You See the Real Me? A Self-based Model of Authentic Leader and Follower Development." *Leadership Quarterly* 16/3: 343-372.

To address present and future leadership needs, a model of authentic leader and follower development is proposed and examined with respect to its relationship to veritable, sustainable follower performance. The developmental processes of leader and follower self-awareness and self-regulation are emphasized. The influence of the leader's and followers' personal histories and trigger events are considered as antecedents of authentic leadership and followership, as well as the reciprocal effects with an inclusive, ethical, caring and strength-based organizational climate. Positive modeling is viewed as a primary means whereby leaders develop authentic followers. Posited outcomes of authentic leader-follower relationships include heightened levels of follower trust in the leader, engagement, workplace well-being and veritable, sustainable performance. Testable propositions and directions for exploring them are presented and discussed. [ABSTRACT FROM AUTHOR]

Lloyd-Walker, Beverley; Walker, Derek. 2011. Authentic leadership for 21st century project delivery. *International Journal of Project Management* 29(4): 383-395

Project leadership has to adapt to meet changing needs of this 21st century if it is to remain relevant. The 21st century world has changed from that of the previous century with the global financial crisis (GFC) marking a point of inflection in this change. At the same time generational change and particularly in Australia, a move to project alliance contracting, combine to require a re-examination of project leadership. Results of a pilot study and preliminary results of research into characteristics required for successful alliance project leadership are presented. Characteristics identified by this research relate closely to

those of authentic leadership. A capability maturity model (CMM) to track the development of authentic leadership attributes in project leaders is proposed. Research by others in a range of project based environments would further test the usefulness of this CMM for project managers and leaders.

Neider, Linda L. and Chester A. Schriesheim. 2011. "The Authentic Leadership Inventory (ALI): Development and Empirical Tests." *Leadership Quarterly* 22(6): 1146-1164.

This paper presents the development and preliminary validation of a new measure of authentic leadership, the Authentic Leadership Inventory (ALI). It also assesses the recently developed Authentic Leadership Questionnaire (ALQ). Results indicate some concerns with the ALQ but support the content validity, reliability, factor structure, convergent and discriminant validity, concurrent validity, and freedom from impression management response bias of the ALI. Confirmatory factor analyses also do not support treating authentic or transformational as universally global constructs. Instead, it is argued that future research would better be served by using separate authentic and transformational dimensions (rather than aggregate or global measures) to understand the unique aspects of both leadership constructs.

Walumbwa, Fred O., Avolio, Bruce J., Gardner, William L., Wernsing, Tara S., and Suzanne J. Peterson. 2008. "Authentic Leadership: Development and Validation of a Theory-Based Measure." *Journal of Management* 34(1): 89-126

This study developed and tested a theory-based measure of authentic leadership using five separate samples obtained from China, Kenya, and the United States. Confirmatory factor analyses supported a higher order, multidimensional model of the authentic leadership construct (the Authentic Leadership Questionnaire [ALQ]) comprising leader self-awareness, relational transparency, internalized moral perspective, and balanced processing. Structural equation modeling (SEM) demonstrated the predictive validity for the ALQ measure for important work-related attitudes and behaviors, beyond what ethical and transformational leadership offered. Finally, results revealed a positive relationship between authentic leadership and supervisor-rated performance. Implications for research and practice are discussed. [ABSTRACT FROM AUTHOR]

Emotional Intelligence

Definition:

Emotional intelligence, according to Salovey and Mayer (1990) and quoted by Huy (1999), is a "subset of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions". [From: Quy Nguyen Huy. "Emotional Capability, Emotional Intelligence, and Radical Change." *The Academy of Management Review* 24, No.2 (1999): 325.]

Pearman, Roger. 2011. "THE LEADING EDGE: Using Emotional Intelligence to Enhance Performance." *T+D* 65(3): 68-71.

The article discusses methods for using emotional intelligence (EI) to improve leadership and employee performance. Consultants and organizations using EI are said to achieve clearer communication, greater employee engagement, and improved rates of job satisfaction. Recommendations on how to make a **case** for training programs focused on enhancing productive EI behaviors are provided. It is noted that the link between EI and the organization's goals must be clearly established, within the context of the prevailing corporate culture.

Chopra, Parvesh K.; Kanji, Gopal K. 2010. "Emotional intelligence: A Catalyst for Inspirational Leadership and Management Excellence." *Total Quality Management & Business Excellence* 21(10): 971-1004.

Although a centuries-old phenomenon, emotional intelligence has received an enormous amount of attention and popularity in various academic and non-academic circles during the last two decades. Emotionally intelligent abilities, capacities and skills are increasingly becoming significant and inevitable almost in all works of life ranging from effective leadership, building teams, to the globe-spanning network of communication, development of human potential and performance, social skills and economic and political life. In this dynamic and complexly integrated international economic system, tomorrow's leaders will have to facilitate others to develop their own leadership, skills and potential with the help of emotional intelligence. Be that as it may, there still exists continuing debate among researchers pertaining to the best method for measuring this construct of emotional intelligence. Keeping this in view, the present paper aims to introduce a new measure, based on a holistic and system modeling approach, to conceptualise and measure the phenomenon of emotional intelligence. It develops, constructs and validates a model that conceptualises and measures the phenomenon of emotional intelligence by constructing and using a latent variable structural equation model within the certain boundaries of the psychosocial system. It will provide us with a measurement or index of emotional intelligence at individual level. An emotional intelligence index will indicate the extent to which a particular individual or a group of people is emotionally intelligent and which areas lack this intelligence, if any. Strengths and weaknesses of various components of the model will also indicate characteristics at a certain level in order to pinpoint what exactly an individual or group of individuals requires to improve its emotionally intelligent capabilities. [ABSTRACT FROM AUTHOR]

Goleman, D. 2006. *Social Intelligence: The Revolutionary New Science of Human Relationships*. New York: NY: Bantam Dell.

Social Intelligence expands from the one-person psychology within an individual to a two-person psychology that looks at the connection shared between individuals. More specifically, the author defines social intelligence as:

1) Social awareness, which comprises of primal empathy, attunement, empathic accuracy,

and social cognition, and

2) Social facility, which includes synchrony, self-presentation, influence, and concern.

Goleman, D., R. Boyatzis, and A. McKee. 2002. *A Primal Leadership: Realizing the Power of Emotional and Social Intelligence*. Boston, MA: Harvard Business School.

The authors employ up to six leadership styles - from visionary to coaching to pacesetter - fluidly interchanging them as the situation demands. The authors identify a proven process through which leaders can learn to: assess, develop, and sustain personal EI competencies over time; inspire and motivate people; cultivate resonant leadership throughout teams and organizations; and, leverage resonance to increase bottom-line performance. The book that no leader in any walk of life can afford to miss, this unforgettable work transforms the art of leadership into the science of results.

Hughes, Marcia, and James Terrell. 2007. *The Emotionally Intelligent Team: Understanding and Developing the Behaviors for Success*. San Francisco, CA: Jossey-Bass.

In this book, the authors offer practical information and a guide for businesses that want to draw on the power of the emotional competencies of their teams. They reveal how individuals, team members, and leaders can take the steps to become more emotionally intelligent team (ESI) members and show how to put in place the practices and exercises that will help any team grow in emotional intelligence. The book outlines the seven emotional competencies of teams.

Lopez-Zafra, Esther; Garcia-Retamero, Rocio; Berrios Martos, M. Pilar. 2012. "The Relationship Between Transformational Leadership and Emotional Intelligence from a Gendered Approach." *Psychological Record* 62(1): 97-114

Studies on both transformational leadership and emotional intelligence have analyzed the relationship between emotions and leadership. Yet the relationships among these concepts and gender roles have not been documented. In this study, we investigated the relations among transformational leadership, emotional intelligence, and gender stereotypes. Four hundred thirty-one Spanish undergraduates (162 men and 269 women; mean age = 19.56 years) in three different disciplines completed a questionnaire including scales for measuring emotional intelligence, transformational leadership, and gender identity. Results showed important differences across the different disciplines and illustrated that emotional intelligence and gender roles predict transformational leadership. These results are interpreted in line with current research on the topic of leadership and emotional intelligence. [ABSTRACT FROM AUTHOR]

Walter, Frank, Michael S. Cole, and Ronald H. Humphrey. Feb 2011. Emotional Intelligence: Sine Qua Non of Leadership or Folderol? *Academy of Management Perspectives* 25(1): 45-59.

