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Annotated Bibliography - Leadership

Abraham, R. (2004). Emotional competence as antecedent to performance: A framework. *Genetic, Social & General Psychology Monographs, 130(2)*, 117-143.

The purpose of this review is to identify whether emotional intelligence can be successfully tested as a true predictor of performance among a vast array of emotional competencies. The author proposes that if the leader is able to make necessary adjustments on the job, managing uncontrolled emotion, motivating oneself, and assessing others' feelings, he or she can develop the social skills to lead and to motivate others. Research questions include, to what extent does emotional resilience prevent declines in performance among workers confronted with ambiguous demands even though management flexibility and support are forthcoming? If freedom of self-expression abounds, could emotional resilience assist employees in finding outlets for their frustrations with lack of role clarity if management is not supportive or flexible? If the organization is unaware of the value of an employee's contributions, will emotional honesty and self-confidence assist that employee in finding recompense? The conceptual framework examines the sequence of causes that relate emotional competencies to performance within the framework of organizational climate and job demands by establishing the sequence's theoretical underpinnings and delineating empirically testable propositions. Major findings include that emotional competencies are lodged within a situational framework that reverses the weak associations of emotional intelligence with performance found in previous empirical work. The relationship between an employee's personality traits and performance is contingent on a fit between the task and organizational climate and is in accordance with other fit-based approaches that have replaced universal perspectives that traits—considered individually—determine employee success. Future research should seek to replicate other studies on organizational climate and task with the replacement of emotional stability by emotional self-regulation.

Anderson, R. E., & Dexter, S. (2005). School technology leadership: An empirical investigation of prevalence and effect. *Educational Administration Quarterly, 41(1)*, 49-82.

This literature review of surveys and studies concerning leadership traits and technology usage was funded by a grant by the National Science Foundation using statistical data from 1998. A nationwide survey of more than 800 schools was used to examine leadership characteristics and their effect on indicators of technology outcomes. Questions addressed by the study were: (a) What are leadership decisions or characteristics associated with schoolwide and classroom-based technology outcomes, and (b) What is the role of technology leadership with (or as opposed to) technology and other school characteristics? Data from responses (over 70% of schools surveyed) suggested that leaders who adopted

technology themselves as a regular part of their practice were more likely to have successful technology programs at their schools. Successful leaders also developed their staff, shared a common vision for technology usage and were sensitive to their school culture and tolerance level for technology. Other successful indicators were a stated technology use policy, an organized technology committee, a planned technology budget, district support and recent grant awards. Key outcomes for successful technology programs were increased net use, integration of technology into the curriculum and student use of computers to complete academic work. The finding suggests that leadership plays a larger role than even infrastructure in the success of a technology program. Future research should be directed in repeating the study with more recent data to determine how resources and leadership interact in the context of technology implementations for teaching and learning.

Andrews, M. L., & Ridenour, C. S. (2006). Gender in schools: A qualitative study of students in educational administration. *Journal of Educational Research*, 100(1), 35-43.

The purpose of this qualitative study is to observe students who are majoring in school administration in an effort to help them become better prepared to deal with culturally diverse populations of students. The researchers analyzed specific writing assignments and records from teaching the courses to show how students' practices changed. They become more aware of the biases they held around gender. This led to fairness in educational practices around males and females. The theoretical and conceptual framework utilized were: a theoretical conceptualization of developmental states toward socially just perspectives on diversity that people experience over time, data suggesting that gender fairness. The framework indicated that people can move along a continuum to become more aware of their practices around gender fairness. This study presents several major findings that are beneficial developing curriculum for educational administration courses. This research suggests opportunities for further learning as the information from this study would be helpful in creating a quantitative study by using the themes as measurable variables. This information could help further educational administrators in their understanding around the constructs that must be in place in order to lead and manage schools that provide equitable opportunities for boys and girls.

Barbuto, J. J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A field study of elected officials. *Journal of Social Psychology*, 146(1), 51-64.

The purpose of the article is to report results from a statistical study of 80 elected officials and 388 direct-report staff members. The conceptual framework was constructed of the intersections of emotional intelligence and transformation leadership. Transformation leadership is composed of four elements: (a) idealized influence, (b) intellectual stimulation, (c) individualized consideration and (d)

inspirational motivation. Researchers analyzed these elements in conjunction with emotional intelligence which has five underlying factors: (a) empathetic response, (b) mood regulation, (c) interpersonal skill, (d) internal motivation, and (e) self awareness. The research question was what is the relationship between transformational leadership and emotional intelligence? The major findings indicate several correlations that reinforce the role of emotional intelligence in transformational leadership. Empathy was found to predict leader emergence, while mood regulation was not highly correlated perhaps due to the transparency and authenticity of transformational leaders. Interpersonal skills were positively related to transformation leadership; however internal motivation did not appear to be as strong as hypothesized. Self awareness also showed little correlation, researchers speculated that is perhaps due to the humility of self aware leaders. The recommendations for further research are to study the relationships between emotional intelligence and transformational leadership in the private sector. Some (80) of the participants were elected officials known for popularity and impression management. Authors also suggest further research might analyze emotional intelligence with other leadership theories such as leader-member exchange theory, authentic leadership, servant leadership, etc.

Barbuto Jr, J. E. (2000). Developing a leadership perspective in the classroom. *Journal of Adult Development*, 7(3), 161.

This paper presents a normative pedagogical model that integrates leadership theory, student development, and cognitive/ego development. The first step, assessment of students' developmental stage, uses a developmental model to assess students' developmental and motivational needs. The second step, selection of teaching style, incorporates leadership literature to develop teaching styles selected based on the developmental and motivational needs of students. Leadership styles discussed are: authoritarian, low-order transactional, high-order transactional, transformational, and servant/stewardship. The third step is evaluation of outcomes, and involves assessment of either: continued development and/or increased student motivation and improved student learning. Findings indicate that instructors can use this model to make strategic instructional choices dependent upon their goals. The major contribution of this work has been to take leadership theory and place it in a student learning/classroom context. Future research could involve more empirical analysis of the relationship between leadership styles, students' developmental and cognitive stages.

Barker, B. (2001). Do leaders matter? *Educational Review*, 53(1), 65-76.

Based on field research at a number of comprehensive schools, the purpose of this paper is to explore how secondary headteachers contribute to the effectiveness of their schools. The author's conceptual framework for this study is based on a blending of two other frameworks. The first foundational paper cited is

McClelland and Burnham's 1995 description of the characteristic motivation and behaviors of successful leaders. They believe that the decisive factor for job performance is not intellectual ability, but the top manager's need for power and influence. They explain that power motivated managers empower their subordinates, whose own motives are aroused by the workplace climate. Also cited was Litwin and Stringer's 1966 research that showed how leaders must learn how to manage their own motives and select an appropriate combination of styles to motivate the workforce. Their work measured the work environment or "climate" using six dimensions: (a) how much compliance with rules is expected; (b) the amount of responsibility given; (c) the emphasis on quality and standards; (d) how far rewards exceed criticism for mistakes; (e) how clear are goals and objectives; and (f) how warm and supportive the organization feels, team spirit. They believed there are three core motives that influence everyone's behavior at work: power (the need to control or influence others and to control the means of influencing others), affiliation (the need for close interpersonal relationships and friendships with other people), and achievement (the need for success in relation to an internalized standard of excellence). Their model showed that leading according to subordinates' need for achievement was the most successful model. The author believes that Litwin and Stringer's model implies that the "how" of leadership is the neglected dimension influencing organizational performance. The author explored the following research questions: What are the characteristics of effective leaders and teachers? What should heads do to improve their schools and ensure their effectiveness? What difference can leaders make? The author concluded that the many case studies cited in the article confirmed that a head's prime role is to lead and motivate others and demonstrate that leadership styles adopted during the processes of decision making and change are pervasive and have a marked influence on organizational climate. The article showed tangible, specific evidence that an effective leader can renew the optimism and harness the relatively untapped potential of staff and students alike. Furthermore, motives, styles, and the concept of organizational climate do aid in the understanding of how leaders influence their schools. Questions for future research included: How do heads blend the positive climate they create with the vision, systems, and procedures that bring about improvement? What external and internal contexts constrain and limit their achievement? Can highly effective heads sustain exceptional performance over time? Is it easier for new heads to succeed? Are there dangers in driving systems too hard?

