3.0 Introduction

The purpose of all research is ultimately to have an impact on ideas/opinions and influence action through the generation of knowledge and understanding. Research always involves researchers in positioning their work socio-politically and engaging in communicative dialogues. With a view to be engaged in such communicative dialogues the researcher reviewed the related literature.

3.1 Importance of Reviewing Related Literature

Review of related literature is a critical look at the existing research that is significant to the work that a researcher is carrying out. The review of related literature provides researchers with a background for understanding current knowledge on a topic and illuminates the significance for a new study. A researcher summarises relevant researches, shows relationships between different works and shows how it relates to his/ her work. It provides the content for the research by looking at what work has already been done in the particular areas. Reviewing related literature helps the researcher to make a flow chart of the development of his/her thinking since the inception of one’s research work.
3.2 Details of Reviewing

The researcher has reviewed several Indian and Western research works related to leadership and life writings. There are reviews of books and articles related with the topic. The reviews have been categorized into the following parts.

(1) Reviews of past researches

(2) Reviews based on books

(3) Reviews of articles

3.3 Reviews of Past Researches

1. Deota, N.P. (1990) presented *A study of the characteristics of effective leadership behaviour of secondary school principals*. Sixty Principals and 300 teachers of secondary school from the whole of South Gujarat were selected through purposive sampling procedure. The findings showed that there was a positive co-relation between administrative behavior and leadership behavior. It was concluded that values are needed for creating and nurturing healthy atmosphere. Case studies had revealed that the situation related and reality based leadership was the best type of leadership.

2. Nanda, A.R.(1992) presented *A study of the leadership behaviour of primary school headmaster of Cuttack city*. The sample for the present study consisted of 30 primary schools in Cuttack city including 30 heads of primary schools and 189 teachers. The leadership behaviour description questionnaire of Halpin and Craft was used to collect the data. The findings revealed that out of 30 heads of primary schools in Cuttack city only 10 heads were most effective. The heads of four
primary schools were found to show more consideration behaviour and less initiating behaviours which was not desirable for a leader. The heads of schools were not efficient in initiating structure and in consideration. There was no significant difference between the leadership of male and female heads. Age and length of experience were not contributing factors in leadership behaviour amongst the heads of primary schools. There was no significant difference in leadership between the heads of primary schools controlled by Municipality and those by the District Inspector of schools.

3. Dhillon Sukhjeet (1991) critically presented *A study of the relationship among leadership behaviour organizational climate and demographic characteristics in physical education institutions in Punjab, Haryana and Delhi*. The sample comprised 143 administrators and faculty members. It was found that the administrators were attaining the organizational goals with the help of factory members by initiating actions and getting things done by defining and structuring their roles having mutual trust for each other’s ideas and consideration for feelings. The faculty members had friendly social relations. They were more satisfied with their job. The administrators older in age exhibited higher initiating ability and consideration. The workload was well planned and they directed the situation in an efficient way as compared to the younger administrators. It was also concluded that significant differences of leadership behaviour and organizational climate existed between the administrators of urban and rural backgrounds.
4. Savadamuthu, T. (1988) examined *Leadership behaviour and teacher morale of secondary school teachers*. The sample of the study consisted of 200 teachers from the secondary schools in Anna District. The LBDQ of Halpin & Craft and the Teacher Morale Inventory of Dekhtawala were used to collect the data. The major findings showed that although the higher secondary school teachers possessed both types of leadership behaviours initiating structure and consideration they did not reveal any distinct type of leadership behavior. The leadership behaviour of the secondary teachers was not related to their morale. Female teachers and more experienced teachers revealed higher leadership behaviour.

5. Sharma, Sudha (1982) presented *A study of the leadership behaviour of headmasters vis-a-vis the school climate*. Sixty junior high schools of both sexes situated in Agra district were included in the study. The major findings show that five types of school climate i.e. open, autonomous, familiar, controlled and parental climate were found in three HSS of Agra. No significant difference was found on the basis of sex (B and G), locality (R and U) and management (G and P). The leadership behaviour of the headmasters of the JHs was significant on the basis of sex. A significant difference was found among open, controlled, familiar and parental type of school climates on the leadership behavior. A better achievement was found in the case of the familiar climate school though they did not show a positive relationship with leadership behaviour.

6. Jayajothi, K.V. (1992) critically examined *Organizational climate and leadership behaviour of principals in relation to teacher morale in central*
schools. The sample consisted of 308 post graduate teachers teaching in classes VI to XII. The study concluded that the central schools of the Madras region differed in their climate experience and age did not discriminate the perception of school climate, teacher morale and leadership behaviour. The open climate related best to the perception of leadership behaviour of principals by the teachers and the autonomous climate had a better perception about the leadership and teacher morale. It also concluded that sex was not a discriminator of perception of school climate. Leadership differed with climate.

7. Dhulia, Usha (1989) studied Administrative styles, job satisfaction of teachers and institutional perception of students as related to school climate”. Major findings of the study indicated that the highest agreement was seen with the democratic style as well as the laissez-faire style whereas the lowest agreement was seen with the autocratic style. Hence the democratic style and the laissez-faire style can be located at the positive points and the autocratic style at the negative points of administrative style.

8. Fernandez, M.S. (1990) explored the influence of psychological factors like the headmaster's ego, basic assumptions about the motivation for work on the part of teachers and the organizational climate on the headmaster's sharing and shouderling of administrative responsibilities. The findings indicated that the pattern of distribution of grades of human relation in terms of the relative was not normal. It was much skewed. A higher score on sharing practice was associated with a higher score on intrinsic work motivation. Sharing practice and cognitive style of thinking were not related. Sharing practice and ego states were not related.
Sharing practice was related to the following dimensions of organizational climate-disengagement, hindrance, intimacy behaviour of teachers, aloofness, trust and consideration behavior of heads of schools.

9. **Manu Patrick (1992)** identified non-potential leaders as related to cognitive and affective styles among plus 2 students. It also studied the nature of personality factors that differentiate leadership. Major findings of the study suggested that a significantly high correlation was obtained between cognitive style counts and leadership potential scores. Potential leaders were warm hearted, emotionally stable assertive, enthusiastic, conscientious, adventurous and controlled. Potential non-leaders were reserved, obedient, sober, indifferent to rules, shy and uncontrolled. No significant differences existed between potential and non-potential leaders in intelligence, tough mindedness, excitability, zeal and self-sufficiency. Leadership potential was in a way related to various constructs of interests including administrative, mechanical, persuasive and scientific interest.

10. **Sharma, S.N (1989)** studied *Management techniques in educational administration with special reference to colleges situated in and around Delhi.*

In most of the colleges under study the principals possessed good academic record and teaching experience. All the colleges were satisfied with the courses which had been prescribed by the respective universities. In none of the colleges new and innovative teaching methods were being practiced. Out of 16 colleges, selected teachers’ performances were reviewed annually only in 10 colleges while in other it was not. Shortage of funds hampered academic programmes.
11. Meredith I. Honig (2012) in his research on District Central Office Leadership as Teaching: How Central Office Administrators Support Principals' Development as Instructional Leaders presented findings from an in-depth comparative case study of the work practices of executive-level central office staff in three districts dedicated to providing instructional leadership support to principals. **Research Design:** The conceptual framework drawn from sociocultural and cognitive learning theories identified practices that deepen professional practice in authentic work settings. Data came from 283 interviews and approximately 265 observation hours and 200 documents. **Findings:** Departing from other studies that do not empirically elaborate central office work practices or that call generally for central office leadership, this analysis identified specific practices of central office administrators consistent with helping principals learn to strengthen their instructional leadership. These practices anchor a conception of central office staff in these roles as teachers of principals’ instructional leadership. Key mediators of their work included their own conceptions of their roles and their opportunities to consult with colleagues, among other conditions. **Conclusions:** Advancing such work in practice and building knowledge about it in research will require significant shifts throughout school district systems and new approaches to the study of educational leadership.

12. Craig Peck and Ulrich C. Reitzug in How Existing Business Management Concepts Become School Leadership Fashions examined the history of three management concepts that originated in the business sector and progressed to the K-12 education sector. **Framework:** It proposed a new conceptual model intended
to help illuminate how ideas and strategies originally created for business leadership gain influence in the realm of K-12 school leadership. It built upon existing research into the history of educational reform and relevant studies of organizational management fads and fashions. Methods: It focused on three business management concepts that emerged in the past four decades as school leadership fashions: Management by Objectives, Total Quality Management, and Turn around. It analyzed relevant data by mapping lines of business management influence on school leadership, tabulating fashion-related document appearances in the Educational Resources Information Center (ERIC) database, and charting the appearance of business-inspired fashions in consecutive editions of prominent educational leadership textbooks. Findings: An existing business management concept, after a time lag, crosses borders from business to education. Various stakeholders serve as fashion setters who help the incipient innovation become an influential, attention-grabbing school management fashion that receives broad but fleeting attention in K-12 education before fading away as a discarded reform. Over the last four decades, this cyclical process has served as an accumulating fashion trend in which existing (and possibly outdated) business management techniques are routinely positioned as promising, innovative K-12 educational solutions. Implications: It concluded by offering thoughts on implications and suggestions for future study, including asking whether “locally sourced” management innovation can and should exist in K-12 school leadership.