Emotional intelligence (EI) is a divisive topic for many individuals interested in the subject of leadership. Whereas practitioner-oriented publications have claimed that EI is the sine qua non of leadership, academics continue to discuss EI's relevance for understanding leadership emergence, behavior, and effectiveness. Here we critically review recent empirical evidence to constructively frame what has become a contentious debate about the relevance of EI. We also identify unresolved issues and highlight future research directions that may promote our understanding of EI's role for leadership. We close with a practical discussion of possible applications of EI in leadership education, training, and development. [ABSTRACT FROM PUBLISHER]

Stein, S. J. and H. E. Book. 2006. *The EQ Edge: Emotional and Social Intelligence and Your Success*. Mississauga, ON: Jossey-Bass.

The book features case studies and fascinating--and surprising--insights into EQ and the workplace. As an HR or line manager, this book will help you determine which personnel are the right fit for job opportunities and who among your staff will be the most promising leaders and drivers of your business. And because CEOs to front-line workers also have other roles--parent, spouse, caregiver to aging parents, neighbor, friend—*The EQ Edge* also describes how everyone can be more successful in these relationships.

Emotional Regulation

Definition:

“Emotion regulation involves the initiation of new emotional responses and continual alteration of current emotions in response to rapidly changing environmental and social stimuli. The capacity to effectively implement emotion regulation strategies is essential for psychological health; impairments in the ability to regulate emotions may be critical to the development of clinical levels of depression, anxiety and mania”. [From: M. J. Green, and G. S. Malhi. “Neural Mechanisms of the Cognitive Control of Emotion.” *Acta Neuropsychiatrica* 18 (2006): 144.]

Maroney, Terry A. 2011. “Emotional Regulation and Judicial Behavior.” *California Law Review* 99(6): 1485-1555.

Judges are human and experience emotion when hearing cases, though the standard account of judging long has denied that fact. In the post-realist era it is possible to acknowledge that judges have emotional reactions to their work, yet our legal culture continues to insist that a good judge firmly puts those reactions aside. Thus, we expect judges to regulate their emotions, either by preventing emotion's emergence or by walling off its influence. But judges are given precisely no direction as to how to engage in emotional regulation. This Article proposes a model for judicial emotion regulation that goes beyond a blanket admonition to "put emotion aside." While legal discourse on judicial emotion has been stunted, scientific study of the processes of emotion regulation has been robust. By bringing these literatures together for the first time, the Article reveals that our legal culture does nothing to promote intelligent judicial emotion regulation and much to

discourage it. An engagement model for managing judicial emotion promises to reverse this maladaptive pattern. It provides concrete tools with which judges may prepare realistically for emotional situations they necessarily will encounter, respond thoughtfully to emotions they cannot help but feel, and integrate lessons from such emotions into their behavior. Importantly, the medical community has begun to pursue just such a program to promote competent emotion regulation by doctors. [ABSTRACT FROM AUTHOR]

Leader-Member Exchange (LMX) Theory

Definition:

This model (leader-member exchange) asserts the LMX relationship is built through interpersonal exchanges in which parties to the relationship evaluate the ability, benevolence, and integrity of each other. These perceptions, in turn, influence the behaviors of each other. LMX examines trust, respect and a sense of mutual reciprocity in leader/follower relationships [Brower, *et al*, 2000].

Ariani, Dorothea Wahyu. 2012. "Leader-Member Exchange as a Mediator of the Effect of Job Satisfaction on Affective Organizational Commitment: An Empirical Test." *International Journal of Management* 29(1): 46-56.

The purpose of this study is to examine the relationship between leader-member exchange (LMX) and its relationship with job satisfaction and affective organizational commitment and to test empirically whether relationship between job satisfaction and affective organizational commitment is mediated by LMX. LMX also acted as a mediator of the relation between employee job satisfaction and affective organizational commitment. This study tested the relationship between LMX and work outcomes (job satisfaction and affective organizational commitment). It further examined the potential for LMX to mediate the associations between job satisfaction and affective organizational commitment and job satisfaction between LMX and affective organizational commitment. A direct survey is conducted by using questionnaires from the previous research. The questionnaires are sent to 450 employees from manufacturing industries in Indonesia, especially Yogyakarta city. Validity and reliability tests are used to evaluate the questionnaire contents. The Structural Equation Modeling (SEM) is employed to test the relationship among the variables. Result from 392 respondents from manufacturing industries and found support for the majority of our predictions. [ABSTRACT FROM AUTHOR]

Brower, Holly H., Schoorman, F. David, and Hwee Hoon Tan. 2000. "The Integration of Trust and Leader-Member Exchange." *Leadership Quarterly* 11(2): 227.

This article presents a model of relational leadership based on a review of leader-member exchange (LMX) and interpersonal trust. This model asserts that the LMX relationship is built through interpersonal exchanges in which parties to the relationship evaluate the ability, benevolence, and integrity of each other. These perceptions, in turn, influence the behaviors predicted by LMX researchers. This integrated model of relational leadership provides insights into the dynamics of leader-subordinate relationships and resolves some

of the inconsistencies in the LMX research without losing the richness and uniqueness of the exchange theory. A number of propositions for future research in relational leadership are also suggested. [ABSTRACT FROM AUTHOR]

Wilson, Kelly Schwind, Hock-Peng Sin, and Donald E. Conlon. "What About the Leader in Leader-Member Exchange? The Impact of Resources Exchanges and Substitutability on the Leaders." *Academy of Management Review* 35(3): 358-372.

To date, leader-member exchange (LMX) research has primarily examined member outcomes, such as member attitudes and performance. However, little research exists regarding outcomes specific to the leader. Focusing on the leader-member dyad, we develop a framework of leader outcomes resulting from resource exchanges with members. We propose specific resource substitutes and discuss the impact of LMX quality on the leader. [ABSTRACT FROM AUTHOR]

Zhang, Zhen, Mo Wang, and Junqi Shi. 2012. "Leader-Follower Congruence in Proactive Personality and Work Outcomes: The Mediating Role of Leaders-Member Exchange." *Academy of Management Journal* 55(1): 111-130.

Drawing upon prior research on proactive personality and person-environment fit, we examine the congruence effect of leader and follower proactive personality on leader member exchange (LMX) quality, which in turn influences follower job satisfaction, affective commitment, and job performance. Results of cross-level polynomial regressions on 165 dyads supported the congruence effect hypothesis. Further, asymmetrical incongruence effects were found where in followers had lower-quality LMX and poorer work outcomes when their proactive personality was lower than their leaders' as compared with when their proactive personality was higher. These findings highlight the pivotal role played by leaders in promoting employee proactivity at work. [ABSTRACT FROM AUTHOR]

Positive Psychology

Definition:

Positive psychology focuses on a change in psychology from a preoccupation only with repairing maladaptive behavior or worst things in life, to building the best qualities in life; it targets well-being, flow, joy, satisfaction (past), happiness (present); and constructive cognitions about the future-optimism, hope, and faith. [From: *Handbook of Positive Psychology*, ed. C. R. Snyder and Shane J. Lopez (New York: Oxford University Press, Inc., 2000), np.

Bar-On, Reuven. *Emotional intelligence: an integral part of positive psychology*. *South African Journal of Psychology*, Apr2010, Vol. 40 Issue 1, p54-62.

Both "emotional intelligence" and "positive psychology" are rapidly becoming very visible, popular and important areas within psychology. This article suggests that emotional intelligence should be considered an integral part of positive psychology. Empirical findings are presented that support this notion in addition to examining the way both disciplines have been described, defined and conceptualised over the past decade. This approach to

categorising emotional intelligence is one way of justifying where it should be placed within the field of psychology. In light of the fact that the current article addresses this issue directly and based on the specific approach which is applied, it is hoped that this publication will represent a useful contribution to the literature. [ABSTRACT FROM AUTHOR]

Seligman, Martin E. P., Randal Ernst, Jane Gillham, Karen Reivich and Mark Linkins. "Positive Education: Positive Psychology and Classroom Interventions." *Oxford Review of Education* 35, no. 3 (2009): 293-311.