Davidson, J., & Olson, M. (2003). School leadership in networked schools: Deciphering the impact of large technical systems on education. *International Journal of Leadership in Education*, 6(3), 261-281.

The purpose of the article is to discuss the impact of a school district technology integration project. Data was collect from a multi-year case study using as a theoretical base literature from the field of sociology called large technical systems. The authors chose to focus on one conceptual area of the literature called translators and how people cross social boundaries in social communication

spaces to integrate the large technical system. The authors also wanted to explore the issue of leadership in this case study; networked schools and technology integration of the school district was the large technical system. The conceptual framework is based upon a description of a large technical system. These characteristics include physical and non-physical artifacts, organizations, scientific components, and legislative artifacts (e.g. funding). Large technical systems develop along an evolutionary path and reconfigure the processes and systems of any social organization. The research questions are inferred: How is leadership impacted by district wide technology integration? How were roles changed or newly developed? What type of translation activities occurred? The major findings imply that leadership practices were transformed. Boundaries blurred as the principals had to look to others for leadership in electronic networking planning, purchasing, set up, and implementation. Other leaders emerged as the electronic networking system touched all aspects of school life from teaching and learning to administration and community relations. The recommendations for further research center on the preparation of future school leaders. Do educational administration programs address issues of leadership practices and emerging technologies, including the positive uses and negative abuses?

Day, C. (2000). Effective leadership and reflective practice. *Reflective Practice, 1*(1), 113-127.

The purpose of this article is to discuss the intersection between effective leaders and their commitment and capacity to engage in reflective practices. As principal and teacher work has intensified and become more complex in recent years, formal accountability measures have increased. The author calls this type of imposed school reform segmented and fragmented. Drawing upon a larger empirical study (Day et. al., 1999) of principals in the UK, this analysis seeks to explore the research question: What are characteristics of “good” leaders who are also “effective” and “professional”. Data from 200 interviews in 12 reputationally good schools indicate that successful leaders provide both high quality learning opportunities and also engage in a range of reflective activities through out their career. The findings of this research also resonate with research on effective business leaders. The five identified types of reflection are: (a) holistic: maintaining an overview of where the school is going, vision and culture; (b) pedagogical: emphasis on teaching and learning; (c) interpersonal: knowing and nurturing staff, students, parents etc.; (d) strategic: focus on entrepreneurship, intelligence gathering, networking to secure some control of the future; and (e) intrapersonal: self-knowledge, self-development and fulfillment. A question for further research would ask if most principals engage in systemic reflection which contributes to their increased development and increased learning opportunities for students.

Emihovich, C., & Battaglia, C. (2000). Creating cultures for collaborative inquiry: New challenges for school leaders. *International Journal of Leadership in Education*, 3(3).

The purpose of this article was to examine the role of school leadership in creating and supporting the need to stretch beyond the historically event-driven examples of past professional development in favor of job-embedded approaches. It draws upon the informal testimony of practitioners to highlight the challenges for development of collaborative cultures of inquiry. As their conceptual framework, the authors used the idea of “co-learning agreements,” where the knowledge base generated from collaborative research must be perceived as one that is mutually developed. Where theory not only informs practice, but also is shaped and reconfigured because of practice and the division of labor between researchers and practitioners becomes much more ambiguous, as both researchers and practitioners are agents of inquiry and objects of inquiry. Two key questions addressed were: to what extent and how did teachers change their views of theory assisted practice as a result of engaging in collaborative inquiry and what aspects of the school leadership role need to change in order to be successful in promoting collaborative inquiry? In their major findings, the authors explained that there is a continuum of levels of understanding about the relationship between theory and practice. The first, most basic level is where practitioners remain deeply skeptical about the practical value of theory and seek out professional development experiences based on a "what works" philosophy. A second level of understanding is recognizing the importance of theory but within a more narrow instrumental context in a linear, cause-effect way. A third level of understanding is where both teachers and instructional leaders use theory to explain how they develop or guide practice, where the emphasis is on knowledge in action: what very competent teachers know as it is expressed or embedded in the artistry of practice; in teachers' reflections on practice; in teachers' practical inquiries; and/or in teachers' narrative accounts of practice. The fourth level rests on a belief that not only do teachers generate theory through practice as well as implement it, but that the knowledge they generate is subject to question, as well as knowledge received from other sources ["knowledge of practice"]. The authors argue that if instructional leaders are to be successful in promoting this conception of teacher learning in their schools, they need to be intimately involved in questioning and reflecting upon their own leadership practices.

In the future, forming strong, collaborative cultures where teachers, principals, and college faculty study and learn together could provide the scaffold to support reform in more meaningful ways, as opposed to just implementing the almost dizzying array of models that promise to be the next educational panacea. In truth, much of this work has been initiated already. The most difficult hurdle may be that this collaborative work is not done smoothly and neatly, nor can it be mandated into action. Other priorities and critical agendas often take precedent. Partnerships for collaborative inquiry in the 21st century should be followed longitudinally to examine the crucial elements necessary for lasting reform.

Feinberg, B. J., Ostroff, C., & Burke, W. W. (2005). The role of within-group agreement in understanding transformational leadership. *Journal of Occupational & Organizational Psychology*, 78(3), 471-488.

This article presents the results of a study designed to examine the role of the perceptions of group members about their leader in determining leader and group effectiveness. The research question is: What is the relationship between leader behaviors and similarity of perceptions among followers? The conceptual framework for the study is grounded in transformational leadership in which group agreement, perceptions of leader, and leader-based consensus-building is essential for positive outcomes. The researchers conducted a study involving 68 focal managers, 285 subordinates, 495 peers, and 68 supervisors. The results indicate that leaders utilizing higher levels of appropriate behaviors are more likely to have followers who agree about their perceptions of the leader. Also, interactions were found between leader behaviors and follower agreement, indicating that the level of agreement moderates the relationship between leader behaviors and attributions of transformational leadership style. The attribution of transformational leadership to a leader depends on the leader's use of positive leadership behaviors and active fostering of group consensus in their perceptions of the leader. The researchers recommend further studies examining the relevance of group-level collective perceptions in understanding transformational leadership. This includes collective perceptions about work goals, visions, and process in addition to perceptions about individual leaders.

Fitzgerald, T. (2003). Interrogating orthodox voices: Gender, ethnicity and educational leadership. *School Leadership & Management*, 23(4), 431-444.