13. Gail Furman, Washington State University, Spokane, WA, USA in his study on Social Justice Leadership as Praxis: Developing Capacities Through
Preparation Programmes proposed a conceptual framework for social justice leadership as praxis and to explore the implications of this framework for leadership preparation programmes. Conceptual Argument: The conceptual framework for social justice leadership is grounded in a review of literature and organized around three central concepts. First, leadership for social justice is conceived as a praxis, involving both reflection and action. Second, leadership for social justice spans several dimensions, which serve as arenas for this praxis. These dimensions include the personal, interpersonal, communal, systemic, and ecological. Third, each dimension within the framework requires the development of capacities on the part of the leader, capacities for both reflection and action. The author argues that the central purpose of leadership preparation programs is to develop these capacities in aspiring school leaders. Implications: At present, the literature on social justice leadership and most preparation programs address some of the capacities for social justice leadership well (e.g., critical consciousness about social justice issues) but others poorly or not at all (e.g., the actual skills needed for leadership praxis). The praxis framework proposed in this article facilitates a more detailed and comprehensive analysis of the capacities needed by contemporary school leaders working for social justice and therefore how preparation programs might be designed and delivered.

14. Karen M. Jackson & Christine Marriott, The University of Utah USA in their study on The Interaction of Principal and Teacher Instructional Influence as a Measure of Leadership as an Organizational Quality presented the design and test of a measure of school leadership as an organizational quality through the
interaction of principal and teacher instructional influence. The Organizational Leadership Model hypothesized four distinct conditions of school leadership, and the analysis investigates the relationship between teacher, principal, and school outcomes; school descriptors; and a school’s category in the Organizational Leadership Model. **Theoretical Orientation:** Ogawa and Bossert’s conception of leadership as an organizational quality serves as the theoretical foundation of this study, along with contemporary theories of distributed leadership, influence as leadership, and measurement of leadership. **Data Source:** The sample consists of 7,950 schools, their principals, and a random sample of teachers from each school. The school is the primary unit of analysis. **Analysis:** This study is conducted in two phases. In Phase 1, the Organizational Leadership Model (OLM) is tested for its ability to discriminate between teacher, principal, and school outcomes through a series of one-way ANOVA models. In Phase 2, a series of weighted ordered logic models explores the predictive power of school descriptors in determining the OLM category of schools. **Findings:** The analysis found evidence that the Organizational Leadership Model is a robust measure of leadership as an organizational quality that effectively captures differences in school leadership contexts at the level of principals’ and teachers’ perceptions of their influence that precede task-oriented behaviors. Additionally, the study highlights the troubling relationship between schools serving high-need populations and those typified by low levels of school leadership. **Implications for Research and Practice:** The article identified several avenues for future research to extend inquiry on the potential of the Organizational Leadership Model to develop additional nuance in discriminating between relationships among school contexts, leadership
conditions, and teacher, principal, and school outcomes. The article further urges those implicit in maintaining the status quo of poor leadership accountability in schools, including those in the research community, to seek interventions at the level of principal and teacher perceptions of and professional standards for their practice.

15. Kenneth Leithwood & Jingping Sun, *University of Toronto, Canada* in their study on *The Nature and Effects of Transformational School Leadership: A Meta-Analytic Review of Unpublished Research* using meta-analytic review techniques, synthesized the results of 79 unpublished studies about the nature of transformational school leadership (TSL) and its impact on the school organization, teachers, and students. This corpus of research associates TSL with 11 specific leadership practices. These practices, as a whole, have moderate positive effects on a wide range of consequential school conditions. They also had moderately strong and positive effects on individual teachers’ internal states, followed by their influence on teacher behaviours and collective teachers’ internal states. TSL had small but significant positive effects on student achievement. 

**Research Design:** This synthesis of unpublished research results is accomplished by a systematic series of meta-correlations and was compared with the results of earlier systematic reviews of published TSL research. **Findings:** Among the conclusions arising from the study was that several of the most widely advocated models of effective educational leadership actually include many of the same practices. **Conclusions:** More attention by researchers, practitioners, and
researchers needs to be devoted to the impact of specific leadership practices and less to leadership models.

16 Moosung Lee, Philip Hallinger & Allan Walker, Hong Kong Institute of Education, Hong Kong in their study on A Distributed Perspective on Instructional Leadership in International Baccalaureate (IB) Schools provided a better understanding of how instructional leadership responsibilities are distributed in International Baccalaureate (IB) schools in East Asia. Research Design: Case studies were conducted in five international schools located in Thailand, Vietnam, Hong Kong, and China. These schools were selected on the basis of location in East Asia, the offering of the full continuum of the IB’s three programs, and evidence of prior academic success. In total, 68 teachers and administrators and 25 students were interviewed. Qualitative analysis of the interview data was conducted using pattern coding. Findings: Three broad instructional leadership practices were identified: curriculum articulation, cross-program activities, and strategic staffing. These appeared to enhance curriculum consistency and coherence across the three IB programs, a problem that had been identified in full-continuum IB schools. The qualitative data suggested that distributed instructional leadership forged and sustained professional interactions among staff across programs and organizational units. Conclusions: IB schools globally are often structurally separated into two or three organizational units (e.g., primary, middle, high school). These units operate IB programs that, despite their common origin and international philosophy, employ distinct pedagogical and curricular approaches. The findings reinforce the importance of acting
intentionally to distribute responsibilities for instructional leadership widely throughout the school. They also support the assertion that international schools offer a unique and fruitful context for studying distributed instructional leadership.

17. James Sebastian & Elaine Allensworth, University of Chicago, Chicago, IL, USA in their study on The Influence of Principal Leadership on Classroom Instruction and Student Learning: A Study of Mediated Pathways to Learning examined the influence of principal leadership in high schools on classroom instruction and student achievement through key organizational factors, including professional capacity, parent–community ties, and the school’s learning climate. It identified paths through which leadership explains differences in achievement and instruction between schools and differences in instruction among teachers within the same school. Research Design: Multilevel structural equation modeling was used to examine the relationships among principal leadership, school organizational structures, classroom instruction, and student grades and test gains on ACT’s Education Planning and Assessment System. Measures of principal leadership and school organizational structures were collected from teacher surveys administered to all high school teachers in Chicago Public Schools in the 2006–2007 school years. Findings: Within schools, variation in classroom instruction is associated with principal leadership through multiple pathways, the strongest of which is the quality of professional development and coherence of programs. Between schools, differences in instruction and student achievement are associated with principal leadership only via the learning climate. This
suggests that in high schools, establishing a safe, college-focused climate may be the most important leadership function for promoting achievement school wide.

18. Gerdyten Bruggencate, Hans Luyten, Jaap Scheerens, Peter Sleegers,
University of Twente, Enschede, Netherlands, in their study on *Modeling the Influence of School Leaders on Student Achievement: How Can School Leaders Make a Difference* examined the means by which principals achieve an impact on student achievement. **Research Design:** Through the application of structural equation modeling, a mediated-effects model for school leadership was tested, using data from 97 secondary schools in the Netherlands. **Findings:** The results showed a small positive effect of school leadership on the mean promotion rate in schools, mediated by a development-oriented school organization and favorable classroom practices. The promotion rate may be considered as a measure of efficiency. No indications of direct positive effects of school leader activities on student achievement were found. This might be the result of the relatively small differences in overall student achievement and school leader behavior between the schools studied. **Conclusions:** The results underlined the important role school leaders play in school effectiveness and offer valuable insight in how school leaders actually can make a difference. School leaders were found to have a strong influence on development orientation in schools, which shows similarities with the idea of the “learning organization.” This study points to the importance of school context. The results show that contextual variables have considerable effects on several variables in the model.
19. Lynne G. Perez et al, San Diego State University, CA, USA, in their study on Foregrounding Fieldwork in Leadership Preparation: The Transformative Capacity of Authentic Inquiry followed leadership candidates through the first phase of a comprehensive effort to reform master’s level principal preparation at a large, urban California university. The reforms placed an 18 months field experience at the center of candidates’ preparation. Researchers sought to capture the changes over time in candidates’ beliefs about school leadership, commitment to the work of school leadership, knowledge of leadership practices that support improved teaching and learning, and capacity to apply those practices. The results revealed marked changes in the majority of candidates’ understandings of school leadership. They came to see the work as complex, with all aspects interrelated. They developed deeper recognition of the leader’s role in fostering trust and relationships, encouraging collaboration, and building leadership capacity within schools. They conceptualized data as powerful evidence to stimulate urgency for change, and they articulated greater confidence as leaders and change agents. Finally, candidates demonstrated increased understanding of, and ability to enact. Specific leadership practices aimed at improving learning results for students in their schools.