Positive education is defined as education for both traditional skills and for happiness. The high prevalence worldwide of depression among young people, the small rise in life satisfaction, and the synergy between learning and positive emotion all argue that the skills for happiness should be taught in school. There is substantial evidence from well controlled studies that skills increase resilience, positive emotion, engagement and meaning can be taught to schoolchildren. We present the story of teaching these skills to an entire school—Geelong Grammar School—in Australia, and we speculate that positive education will form the basis of a "new prosperity", a politics that values both wealth and well-being. [AUTHOR ABSTRACT]

Psychological Capital

Definition:

"Psychological capital is an individual's positive psychological state of development and is characterized by: (1) having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; (2) making a positive attribution (optimism) about succeeding now and in the future; (3) persevering toward goals and, when necessary, redirecting paths to goals (hope) in order to succeed; and (4) when beset by problems and adversity, sustaining and bouncing back and even beyond (resiliency) to attain success."

Fred Luthans, Carolyn M. Youssef, and Bruce J. Avolio. 2007. *Psychological Capital: Developing the Human Competitive Edge*. New York: Oxford University Press.

Although there are as many answers to the question of how organizations can gain competitive advantage in today's global economy as there are books and experts, one lesson seems very clear: traditional answers and resources are no longer sufficient. This seminal book offers not only an answer regarding how to gain competitive advantage through people, but also a brand new, untapped human resource--psychological capital, or simply PsyCap. Generated from both the positive psychology movement and the authors' pioneering work on positive organizational behavior, PsyCap goes beyond traditionally recognized human and social capital. But PsyCap is not a vague or unscientific concept: to be included in PsyCap, a given positive construct must be based on theory, research, and valid measurement, must be open to development, and must have measurable performance impact. The positive constructs that have been determined to best meet these PsyCap criteria, efficacy (confidence), hope, optimism, and resiliency, are covered in separate

chapters in Psychological Capital. After exploring other potential positive constructs such as creativity, wisdom, well being, flow, humor, gratitude, forgiveness, emotional intelligence, spirituality, authenticity, and courage, the authors summarize the research demonstrating the performance impact of PsyCap. They go on to provide the PsyCap Questionnaire (PCQ) as a measurement tool, and the PsyCap Intervention (PCI) as a development aid. Utility analysis indicates that investing in the development of PsyCap as presented in this book can result in a very substantial return. In total, Psychological Capital provides theory, research, measurements, and methods of application for the new resource of psychological capital, a resource that can be developed and sustained for competitive advantage. From amazon.com

Toor, Shamas-ur-Rehman and George Ofori. Positive Psychological Capital as a Source of Sustainable Competitive Advantage for Organizations. *Journal of Construction Engineering & Management*, Mar2010, Vol. 136 Issue 3, p341-352.

Psychological capital (PsyCap) has gained prominence as an important construct in leadership research. Comprising four factors (self-efficacy, hope, optimism, and resiliency), PsyCap is considered to be a vital factor for authentic leadership development and influence. The current study reports the results of a questionnaire survey that was conducted in the construction industry of Singapore. The survey explored the correlations of PsyCap with authenticity, leadership, and leadership outcomes. The results show that PsyCap significantly correlates with authenticity and transformational leadership. It was also found that transformational leadership plays a mediating role for PsyCap to predict leadership outcomes (effectiveness, extra effort, and satisfaction). The discussion in the paper also considers the implications of PsyCap for leadership development and effectiveness in general and in the context of the construction industry. [ABSTRACT FROM AUTHOR]

Psychological Safety

Definition:

“Psychological safety is one’s perception of what consequences may occur for taking interpersonal risks at work. In other words, employees may feel fearful if they speak up based on past negative consequences for doing so. Leaders need to ensure that all voices are raised and heard and that employees are rewarded for challenging processes if their leaders clear the way for them to do so.”

Bradley, Bret H. Postlethwaite, Bennett E. Klotz, Anthony C., Hamdani, Maria R. and Kenneth G. Brown. 2012. Reaping the Benefits of Task Conflict in Teams: The Critical Role of Team Psychological Safety Climate. *Journal of Applied Psychology* 97(1): 151-158.

Past research suggests that task conflict may improve team performance under certain conditions; however, we know little about these specific conditions. On the basis of prior theory and research on conflict in teams, we argue that a climate of psychological safety is one specific context under which task conflict will improve team performance. Using evidence from 117 project teams, the present research found that psychological

safety climate moderates the relationship between task conflict and performance. Specifically, task conflict and team performance were positively associated under conditions of high psychological safety. The results support the conclusion that psychological safety facilitates the performance benefits of task conflict in teams. Theoretical implications and suggestions for future research are discussed. [ABSTRACT FROM AUTHOR]

Tucker, John T., Rebecca I. Porter, and James W. Gray. "Leading and Managing Those Working and Living in Captive Environments," In *Leadership in Dangerous Situations: A Handbook for the Armed Forces, Emergency Services, and First Responders* (2011) Sweeney, Patrick J, Matthews, Michael D., Lester, Paul B., Eds. Annapolis, MD: Naval Institute Press.

This book "offers easily understandable guidance for leaders to prepare themselves and their organizations for the challenges of leadership and operating in dangerous environment" (p. xii). Twenty chapters are organized into three parts: enhancing one's psychological body armor; influencing when people are in harm's way with the chapter "Leading and Managing Those Working and Living in Captive Environments" by John T. Eggers, Rebecca I. Porter, and James W. Gray; and leveraging the organization. The text also includes an introduction and conclusion.

Transformational Leadership

Definition:

Transformational leadership involves motivating others to do more than they originally intended and often even more that they thought possible. True transformational leaders raise the level of identification, moral maturity, and perspective of those they lead. Over time, they develop their followers into leaders. [From: Bruce J. Avolio. 1999. *Full Leadership Development: Building the Vital Forces in Organizations*. Thousand Oaks, CA: Sage Publications. 41-42.]

Bass, Bernard M., and Bruce J. Avolio. 1990. *Transformational Leadership Development: Manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: Consulting Psychologists Press.

The Multifactor Leadership Questionnaire (MLQ) evaluates different leadership styles either from passive leaders to transactional leaders. Also it allows individuals to measure how they perceive themselves and with others perception. The MLQ was designed with the 360-degree feedback method, 24 raters supplying respondent's advice on their performance in relation to how they did on the test.

Bass, Bernard M., and Bruce J. Avolio. 1994. *Improving Organizational Effectiveness through Transformational Leadership*. Thousand Oaks, CA: Sage Publications.

How can managers bring about optimum performance from the individuals in their organizations? What leadership techniques produce the most effective organizations? This book examines the theory and practice of the dynamic and innovative style of

transformational leadership. The transformational leader encourages followers by acting as a role model, motivating through inspiration, stimulating intellectually, and giving individualized consideration to their needs and goals. Chapters explore how transformational leadership affects important issues in today's organizations such as delegation, teamwork, decision making, total quality management and corporate reorganization.

Bass, Bernard M. and Ronald E. Riggio. 2005. *Transformational Leadership*, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates Publishing.

This book is intended for both the scholars and serious students of leadership. It is a comprehensive review of theorizing and empirical research that can serve as a reference and starting point for additional research on the theory. It can be used as a supplementary textbook in an intense course on leadership—or as a primary text in a course or seminar focusing on transformational leadership. New in the Second Edition: • New, updated examples of leadership have been included to help illustrate the concepts, as well as show the broad range of transformational leadership in a variety of settings. • New chapters have been added focusing specifically on the measurement of transformational leadership and transformational leadership and effectiveness. • The discussion of both predictors and effects of transformational leadership is greatly expanded. • Much more emphasis is given to authentic vs. inauthentic transformational leadership. • Suggestions are made for guiding the future of research and applications of transformational leadership.