The purpose of this article to provide an analysis and critique of the academic dialogue on gender, leadership and ethnicity. The background for this research is the author's belief that the current dialogue is missing a key piece, and it is based on prior theoretical and empirical studies on women and leadership in the U.S., Britain, Australia and New Zealand. The conceptual framework discusses prior research with three domains: profiles of gender, career patterns and actual practices. The research questions ask a) what is the impact of addressing only gender when discussing women educational leaders and b) what additional cultural factors impact women of color in educational leadership. The findings are that women of color face additional factors in the three domains than white women. As a result, gender analysis of leadership is simplistic when looking at women of color. This is based on analysis of Maori female educational leaders in comparison to white, female educational leaders. The recommendation is that the discourse on gender must also include analysis of ethnicity, including discussion of privilege, opportunity, identity, deficit and homogeneity.

Gale, T., & Densmore, K. (2003). Democratic educational leadership in contemporary times. *International Journal of Leadership in Education*, 6(2), 119.

The purpose of this journal article is to illustrate that educational leaders in contemporary times must be aware of and put into practice democratic ideals so that all constituents are included in the educational process. The authors “believe that democratic leaders enable the formation of social, learning and culturally responsive public educational institutions, in part by enabling contextually-specific struggles to determine what is needed, and by developing a politically-informed commitment to justice for all” (Gale & Densmore, 2003, p. 120). Leaders place educational business and details at the forefront of their daily duties and put aside the intellectual and moral problems of education. The conceptual framework centers on democracy for all with the educational leader at the center. Forces that influence the leader’s endeavors include a changing basis for social cohesion, changing instruments of (economic) control, and changing forms of organization. The main question that is derived from the article is, “What can we do?” The authors conclude that the educational leader needs to establish enabling conditions that promote a democratic stance, which include: self-identification and recognition, self-expression and self-development, and self-determination, and decision making. They also assert that leaders need enabling strategies that include trading, bargaining, arguing, stalling, maneuvering, and lobbying. The authors also want to make it clear that democratic leadership will not look the same in all contexts in all situations. Recommendations for future research might include a study on how a democratic leader raises student achievement or how he or she influences teachers’ productivity and efficiency.

Hallinger, P., & Leithwood, K. (1998). Unseen forces: The impact of social culture on school leadership. *PJE. Peabody Journal of Education*, 73(2), 126.

The purpose of this study is to look at ways in which culture might help further our knowledge in the areas of educational leadership theory and practice. The authors demonstrate how our knowledge of culture in other fields can assist us in developing frameworks for education. This study utilized a theoretical conceptual framework to attend to the interaction of school context, leadership, intra-organizational processes, and school outcomes. Further, the frame work identifies to the importance of principal values and experiences as important processes in student achievement. A major finding of this project is the ideas gained demonstrated to many Asian cultures the importance of defining and utilizing their own cultures in education. These cultures believe they should not focus on western cultures and values; instead they should determine if their national goals are depicted and questions are asked about whether they can sustain their cultural heritage. This research suggests opportunities for further learning in the areas of

identifying cultural theories that positively impact education as well as determining if the ideals presented in this study are universal to all cultures.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality & Social Psychology Review*, 5(3), 184-200.

This article presents a social identity theory of group leadership grounded in a social cognitive framework based on research in social psychology. This perspective views leadership as an effect of social cognition, stating that people hold preconceptive schemas about the behavior of leaders. These cognitive schemas identify types of leaders, are represented as personal schemas held by followers and come into play to generate further assumptions about behavior once someone is categorized as a group leader. On this basis, the author forwards a theory that leadership emerges from normal group processes contingent on psychologically belonging to a group. These include: (1) self-categorization or identification in terms of the ingroup prototype, (2) cognitive and behavioral assimilation and depersonalization according to the ingroup prototype (thus producing stereotypic perceptions, attitudes, and feelings), and (3) perceptual depersonalization of others in terms of ingroup and outgroup. These processes, the author argues, invest the most prototypical group member with the appearance of having influence. This influence becomes more real through a cascade of social interactions, including: social attraction processes, group agreement with the leader's ideas, increased leader status through consensual social attraction, formation of structural differentiation of the group into leader(s) and followers, and constructs of a charismatic leader personality through a fundamental attribution process. The author discusses the utility and limitations of this prototype-based leadership model.

Hoyt, C. L., & Blascovich, J. (2003). Transformational and transactional leadership in virtual and physical environments. *Small Group Research*, 34(6), 678-715.

The purpose of this article was to describe a research study examining leadership in small groups in both virtual and non-virtual settings. The researchers based their study on the conceptual frameworks of both transformational and transactional leadership as they apply to the prevalent use of cyberspace in the changing workplace. The research questions/goals were both basic and applied: (1) to better understand the variables that mediate and moderate leadership-style effects, (2) to investigate theoretically important group-level outcomes, (3) to examine leadership across computer mediated and face-to-face settings in response to changes in intragroup interaction brought about by virtual settings. The researchers studied 72 groups of 3. Each group included a confederate group leader who exhibited either transactional or transformational leadership styles. Groups were randomly assigned to face-to-face, intercom, or immersive virtual settings and asked to complete 2 tasks using the remote associates test (RAT) developed by Mednick. Measures of qualitative and quantitative group

performance were taken as well as self and group efficacy measures. Their major findings were that, compared to transactional leadership, transformational leadership was associated with increases in qualitative performance, leadership satisfaction, and group cohesiveness, but decreases in quantitative performance. They also found that trust played a more important mediational role in the performance effects of leadership than self or collective efficacy. And finally that group performance and cohesion were similar across group settings, while group members were most satisfied with face-to-face interactions with their leader. They recommend future research focusing on the relationship between leadership style and group goals in small groups and social influence in virtual environments.

Kempner, K. M. (2003). The search for cultural leaders. *The Review of Higher Education*, 26(3), 363-385.

Purpose-This journal article identifies the role administrators play in developing meaning in public institutions and creates guidelines for choosing leaders within the cultures of different universities and colleges. **Background-**The community college system is a dynamic reflection of the roles that culture, power and politics play in an organization, due in part to their evolution from technical high schools or junior colleges, and their high percentage of minority and disadvantaged students. Leaders of these institutions traditionally served as k-12 or technical high school principals, holding a traditional view of leadership prior to their roles in the community college system. **Conceptual framework-**Seven retired community college presidents were given in-depth interviews, ranging from two to four hours each. The interviews were taped then follow-up discussions were conducted with some of the presidents through additional phone calls. Their speeches, archival data, and writings were also reviewed. All of the presidents were white males over 60 years of age who had spent the majority of their careers in the Northwest or Midwest. The research questions addressed are: (a) how did these former leaders construct their personal definition of themselves as community college presidents, (b) how did they identify their struggles in the new age of cultural relations, and (c) what wisdom can they offer contemporary leaders of higher education in general and of community colleges in particular. **Major findings-**While all the presidents interviewed had learned to lead under an authoritarian style of leadership, they recognized the need to balance their administrative style with the changes that social, cultural, economic and political pressures demanded. They considered this an ongoing quest, determined in large part by the various cultures of the institutions they served. They realized the composition of faculty also changed during their tenure, with newer teachers not coming through the high school ranks and as a result, not automatically obedient to authority. These retired presidents used terms such as “energizing” and “healer,” as well as “inspiring” to describe the new dimensions they adopted in their administrative roles. Their advice to contemporary community college leaders is to articulate their own vision of leadership that supports, in particular, disenfranchised and marginalized students, faculty, and staff, and the community

that supports them. Recommendations for research-Further research (particularly with presidents from culturally diverse backgrounds in other geographic areas) will help identify the most effective and predictive components of a leader's cognitive map, as necessary for establishing a dynamic equilibrium for a community college.