20. Joyce L. Epstein et al, Johns Hopkins University, in their study on Effects of District and School Leaders on the Quality of School Programs of Family and Community Involvement tested key constructs of sociocultural and organizational learning theories with quantitative methods to better understand the nature and impact of district and school leadership and actions on the quality of programs of
family and community involvement. **Research Design:** Survey data from a nested sample of 24 districts and 407 schools were used to measure theoretical constructs of district assistance to schools and shared work on partnership program development. Hierarchical Linear Modeling (HLM) analyses explored the independent and simultaneous contributions of district leadership and school teamwork on the implementation of basic structures and advanced outreach in partnership programs. Also, gap analyses compared supplementary data from 220 schools that had consistent district leadership for 3 years to 106 schools without this support. **Findings:** HLM analyses showed that principals’ support for family and community involvement and schools’ reports of district assistance contribute significantly to schools’ basic program implementation and to advanced outreach to involve all families in their children’s education. Over and above school measures, district leaders’ direct facilitation contributes to the quality of the school programs. Gap analyses indicate that schools with consistent district leadership take more basic and advanced actions to establish and improve their partnership programs. **Conclusions:** This study with a large sample of districts and schools, appropriate quantitative methods, and a content focus on partnerships provided strong empirical support for the importance of sociocultural and organizational theories in studying school improvement. Implications for improving district and school policy and practice are discussed.

21. W. H. Adriaan Hofman, Roelande H. Hofman *Erasmus University Rotterdam, Rotterdam, Netherlands* in their study of *Effective Management Configurations in General and Vocational Education in the Netherlands* focused on different
(configurations of) leadership or management styles in schools for general and vocational education. **Findings:** Using multilevel (students and schools) analyses, strong differences in effective management styles between schools with different student populations were observed. **Conclusions:** The authors presented a description of relevant management factors in different educational contexts.

22. **Mohammed Sani Ibrahim and Siti Junaidah Mohd Mujir** Faculty of Education, University of Malaya, Malaysia, 2012 in their study on **Impact of Malaysian polytechnics’ head of department multi-dimensional leadership orientation towards lecturers work commitment** examined if the multi-dimensional leadership orientation of the heads of departments in Malaysian polytechnics affects their leadership effectiveness and the lecturers’ commitment to work as perceived by the lecturers. The departmental heads’ leadership orientation was determined by five leadership dimensions adapted from Bolman and Deal’s leadership frame and Sergiovanni’s leadership model. A total of 917 respondents comprise polytechnic’s lecturers and department heads, participated in this study. Hierarchical linear modeling was used to determine the department head’s multi-dimensional leadership effect on their perceived leadership effectiveness and lecturers work commitment. Significant positive relations were found between human resource and cultural frames and lecturers’ commitment to polytechnics and profession. However, department heads’ leadership frames showed no significant positive relationship towards lecturers’ commitment to students. In addition, the relationship between department heads leadership orientation and lecturers work commitment was influenced by the department heads’ leadership effectiveness as perceived by the lecturers.
23. Robert Marzano, Timothy Waters and Brian McNulty in *School Leadership that Works* researched school leadership theories and practices across 35 years, and summarizes the findings into a useful tool for leaders to utilize in determining which practices make the most impact on a school. The research method used by the authors is called Meta-Analysis, which allows the researcher to take all of the available literature and run it through a statistical analysis to determine the practices delivering the highest degree of impact throughout all of the studies. The comprehensive list compiled by Marzano, Waters, and McNulty identifies 21 responsibilities and their correlations with student achievement. The authors carefully defined each correlate and then made recommendations.

24. James Prewitt (2012) in his study on *International Leadership Competency Development in Multicultural Organizations* explored what global leadership is and how managers can develop the leadership skills needed in a dynamic and global environment. This examination of global leadership provides a foundation for developing leader effectiveness in a global and diverse organizational environment. The emphasis was on leadership in formal, global and diverse organizations and the leadership principles that can be practiced, applied and concluded with some guiding principles from the literature. By combining many of the concepts, including women as leaders, into a new framework or model, insights can be offered into successful leadership. This model would need to be based on three very important areas that are endemic to leadership. Those areas are competence, character, and community.
25. A. Harris, University of Warwick, Coventry, UK, (2010) in Teacher Leadership and Organizational Development presented findings from the empirical evidence exploring both the ways in which teacher leadership can influence school and teacher development, and what in-school factors can help or hinder the development of teacher leadership in schools. The research showed that a range of conditions need to be in place in schools for teacher leadership to be successful, including a culture of trust and support, structures that support teacher leadership with the head usually being the originator of teacher leadership, and engagement in innovative forms of professional development.

26. Kokila Roy Katyal, Colin W. Evers (2005) Faculty of Education, The University of Hong Kong in Teacher leadership and autonomous student learning: Adjusting to the new realities focused on a most significant domain of inner power of teachers’ lives, their leadership on student learning. Traditional conceptions of teacher leadership owe much to the presumption of a classroom, or a formally designated site, where teacher instructed learning takes place. However, the rise of the internet, with its ready availability of information has resulted in a shift towards much greater autonomy in student learning. The study reported here explored the perceptions of students, teachers, and parents about this shift to teacher-less learning, and the consequences it has for how we are to understand teacher leadership, especially where it concerns student engagement and participation in school. It also explored the efforts teachers themselves have made to understand their role amid these new realities.
27. Jacqueline A. Gilbert, Norma Carr-Ruffino, John M. Ivancevich & Robert Konopaske in their study on *Toxic Versus Cooperative Behaviours at Work: The Role of Organizational Culture and Leadership in Creating Community-Centered Organizations*, highlighted the literal toxicity spewing from companies such as BP (oil spill), Hillandale Farms (salmonella poisoning), and W.R. Grace (vermiculite/asbestos poisoning). These incidents bring to mind an earlier rash of visible and high profile executives from such companies as Enron, WorldCom, and Tyco, who made headlines because of their self-centered, covetous, and irresponsible behavior towards shareholders and employees. Scholars suggest that such toxic behavior on the part of organizational leaders and managers exerts a negative impact on employee and firm productivity. In this paper, they defined the concept of a toxic workplace and discuss what factors contribute to its development. When leaders in organizations routinely display toxicity toward their employees (exhibited through excessive employee monitoring, micro-management, and politically-motivated performance appraisals), the outcomes will be radically different than from organizations in which community or collaboration is practiced. It is argued that managers and leaders should attempt to reduce the amount of toxic influence within their organizations while consciously attempting to cultivate a community-centered organizational culture. Several testable propositions were developed that explored how these two contrasting organizational models may influence important human resource and organizational outcomes. It is concluded with a discussion of community-centered organizations and provide suggestions on how to test a sample of the propositions with future research.
28. Laura Erskine in her study on *Defining Relational Distance for Today's Leaders* explored the work relationships, and thus, the experiences of work itself, are affected by perceptions of distance. Distance influences leader-follower relationships, which in turn have been shown to impact many organizational outcomes (Bass, 1990; Lowe, Kroeck, & Sivasubramaniam, 1996; Northhouse, 2001). In this study, a literature review across five different scholarly fields provides theoretical arguments for three related dimensions of relational distance. Relational distance is the perception that distance between leaders and followers occurs in three interrelated dimensions: structural, status, and psychological. The dimensionality of relational distance is contextualized with quotes from employees experiencing various types of distance. The multidimensionality of relational distance reveals a fertile ground for future leadership research.

29. Annick Janson, New Zealand Leadership Institute, New Zealand, in the study on *Extracting Leadership Knowledge from Formative Experiences* presented leadership formative experiences (LFEs) which make a high impact on leaders resulting in learning relevant to their leadership. This intervention was designed to capture LFEs through bi-focal lenses of leadership research (explore the process by which leaders build and share knowledge) and development (raise participants' awareness of self and others to shape effective leadership interventions). Senior leaders participating on a leadership development programme recounted LFEs in peer groups to surface their learning. Most LFEs occurred in adulthood (76%) identifying 'self-improvement' (40%), 'coping with struggle'(33%), 'personal relationship/role model' (13%) and 'parental/symbolic relationship' (5%)
sensemaking categories. Only 8 per cent addressed a 'natural process'supporting a
'born leader' view and 1 per cent involved identification with a cause. Experiences
powered 'from within' in pursuit of self-development were more effective in
extracting lessons from LFEs than where learning occurred through coping with
adversity. The research details LFE impact located in the social construction
process embedded in micro-interactions of leaders with those they help develop.

30. Jan Shaw, University of Sydney in the study on *Papering the Cracks with
Discourse: The Narrative Identity of the Authentic Leader* examined the use of
narrative as an exploratory mechanism in the search for authenticity and the
authentic self. Authentic leadership has been described as ‘the root construct
underlying all positive forms of leadership and its development’ Authentic
leadership revolves around the somewhat cliché idea of ‘being true to the self’,
or more precisely, ‘being true to one’s core beliefs and values and exhibiting
authentic behaviour’. Authenticity ‘involves ‘owning’ who one truly is’ But who
is one ‘truly’? What constitutes this true self? Narrative theory has been invoked
to explore this question of identity. It argues that the current methodologies have a
tendency to replicate existing paradigms rather than discover new possibilities.
This article then proposes an alternative perspective on narrative based on the
work of Adriana Cavarero, offering a new configuration of what constitutes the
self, including recognition of the unique existent and an acknowledgement of the
distance between the existent and narrative identity. In conclusion, this article
presents some implications and possibilities for further leadership research.
31. Carole Elliott & Valerie Stead, Lancaster University, UK, in their study on *Learning from Leading Women's Experience: Towards a Sociological Understanding* explored biases stating that conceptions of leadership draw largely on the leadership experiences of a limited population, and of those in a restricted range of organizational settings. This article begins to address some of these biases by examining the experiences of six leading women in differing sectors. In researching the 'how' of leadership, there emerges a web of four inter-related factors that connects these leaders to their community and that plays a foundational role in their lives: upbringing, environment, focus and networks and alliances. The ways in which leadership is experienced and constructed by women, the article therefore argues, can be made more sense of through a sociological lens, and raises questions about how tendencies in research sites lead to gendered and individualistic understandings of leadership. In illuminating the need to make the distinction between representations of leadership and our experience of leadership, the article concludes that leadership is not just about leading people, but is often pioneering and can include the leadership of ideas, communities, and the representation of issues.