Deluga, Ronald J. 1988. "Relationship of Transformational and Transactional Leadership with Employee Influencing Strategies." *Group and Organization Studies* 13/4: 456-467.

The purpose of the study was to compare manager-employee influencing dynamics within the framework of transformational and transactional leadership theory. A total of 117 employees of a manufacturing firm anonymously completed the Multifactor Leadership Questionnaire-Form 5 (Bass, 1985a) and the Profile of Organizational Influence Strategies-Form M (Kipnis & Schmidt, 1982). Multiple regression analyses supported the predictions that (1) perceived transactional leadership would be more strongly inversely related to reported employee upward influencing behavior than transformational leadership, and (2) transformational leadership would be more closely associated with leader effectiveness and employee satisfaction with the leader than transactional leadership. Results are examined in terms of the apparent volatile nature of transactional leadership-employee influencing systems. Transformational leadership-employee influencing interactions are viewed as more effective in promoting organizational productivity. The practical implications of these findings are also discussed. [ABSTRACT FROM AUTHOR]

Hoyt, C.L., and J. Blascovich. 2003. "Transformational and Transactional Leadership in Virtual and Physical Environments." *Small Group Research* 34(5):678-715.

Transformational and transactional leadership in both physical (i.e., face-to-face) and virtual settings were examined in a laboratory experiment. Leadership style (transformational or transactional) and group setting (face-to-face, immersive virtual environment, or intercom) were manipulated experimentally for three-person ad hoc work groups. Results indicated that, compared to transactional leadership, transformational leadership was associated with decreases in quantitative performance but increases in qualitative performance, leadership satisfaction, and group cohesiveness. Contrary to expectations, neither self- nor collective efficacy mediated the performance effects of leadership style; trust, however, appeared to play an important mediational role. Group performance and cohesiveness were similar across group settings; however, group members were most satisfied with their leader when interacting face-to-face. The theoretical and practical implications of these findings are discussed. [ABSTRACT FROM AUTHOR]

Koehler, J.W., and J. M. Pankowski. 1997. *Transformational Leadership in Government*. Delray Beach, FL: St. Lucie Press.

Transformational Leadership in Government is written for administrators and managers who are committed to improving the efficiency and effectiveness of their staff. Koehler and Pankowski illustrate how true leadership is the creation of a working environment that encourages those closest to the problem to take the responsibility for solving it. The authors provide new principles of leadership that will enable leaders to successfully manage any government organization. The book focuses on governmental organizations that should be customer driven, process oriented, team based, and data driven. The essence of Transformational Leadership in Government can be summed up in the words of W. Edwards Deming: Give the worker a chance to work with pride.

Krishnan, V.R. 2005. "Transformational leadership and outcomes: role of relationship duration." *Leadership and Organization Development Journal* 26(6):442-457.

To show that relationship duration enhances the effect of transformational leadership on follower's terminal value system congruence and identification (cognitive outcomes), but not on attachment and affective commitment (affective outcomes).

Loughlin, Catherine; Arnold, Kara; Crawford, Janet Bell. 2012. Lost opportunity: Is transformational leadership accurately recognized and rewarded in all managers? *Equality, Diversity & Inclusion: An International Journal* 31(1):43-64.

Purpose – This study aims to test how senior leaders recognize and reward the same leadership behavior in male and female managers. Design/methodology/approach – A total of 120 senior government leaders evaluated simulated performance reviews wherein only manager's sex and engagement in individually considerate transformational leadership behavior varied. Findings – Senior leaders (of both sexes)

penalized male and female managers for failing to engage in individually considerate transformational leadership behavior (i.e. rating them as significantly less competent and civil, and recommending them for significantly fewer rewards such as salary and promotion) compared to control groups. However, only male managers benefited (in terms of competence ratings, recognition and reward) from being rated high on this behavior. Practical implications – Findings support arguments in the literature for a "feminization" of leadership, whereby both male and female managers are now penalized for not engaging in individually considerate leadership behavior. However, they also question the extent to which women will get credit for engaging in some of the same transformational leadership behaviors as men. Originality/value – Researchers and practitioners often collapse across components of the Multi-Factor Leadership Questionnaire (MLQ) in measuring transformational leadership behavior. This may obfuscate some of the components being aligned with sex role stereotypes, and therefore unlikely to be rewarded in certain candidates. If the present findings are confirmed by future research, there may be reason to question how the MLQ is being used in research and practice on transformational leadership behavior. [ABSTRACT FROM AUTHOR]

Nemanich, L.A., and Vera, D. 2009. "Transformational leadership and ambidexterity in the context of an acquisition." *The Leadership Quarterly*, 20:9-33.

This study explores the role of transformational leadership and the values incorporated in a learning culture in promoting ambidexterity (the ability to explore new capabilities while exploiting existing ones) in teams involved in acquisition integrations. Data from a field study of an acquisition integration ($N = 71$ work teams) support hypotheses arguing that transformational leadership behaviors and the development of a learning culture, characterized by psychological safety, openness to diverse opinions, and participation in decision making, promote ambidexterity at the team level. We also found support for the association between transformational leadership and learning cultures.

Singer, Ming S. 1985. "Transformational versus transactions leadership: A study of New Zealand company managers." *Psychological Reports* 57/1: 143-146.

In order to replicate the findings of B. Bass (1984) and to examine preferred leadership style in New Zealand, 38 male New Zealand managers were given Bass's multifactor leadership questionnaire. Results show that except for perceived work-unit effectiveness, the present data replicate Bass's findings in that the transformational factors were more highly correlated than the transactional factors with perceived leaders' effectiveness and job satisfaction. Ss preferred working with leaders who were more transformational than transactional and believed that they could carry out their duties most effectively with transformational leaders. The discrepancy in the ratings of an ideal leader and the real leader was negatively correlated with the measures of effectiveness and satisfaction. (2 ref) (PsycINFO Database Record (c) 2010 APA, all rights reserved)

Stewart, Jan. "Transformational Leadership: An Evolving Concept Examined through the Works

of Burns, Bass, Avolio, and Leithwood." *Canadian Journal of Educational Administration Policy*. Accessed November 8, 2011.

Over the past four decades, the concept of leadership has become increasingly more complex and elaborate. Considerable debate has emerged over the most suitable model for educational leadership. Dominating the literature are two conceptual models: instructional leadership and transformational leadership. This paper will review the conceptual and empirical development of transformational leadership as it evolved through the work of James MacGregor Burns, Bernard M. Bass, Bruce J. Avolio, and Kenneth Leithwood. Moreover, the paper will discuss some of the conflicting opinions and diverging perspectives from many of the critics of transformational leadership. The author argues that transformational leadership will continue to evolve in order to adequately respond to the changing needs of schools in the context of educational accountability and school reform. [JOURNAL ABSTRACT]

<http://umanitoba.ca/publications/cjeap/articles/stewart.html>

Tucker, BA and Russell, RF. 2004. "The Influence of the Transformational Leader." *Journal of Leadership and Organizational Studies* 10(4):103-111.

This article focuses on how transformational leaders influence organizations. Transformational leaders provide change and movement in their organizations. Such leaders seek to alter the existing structure and influence people to buy into a new vision and new possibilities. Excellent transformational leaders use authority and power to inspire and motivate people to trust and follow their example. However, there are also potential dangers resulting from the powerful influence of transformational leaders. Leaders and organizations must maintain accountability to insure that leaders stay within certain boundaries. Overall, transformational leaders provide new direction, new inspiration, and new behaviors for their organizations. [JOURNAL ABSTRACT]

Leadership in Corrections

Atherton, Susie and Annette Crisp. 2011. "Top Cats: The Role and Requirements of Leadership in Community Justice Initiatives." *British Journal of Community Justice* 9 (1/2) : 7-20.