Kezar, A. J., & Eckel, P. D. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? *The Journal of Higher Education*, 73(4), 435-460.

This journal article describes an empirical study that examines how institutional culture affects change processes and strategies. The two theories adopted for exploring this relationship of culture and change are Bergquist's (1992) four academic cultures (Collegial, Managerial, Developmental, and Negotiating) and Tierney's (1991) individual institutional culture framework (Environment, Mission, Socialization, Information, Strategy, and Leadership). The two research questions addressed are: (a) is institutional culture related to the change process and how is it related, and (b) are change processes thwarted by violating cultural norms or enhanced by culturally sensitive strategies. The study is based on the activities of three institutions participating in the ACE Project on Leadership and Institutional Transformation. The three were identified from an original pool of 23 institutions through purposeful sampling whose criteria included the willingness to collect detailed data, the nature of their change initiative, their institutional type, and the progress made on their change agenda. In each case the change was intentional and comprehensive, affecting numerous offices and departments. Over a period of five and a half years, each institution was visited by independent researchers (twice per year for the first three years and once during the fourth year). These researchers also collected and analyzed internal institutional documents. Data analysis was conducted through three different approaches. The first approach was Lindquist's (1978) change strategy framework (senior administrative support, collaborative leadership, robust design, staff development, and visible actions). Second, researchers developed institutional culture profiles of all six institutions based on the Bergquist and Tierney frameworks. Third, these same frameworks were applied to the data to identify whether institutional culture patterns could be identified in the change strategies. In all three cases, there was relationship between change institutional culture and the way change was enacted. This relationship may help to determine which strategies may take prominence and may help leaders determine where to focus their efforts. Researchers also found that when a strategy violates the institution's norms and standards, change will most likely not occur. The results indicate that change strategies may be more successful if they are culturally coherent or aligned with an institution's culture. Further research should examine in what, if any situations (such as crisis), it might be necessary or important to change institutional culture, rather than work within it.

Klein, S. R., & Diket, R. M. (1999). Creating artful leadership. *International Journal of Leadership in Education*, 2(1).

The purpose of this article was to examine the metaphor of “art as leadership.” The world of art and the practices of artists are viable places to look for metaphors for leadership in education. Interest in leadership as art suggests that there is a growing need to connect art with daily living and professional practices. Looking to models of leadership that support connectedness and place value in the actualization of self and community holds promise for living and working in a time of crisis in human affairs. Transformational leadership can enable the development of human potential and the ecological development of an organization and its participants by valuing and engaging in shared decision making, collaboration, commitment to change, shaping of individuals, and motivating others to higher aims. A task of an artist is to bring audiences into unknown spaces through suggestions of the familiar and through suspending belief so that one may see the world differently upon return. The transformational leader, like the artist, creates spaces of trust and faith. Transformational practices require more of participants, and as a result, those involved need time and space for dialogue and action taking. Transformational leadership practices risk creating something new, not yet seen or heard before, a dynamic that has both challenges and rewards.

Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., & Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), 593-611.

This journal article describes a research study conducted to understand the processes a person experiences in creating a leadership identity. The study was conducted at a large mid-Atlantic research university where nominators (those acting in professional positions that afforded them the opportunity to observe students) chose 13 students who exhibited the theoretical dimensions of relational leadership to participate in the study. These students were diverse in terms of sex, race, sexual orientation, age, and religious affiliation. The students participated in a series of three interviews, which were tape recorded and subsequently transcribed. These transcriptions then went through a coding process to reflect concepts in five categories: (a) essential developmental influences; (b) developing self; (c) group influences; (d) changing view of self with others; and (e) broadening view of leadership. The findings documented the process that each of these students used in their own journey, as well as developed a theory of how a leadership identity develops over time. The study revealed that while the developmental process for these students included key events (activism over sex, orientation or race), the developmental process was more grounded in the psychological dimensions of developing their interdependence, establishing healthy interpersonal relationships, and forging a confident sense of self. Recommendations for research include using students for whom leadership dimensions are not as readily apparent or are not a part of their cultural values, as

well as using people who are not college students. The theory has implications for working with individuals as they develop their leadership identity and for groups as they learn to work more effectively and to enhance the leadership efficacy of group members.

Kornør, H., & Nordvik, H. (2004). Personality traits in leadership behavior. *Scandinavian Journal of Psychology, 45*(1), 49-54.

The purpose of this paper was to study how persons simultaneously assess themselves on CPE leadership styles (trait dimensions) and on NEO PI-R personality traits. Correlational analyses of the personality traits measured by the Revised NEO Personality Inventory and three leadership styles, Change, Production, and Employee (CPE), measured by the CPE questionnaire, were performed. The implied conceptual framework put forward was that leadership effectiveness can be predicted by two leadership behavior dimensions, namely, task-oriented and relations oriented behavior. The research question was whether behavioral tendencies (a) are specific for the leadership context or (b) are inherently related to general behavioral tendencies. The authors found that people tend to be consistent in their self-report regardless of context and that leadership styles are related to personality traits. The strongest predictors of the CPE total score were Conscientiousness and Extraversion; Openness and Agreeableness were specific predictors of Change and Employee, respectively. In drawing their conclusions, the authors considered personality traits as behavior tendencies in unspecified situational contexts and leadership styles as behavioral tendencies in the leadership context. Formal recommendations for further research were not put forward.

Kotlyar, I., & Karakowsky, L. (2006). Leading conflict? Linkages between leader behaviors and group conflict. *Small Group Research, 37*(4), 377-403.

The purpose of this article was to present results of a study with the research question: What is the impact of leadership styles on group conflict? The researchers conducted a laboratory study looking at the connection between leader behaviors and levels of cognitive and affective conflict in decision-making groups. They focused on transformational, transactional and external behaviors in terms of their effect on two types of group conflict: task conflict and socio-emotional conflict. Their findings indicate that differences in leader behaviors can trigger different levels of cognitive and affective conflict among group members. The researchers assert and support the notion that transformational leadership has the greatest capacity to motivate group members to constructively debate ideas. Transformational leadership also showed “superiority” over transactional and external leader behaviors for igniting affective conflict among group members. The researchers recommend further studies aimed at refining the differences in the three leader behaviors and how they produce different group behaviors. They also recommend future research examining the consequences of

these findings for group outcomes and performance – namely through the quality of group decisions.

Leo, E., & Barton, L. (2006). Inclusion, diversity and leadership. *Educational Management Administration & Leadership*, 34(2), 167-180.