32. Helena Liu, University of Sydney, Australia, in her study on *When Leaders Fail: A Typology of Failures and Framing Strategies* presented the concern over the widespread availability and accessibility of information and growing concerns over ethical and “authentic” leadership. Business leaders are increasingly required to answer to public concerns about their past and present failures. Failure in the existing scholarly literature is largely confined to quantifiable measures of poor
performance of a leader’s direct actions. This article offers a more elaborate
typology of leaders’ failures and the framing strategies regularly employed by
leaders, based on a discourse analysis of media texts. The author presents a
framework through which the ways in which leaders actively construct and
negotiate images of leadership style, effectiveness, and authenticity can be
systematically explored.

33. Juvansinh Vala presented *A study of teachers’ life stories and their
educational implications* The details are as follows: *Objectives of the study* (1) To
study the development of teachers in the teaching profession. (2) To study and
narrate the beliefs and experiences of teachers and its relation with the teacher’s
development. (3) To offer suggestions to the teachers-in-making and in-service
teachers. *Tools and Method*: The life stories of five selected teachers were used
and analysed using content Analysis Method. *Major Findings of the Study* (1) All
the teachers entered in the profession due to interest, accidently or failure in other
field (2) Childhood experiences, Model teachers, hostel life, encouragement
through parents, discipline, hard work have proved supporting factors in the life of
teachers. (3) The teachers got success in life due to their sincerity to work,
patience, love for the students ,co-operation from their colleagues and readiness to
work.

34. Sompong Somnuxpong presented *A study of leadership behaviour of
secondary school Administrators in relation to morale and work effectiveness of
teachers in Thailand* The details are as follows: Objectives of the Study (1) To
study the level of the leadership behavior of secondary school administrator in
Thailand. (2) To study the relationship between the leadership behavior of secondary school administrators, teachers' moral and work effectiveness. **Tools and Methods of Study**: For the study, survey method was used. **Tools used were**: (1) The check list for Bio-data (2) Leadership Behavior Measurement Scale (3) Scale to measure the level of teachers' morale and effectiveness. **Major Finding of the Study**: The mean score of leadership behavior of secondary school administrators rated by teachers was in medium level. (2) The mean score of leadership behavior of secondary school administrator belonging to female group was in high level. (3) There was significant difference between leadership behavior of secondary school administrator belonging to different group of experience of work.

35. Goodson, Ivor, Choi, Pik Lin examined *Life History and Collective Memory as methodological Strategies: Studying Teacher Professionalism*. The life history method which achieved a preeminent position in the Chicago tradition of sociological research in the early 1920s, has been widely adopted for educational inquiries since 1980s. The power of life history method in illuminating subjective teacher experiences in social historical contents has made it probably the only authentic means of understanding how motives and practices reflect the intimate intersection of institutional and individual experience in the postmodern world. In this regard, the authors made an attempt to employ the life history method to study teacher professionalism, an area of concern which has been increasingly tied up with educational quality. This paper aims at explaining why the combined methods of life history and collective memory are considered useful in analyzing teachers' professionalism. The authors first give a brief account of the study,
which provides the background for the understanding of the methodological innovation. Then a few examples are given to illustrate how data analysis was carried out both at an individual and a collective group level.

36. Omaymah Al-Suwaihel in the study on Kuwaiti female Leaders' perspectives:

*The influence of culture on their leadership* revealed the interactions between the kuwaiti culture gender and leadership from the perspective of 5 kuwaiti female leaders. **Purpose of the study:** The purpose of this study is how kuwait female leaders perceive the cultural influence on their personal and professional experiences in leadership positions. Thus, this study presents kuwait female leaders' perspectives on the infractions of kuwaiti culture, gender and leadership in government and non-government organisations. **Research Questions:**- The Research Questions are: (1) How do kuwaiti female leaders experience the impact of culture on their leadership? (2) How do female leaders' personal experience influence their leadership? (3) How do female leaders' professional experiences influence their approach to leadership? **Research Methodology:** Research methodology for this study is narrative. The narrative approach was designed for the researcher to collect and analyses data by representing connections between events. **Sampling:** Purpose sampling was adopted to meet research objectives. **Data collection & Procedure:** Five kuwaiti female leaders were interviewed for data collection. each interview typically lasted from 60-90 minutes. Data analysis was done through categorical- content method. **Major Findings of the research:** The analysis and interpretation of this research showed, these female leaders advantage of wary opportunity to prove their
capabilities as leaders who deserve to serve effectively beside male leaders. These female leaders have positively influenced males' perspective forward females as leaders. Some males now see them as capable to hold higher positions in various fields. At times, female leaders experience a backlash against females in leadership from males and other females as well.

37. Boucher and Carlene Joy examined how Australian women socially construct leadership in organisations: A study using memory work. In this study, a group of Australian female leaders collaboratively explored their early memories of leadership using the memory work method. From this exploration, they developed theories about how female leadership is constructed in Australia. First, the leadership literature in general and the women and leadership literature in particular was examined and classified using Burell and Morgan's (1987) sociological paradigms. It was found that the vast majority of leadership research is based in the functionalist paradigm. This study was framed as an attempt to begin to redress this imbalance, by undertaking research within the opposite paradigm of radical humanism. The study utilised a feminist epistemology. It was collaborative. It valued the affective component of the women's experience and it aimed to help the women become more conscious of the ways in which they could change their experience of leadership in organisations. Using the memory work method, the women explored their early memories of leadership and from these, identified how their social constructions of leadership are located within the larger construction of male Australian leadership. They also identified the ways to resist these constructions. At the conclusion of this study the women who took
part were able to identify ways in which they had changes their behavior as leaders and consequently, had changed their organisations.

38. Research report published in July, 2007 by catalyst Inc on *The double - bind dilemma for women in leadership: Damned if you Do. Doomed if you don't* was part of the catalyst series examining barriers to women's advancement. The report analyses responses to the open-ended questions from two previous catalyst studies. These new analyses allow to explore the contours of the misleading beliefs documented in the previous reports. **Methodology:** The first part of the study includes a content analysis of open-ended responses collected in two previous catalyst studies, which examined senior executives' perceptions of men and women leaders in the United States and Europe. The sample consisted of 296 U.S. Senior managers and corporate leaders (168 women & 128 men) and 935 European managers and senior managers (282 women and 653 men)

The second part of the study describes the results of a qualitative analysis of in-depth semi-structured interviews with 13 women leaders in a large U.S. Corporation. The interviews were used to explore specific strategies that women leaders used to cope with stereotypic bias in their careers.

**Findings:** The analyses revealed that gender stereotypes can create several predicaments for women leaders. Because they are often evaluated against a masculine standard of leadership. The study focuses on three predicaments, all of which put women in a double bind and can potentially undermine their leadership.
Predicament 1 titled as extreme perceptions- too soft, too tough and never (just right) states that when women act in ways that are consistent with gender stereotypes, they are viewed as less competent leaders. When women act in ways that are inconsistent with such stereotypes, they are considered unfeminine. Predicament 2 titled as the high competence threshold states that women leaders face higher standards and lower rewards than men leaders. Respondents' comments revealed that women leaders are subjected to higher competency standards. On top of doing their job, women have to prove that they can lead, over and over again and manage stereotypical expectations constantly. Predicament-3 titled as competent but disliked states that women leaders are perceived as competent or they are liked but rarely both. Respondents comments revealed that when women behave in ways that are traditionally valued for men leaders (e.g. assertively), they are viewed as more competent but also not as effectively interpersonally as women who adopt a more stereotypically feminine style.

To sum up, gender stereotypes do not present the true talents of women leaders and can potentially undermine women's contributions to organisations as well as their own advancement options.

3.4 Reviews of Books on Leadership

(1) Leadership for institution building in Education (2006) by Marmar Mukhopadhayay is an outstanding effort to document the experiences of those who built institutions and the way they experienced it. Any educational institution experiences development or decay with the change of leadership. This book has a rich collection of case studies of schools, colleges, regional
institutes that experience meteoric growth in a short span of time. The common thread of theme in these case studies is the process of institution building.

The major five features of institution building are:

1. Defining and redefining goals

2. Empowering people for self-regulation

3. Creation of a resilient and responsive structure

4. Culture of innovation and change

5. Mentoring mind set and inspiring leadership

In order to understand the dynamics of institution building, it is necessary to understand the people in leadership positions and the process of establishing or transforming an organization into an integrated and organic part of the community in a way that will help the organization play a proactive role in projecting new values and become an agent of change in the community.