Community justice initiatives attempt to meet dual aims of dealing with offending and engaging citizens in their local community. They exist throughout the criminal justice system, where policy is being firmly placed at a more local level. Arguably, this requires a clearer understanding of the community in which they are implemented and of what is understood by the term 'community'. In addition, a feature of community justice initiatives often includes partnership working and concerns over the role of leadership, in relation to responsibility and accountability, in order that such initiatives are effectively implemented. Leadership is also highlighted as a key component necessary for building social cohesion and social capital (Rai, 2008; Cattle Report, 2006; Coleman, 1990), which many community justice initiatives aim to improve on, or draw from. This paper explores the role and type of leadership which can be identified in various community justice initiatives and its importance in contributing to our understanding of social cohesion and communities. The paper assesses current attempts to implement community justice in the context of different styles of leadership and highlights the inherent complexities of organisations and multi-agency working, which need to be better understood.
[PUBLICATION ABSTRACT]

Black-Dennis, Kathy. 2006. "Are You Ready for the Future Of Corrections Leadership?" *Corrections Today* 68(5): 25.

Ohio's adult and juvenile agencies, the Alabama Division of Youth Services, the Virginia Department of Corrections and the Oklahoma Office of Juvenile Affairs have all invested in the ACA Leadership Development for the Corrections Professional course. In addition to the Leadership Development for the Corrections Professional course, the association can customize courses for leaders to help fill their agencies' leadership pipeline.

Bohn, James G., Robert Douthitt, and John T. Eggers. 2006. "Measuring Organizational Confidence: A New Way to Tackle Organizational Change in Corrections." *Corrections Today* 68(3): 86-87.

Using the research conducted by Bonn,³ the authors of this article and a small number of personnel at the National Institute of Corrections (NIC) Academy, modified Bohn's existing questionnaire, which focused on manufacturing organizations, to one that corresponded with the specific challenges in today's correctional environment.

Boyles, Cindy. 2012. "Revealing Tomorrow's Leaders Today." *American Jails* 25/6: 21-6.

The article focuses on the effort by the Orange County Corrections Department (OCCD) in Florida to improve its leadership condition. It states that in March 2009, Chief of Corrections Michael Tidwell, together with his management team, decided to improve their departmental culture. It says that in 2010, the course Future Correctional Leaders (FCL) was held to prepare correctional workers for future leadership posts.

Brazzale, Melinda. 2010. "Wyoming Sets Sights on Being Benchmark Correctional Agency."

Corrections Today 72(4): 24-25.

Some examples include: * All management staff in the Prison Division are encouraged to attain a certified corrections professional (CCP) credential through the American Correctional Association. Lampert sits on the ACA Commission on Professional Certification for Corrections and is working on moving the training and testing to computer-based applications. * The department has increased the length of its Training Academy for uniformed staff from eight weeks to 10 weeks and requires Peace Officer Standards and Training (P.O.S.T.) certification coupled with ongoing quality in-service training.

Brown, Robert. 2005. "NIC's Core Competency Model Project: Preparing Leaders in Corrections for the Future." *Proceeding of the Large Jail Network Winter 2005*. Washington DC: National Institute of Corrections.

This Large Jail Network meeting took place January 30-February 1, 2005, in Longmont, Colorado. Contents of these proceedings include: NICs Core Competency Model Project: Preparing Leaders in Corrections for the Future by Robert Brown; Training as a Strategic Management Tool by Tom Reid; Legal Issues and Mentally Ill Inmates by Bill Collins; Mental Health Services in Jails: Identifying Problems by Joel A. Dvoskin; Informal Announcements by David Parrish; Mental Health Issues: Open Forum Discussion by Collins and Dvoskin; Announcements by Representatives of Professional Associations; Justice and the Revolving Door: the Jacksonville Experience in Recidivism Intervention by Gordon Bass; Data Technology: Management, Sharing and Mining by Tom Merkel; Corrections into the Next Decade: The Use of Data in Modern/Urban Jails by Scott Bradstreet; Implementing Core Values and Mission Statement by Robert Hinshaw.
<http://nicic.gov/Library/020300>

Bush, Evelyn. 2005. "Gender: A Factor in Leadership Development Programs." *Corrections Today* 67(6): 118-119.

"According to a Jul 2002 report by the Human Resources Management Consortium, *The 21st Century Federal Manager: A Study of Changing Roles and Competencies*, the number of women in the work force has increased steadily. However, a disparity remains between the increasing number of women and their corresponding advancement to management positions. Here, Bush discusses a tremendous increase in the number of women working in corrections, a male-dominated environment."

Bynum, Ray. 2007. *Staff Education and Transformational Leadership in Criminal Justice*. A dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of Education in Educational Leadership, Northern Arizona University."

"This study examined the effects and obstacles encountered by criminal justice and higher education in providing quality advanced education to promote change of the criminal justice culture (p.9)." Five chapters comprise this volume: introduction; literature review;

research design and procedures; findings and results; and conclusions and recommendations. The author concludes that in order to deal with increasingly complicated situations and operations, corrections staff must be given advanced training and education. (Can be previewed *here*.)

Campbell, Nancy M. *Correctional Leadership Competencies for the 21st Century: Manager and Supervisor Level*. Washington, DC: National Institute of Corrections. 2006.

Characteristics that result in the best performance of correctional managers and supervisors are identified along with key skills, knowledge, and attributes of effective and successful leaders which are then linked to a set of specific behaviors. This manual includes an executive summary and the following chapters: managerial profiles; ethics and values; interpersonal relationships; oral and written communication; motivating others; developing direct reports; managing conflict; team building; collaboration; problem solving and decision making; strategic thinking; managing change; program planning and performance assessment; and the criminal justice system.

Campbell, Nancy M., 2005. *Correctional Leadership Competencies for the 21st Century: Executives and Senior Level Leaders*. Washington, DC: U.S. Department of Justice.

Characteristics that result in the best performance of executive and senior level leaders are identified along with the key skills, knowledge, and attributes of effective and successful leaders which are then linked to a set of specific behaviors. Following an executive summary, this manual provides an exploration of: managerial profiles; self-awareness; ethics and values; vision and mission; strategic thinking; managing the external environment; power and influence; strategic planning and performance measurement; collaboration; and team building.

Cebula, Nancy *et al.* [In Press.] *Achieving Performance Excellence: The Influence of Leadership on Organizational Performance*. APEX Guidebook Series. Washington, DC: National Institute of Corrections.

Cebula, Nancy *et al.* [2012] *Achieving Performance Excellence: Building the Model and Beginning the Journey*. APEX Guidebook Series. Washington, DC: National Institute of Corrections.

“Through extensive research and analysis, the National Institute of Corrections (NIC) is offering the field of corrections a comprehensive business model entitled the APEX (Achieving Performance Excellence) Initiative. The APEX Initiative is an agency-driven systems approach to building capacity for higher organizational performance, best practices, data-driven decisionmaking using multiple self-assessment tools, and a Guidebook series with strategies, interventions, and pathways. The APEX Public Safety Model presents a whole-systems view of a correctional agency” (p. v). Ten chapters follow an introduction to Achieving Performance Excellence (APEX): overview to APEX; APEX Leadership Domain; APEX Organizational Culture Domain; APEX Operations Focus Domain; APEX Stakeholder Domain; APEX Workforce Domain; APEX Strategic Planning Domain;

APEX Measurement, Analysis, and Knowledge Management Domain; APEX Results Domain; and developing a 7-step communications plan.
<http://nicic.gov/Library/025287>

Chunn, Gwendolyn C. 2005. "Correctional Women's Issues: Items to Remember for the Future." *Corrections Today* 67(6): 76-77.

Correctional leaders and managers, who already recognize that women of all colors, shapes, and sizes will play an increasingly visible role in the near future in administering and managing correctional programs, are already "singing in the choir." Effective correctional leadership is a business that demands total involvement. Here, Chunn discusses the issues that get in the way of women who want a bright career in corrections.

Clayton, Susan L. 2006. "Warden Leads by Example." *Corrections Today* 68(5): 27.

While at FCI (federal correctional institution) Cumberland, Dewalt instituted numerous programs, including a Residential Drug Abuse Treatment (RDAT) program, a seven-week typing class, an advanced dog handler program and a plumber and electrician apprentice program.