The purpose of the article was to examine leadership in a school struggling with inclusivity. It particularly examines senior leaders in a school and their effect on inclusion as it relates to leadership, teachers, students, teacher motivation and educational outcome. The background of the study was that the research was conducted at a large secondary school serves three of the poorest areas in Borough, England. The conceptual framework was simple definitions of the theories of leadership hide the multidimensional nature of leadership. The research questions were: What are leaders of the school doing to increase student achievement, but yet maintain their commitment to diversity and inclusion? How do leaders of the school deal with the pressures from short term testing and standards based curriculums? How do leaders conceptualize and operationalize diversity and inclusion? The major findings were that it is imperative the leadership to engage the entire school community. This community must be capable of using the structures for benefit, but also to think beyond them. This at best is a very difficult task for inclusion to be successful. The leadership must also value inclusion. The recommendations for research were to look at schools that were able to integrate systemic change and what was effective or how professional learning communities need to function to be successful.

McWilliam, E., & Perry, L. A. (2006). On being more accountable: The push and pull of risk in school leadership. *International Journal of Leadership in Education*, 9(2), 97-109.

The purpose of this article is to address the idea of risk as a reason for driving leadership practices in school and risk consciousness. The article outlines the conditions in which school leaders must practice their craft for better or worse. The background of this article is risk management is now everyone's business. Teachers, principals and other members of the district must guard against things from going wrong. The idea of risk management comes from business and is applied to schools as way to make schools accountable. It is a time when risk management is focused on the negatives. The conceptual framework of this article is the definition of risk, explanation of risk, history of the risk model, and the implications for schools. The research questions of this article are what is the reasoning behind risk management? How has this impacted schools and school responsibilities? What exactly is risk management? What does this mean for schools and education? The major findings of this article are schools are now driven by accountability and market forces that make it difficult to take risks and be creative in the educational environment. Since, schools are now quantifiable in terms of risk, analyzing test scores, render students safe, minimize waste, it is changing the face of learning. The consumerist nature of school systems impacts

solving problems that require long term solutions by the use of fads and fashions to meet accountability standards. The population of students has changed, considering the rise of mental illness, dysfunctional families, and the sexualization of children. These conditions make it difficult for teachers to address the needs of students without taking some risks. The recommendations for research of this article are, when school districts apply business models to how schools does this actually increase student learning when dealing with human subjects? As a result of short term solutions to problems, what is happening with how students are actually doing in school? Has the risk management model improved schools? Has the nature of learning changed in schools by placing value on particular subject performance rather than the focus being the growth of the child?

Meyers, B., Meyers, J., & Gelzheiser, L. (2001). Observing leadership roles in shared decision making: A preliminary analysis of three teams. *Journal of Educational & Psychological Consultation, 12(4), 277-312.*

The purpose of this study was to describe the leadership behaviors exhibited by principals, team leaders, and other team members such as teachers, parents, and students to facilitate the efforts of consultants who work closely with schools to effect change. Research questions include, how can researchers use direct observation to provide detailed descriptions of the ways in which principals and other leaders exercise leadership to establish a school vision, and what are the leadership behaviors displayed by shared decision-making team members other than the principal? The conceptual framework centers on a comparative study approach to examine the shared decision-making teams from three schools during the teams' first year of reform efforts seeking to clarify the principal's changing leadership role by contrasting specific leadership behaviors of the principal with the team leader and other team members. Major findings showed that comparisons of the three teams illustrate variability in efforts to implement shared decision making, suggested that facilitative power can promote effective implementation of shared decision making, illustrated role ambiguity and role conflict appeared to be related to the use of facilitative power and to be significant factors in the unfolding stories of these shared decision-making team, and involving parents in shared decision making can be difficult to accomplish. Future research includes studying individual differences among teams and relationships for variables such as facilitative power, shared leadership, and shared goals with team effectiveness. Also, future research is needed to determine whether these approaches to shared leadership consistently result in effective outcomes for shared decision-making teams.

Owen, P. S., & Demb, A. (2004). Change dynamics and leadership in technology implementation. *The Journal of Higher Education, 75(6), 636-666.*

This journal article endeavored to answer three questions: (a) what elements of current leadership models appear most salient in guiding large-scale technology implementation efforts (b) which factors affecting the change process seem most important to participants in the context of technology change, and how do they describe them and (c) what are the distinctive dynamics of change involving technology implementation? The article chronicled the technology vision and implementation for a community college with approximately 12,000 students. This institution embarked on a technology program that has spanned 15 years, at a cost of millions of dollars. The program has had its share of successes and failures but the element that stands out is the unwavering commitment on the part of leadership and the incorporation of the technology plan into every aspect of the college's mission statement. Faculty seemed to have the most difficulty with the change due to traditional views of pedagogy and the additional workload that using technology seemed to create. They were also not convinced that all the money and effort would actually result in measurable improvements in learning outcomes. Finally, six themes of change dynamics were coded and analyzed: turbulence, tension, planning, implementation, barriers and cultural change.

Paul, D. A. (2005). Higher education in competitive markets: Literature on organizational decline and turnaround. *The Journal of General Education*, 54(2), 106-138.

Purpose-This literature review identifies the role administrators play in developing meaning in public institutions and creates guidelines for choosing leaders within the cultures of different universities and colleges. **Background-**The community college system is a dynamic reflection of the roles that culture, power and politics play in an organization, due in part to their evolution from technical high schools or junior colleges, and their high percentage of minority and disadvantaged students. Leaders of these institutions traditionally served as k-12 or technical high school principals, holding a traditional view of leadership prior to their roles in the community college system. **Conceptual framework-**Seven retired community college presidents were given in-depth interviews, ranging from two to four hours each. The interviews were taped then follow-up discussions were conducted with some of the presidents through additional phone calls. Their speeches, archival data, and writings were also reviewed. All of the presidents were white males over 60 years of age who had spent the majority of their careers in the Northwest or Midwest. The research questions addressed are: (a) how did these former leaders construct their personal definition of themselves as community college presidents, (b) how did they identify their struggles in the new age of cultural relations, and (c) what wisdom can they offer contemporary leaders of higher education in general and of community colleges in particular. **Major findings-**While all the presidents interviewed had learned to lead under an authoritarian style of leadership, they recognized the need to balance their administrative style with the changes that social, cultural, economic and political pressures demanded. They considered this an ongoing quest, determined in large part by the various cultures of the institutions they served. They realized the

composition of faculty also changed during their tenure, with newer teachers not coming through the high school ranks and as a result, not automatically obedient to authority. These retired presidents used terms such as “energizing” and “healer,” as well as “inspiring” to describe the new dimensions they adopted in their administrative roles. Their advice to contemporary community college leaders is to articulate their own vision of leadership that supports, in particular, disenfranchised and marginalized students, faculty, and staff, and the community that supports them. Recommendations for research-Further research (particularly with presidents from culturally diverse backgrounds in other geographic areas) will help identify the most effective and predictive components of a leader’s cognitive map, as necessary for establishing a dynamic equilibrium for a community college.

Popper, M., Amit, K., Gal, R., Mishkal-Sinai, M., & Lisak, A. (2004). The capacity to lead: Major psychological differences between leaders and nonleaders. *Military Psychology, 16*(4), 245-263.

The purpose of this article was to describe a study examining the differences between leaders and non-leaders in a military context. Conceptual framework- The researchers based their study on the “trait approach” to leadership stating that a more refined version of this approach is now possible given conceptual and methodological progress in psychology since the early 20th century. The research question was: What are the major capacities required for leadership? They administered a series of questionnaires to 402 soldiers nearing the end of basic training. A sociometric questionnaire examined both peer and commander evaluations of the soldiers’ capacities to lead, and was used to classify each as a leader or non-leader. Their major findings include significant differences between leaders and non-leaders in all the variables defined by the study. They distill these findings into an argument that three types of psychological capacities are essential for leadership: (a) Self confidence, expressed and measured by internal locus of control, low level of trait anxiety, and self-efficacy, (b) proactive orientation, expressed by optimism, and (c) capacities required for prosocial relationships, expressed by secure attachment styles. They recommend future research in the direction of focusing on leaders’ personalities, and a general recognition of the desire of would-be leaders to actually become leaders as well as examinations of the developmental contexts that permit expressions of potential and motivation.