(2) Dhirubhaism (2007) by A.G.Krishnamurthy is a book not about Dhirubhai’s life or how Dhirubhai went about building his business empire. Dhirubhaism is an attempt to capture those unique insights that Dhirubhai shares with the author in several interactions during their long association. The 15 Dhirubhaisms put together bring out the work philosophy of Dhirubhai and give us a glimpse into a remarkable thinking process and practices of one of India’s most successful entrepreneurs. It provides a simple yet accurate look at the modern day corporate culture and solutions to everyday office solutions.
In this book, Krishnamurthy in a very crisp and simple format and doing away all management and business jargons, pinpoints about 15 Dhirubhaiisms which are as under:

1. Roll up your sleeves and help.
2. Be a safety net for your team.
3. Be a silent benefactor.
4. Dream big but dream with your eyes open.
5. The arm-around-the-shoulder leader.
6. You can find a friend in every human being.
7. Supply creates demand.
8. Money is not a product by itself.
9. Leave the professional alone.
10. Change your orbit constantly.
11. Be Optimistic.
12. Think big.
13. Hold on to your dreams.
15. Be positive.
(3) *Leadership: Theory and Practice (2007)* by Peter G Northouse treats leadership as a complex process having multiple dimensions. The objective of the book is to bridge the gap between the often simplistic popular approaches to leadership and the more abstract theoretical approaches.

This book offers a full coverage of contemporary notions of leadership, including traditional theories salient models and new domains. The chapters on women in leadership, culture and team leadership are welcomed additions. This book is user-friendly. It is based on substantive theories but written to emphasize practice and application. Each chapter in the book follows the same format. The first section of each chapter briefly describes the leadership approach and discusses various research studies applicable to the approach. The second section of each chapter evaluates the approach highlighting its strengths and criticism. Special attention is given to how the approach contributes or fails to contribute to an overall understanding of the leadership process. Furthermore a self-assessment questionnaire is provided to help the reader apply the approach to his/her own leadership style or setting.

(4) *Management Gurus: Ideas and Insights (2004)* by Navin Mathur has to be digested by managers, business leaders and teachers of management. The introductory part which forms the conspectus of the book, briefly discusses the management concept and evolution of management thought. This is followed by a detailed analysis of contributions of Americans and Europeans in the panoply of management thought. The book collates the ideas and insights of the mighty management minds of the west. It is a critical commentary on the works of the
pioneers of management thought. It synthesizes into a coherent volume the discrete contributions made by as many as fifty-one management gurus. A distinguishing feature of the book is that it lays special emphasis on the contributions of modern management thinkers on which there is a dearth of literature. It thus covers a chorus of thinkers from Taylor to Drucker.

(5) **How to become a good Leader: Pathways to Perfection (2008)** by V.K Saraf is neither a treatise nor a manual nor even a compilation of do’s and don’ts. It is intended to serve as a guideline for the building leaders especially the young executives who aspire to be successful and effective leaders and leave behind and indelible mark on the community they served.

The book has been divided into two parts. The first part deals with self-improvement and the second part with professional excellence. The subtitle of the book proclaims that it is a pathway to perfection. Here the word perfection is not used to mean flawlessness. Perfection here only means mastery, mastery of the self and mastery of the profession obtained by absolute devotion to duty. This book is intended to show the reader the path that will take him to the exalted state of dexterity. Though the book may not provide answers to all the problems that a budding leader may face, an attempt has been made to give a comprehensive coverage to most critical areas.

(6) **The Quality Education Challenge (1994)** by Carolyn Downey, Larry F Rase and Jeffrey Peters has captured the attention of corporate executives business consultants and most recently practitioners in our public schools. The problem for
educators is a way to translate the ideas about corporate quality so they can be adapted and used in schools. In this book the ideas espoused by quality experts such as Deming, Covey, and Corsby can be effectively applied to school organizations.

The authors first clarify what quality is and who the customers and suppliers in education are. Then a Quality Fit Framework is given which describes how quality can be infused into school systems. This framework is built on three basic points – purpose, structure and relationships- that form the basis for applying different premises of quality to school or organizations.

Numerous examples, illustrations and tools provide a wealth of “how-tos” for anyone striving to put the Quality Fit Framework into action. The authors examine three leverage points that educational leaders can use to improve the system. They are: (1) Shared Purpose : provides each participant with a sense of mission.(2) Structure: How we get things done and (3) Dynamic relationships: Only people can fuel the actions needed for change.

(7) Organisational change and innovation processes (2000) by Marshall Poole, Van De, Kevin Dooley and Michel Holmes is a result of workshops on process research methods. The book is divided into two sections. The first section outlines the theory underlying process research. The second section describes how to do process research.

Organizational innovation and change are dynamic processes. However, most theories of innovation and change are static and deterministic. The book introduces four methods specifically adapted for the study of processes : Markov
modeling, phasic analysis, event time series analysis, and nonlinear dynamic system modeling. Each method is suited for different types of questions about change and innovation processes.

(8) *The Fifth Discipline: The Art & Practice of the Learning Organization (1999)* by Peter M. Senge redefines the role of leadership, focusing on group problem solving using the systems thinking method in order to convert companies into learning organizations. The five disciplines represent approaches (theories and methods) for developing three core learning capabilities: fostering aspiration, developing reflective conversation, and understanding complexity. The five disciplines of the learning organization discussed in the book are:

- Personal mastery is a discipline of continually clarifying and deepening our personal vision, of focusing our energies, of developing patience, and of seeing reality objectively.

- Mental models are deeply ingrained assumptions, generalizations, or even pictures of images that influence how we understand the world and how we take action.

- Building shared vision a practice of unearthing shared pictures of the future that foster genuine commitment and enrollment rather than compliance.

- Team learning starts with dialogue, the capacity of members of a team to suspend assumptions and enter into genuine thinking together.

- Systems thinking - The Fifth Discipline that integrates the other 4.
Systems thinking also need the disciplines of building shared vision, mental models, team learning, and personal mastery to realize its potential. Building shared vision fosters a commitment to the long term. Mental models focus on the openness needed to unearth shortcomings in our present ways of seeing the world. Team learning develops the skills of groups of people to look for the larger picture beyond individual perspectives. And personal mastery fosters the personal motivation to continually learn how our actions affect our world.

(9) The responsible leader: A journey through Gita (2000) by G. Narayana captures the essence of Shrimad Bhagvad Gita from management perspective. Guruji shri Narayan, a well-known management guru explores practical messages for leaders in management. In the book, he has derived management lessons which are refuel for practical application in life in order to succeed and excel in our work. To cite one example, the whiter derives the message for all leaders in verse III-21, i.e. people follow the example of the best leaders. The behaviors, conduct and practice of the leaders influence the behavior of people."

The Gujarati proverb "Gagar ma Sagar" can aptly be applied to the book as although small is it conveys a deep meaning for humanity. It very minutely elaborates and revives the ancient teachings of love and compassion.

The book contains 27 chapters in all. In the beginning of each chapter, verses from Gita are followed by English translation. Afterwards, leadership lessons derived from these verses are given. At the end of each chapter the kernel message of the chapter is given in the form of a slogan. The use of simple and
Lucid Language, being the special feature, appeals the audience from different work of life.

In a nutshell, reading the book and relating the messages to one's own situations are of great value. It provides the readers an enriching experience. Especially, it is beneficial for leaders in management. If they meditate on these gems and apply them in practical situations, better work culture can be created.

(10) *Nelson's Way: Leadership Lessons from the Great Commander (2005)* by *Stephanie Jones & Jonathan Gosling* is a unique look at Nelson and his leadership skills which will provide timely and intensely practical lessons for all businesses. This fantastic roller-coaster read is as much an adventure story as a business book and will be guaranteed to capture the imagination of both new and committed Nelson fans.

Vice-Admiral Horatio Lord Nelson has been widely admired as a celebrated and effective leader. His dynamic approach to leadership and management has now been translated into timeless, practical and contemporary insights for today's managers. Nelson’s Way will bring ‘The Nelson Touch’ of vision, courage, inspiration, teamwork and above all leadership, to a new generation. The lesson's from Nelson' leadership are even more appropriate today than they were two centuries ago.

Explaining how Nelson embodies the characteristics of the most successful of leaders, Jones and Gosling explore this unique and complex hero. Always visible, he bravely led from the front, sharing the risks whatever the personal sacrifice as well as achieving the glory. *Nelson’s Way* incorporates the latest
research and joins a series of ground-breaking studies applying historical biography to business to create radical new insights into Nelson, his heroic exploits and legendary leadership skills, all set against the backdrop of the high seas, his personal passions and sacrifices as well as the legendary victories. Now everyone can be inspired by Nelson’s legend and all aspiring leaders can learn how to recreate ‘The Nelson Touch.’

Nelson’s Way shows Nelson to be a complex man but also a leader who was ahead of his time, being able to manage as well as to lead. This in turn raises questions about the role of the modern leader, their expertise, ability to manage and the type of leadership which best suits their personalities. It includes contributions from well-known experts including Sir John Harvey-Jones, First Sea Lord and Exeter alumnus Sir Jonathan Band, John Adair, Greg Dyke and Dr. Henry Mintzberg.