Clem, Constance and John Eggers. 2005. *NIC Correctional Needs Assessment: Findings of a National Survey of Correctional Leaders*. Washington, DC: US Department of Justice.
<http://nicic.gov/Library/018898>

Demographics, turnover, and leadership development for four levels of correctional management (e.g., executive leaders, senior leaders, managers, and supervisors) are analyzed. Sections comprising this report are: project background; key findings; the survey sample; overview -- analysis of data for all responses; analysis of data on executive level positions; analysis of data on senior leader positions; analysis of data on management level positions; analysis of data on supervisory positions; analysis of data on jails; analysis of data on prisons; analysis of data on community corrections; and correctional leadership demographics.

Cornelius, Lisa, Dively, Charles. 2008. "Leading Into Tomorrow: Developing Leaders for the Challenges Ahead." *Corrections Today* 70(4): 66-69.

The categories include years of experience, number of different job assignments, current and prior supervisory assignments, education, performance appraisal history, discipline record, self-assessment, supervisory assessment, and an essay. The sessions include project management, leadership, budgeting and finance, diversity, strategic planning, conflict resolution, media relations, and legislative relations. Surveys created by Personnel Decisions International, a large assessment organization, and assessment instruments created by MNDOC were used to develop a leadership behavior and knowledge database.

Cronin, Brian E., Kiessig, Ralph, and William D. Sprenkle. 2008. "Recruiting and Retaining Staff Through Culture Change." *Corrections Today* 70(4): 48-51.

Culture includes the prevailing backgrounds of employees (education, personal experiences), work expectations (work hours, responsiveness), preferred modes of communication (face to-face, electronic, meetings), levels of hierarchy, leadership style and general competence, attitudes toward power, workplace design, and other more intangible factors.⁴ Organizational culture can both support and inhibit goal and mission achievement depending on how it evolves. The process creates opportunities for exposure to facilities with a variety of security levels, physical plant layouts, staff cultures and operations.¹⁵ Summary Successful culture change requires commitment, careful data collection and analysis, time, human and financial resources, planning, and proper execution.

Cronin, Brian E., Nathan J. Hiller, and R. Stephen Smith. 2006 "Leadership: Seeing the Forest from the Trees." *Corrections Today* 68(5): 28-31.

In a recent *Corrections Today* article, Brad Livingston, the department's executive director, explains that it is critical to develop leadership in corrections from the bottom up because "today's correctional officer is tomorrow's correctional officer supervisor." He stresses that as training for new officers is enhanced, facilities must also consider the training needs of the experienced officer about to assume leadership responsibilities. The agency's program focuses on leadership development at all levels of the organization to encourage a work culture of continuous learning, information sharing and professional development and it underscores the importance of appraisal to provide a shared understanding of what will be monitored and measured.

Daley Klatt, Gabriella. 2005. "Devon Brown: Progressive Leadership In The New Jersey DOC." *Corrections Today* 67(3): 5.

Klatt profiles Maryland native Devon Brown, commissioner of the New Jersey Department of Corrections. Brown is recognized as a first-class public administrator whose leadership and initiative have been chronicled in numerous publications.

Edwards, Calvin R. 2007. "Developing Student Interest In Corrections: A Role for Universities And Correctional Organizations." *Corrections Today*, 69(1): 40-42.

The curriculum also should address: * The necessity of security for the safety of staff and inmates as well as citizens in the community; * The role of intelligence gathering, investigation and collaboration between corrections and law enforcement agencies; * The use of technology in prison operations; * Critical issues and challenges regarding custody and security in prisons; and * Modern security techniques. Additional emphasis on the idea of behavioral change for offenders should include a study of activities associated with successful offender reentry and the effectiveness of behavioral science theories and correctional programs as related to offender rehabilitation and reentry. In addition, the

quality management of correctional institutions must be highlighted as an integral part of the criminal justice system in the United States.

Eggers, John T. 2011. "Psychological Safety Influences Relationship Behavior." *Corrections Today* 73 (1): 60-61.

Edmondson suggests that psychological safety facilitates speaking up when mistakes occur, because it fosters an environment in which one who makes a mistake and speaks out about it, will not be viewed as being inappropriate, but rather as an employee who wants to make a positive contribution to the organization.³ Psychological Safety and Effective Leadership Psychological safety requires trust among leaders, followers and team members. Employees in these relationships can talk about negative emotions without fear of harmful backlash. When staff have shared goals and a shared knowledge of work processes, an awareness of how their roles/duties relate to each other, and a sense of mutual respect that allows for openness, chances are good that staff will not blame each other for mistakes.

Eggers, John T. 2001. *Full-range leadership and continuous quality improvement within the Nebraska Department of Correctional Services*. Doctoral Dissertation, University of Nebraska. <http://digitalcommons.unl.edu/dissertations/AAI3028656/>

Flaherty-Zonis, C. 2007. *Building Culture Strategically: A Team Approach for Corrections*. Washington, DC: US Department of Justice.

"This guide, a product of the National Institute of Corrections' (NIC's) Institutional Culture Initiative, presents a model designed to produce higher quality work, build collaboration and interdependence, create safer and more secure environments, and, ultimately, help correctional facilities move strategically toward more positive culture that will improve the quality of life for both staff and offenders" (p.iii). <http://nicic.gov/Library/021749>

Gomez, Jeanna. 2007. "Correctional Coaching: Teaching Managers to Be Coaches." *Corrections Today* 69(1): 43-45.

Correctional organizations can use the coaching style of leadership to build and maintain an atmosphere that attracts dedicated people, optimizes performance, and retains those who are committed to the goals of the organization. Coaching is a style of leadership that motivates employees to reach their potential of performance by setting goals and committing to the achievement of those goals through training and ongoing support from managers. Managers who act as coaches view the organization as a team with a mission and individual employees as players whose performance helps the team achieve its goals. Coaches who are successful in attracting new recruits provide them with a vision of their futures in helping themselves by helping the team to reach its goals. Employees stay with an organization because they are continually reminded by the coach of how important they are to the team because of the work they do. Through motivation, prodding, goal-setting,

training, and support, correctional managers acting as coaches provide employees with the mindset that they are an integral part of an organization on a mission to achieve excellence. When manager and employee performance falls short of the goals that have been set, a good coach will admit his/her mistakes and work with employees in analyzing what they can do individually and as a team to correct mistakes and improve performance. (JOURNAL ABSTRACT)

Heaton, Jason and Gene Atherton. 2008. "Leadership for the 21st Century", *Corrections Today* 70(1): 14,16,18.

During our experience with correctional leadership training, we have been exposed to many senior role models and important information on leadership from places such as the Center for Creative Leadership in Colorado Springs, Colo., and the National Institute of Corrections in Washington, D.C. Further, we have observed the behavior of people we admire most as leaders in our work environments. If you ask yourself, as a leader, one question each day, it should be: "Have I positively impacted my staff in a way that made them feel better about their work performance and themselves?" Investing in our employees' emotional bank account and spending time to individually develop them is the key to motivation.

Houston, Robert P. 2010. "Tough Economic Times Make for Best in the Business Leaders." *Corrections Today* 72(4): 8.

Fortunately, those submitted to this year's Best in the Business issue have incredible ethical standards that infuse quality into our ever-developing correctional culture. Because our mission is difficult and each moment can become a challenge in every conceivable way, Best in the Business performers shine brightly. [PUBLICATION ABSTRACT]

Humphrey, Billy S. 2009. "Respectable Leadership and the Future of Corrections." *Corrections Today* 71(2): 18, 28.

Public safety as well as our sincere desire to rehabilitate incarcerated individuals will require a genuine commitment in the future to our state correctional departments. [...] this commitment is made, we will continue to receive negative outcomes which are a direct result of inadequate inputs. [PUBLICATION ABSTRACT]

Jacobs, James B. and Elana Olitsky. 2004. "Leadership & Correctional Reform." *Pace Law Review* 24(2):47-496.

"It should be obvious to anyone familiar with the last quarter century struggle to improve prison conditions that professional correctional leadership is the key to establishing and maintaining humane prisons. Well-run prisons are not brought into being by good philosophy, good laws, or good lawsuits, although, to be sure, these are very important.' Without intelligent, competent and even inspiring prison leadership, there is little chance of creating decent, much less constructive prison environments and operations."