Pounder, J. S. (2006). Transformational classroom leadership: The fourth wave of teacher leadership? *Educational Management Administration & Leadership, 34*(4), 533-545.

The purpose of this article is to investigate teacher leaders and the waves of development of the teacher leader by adding a fourth concept. The fourth wave is transformational leadership uses transformational leadership theory to classroom practices. The background examines the waves of teacher leadership. The first

wave is within hierarchical contexts and was based on teacher function. The second wave place emphasis on the instructional dimension, but leadership was still seen within the organizational setting such as department chair or team leader. The third wave is the idea that in addition to teaching duties teacher should be given the opportunities to display leadership abilities. The major findings are that teachers that employ transformational leadership styles in the classroom are perceived as being exemplary teachers. There is evidence that transformational leadership provides satisfaction by those being led. There is also evidence that satisfaction of students leads many to be more motivated and be more productive. In addition there is preliminary evidence to suggest that more creativity and enhanced learning takes place in classrooms that employ transformational leadership. The major research questions are what are the waves of teacher leader theories? What does current research show leads to a possible fourth wave of teacher leadership? The conceptual framework is transformational leadership is a progression of leadership and leadership styles of teachers will impact classroom outcomes. The recommendations for research is can the classroom exist as a small social setting like the world. There also needs to be more work done in creating a firm link between teacher leadership and transformational leadership ideas. Thirdly, the notion of teacher leaders and transformational leadership can also be used in the university and school contexts to improve practices.

Priest, R. F., & Swain, J. E. (2002). Humor and its implications for leadership effectiveness. *Humor: International Journal of Humor Research*, 15(2), 169.

Purpose: Study examines the relationship between leader effectiveness and humor in two cadet samples at the United States Military Academy. Asked cadets to rank leaders for both leadership effectiveness and humor. Background: Authors state that such research is scarce. However existing research, though lacking in specificity to leadership, has found that: use of humor as a coping mechanism among military cadets is correlated with lower drop-out rates, cadet captains are generally perceived by their peers to have as much a reputation for humor as lower ranked seniors, leaders who lack a sense of humor might be more likely to be involved in military aircraft accidents. Authors claim this research establishes important use if humor by leaders and followers and demonstrates that lack of humor is related to ineffectiveness of leadership. Further cited research has found. Conceptual Framework: Use of humor has been shown to play key role in organizations for stress reduction, enhancing communication patterns, and motivating followers. However, authors admit that single categorical measure of humor is not reflective of the full range of humorous behaviors available to leaders. Therefore, the two studies presented here identify leaders at extremes of good and bad leadership (based on transformational leadership theory and charismatic leadership theory), and use multi-item measures of leader humor (based on styles of humorous conduct and Overall Sense of Humor Index established by Craik). Research Questions: Is effective leadership related to use of

humor by leaders? What is the effect of humorous conduct on leadership? More specifically, if a leader is perceived by followers to be humorous, then will he or she be a more effective leader than those not perceived as humorous? Major Findings: Warm humorous conduct was higher in good leaders than bad leaders. Organizational culture, in the military and elsewhere, supports the use of humor by leaders in appropriate ways. Recommendations for Research: Further research into the context for appropriate use of humor by leaders is indicated. And other research directed at discovering linkages between work group humor and group performance. A focus on humorous conduct of effective and ineffective task-oriented leaders compared to relationship-oriented leaders is indicated.

Pusser, B. (2003). Beyond Baldrige: Extending the political model of higher education organization and governance. *Educational Policy*, 1, 121.

Purpose-This journal article examines higher education research in an effort to understand the politics of postsecondary behavior and to evaluate the degree to which contemporary public universities can be seen as political institutions. **Background-**Political institutions are those entities that control significant public resources; that have the authority to allocate public costs and benefits; that implement policies with significant political salience, such as conditions of labor or standards of credentialing; and that stand as particularly visible sites of public contest. This study follows the historical and political climate at the University of California (UC), and the events leading up to their repeal of affirmative action policies in admission and employment practices in 1995. **Conceptual framework-**The Multidimensional Model (MDM) of organizational behavior was used to analyze more than 2,000 pages of documents from individual campuses, the UC office of the President and the UC Office of the Secretary of the Regents. Data was also collected on semi-structured interviews with actors central to the affirmative action contest. These included regents, UC system and campus leaders, state political leaders, student and staff representatives, alumni representatives to the Board of Regents, faculty senate representatives, community activists, and state coordinating board authorities. The research questions addressed are: (a) what instrumental political value does the UC have in broader state and national political contests, (b) to what extent does an exogenous university culture affect political contests over public university policy, and (c) to what extent to interest groups and actors who do not have significant representation shape the policy contest. The data collected for this case were coded for a number of key elements from Baldrige's (1971) interest-articulation framework, positive theoretical approaches to institutional structure and process, and state theoretical propositions. **Major findings-**As the institutional deliberation proceeded, the dynamic shifted from an internal review to a far more extensive and public challenge. In that view, the challenge to affirmative action at the institutional level was part of an effort to use the university as an instrument in a broader state and national political effort. The long-term structuring of the membership of the decision-making board, through gubernatorial appointment and legislative confirmation, emerged as a key element of the policy outcome.

And as student coalitions organized to preserve affirmative action, they expressed an increasing disenfranchisement from the board and the administration. The data from this case also support the utility of a state theoretical standpoint that conceptualizes public higher education institutions as sites of contest over the redress of historical inequities. Recommendations for research-Understanding the role of public higher education in broader state efforts to promote equity, and the political dynamics that shape the role of the state, will be central to understanding the future allocation of access, costs, and benefits of higher education.

Pusser, B., Slaughter, S., & Thomas, S. L. (2006). Playing the board game: An empirical analysis of university trustee and corporate board interlocks. *Journal of Higher Education*, 77(5), 747-775.