With chapters analyzing Nelson’s ‘virtues’ of Heroism, Vocation, Courage, Passion, Loyalty, Diligence, Inspiration and Glory, and incorporating the latest research in the field, Nelson’s Way asks a series of provocative leadership questions inspired by Nelson’s own approach to leading: why be a leader? Do you need to be an expert in your field to lead? Should you lead from the front? How do you balance your personal and private life? Why be a team player? Can you be a leader and a manager? Why should others follow you? What will be your legacy? It joins a series of ground-breaking studies applying historical biography to business to create radical new insights into Nelson, his heroic exploits and legendary leadership skills.
Women and Leadership (2006) by N. Kulkarni takes up the entire spectrum of women and the leadership roles they have performed with commendable results.

A number of negative stereotypic beliefs have existed about women and their suitability for managerial positions whereas women are seen as acceptable in the service or assistant roles, such as nurse, secretary, administrative assistant, perceptions of their capabilities in leadership positions have often focused on their lack of experience or training for such roles. Gender bias look the upper hand and in-depth research on their leadership roles was ignored. Many reasons were attributed to the lack of research in this field of female human endeavours.

The present book depicts their struggles to reach the top, the hurdles they had to cross and the obstacles that were put in their way. The various fields that they have conquered and the important role that they now play in what was exclusively the male domain are explained and discussed in full detail.

The book consists of total eleven chapters which put wider perspectives before the reader particularly, the chapter titled "Leadership secrets of Elisabeth I" Explores leadership acumen of Queen Elisabeth with beautiful quotes from critics and Elisabeth herself the chapter sheds light on her leadership wisdom. With Lucid Language, the chapter focuses on how she embraced diverse viewpoints and fostered free expression to pave the way for unleashed creativity, unmatched innovation unlimited success.

Nonetheless, on the whole, the book has very favourable implications for women's increasing representation in the ranks of leaders.
(12) *Assessing Educational Leaders* (2009) by Douglas B. Reeves provides an excellent guide for developing a system and having important conversations with the leadership team. As school systems search for ways to develop and retain effective leaders a new vision for leadership assessment becomes increasingly vital. The book provides the information and roots necessary to successfully evaluate types of educational leaders and improve both individual and organisational performance.

Moreover, it offers practical insights into the key distinction between education of leaders and assessment of leaders incorporating the 10 dimensions of leadership. This field tested resource is based on research theory and best practices in leadership, organizational effectiveness and personal evaluation. The author focuses on three critical concepts of leadership: the dramatic impact of leadership on student achievement, equity and staff morale, the role of both personal predispositions and acquired knowledge skills on effectiveness and how evaluation can be used to improve performance instead of merely rendering an assessment.

By implementing this multidimensional leadership assessment system, educational institution can improve teaching, learning and leadership at every level.

13) *The leadership skills Handbook: 50 key skills from 1000 leaders* (2007) by Jo Owen starts with the question - How can you learn to lead? It is based on research from over a thousand leaders in the public, private and voluntary sectors. It identifies the practical skills leaders must have in order to be
successful and offers guidance on key topics such as understanding yourself and others, delegating and motivating, selling, coaching conflict management, problem solving decision making, managing change and creating vision.

This handbook features the core skills leaders need to develop. Such skills are Career skills, People skills, Moment of truth skills and Technical skills. A framework for each skill has been given leading the reader to think about how that skill should be deployed ideally.

There is a space for recording notes and real-life examples of skills in action, so that the handbook can become readers' personal leadership guide each chapter to be consulted when the need arises.

Furthermore, the handbook is about more than just technical skills. It is also about developing the people skills, behaviors and values. The book allows the reader to create one's own formula to success.

(14) The DNA of Leadership (2006) by Judith E. Glaser presents groundbreaking ideas that come from instincts. The author goes deep-down to the molecular level of what is takes to develop and grow leaders that people will follow to greatness. The book is a practical, understandable roadmap for managers and leaders who want to create a sense of commitment and innovation with their teams. The book focuses on how to create a workplace environment where leadership greatness emerges not only in us but in others.

The author, skillfully uses the metaphor of DNA to describe and explain variation in leadership styles and organisations. Like our cellular DNA, these leadership practices always bond together in pairs. This seven vital leadership
Genes are: Community, Humanity, Aspiration, Navigation, Generatively, Expressing and Spirit.

The book redefines leadership skills and commonalities innate talent, skills, training, experiences and provides a leadership principle, step and process that connects the readers to the tools of real leadership and enables leaders to build thriving WE-centric success. The book reaches into the very core of the corporate soul and in doing so, teaches how to maintain our inherent capabilities.

(15) The 21 Irrefutable Laws of Leadership (2007) by John Maxwell is a must-have success manual for all leaders who are committed to leading. It is principle-based with precise and clear-cut directions. A brief summary of 21 irrefutable laws as described in the book is as follows:

(1) **The law of Influence:** To change organisations, influence is needed. Leadership is not based upon holding position. Leadership is about one's ability to influence.

(2) **The law of Process:** Leadership is learnt over time. It's the capability to develop and improve skills that distinguishes leaders from their followers.

(3) **The law of Navigation:** Leaders have a vision for their destination, they understand what it will take to get there.

(4) **The law of E.F. Hutton:** Don't listen to the claims of the person professing to be the leaders. Watch the reactions of the people around him. The proof of leadership is in the followers.
(5) **The law of Solid Ground:** To build trust a leader must exemplify qualities like competence, connection and character.

(6) **The law of Respect:** People naturally follow leaders stronger than themselves.

(7) **The law of Intuition:** Leaders see trends, resources and problems and can read people.

(8) **The law of Magnetism:** The most situations person draws people to him/her who possess the same qualities as one does. The better leader one is, the better leader s/he will attract.

(9) **The law of Connection:** It's the leader's job to initiate connection with the people.

(10) **The law of Inner Circle:** A leader's potential is determined by those closest to him.

(11) **The law of Empowerment:** Only secure leaders give power to others. The people's capacity to achieve is determined by their leader's ability to empower.

(12) **The law of Reproduction:** It takes a leader to raise up a leader.

(13) **The law of Buy-In:** The leader finds the dream and then the people. The people find the leader and then the dream.

(14) **The law of Victory:** Leaders believe that anything less than success is unacceptable that keeps them fighting.

(15) **The law of the Big Mo:** Momentum is a leader's best friend. It takes a leader to create a momentum.
(16) **The law of Priorities:** Leaders understand that activity is not necessarily accomplishment. Leaders spend time working in areas of greatest strength.

(17) **The law of Sacrifice:** A leader must give up to go up when one becomes a leader, one loses the right to think about oneself.

(18) **The law of Timing:** When to lead is as important as what to do and where to go.

(19) **The law of Explosive Growth:** To add growth, lead followers, to multiply, lead leaders.

(20) **The law of Legacy:** A legacy is created only when a person puts his organisation into the position to do great things without him.

(21) **The law of Lid:** Leadership ability determines a person's level of effectiveness. Leadership ability is always the Lid on personal and organisational effectiveness.

(16) *The Bible on Leadership (2002)* by Lorin Wolfe is a repository of spiritual guidance and religious vision - but it also happens to be the greatest collection of leadership case studies ever written. It covers a wide spectrum of excellent and inspiring stories of prophets, kings warriors, and visionaries revealing varied qualities of leadership that are astonishingly applicable to modern era.

This is the first business book that offers leadership reasons from dozens of biblical figures, illuminating their ability to face and overcome extraordinary challenges. The book identifies ten core traits like honesty and integrity, purpose, courage and humility, kindness and compassion, performance/management, team development, justice and fairness. Business leaders profiled
include Steve jobs, Gordon Bethune, Andy Crove who at their best demonstrate some of the same strengths and values as their biblical predecessors.

Biblical figures with lessons for business leaders include Moses and the burning bush, Jacob and his vision of a celestial leader. The stories of these original role models are not only completing but are a source of practical management techniques that we can learn and apply today.

(17) Leadership Wisdom (2003) by Robin Sharma shares a remarkable step-by-step system that will restore trust, commitment and spirit within the organization. With Masterful insight and brilliant simplicity the author has distilled timeless wisdom for visionary leadership into eight immensely practical lessons that leaders, managers and entrepreneurs can immediately apply to boost morale; liberate loyalty and send productivity soaring in these topsy-turvy times while also creating far more fulfilling personal lives. Written as an easy to read fable, Leadership wisdom is a book that will move the leader deeply and inspire to become the kind of a leader who touches lives, add true value to the world and leaves a legacy that lasts.

The author encapsulates the lore of the past and present in reader-friendly manner. The-do-it yourself manuals tabulate step-by-step methods to optimize individual achievement. The book is a simple but inspiring tale of a successful lawyer chucking it all up to pursue a more fulfilling life.

The author's mission is to provide the reader with insight to become a visionary leader, helping them transform their business into an organization that thrives in this era of change.
(18) *Motivation and Leadership (1997)* by Akshay Kumar acquaints the leader with practices employed by managers and supervisors in private organizations. These practices are not always directly applicable in public sector bodies, but with thought and modifications, these private practices can adapt to public organizations.