[PUBLICATION ABSTRACT]

<http://digitalcommons.pace.edu/cgi/viewcontent.cgi?article=1201&context=plr>

Johnston, Rick. 2006. "Leadership Drain: Having the Right People for the Right Jobs at the Right Time." *Corrections Today* 68(5): 62-65.

Fortunately, it has long been a part of the culture in Nebraska to instill in staff the principle that each staff member is a role model, leader and mentor to fellow staff as well as to inmates in the state's correctional facilities. To assist the state agency in meeting this vision point and to prepare staff to assume future vacant leadership positions, the agency has created many different training opportunities to help in the transition of the next generation of leaders, from entry-level positions to roles of supervision. Since the merging of the Staff Training and Development and the Organization Development divisions in co-sponsoring the training, Nebraska's Department of Correctional Services has witnessed the growth of class sizes and discussion topics taken to greater depths and higher heights than what was initially imagined. [PUBLICATION ABSTRACT]

Jones-Burbridge, Jo Ann. 2012. "Servant Leadership." *Corrections Today* 73(6): 45-47.

Participants usually walk away with an awareness of the values of servant leadership and develop skills to practice the principles of servant leadership. Since research has shown that servant leadership actually works for individuals and for group settings, how does one ask followers and subordinates to display the characteristics of a servant leader? [...] the notion of servant leadership has evolved over time to mean that the servant leader not only cares about what he or she does, but also about his or her followers.

Kenney, Michael. 2006. "Lead at Any Level." *Corrections Today* 68(5): 18-19.

In high school, where competence is often confused with popularity, we elect Justin and Abby to student council seats, not because they know much about governing or making decisions, but because they are popular. Physical image, social skills and great articulation have far more influence when running for office than critical thinking skills or humility. Real leadership does not tolerate needy egos or people full of themselves, but is reserved for those who embrace humility, sacrifice and team success.

Lappin, Harley G. 2008. Best in the Business Embody Corrections' Progress. *Corrections Today* 71: 8.

The correctional workers who are featured come from across the country and represent the entire spectrum of our corrections system: from pretrial to post-release, both large and small agencies, juvenile and adult services, and line staff to management officials. The group includes professionals involved in the daily supervision and care of offenders, as well as individuals whose major duties involve interaction with constituency groups. [...] the specific disciplines represented, which are as diverse as our field, each contribute in their own way to our systems' ability to effectively protect the public. [PUBLICATION ABSTRACT]

Sweeney, Patrick J., Matthews, Michael D., and Paul B. Lester, Eds. 2011. *Leadership in Dangerous Situations: A Handbook for the Armed Forces, Emergency Services, and First Responders*. Annapolis, MD: Naval Institute Press.

This book “offers easily understandable guidance for leaders to prepare themselves and their organizations for the challenges of leadership and operating in dangerous environment” (p. xii). Twenty chapters are organized into three parts: enhancing one’s psychological body armor; influencing when people are in harm’s way with the chapter “Leading and Managing Those Working and Living in Captive Environments” by John T. Eggers, Rebecca I. Porter, and James W. Gray; and leveraging the organization. The text also includes an introduction and conclusion.

Leftridge Byrd, Mary V. 2005. “Leadership & Legacy: One Woman’s View.” *Corrections Today* 67(6): 82-85, 91.

Byrd recounts his experience in the changing face of the correctional work force. Having entered the criminal justice field more than 20 years ago, she did not have the benefit of a coordinated or structured course of training. For the most part, encouragement came from outside rather than within the professional arena where the scarcity of individuals who looked like her had a profound effect on her professional development.

Livers, Mary L. and Nancy C Hoffman. “ 2005. A Renewed Focus On Mission And Vision: Maryland’s Strategy For Creating Culture Change.” *Corrections Today* 67(7): 56-59, 62.

Pursuit of the vision and mission for corrections in Maryland has demanded a major shift in organizational culture to a more positive and open environment with less emphasis on external control and more focus on creating internal motivation for change in the inmate population. The RESTART philosophy emphasizes the importance of structuring the system so as to conform to the body of knowledge that has developed in the area of what constitutes sound correctional practices.³ The basic elements include valid and consistent screening and assessment, and case management designed to provide the treatment, educational/vocational and transitional services most likely to result in inmates’ successful reentry and reduced recidivism. The philosophy encourages high levels of collaboration among the various agencies within the department to ensure a seamless transition of offenders from pretrial through incarceration, to community supervision as well as increased partnering with other criminal justice and community agencies. Nancy C. Huffman, Ph.D., is executive director of the Professional Development and Training Division of the Maryland Department of Public Safety and Correctional Services. [PUBLICATION ABSTRACT]

McAuley, Marilyn. 2005. “Reflections from a Female Pioneer.” *Corrections Today* 67(6): 102-103.

McAuley recounts her experience way back 25 years when she spent working in the criminal justice system. She felt great pleasure and pride knowing that she had something to do with the progress women have made in the field. In her whole life, she has fought insensitivity and ingrained chauvinistic attitudes regarding the role of corrections in the lives of offenders. [PUBLICATION ABSTRACT]

McCullough, John M. 2006. *Managing Correctional Crises*. Sudbury, MA: Jones and Bartlett

Publishers, Inc.

Prison crises and strategies to deal with them are covered. Chapters include: the crisis leader—a man for bad seasons; signs of troubled times—something 's coming, something bad; basic principles of crisis management –keep your eyes on the people; large-scale disturbances and inmate group violence –a bad day at Red Rock; hostage situations -- the theater of terror; inmate work strikes—hell no, we won't go; hunger and food strikes -- the politics of hunger; inmate suicides—see what you made me do?; natural and man-made disasters—the creeks are rising; special problem inmates—roll call of the high maintenance inmates; disturbances in segregation—the facts about restricted housing; the muddle in medical—a land under siege; visitors and volunteers and outside threats—from the outside looking in; the promise and a problem of programs—making a difference; and then there are the employees—keeping the faith with the keepers.

Montgomery, Michael. 2006. "Leadership in a Correctional Environment." *Corrections Compendium* 31, (3): 1-5, 11.

Researchers examined physical traits such as height and presence, personality traits such as enthusiasm and persistence, and intellectual traits such as intelligence and foresight. Goleman (2000) developed six leadership styles that may all be used in the course of a week, depending on the situation: coercive leaders demand immediate compliance; authoritative leaders mobilize people toward a vision; affiliative leaders create emotional bonds and harmony; democratic leaders build consensus through participation; pacesetter leaders expect excellence and self-direction; and coaching leaders develop people for the future. [PUBLICATION ABSTRACT]

Morton, Joann Brown. 2005 "ACA & Women Working in Corrections." *Corrections Today* 67(6): 86-87,111.

Women have been involved in the development of the American Correctional Association (ACA) since its inception. From early years to the present, ACA has had a core of strong women activists who initially advocated for better programming for women offenders and later began to address the issues of women working in corrections. Here, Morton discusses women who contributed much to the association and grew in corrections as well.

Price, Ted, Rick Martin, and Lynne Robertson. 2010. "WANTED/NEEDED: Leadership Preparation for Leaders of Correctional Education and Alternative Schools." *Journal of Correctional Education* 61(4): 299-313.

There is a great deal of research detailing the WHAT of effective school leadership - what school leaders in traditional schools need to know and do to lead in those schools. There is little research, however, on what leaders of alternative education programs need to know and do. Also, in contrast to the many higher education preparation programs that prepare school leaders for traditional school leadership, higher education preparation programs for

alternative school leaders are mostly nonexistent. Even with traditional preparation, beginning and inexperienced practitioners are easily overwhelmed by the sheer magnitude of the WHAT of school leadership, and many contend the training leaders receive is off target. Training leaders for alternative schools remains even more off-target. This article reviews the existing research on school leader preparation and suggests alternative school leader preparation. Also, information obtained from a newly developed survey that examined the thoughts and ideas of administrators in regular and alternative education suggests areas to include or alter in higher education preparation programs. The goal of this article is to suggest ways to better prepare school leaders (in alternative programs) in the WHAT and HOW of leadership in alternative and correctional education schools. [PUBLICATION ABSTRACT]

Rayborn, Jessica. 2009. "Reentry Facility Thrives Under Inspired Leader." *Corrections Today* 71(2): 44.