Purpose-This journal article is an empirical analysis focusing on trustee interlocks and the pattern of multiple board memberships held by individual trustees at the nation's top public and private research universities. **Background-**As institutions of higher education move more toward corporate models of organization, the role of a university's board of trustees plays an increasingly important role in the securing of funding, talents and corporate associations that improve the institution's position in the competitive marketplace. Consequently, the number and types of boards with which university trustees are affiliated provides a key window into sources of information, networks of legitimacy and authority, and normative understandings of effective institutional organization and behavior. One of the most frequently studied factors shaping corporate governance behavior is the director interlock, the case where individuals serve simultaneously as directors on more than one governing board. These interlocks are a significant mechanism for pursuing and stabilizing key resources for the organization and are essential to the board's performance in those roles. **Conceptual framework-**The article presents empirical documentation of the nature of board interlocks at 20 prominent research universities (10 public, 10 private) and explains some of the implications of these university-business relationships. The National Science Foundation's report of total institutional expenditure on federally financed research & development in fiscal year 2000 was used to identify the structural relationships of university boards overseeing the nation's leading research universities. Of central interest in this study was the number of university governing board members having concurrent membership on publicly traded corporate boards. Using EDGAR, a matrix was created to determine the names of 662 members of university governing boards and the 412 who had memberships on the boards of 338 publicly held corporations. The research questions addressed are: (a) are the governing boards of public and private institutions relatively equal in their level of interlock with publicly held corporations, (b) are the variety of business sectors of corporate interlocks similar, and (c) do the overlaps of board members serving on common corporate boards influence university compensation and corporate partnerships. **Major findings-**The ways in which interlocks shape institutional performance depend on the size of the board, whether it is a single campus or multi-campus board, the culture and history of the board, and the

appointment and confirmation process for trustees. Governing boards of public institutions differ greatly from their private counterparts in terms of size, number of interlocks, types of interlocks, appointments and corporate partnerships. Governing boards at private research universities are usually much larger, with far more interlocks to Fortune 1000 companies than their public counterparts. In addition, these interlocks were with “new-economy” firms: computer software and hardware, electronics, pharmaceuticals, etc. In the public sector, a disproportionate share of interlock ties went to firms with banking interests. Private boards were also likely to propagate these interlocks with new board appointments suggested by current board members, rather than the gubernatorial appointments that are common at public institutions. This connection to well-funded private enterprise enables more private universities to enjoy a competitive edge in terms of compensation packages for presidents and faculty, and corporate partnerships where an equity interest can be traded for intellectual property rights. Recommendations for research-Future research should turn attention to the broader institutional and political-economic dynamics that set the context in which networks of trustees shape institutional policies.

Robertson, J. M., & Webber, C. F. (2000). Cross-cultural leadership development. *International Journal of Leadership in Education*, 3(4), 315-330.

The purpose of this study is to address the much debated topic about the type of leader the educational profession needs for the future and how this leader needs to be prepared. This study uses a leadership development model to measure and cultivate participant’s understanding of common international educational issues. These participants were made up of graduate students from universities in Canada and New Zealand. The study uses the Boundary-Breaking Leadership development model as the conceptual framework. The framework was developed from a previous exploratory study that gathered information through a cross – cultural and cross - role electronic dialogue centered on change as leadership development. The data gathered promoted that learning could take place beyond the boundaries imposed by cultures, roles, institutions, economics, and nations. The study posed the following research question: Will this model provide an effective pedagogical framework to enhance graduate student learning experiences? The study used journals, field notes, personal reflections, surveys and course evaluations to deduct four major findings. The study used grounded theory and sorted the data into four categories of findings: the emotional experience of learning, the culture of critical inquiry, moving beyond self, and developing agencies; which are the desired outcomes of this conceptual framework. The study suggest that future research in this area could confirm that use the conceptual framework will develop critically inquiring leaders that may have more questions than answers, but understand that there should be more questions to ask.

Rubin, R. S., Bartels, L. K., & Bommer, W. H. (2002). Are leaders smarter or do they just seem that way? Exploring perceived intellectual competence and leadership emergence. *Social Behavior & Personality: An International Journal*, 30(2), 105.

This article presents a study hypothesizing that perceived intellectual competence would mediate the emergent leadership process. This research question is grounded in trait-based leadership theory and builds upon it by proffering a perceptual mechanism by which intelligence and self-monitoring combine to create a perception of intellectual competence and thereby influence the emergence of leadership and conferrence of leadership status in small groups. The researchers examined 347 university business students participating in leaderless small group discussions as part of an academic assessment center. Their findings indicate the hypothesis fits the data well and that perceptions of intellectual competence might be important for emergent leadership in small groups. They recommend further research which incorporates multiple kinds of intelligences (both perceived and objective) in its analysis, as well as using frameworks for general social skills and abilities in order to establish general leader prototypes more easily than using smaller train domains. They also recommend more research outside the university and laboratory settings in order to allow for greater generalizability.

Sellers, M. (2005). Moogle, Google, and garbage cans: The impact of technology on decision making. *International Journal of Leadership in Education*, 8(4), 365-374.

The purpose of this article is to understand the role of technology and should be part of a comprehensive strategy for the future of universities. The background of the study is decision makers make decisions daily that are dependent of and dependent upon computers. There is more information available in which to make a decision, and at a faster rate. This often requires decision makers to offer up solutions or answers quickly, incrementally, and intuitively. The major research question is does technology impact decision making because of the access to information, the quick pace at which it works, and the amount of information? The conceptual framework is the more expertise an administrator has as well as the belief in relevance of technology then it is in the “zone of acceptance.” This means to more apt the administrator is to make decisions about the use of technology and use it as an aid for making decisions. The major findings are there are many forces at work when administrators make decisions. Decision making has changed as a result of technology use. There are many stakeholders involved when administrators make decisions. Because of technology, sometimes these decisions are made quickly without adequate information. We need to keep in mind technology will not go away, it also will always remain neutral in the decision making process. The recommendations for research are technology has not made decisions easier, nor has it given power to those on the outside. It has however provided more opportunity for input.

Specifically, what impact has technology had on the workforce, particularly decision making? Does the limitation of the availability affect the way decisions are made or the results of the decision making process?

Simkins, T., Coldwell, M., Caillau, I., Finlayson, H., & Morgan, A. (2006). Coaching as an in-school leadership development strategy: Experiences from leading from the middle. *Journal of In-Service Education*, 32(3), 321-340.

The purpose of this journal article is to explore the effectiveness of mentoring and coaching by exploring a program used in England called Leading from the Middle. This program is the first of its kind utilizing a systematic and specific approach to mentoring and coaching. The conceptual framework used by the authors settles on a medium between two theoretical extremes: The first extreme supposes that coaching can be evaluated in two dimensions. The first dimension asks who is in charge which asks if the relationship is directive or non-directive. The second dimension looks into the activity's focus and whether it is to nurture or to challenge and stretch the individual. The other framework explains mentoring as a process. The research posed two evaluations to participants regarding leadership practices of the program Leading from the Middle. The findings revealed the expectations of the coaches in the program were higher than for those in more traditional roles resulting in ambiguity. Continuing research exploring the place of coaching in a school's reform strategy is the recommendation made by the authors.

Strang, K. D. (2007). Examining effective technology project leadership traits and behaviors. *Computers in Human Behavior*, 23(1), 424-462.

Purpose-This journal article explores project team leadership theory from the perspective of leader traits, roles and behaviors. Background-Existing literature fails to prove what effective global project managers actually do within the dynamic situational context of multiple competing demands. It is assumed these successful individuals possess complimentary yet independent leading and managing functions. Optimal leadership therefore, is a balance of behaviors and functions in complex combinations customized for the situation, in an optimal manner to address the needs of all stakeholders. Conceptual framework-Using contemporary and alternative trait-based leadership theories that focus on task/relationship orientations, emotional maturity, charisma and personality, theoretically sampled case studies were analyzed using several typologies to explore leadership behaviors and traits across leaders in different projects and organizations. Participant assessment and 360° peer reviews were triangulated with qualitative and quantitative statistical measures to test hypotheses and analyze correlation between leader skills, traits and behaviors across their projects. The research questions addressed are: (a) do effective project leaders use only core competencies linked to management science (contingency, situational and trait leadership), or do they practice alternative theoretical leadership and skill

principles such as personality-driven charisma and emotional maturity, (b) do project leaders adopt more managerial roles (directing, monitoring, etc) than leadership roles (facilitating, mentoring, etc.), without applying multiple managerial and leadership and role sets concurrently, and (c) does industry demand and lack of training favor a natural selection process toward those whom have a personal competency and personality combination that is conducive and complimentary to the project management role. Major findings-Effective project managers know their own traits and skills and cognitively balance these traits and behaviors according to the situation, taking into account all stakeholders. They also practiced different roles in several role sets, and exhibited behaviors in different combinations with their dominant personality traits, yet all accomplished deliverable production. Unique to the group were highly charismatic leaders, who possessed specific personality traits that had profound effects on followers. The study concluded effective project leadership behaviors and skills can be learned, improved and applied at any level in the organization or community. Recommendations for research-The study should serve as a catalyst for continues and broader reflective leadership research using case methods and hypothesis replication with study constructs.