When practicing managers are faced with difficult and complex problems e.g. designing an organization, or attempting to motivate a workforce characterised by apathy and low productivity. They quite naturally feel the need for a set of principles to turn to in order to help them reach the right decision.

The author provides a road map for solving such situations by elucidating certain topics like Motivating Management Performance, Improvement Incentive schemes etc.

(19) *Leadership Strategies for Teachers (2007)* by Eunice M Merideth is designed for and dedicated to all teachers who are committed to their student's learning and their own development. These teachers already help advance school improvement effort and adopt innovative teaching practices, but teachers rarely see themselves as leaders. Developing that leadership for all teachers who aspire to be their best does not mean empty classrooms, or even larger administrations. What it does mean is a community sharing leadership within a school in order to energize educational endeavours and improve student achievement. While designed for teachers, this text can also be helpful for professional developers, consultants, administrators and any student of school improvement.
In the second edition of this book, research areas have been updated and materials recognized and supplemented to strengthen connections through the REACH Model for teacher leaders as well as the roles of a teacher leader: improving student achievement, extending one's own learning collaborating for school improvement and supporting shared vision and values.

Chapter-1 explores teacher-leaders' behaviours through the REACH Model: Risk Taking Effectiveness, Autonomy, Collegiality and Honour. Chapter-2 describes the role of teacher-leaders that evolves from their being change agents within school systems. Chapter-3 discusses the roles of teacher leaders as learning leaders in their classrooms and in their schools by focusing on improving student achievement. Chapter-4 examines the professional growth and development of teacher-leaders by considering the professional nature of teaching reflective inquiry and practice. Chapter-5 explains how teacher-leaders can become collaborators for school improvement. Chapter-6 outlines shared vision and values as well as connecting teachers-leaders beyond.

20. What Great Principals Do Differently: Fifteen Things That Matter Most (2007) by Todd Whitaker identifies fifteen things that stand out and has compiled them in a book so those who are not yet great can practice and become a great principal! He states, “The purpose of this book is to identify some of the specific practices that set apart the outstanding principals.” Here are the things great principals do differently:
• Hire and support great people.

• Accept the fact that the principal is the variable between average and great.

• Treat all people with respect all the time.

• Remember that the principal is the number one climate setter.

• Teach teachers to do their best.

• Keep standardized testing in perspective.

• First, understand behaviours – then work on beliefs.

• Be loyal to the students.

• Back up the high achievers; learn to understand them.

Whitaker provides the reader with ‘how to’ tips and a few stories. Although the book is a bit simplistic and narrow when viewed by the acting principal, it is a quick easy read and brings important details to the forefront. This is a great book to read because it will remind you of all the important things you will need to think about as the school year begins.

Justice, Poets and Plumbers, Role Models and Symbols, Moral Stewards, Emotionally Intelligent, Meta-cognitively Aware. These ‘Big20’ ideas steer clear of the task, or technical, characteristics found in many taxonomies of leadership, and they only obliquely touch on the factors commonly associated with transactional leadership. It is not that these are unimportant, but we believe that they are largely subordinate to the attributes of great leadership. This is not a novel concept to be sure, but it is one that bears repeating in an educational environment that continues to celebrate statistical measures of success, competitive depictions of achievement, and harsh consequences for those who fail to measure up. We maintain that leading schools today is not about the ability to influence or persuade followers to do what they may not ordinarily do, nor is it about the inspirational exhortations of the charismatically endowed. It is about the humble ability to join with others in collective, purposeful, and mutually rewarding work to make a difference in the life of every child, in every school, and in every community.

3.5 Reviews of Articles on Leadership

(1) *Thank God I failed!* published in The Economic Times on 3rd April, 2011 presents the setback and sledgehammer of failure experienced by great businessmen from various fields. It covers the failure story of 10 great leaders namely captain Gopinath, founder of Deccan, Phaneesh Murthy, former director Infosys, Ramesh Chauhan of Bisleri international, Sandeep Goyal from Zee television, Priyanka Chopra - Bollywood Actress, Deep Kalra CEO of Make My
Trip, Glenn Saldanha, Saurav Ganguly and Kiran Mazumdar shaw, Chairperson of Biocon Ltd.

The article presents setbacks and disappointments experienced by each of these entrepreneurs after receiving the experience of how they have emerged as successful leaders in their respective fields. From the case studies of the above entrepreneurs it becomes clear that failure cannot always be romanticized and transformed into heroic tales of turnarounds, but it does serve a purpose of telling budding start up artists that failures are inevitable in the course of action and one must learn to deal with them to move ahead.

Through the tales of these 10 people, an attempt is made to analyze how these people wholeheartedly embraced risk. The gist is failure is an inevitable path to success.

(2) **Lesson of Leadership from Anna Hazare** depicts Anna Hazare's effect that gripped large sections of society, resulting in the government capitulating to his demand for including civil society activists in the committee for the drafting of an anti-corruption law has baffled many people. His declaration that the government was merely the trustee of the people to safeguard public money and that it was now failing in its duty to the people, found immediate acceptance among the masses across the nation.

People saw in Anna Hazare a person who could rid them of the menace of corruption. One can easily draw parallels in what good leadership can be and must be from this person and his movement against corruption.
Here are a few leadership nuggets from this event.

1. **Mission**: When the mission is clear and simple the followers come in naturally. The key is to create a connection for every individual into the mission. The fear that corruption has almost got rampant and uncontrollable is what propelled a whole lot of people to volunteer them to the cause of Anna Hazare. Anna exhibited leadership for the right cause which his followers can connect with, without any explanation and lengthy speeches extolling the virtue of the cause.

2. **Commitment**: Never did Anna Hazare give a call to people to come in support of him. His image as a leader with unblemished track record sitting in fast began to catch the imagination of crores of citizens, who started to pour out on the streets of the nation. Leadership which just speaks jargon and stays cut off from the people of the organization is leadership in a void.

3. **Morality**: The concept of morality and subsequent practices based on it are important elements in Anna's notion of environmental and rural development. Anna's leadership is moral. Relegan's example has shown that moral leadership works with the people even 50 years after the death of Mahatma Gandhi. The moral preaching of Anna developed as an encompassing tool for influencing the villagers. Slowly it became an integral part of a moral regime, not only to get rid of liquor, smoking or non-vegetarianism, but also to exercise control over the private and the public.

4. **Integrity**: Anna's leadership gets immense power without any extraordinary effort because his leading has acquired the power or charisma by living a life centered around great causes. His goals are sacrosanct and non-negotiable.
5. **Identification of People's Priorities**: Anna Hazare, being the son of soil was able to identify water development programme as the primary need of the village. He is from the village and his intimate knowledge of the community, its culture and tradition, his exposure to the outside world enable him to play the role of a catalyst and a bridge.

6. **Community Development / Societal Welfare**: Anna included all sections of society, especially the weak and vulnerable. Right from its inception the Ralegan village participation process involved women and lower castes (Harijans) in planning and implementation.

7. **The use of Simple but effective technology**: Anna recognized that merely providing strong moral basis would be insufficient to motivate people towards constructive change. His intervention to manage rain-water run off through watershed development was cheap, local and maximised their use of local resources.

*(3) Leadership Lessons from M.S.Dhoni - the catalytic captain of Team India*

Team India was chasing the dream of World Cup for past 28 years and due to catalytic captaincy of M.S.Dhoni, India has now realized its dream.

With his down to earth approach, complete trust in his team members, personal standard of excellence and natural motivational ability, Dhoni has enabled his personality to gain acceptance, get exceptional performance and reinforced self-belief in the team. Dhoni has gone by his gut instinct to vividly visualize the end result and achieve it even it meant taking some chances. He has shown ample evidence by choosing Nehra for semi-finals and Shreeshanth for finals.
He lets his team members believe that they achieved it themselves. He has grounded himself with humility. The calm manner in which he readily agreed to taking the toss a second time when these was a mix up giving 8 overs to Shreeshanth despite having alternatives are testimony to his maturity and temperament.

It takes character to come up on stage after winning the World Cup final and accept that he was not doing well with the bat and he had a point to prove. He has consistently said throughout the tournament, it is the team that wins and not the individual.

Perhaps these traits when appreciated in the context of the competitive spirit of the game and the complexities of the evolving nature of the game would perhaps explain why Dhoni holds an iconic status as a leader and perhaps one of the greatest Indian cricket captains who has put Indian cricket to a new pedestal to rank at the number one sport in all terms of cricket. Eight hours of Dhoni's glorious captaining got him some more than a million accolades from one and all.

(4) Leadership lessons from Zero to One Million: How to Build a Company to $1 Million in Sales by Ryan P. Allis, the founder of zeromillion.com. explores nine leadership lessons propounded by Ryan P. Allis

1. **Have a Vision and Communicate it.** Make sure you clearly communicate your vision for the company. No one follows a leader who cannot communicate the way in which the company will succeed. Each employee’s future is tied closely to the success of your company. Make sure they believe in your company, what it stands for, and its products and services and make sure they know that the hard work they are putting in now will pay off.
2. **Show Respect.** Treat people, including your customers, suppliers, partners, and employees, with respect at all times.