In 1986, Lloyd moved to Indiana after serving three years as a correctional officer in Springfield, 111, and began working full time while attending Indiana University - Purdue University in Indianapolis. [...] Lloyd has held numerous correctional positions, including correctional officer, correctional sergeant, training officer, correctional counselor, correctional casework manager, deputy director of operations, and superintendent of the Plainfield Re-Entry Educational Facility (PREF). [PUBLICATION ABSTRACT]

Slate, R. N., R. E. Vogel, and W. W. Johnson. 2001. "To Quit or Not To Quit: Perceptions of Participation in Correctional Decisionmaking and the Impact of Organizational Stress," *Corrections Management Quarterly* 5(2), 68-78.

This article focuses on the perceptions of correctional employees regarding their participation in decision making and the relationship between organizational stress, physical stress, and thoughts about quitting the job. Specifically, employees at a private correctional institution were surveyed in 1990 and their cohort in 1997 to determine the amount of change in organizational stress, physical stress, and attitude/atmosphere for participation in decision making as it related to thoughts of terminating employment. Correctional employees who perceived themselves as having meaningful input into decisions were found to be less occupationally stressed.

Stinchcomb, Jeanne B. 2011. "The Upcoming Retirement Tsunami: Core Leadership Competencies." *American Jails* 25(2): 20, 22-4.

To establish a starting point for discussion and build sequentially on related research, the first step was to conduct an extensive literature review. Because there is not much empirical work on determining competencies for jail-specific leadership, the review included not only correctional literature, but also relevant resources from law enforcement, other public entities, and even to a limited extent, private industry. [...]additional efforts were undertaken to expand input into the project by conducting focus groups and

information dissemination sessions in 2010 at the following conferences: * American Jail Association Conference, Portland, Oregon. * National Sheriffs' Association Conference, Anaheim, California. * American Correctional Association Congress, Chicago, Illinois. * Women Working in Corrections Conference, Denver, Colorado. [PUBLICATION ABSTRACT]

Stinchcomb, Jeanne B, and Susan W. McCampbell. 2011. Leading Jails into the Future Just Got Easier *Sheriff* 63 (7): 6-9.

[...] farsighted sheriffs and jail administrators will identify their future leadership needs, establish realistic objectives for meeting them, assemble the requisite resources, groom successors on the core competencies, evaluate the outcomes, make necessary adjustments, and continually move the initiative forward. [...] with the succession planning and leadership development resources that are now available through the *leadingjails.com* Website, visionary jail leaders will find that addressing all of these challenges just got easier.

Travis, Marsha. 2006. "Leading the Change in Facility Transition." *Corrections Today* 68(5): 54-57.

In the recent past, corrections has seen commitment to a greater provision of services to the incarcerated population, ranging from mental health treatment to release and reentry planning, all in conjunction with other community service agencies. Not only did the transition team and the new administration need to contend with typical transition issues related to opening a brand new facility, everyone was tasked with responding to and planning for the gender-specific needs of a population, which had not been supervised by the sheriff's office in a very long time. Comprehensive contraband and search policies were already in place due to the sheriff's office's control of the intake booking process into the correctional system.

Waters, Kathy L. 2005. "Not All Leaders Look Alike." *Corrections Today*, 67(6): 92-94.

In the history of American women, those working in nontraditional roles created a constantly evolving path of opportunity that has allowed many women to obtain jobs and careers they may have never even dreamed of pursuing. Watery discusses the passion and commitment of women when it comes to leadership in the corrections field.

Wall. A T. 2010 "Rhode Island Halts Growth in the Inmate Population While Increasing Public Safety." *Corrections Today* 72(1): 40-44.

In the history of American women, those working in nontraditional roles created a constantly evolving path of opportunity that has allowed many women to obtain jobs and careers they may have never even dreamed of pursuing. Watery discusses the passion and commitment of women when it comes to leadership in the corrections field.

Withrow, Pamela and Luella Burke. 2005. "Introducing Women Into Michigan's Correctional System: A Conversation About Changing Culture." *Corrections Today* 67(6): 88-90.

Like many organizations in the 1970s, Michigan's Department of Corrections was primarily white and male. During the time, director Perry Johnson decided to change that through a process of affirmative intervention. It was clear to him that he needed all the good people he could get to manage a rapidly expanding system, so the addition of women and minorities was not only ethically required but practical. Here, Withrow and Burke describe their experiences in the context of culture change related to the entry of women into Michigan's state correctional system.

Wood, Walter. 2006. "Leadership Takes on a Variety of Styles." *Corrections Today*. 68/5: 8.

With three tours of duty in Vietnam, more than 30 years of progressively responsible military leadership experience and a record of successful leadership development of hundreds of younger subordinates under his belt, Taylor came in with a vengeance.

Succession Planning

McPherson Winnifred and Anna Rouhana. 2010. "Succession Planning at the Broward Sheriff's Office." *American Jails* 24(2): 15.

The article presents the succession planning of Florida's Broward Sheriff's Office Department of Detention jail system. It shows the components which include the development leadership education and training and rotation assignments. It also suggests that the agency must develop employees through succession planning to have the right people with the right skills in the right jobs.

Paradise, Andrew. 2010. "Many Barriers Inhibit Success of Succession Planning." *Training & Development* 64(6): 60-1.

This article reports that a survey by the American Society for Training and Development has found that more than half of the organizations in the survey had no formal succession planning strategy in place. Of those companies that had succession plans, nearly half had barriers that would inhibit the plan. Many had inadequate funding, weak development plans, and difficulty in tracking performance. The survey also found that most of those organizations surveyed understood the importance of succession and more organizations also believed that it was important to identify and prepare future leaders.

Nink, Carl, Debbie Boyer, and Joyce Fogg. 2006. "Succession Planning: Preparing Future Corrections Leaders - NOW" *Corrections Today*, 68(5): 34-37.

According to L. Scott Kimball, Ph.D., succession planning is defined as a dynamic, ongoing process of systematically identifying, assessing and developing leadership and management talent; and assessing, developing and recognizing 'key contributors' to meet future organizational strategic and operational needs. According to Bill Sondervan, ACA's former director of professional development, the Correctional Certification Program is being used by several state departments of corrections, in conjunction with ACA's new Leadership Development Training Program, to provide agency-selected key staff with the knowledge needed to become the next generation of the agency's top leaders. Succession planning is a complex process requiring the support of the agency head and a team of committed senior executives, managers and supervisors to develop, market and oversee the plan.

Stinchcomb, Jeanne B., McCampbell, Susan W., and Leslie Leip. 2009. *The Future is Now: Recruiting, Retaining, and Developing the 21st Century Jail Workforce*. Naples, FL: Center for Innovative Public Policies.

As the 21st century unfolds, American jails are confronting unprecedented challenges. While both the numbers and the demands of their populations have steadily grown, their resources have not kept pace. As a result, perhaps at no other time have jails been in greater need of capable staff and confident leadership. Yet within just a few years, retirements are

expected to seriously diminish the ranks of managers, supervisors, and experienced line employees who are now staffing America's jails. Add to that their ongoing struggle to recruit and retain well qualified workers whose importance to the welfare of the community is often unappreciated, and it becomes clear why jail leaders throughout the country recently elevated workforce-related issues to a top national priority. Responding to these concerns, the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance provided funding in 2007 to address the urgency of acting now to meet upcoming workforce pressures. The result is this resource "toolkit," designed to assist jails with recruitment, retention, and succession planning. [From Executive Summary]
https://www.bja.gov/Publications/CIPP_JailWorkforce.pdf

Stinchcomb, Jeanne B., and Susan W. McCampbell. 2010. "Succession Planning: A Leader's Most Lasting Legacy." *American Jails* 24(2): 9-12.

The article discusses succession planning which is considered as the most lasting legacy.. It presents the myths, realities, and strategies of succession planning. It also shows the actions of the U.S. Department of Justice, Center for Innovative Public Policies (CIPP), American Jail Association and the Correctional Management Institute at Sam Houston State University to address the leadership development.