Stricker, L. J., & Rock, D. A. (1998). Assessing leadership potential with a biographical measure of personality traits. *International Journal of Selection & Assessment*, 6(3), 164.

The purpose of this article was to present a study designed to demonstrate the feasibility of biographical inventories to assess personality traits predictive of leadership. The conceptual framework used by the researchers is trait-based leadership as they looked specifically at dominance, emotional stability, need for achievement, self-confidence, and sociability among a group of incoming midshipmen at the U.S. Naval Academy. They used an experimental inventory to scale these traits and then attempted to validate them using subsequent peer ratings of the same traits and of leadership in general, performance grades, rank and leadership position, and recommendations for promotion after graduating. Their findings indicate convergent and discriminant validity for the traits of dominance, need for achievement, and sociability. All of the scales except self-confidence correlated with leadership criteria set through peer ratings. Additionally, results from peer ratings indicate that sociability may be the strongest measure of assessing leadership potential. The researchers indicate the need for their conclusions to be explored for generalizability to other contexts in the Nave and elsewhere. They also emphasize the role of demographic and psychological constructs in the development a biographical measures in such studies

Woods, P., & Woods, G. (2004). Modernizing leadership through private participation: A marriage of inconvenience with public ethos? *Journal of Education Policy*, 19(6), 643-672.

The purpose of this article is to research the leadership of a private company running school support services for a local education authority in England. The study used interviews with senior management and data gathered in a case study. The conceptual framework is multifaceted: (a) leadership in education must be modernized, (b) distributive transformation is necessary for all members to be committed to the achieving the vision and goals, (c) organizational identity is important for members to be loyally committed, (d) technical excellence, apparent in skills and qualities, is needed to achieve the goals through constant improvement, (e) performance accountability is achieved through measurable and manageable outcomes, and (e) recognizing the complexity of traditional public ethos capable of undermining, adapting to or embracing change. Two questions were posed by the researchers. What evidence is found in modernizing leadership amongst the senior leaders' descriptions of the changes due to outsourcing? To what extent is the traditional public ethos sustained and how is it interpreted with modernization? Findings proposed an adaptive public service model of leadership as a style of leadership resulting from the attempt to modernize while maintaining traditional public ethos. It is a collective approach focusing on transformation and is not proposed as one to emulate. Rather it is a model used to explain the mode of leadership developed in this particular location. Further research is needed to investigate the degree to which the adaptive public service model is apparent in other contexts.

Yielder, J., & Codling, A. (2004). Management and leadership in the contemporary university. *Journal of Higher Education Policy & Management*, 26(3), 315-328.

Purpose-This journal article proposes a model of leadership within tertiary education based on research into expertise and institutional distinctiveness. **Background-**Changes in higher education have created the need for different types of leadership models, depending on the type of institution. In traditional tertiary institutions, changes in funding sources, institutional accountability, and central bureaucratic intervention have created an environment where traditional academic leadership has been challenged to become more managerial in its administration. These institutions fear changes will bring a loss of distinctiveness. In contrast, institutions that have been traditionally polytechnic (vocational) have historically run as businesses, with a managerial administration model. Polytechnic institutions are becoming more popular due to legitimate academic programs and as a result need to become more academic in their leadership. **Conceptual framework-**The article proposes a bended framework of both academic and managerial styles, based on the role leadership assumes. If a position demands a leader be “an” authority, the position is considered academic. A person “in” authority has a more managerial focus. The framework was applied at the Unitec Institute of Technology, a polytechnic institution in New Zealand. The research questions addressed are: (a) have changes in the nature of accountabilities and

funding in higher education created dysfunctional leadership practices, and (b) can leadership positions be identified by type of authority held and a blended framework applied that will make both tertiary and polytechnic institutions efficient, while retaining their distinctive identity and creating a defined career path for both types of leaders. Major findings-The study found that when there was an establishment of role clarity between academic leaders and managers, the roles complimented each other and created a more defined career path for each. Recommendations for research-The study focused on one polytechnic university. Applying the framework to different types of institutions, of different sizes, should be completed before drawing definitive conclusions.

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255-316.

The purpose of this article is to summarize findings from a comprehensive review of the teacher leadership literature, as well as to address the absence of conceptual frameworks for guiding program development and evaluation. This literature search encompassed 100 sources from 1980 to the present in which "teacher leadership" was identified as a key term, as well as literature on shared decision making and teacher professionalism when such sources addressed roles and responsibilities of teachers beyond classroom instruction. Forty-one of the sources reviewed were studies or reviews of studies and 14 were grounded in theory. There were seven research questions that guided their review: (1) Why focus on teacher leadership? (2) How is teacher leadership defined? (3) What do teacher leaders do? (4) Who are teacher leaders? (5) What conditions influence teacher leadership? (6) How are teacher leaders prepared to lead? (7) What are the effects of teacher leadership? The conceptual framework that resulted from this literature search suggests a theory of action for teacher leadership with seven major components. The first three serve as the foundation upon which teacher leadership is possible including the characteristics of teacher leaders, the type of leadership work engaged in by teacher leaders, and the conditions that support the work of teacher leaders. The next three components suggest the path by which teachers lead to affect student learning identifying the means by which teachers lead, the targets of their leadership influence, and the intermediary outcomes of changes in teaching and learning practices. Student learning, the seventh component, completes the theory of action. One of the major findings from the search is that the empirical body of literature has several major limitations. Studies are largely qualitative, small-scale case study designs that employ convenience samples and self-report methodologies, mostly interviews and some surveys. Few of the studies are theoretical. The range of teacher leadership contexts, role expectations, and structures addressed in the totality of this literature is quite broad, rendering comparison of findings difficult. The conclusion is that the concept of teacher leadership has not been clearly or consistently defined. The most basic implications for future research in the domain of teacher leadership are to clearly articulate the research questions that

guide such inquiry and to clearly define the targeted context of teacher leadership practice, including how and why the focus on teacher leadership emerged in the setting, how principals were involved in the teacher leadership process, how the work of teacher leaders was situated, and the specific improvement focus of the leadership. Given the largely atheoretical nature of the extant teacher leadership research, another major implication is to ground future research in existing relevant theory to the extent possible. Particularly important would be research focused on describing and examining the paths of leadership influence on student learning, on changing school cultures and structures to support teacher leadership, on creating more collaborative and shared means of leadership for improvement, and on developing or modifying preservice and in-service programs that prepare and support principals and teachers in the work of shared leadership.