3. **Share Your Success.** Make sure your employees share in the success of your company. As the company is able, provide additional benefits such as healthcare and dental coverage. As an employee’s skills and abilities grow, reward them with fair compensation. Finally, consider incentivize your top employees and managers with ownership in the company. Few things can make a person work harder than a piece of the action.

4. **Don’t Be Too Serious.** Make the business environment fun at times. While being professional and taking things seriously is important, nothing can beat the effects of company-wide midnight round of bowling after it reaches an important milestone, a lunchtime pizza party once per month, or a spontaneous Nerf-dart duel.

5. **Work With Your Employees.** Make sure the employees see you there and working with them. No one likes to work hard for someone who doesn’t work hard themselves. Especially early on, be the first to arrive and the last to leave whenever possible.

6. **Have Your Door Open.** Whether or not you have your own office yet, have your ‘door’ open. Make sure your employees and managers know that you are approachable at any time about any problem they are having.

7. **Listen.** You have built a great team and are paying top dollar for it. Hold meetings with your management team least every other week, if not more often. Also have informal ad hoc discussions with your partners, managers,
and employees often. Get their feedback, discuss the business and its strategy, and inquire every so often if there is anything that you can help with that is frustrating them.

8. **Build Relationships.** Without understanding at least the basics of what is occurring in an employee’s out-of-office life it can be hard to connect with him or her on a professional level. One tactic I’ve used successfully to get to know each employee personally is to take them and his or her significant other to dinner the first evening of their employment. It serves as a way to celebrate the occasion as well as learn a little bit about the employee that would not come out in interviews or through reading a resume.

9. **Commend More Than You Criticize.** Too many business owners (and I have been guilty of this as well) will only say something to an employee when he or she has done something wrong or something that has negatively affected the company. While constructive criticism and appropriate guidance has its place, if you seem to only condemn and never praise, your employees will quickly either dislike you or show apathy in their jobs. Continued properly placed praises can be as powerful to getting quality results out of an employee as a large raise. Many people thrive on peer and superior recognition just as much as money. Instituting both an employee of the month award as well as a quarterly performance review can be extremely valuable to your company.

As a manager and business owner, one gains an immense responsibility. The need is to communicate vision, respecting and praising employees, and sharing success. If one succeed in building a team of highly motivated and happy employees
that take initiative, and truly care for the business, much of the work in building a strong and quickly growing organization is done.

(5) *Questions about autobiographical leadership* by Peter Gronn, Monash University, Australia In a recent article in this journal, shamir et a. 2005 endorsed the use of biographical sources, particularly oral and written autobiographies and life stories to enhance understanding of leadership by followers. While focusing on leadership development narratives in autobiographies, authors advance four arguments. First a leader's life story provides an important information base for follower's beliefs about leader's traits and behaviour. Leaders' autobiographies (as leader substitutes) may be sufficiently influential that such account of their lives constitute a vehicle of their leadership. Secondly, even in situations in which followers mutual expectations and attitudes formed prior to a first direct encounter with a leader may be shaped by background knowledge acquired from autobiographies of that leader. Thirdly, leaders' recounting of their own lives constitutes a form of leader behaviour in itself, in the sense that the stories they tell convey messages and self presentation strategies, The behaviour evident in these stories provides a stimulus for role modeling. Fourthly, leaders' autobiographies are important to them as source of identity. That is self expression through autobiography offers an opportunity to construct and develop self- concepts.

With these chains, the authors have made a number of important points for students of leadership. It is valuable, for leaders, to be able to provide their view
of themselves and their view of events, and for learners, to have access to such perspective in framing their own understanding.

(6) *Harvard Business Review: Selected articles on Leadership* show that effective leadership is not a simple matter. The articles selected for this volume have been published in HBR reflect not only some of the best thinking on the subject

The editors have organised these articles under three broad themes. Part-I It includes three provocative articles that challenge myth of the conventional wisdom on leadership. Abraham Zalenik's article beings by arguing that leaders are different from managers and that much of what corporations do not develop effective managers actually impedes the development of effective leaders Henry Mintzberg challenges the view of manages as reflective and systematic planners who anticipate rather than react to their situations. Harry B. Henshel argues that an often overlooked requirement of a leader is that s/he is able to stand alone, take risks and make unpopular decisions.

Part-II deals with power and confect as central dimensions of leadership. Jerome Steiner's article destines some of the personal and interpersonal costs paid the by leaders who do succeed and what can be done to deal with these problem alongo Mc Donald's article focuses on the need to manage destructive personalized conflict.

Part-III addresses some basic choices in leadership. The article by R. Tannenbum and H. Schmidt deals with the question of how a manager can choose a leadership study that will be effective.
All of these articles in part-III provide some perspectives and guidelines for acting on the problems they have identified.

Taken together, the articles in this series cover a range of important problems related to leadership in management. They provide a useful array of ideas and possibilities for dealing with the multidimensionality of leadership.

3.6 The State of Art in the Research in Educational Leadership

Any endeavour for preparing trend report in the area of educational leadership critically reviews a list of issues related with this area. Such a list is expected to help in analysing the trends and pointing out the gaps.

The review of researches in the area of educational leadership has given scope to the researcher to ponder over the questions pertaining to this field, find out the recent trend, the strengths, limitations and the loopholes. On the basis of these, some recommendations are also made.

3.6.1 Trends

The glance at the titles of the reviewed researches reveal that some oftenly used words/ phrases are 'study', 'effective', leadership behavior/ style' ' primary/ secondary principals' and school/ organisational climate.

These researches in educational leadership can be categorised into two sections for the purpose of analysis.
(1) Studies which are purely related to leadership behavior / styles of individual leaders. Here, in most of the cases school principals and Head masters are considered as the only leaders in educational set-up, In these studies, other human resources such as teachers (leaders in the classroom) are not considered leaders in formal sense of the term.

(2) Studies which emphasised the impact of leadership on certain variables like job satisfaction, teacher morale, organisational climate & student attitudes & achievement.

Out of these researches almost 65% of the researcher fall in the first category and the rest belong to the second category.

3.6.2 Strengths

(1) There is a good deal of empirical research that has been done in the last few years on educational leadership.

(2) A variety of educational organisations have been studied including secondary schools, private and government college, universities, and research institutions in terms of leadership styles.

(3) The sampling procedures used in almost all the studies appear to be proper. The generalisations are based on well acceptable sample sizes, some of which are randomly drawn and others were purposive sample.

(4) Researchers also seem to use interviews, observations and analysis of records. A good number of researchers have used more than one method.

(5) The studies by and large indicate the importance of leadership styles.
3.6.3 Limitations

(1) No matter how specific leadership assessment becomes and regardless of how much the researches attempt to quantify human behavior, there is inherently a qualitative element to leadership performance that must be the lensed through which we better understand quantitative data. Here, the reviewed researches are quantitative in nature. But exclusive reliance on numerical ratings and labels is inherently superficial. Only with qualitative descriptions we can learn the story behind numbers.

(2) The importance of leadership is well known. A critical area here is how to develop leaders, how to help them be effective and how to change the style if they are not conducive. Researchers in this area seem to pick up a few western instruments and try them out on institutional heads. The most frequently used instruments in these studies are OCDQ of Halpin and croft or M.L. Sharma and leadership Behavior Description Questionnaires. These instruments are western in context. The researchers in few cases have developed their own questionnaires; concentrating on Indian context. However, there is very little added in the form of standardised instruments to the already existing resource base.

(3) The leaders studied, in most cases never get to know the functionality or dysfunctionality of their styles. In quite a few cases the findings of the researchers provide significant insights for local level leaders under study. How much of feedback reaches to them is worth examining.
(4) Primary education is completely neglected by researchers in this area.

(5) Most of the researchers selected too many variables at a time for their study. Quite a few studies present innumerable findings. As a result, the reader gets entangled with them.

(6) Recent surveys of educational leaders revealed the growing chasm between what we know to be important and how leaders actually behave. This gap provides clear evidence that the evaluation systems that are now in place display an intellectual understanding of what needs to be done, but lack the fundamental ability to act on that knowledge.

3.6.4 Recommendations

(1) Actions - research is conspicuous by its absence. Leadership is one field where there could be a lot of experimentation. Change-oriented studies should be encouraged in future. For example in the field of leadership and management as the knowledge base is exploding new areas are coming up. These include Quality, Total Quality Management (TQM), and ISO 9000 certification. While all over the world there is a concern for quality, customer service, sensitivity to the community and its needs, the studies on leadership behavior/ styles should concentrate on the above quoted concept.

(2) Unlike Management field, as the poof of educational leaders continues to erode, the identification, development and nurturing of leaders is one of the highest priorities of the time. Research studies in the area of effectiveness of leadership development
programmes for teachers/ Principals is a neglected field. More attempts should be
given on preparation and try out of leadership development programmes for personnel
of various levels of education and there by finding out effectiveness of such
programmes.

3.7 Summary

The orientation provided by a survey of the related literature helped the
researcher in making a straightforward statement of the need for the study. The
reviews of several researches in the area of educational leadership has given scope to
the researcher to ponder over the questions pertaining to this field, find out the recent
trends, the strengths, limitations and the loopholes. On the basis of these, some
recommendations are also made.