**LEADERSHIP BIBLIOGRAPHY**

### GENERAL LEADERSHIP

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>James MacGregor Burns</td>
<td>Leadership (HarperCollins 1979)</td>
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<td>_____, Transforming Leadership: A New Pursuit of Happiness (Grove/Atlantic 2003)</td>
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<td>_____, Force For Change: How Leadership Differs from Management (Free Press, 1990)</td>
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<td>_____, Power &amp; Influence (Free Press, 1985)</td>
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<td>Patrick Lencionia</td>
<td>The Five Dysfunctions of a Team: A Leadership Fable (Jossey-Bass, 2002)</td>
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<td>Margaret J. Wheatley</td>
<td>Leadership and the New Science: Discovering Order in a Chaotic World Revised (Berrett-Koehler 2001)</td>
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### Key Ideas

- Leadership Studies as vague scholarship: “soft science”
- Politics/government as source of all leadership models (e.g., Machiavelli’s, *The Prince*)
- Leaders emerge from being ordinary “transactional” brokers or deal makers to become true agents of principled social change who empower their followers to achieve freedom and happiness (MacGregor Burns)
- Leading “successful change” does not occur by a “god-like figure transforming subordinates into superhumans,” but is a process – one that involves “hundreds or even thousands of little acts of leadership” by those with “the profound insight to realize this” (Kotter)
- Leadership skills are not just for those in power – but those who how to exercise the power and influence to get things done through others when your responsibilities exceed your formal authority

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1 posted online at WELI [http://www.weli.eng.iastate.edu/conference.asp](http://www.weli.eng.iastate.edu/conference.asp)
“Emotional Intelligence” (EI): a set of skills including control of impulses, self-awareness, altruism, personal motivation, empathy, competence in interpersonal relations, the ability to love and be loved. IQ-based views of intelligence are too narrow. EI is the strongest indicator of human success. EI is not fixed, but can be developed.

“Management” is a skill of engagement, not business calculating.

Leadership is a relationship based on credibility and values: 5 practices of exemplary leadership include:
- Modeling the way for others
- Inspiring a shared vision
- Challenging existing processes and status quos
- Enabling others to act
- Encouraging values e.g., “the heart” (Kouzes & Posner)

New era of leadership: Intangible assets – such as human, information, and organization capital – are increasingly just as important as tangible assets and to creating tangible outcomes.

“Strategy map”: conceptual map and flow chart to help any organization understand who needs to do what by offering a “holistic perspective” on the individual goals of each department and how they interact with one another (Kaplan & Norton)

Leaders shape the course of history by transforming followers into creative new leaders (MacGregor Burns)

Greatest global leadership challenge of the twenty-first century: the seemingly intractable problem of global poverty (MacGregor Burns)

The Symbolic Frame: how to shape a culture that gives purpose and meaning to work, stage organizational drama for internal and external audiences, and build team spirit through ritual, ceremony, and story.

“Leadership is the process that creates change” (Kotter)

“That people can be lifted into their better selves is the secret of transforming leadership and the moral and practical theme of this work” (MacGregor Burns)

Leadership metaphors: “leadership is not an affair of the head, it is an affair of the heart” (Kouzes/Posner)

ACADEMIC Leadership:


_____ , Aligning Faculty Rewards With Institutional Mission: Statements, Policies & Guidelines (Anker 1999)

_____ and Bronwyn E. Adam, Recognizing Faculty Work: Reward Systems for the Year 2000 (John Wiley & Sons Inc., 1993)


David F. Bright, Mary P. Richards, Academic Deanship: Individual Careers and Institutional Roles (Jossey-Bass 2001)

Key Ideas

- Inclusive view of excellence in higher education. Higher standards aids performance and helps to meet key challenges specific to academia such as broadening public appreciation for academic work; increasing understanding of the academic workplace; becoming more effective learning organizations; integrating assessment, planning, and improvement; enhancing collaboration and community; recognizing that everyone in the institution is a teacher; devoting more attention and resources to leadership; more broadly framing visions of excellence (Ruben)

WOMEN & LEADERSHIP:


Sally Helgesen, The Female Advantage: Women’s Ways of Leadership (Doubleday 1995)

Helen B. Regan, Gwen H. Brooks, Out of Women’s Experience: Creating Relational Leadership (Corwin 1995)

Michelle D. Young, Linda Skrla, Reconsidering Feminist Research in Educational Leadership (SUNY 2003)

Mary E. Gardiner, Ernestine Enomoto, Margaret Grogan, Coloring Outside the Lines: Mentoring Women into School Leadership (SUNY 2000)

Diane M. Dunlap, Patricia A. Schmuck, Women Leading in Education (SUNY 1995)

Barbara Curry, Women in Power: Pathways to Leadership in Education (Teachers College 2000)

Jane Roland Martin, Coming of Age in Academe: Rekindling Women's Hopes and Reforming the Academy (Routledge 1999)

Judith Glazer-Raymo, Shattering the Myths: Women in Academe (Johns Hopkins 2001)


Joyce K. Fletcher, Disappearing Acts: Gender, Power, and Relational Practice at Work (MIT 2001)


**WOMEN IN SCIENCE & ENGINEERING:**

Margaret A. Eisenhart, Elizabeth Finkel, *Women’s Science: Learning and Succeeding from the Margins* (University of Chicago 1999)


Henry Etzkowitz et al., *Athena Unbound: The Advancement of Women in Science and Technology* (Cambridge 2000)


Londa Schiebinger, *Has Feminism Changed Science?* (Harvard 2001)


**Key Ideas:**

- Women excel in emotional intelligence and relational behavior (Fletcher)
- Women have an advantage in the new developing "collegial" business structures for the information age: one in which the responsibilities and opportunities of all company ranks are flexible and invite customer participation in product development. (Helgesen)

**LEADERSHIP ISSUES:**

- Sustaining Growth:
  ______ and Michael E. Raynor, *The Innovator’s Solution: Creating and Sustaining Successful Growth*

  Preoccupation with profits imperils growth because organizations unwittingly strip the disruptive potential from new ideas before they ever see the light of day

  - Learning Style:
    David A. Kolb, *Experiential Learning: Experience as the Source of Learning and Development*

  - Assessment

    - Assessment Instruments:
      - Kouzes/Posner: Leadership Practices Inventory (LPI) [leadershipchallenge.com]
      - 360° feedback to participants (LLC)
      - Sixteen Personality Factor Questionnaire (Cattell, et al. 1970)
      - Self-Efficacy Scale (Sherer et al.1982).
LEADERSHIP TRAINING PROGRAMS & ACADEMIC CENTERS:

- NSF Project ADVANCE (Increasing the Participation and Advancement of Women in Academic Science and Engineering Careers) [http://www.nsf.gov/home/crssprgm/advance/]
- Rutgers Margery Somers Foster Center/Women In Leadership Database: Digital archive on women, scholarship, & leadership
- CCL: Center for Creative Leadership: Advances the understanding, practice and development of leadership for the benefit of society worldwide; founded in 1970 by the Trustees of the Smith Richardson Foundation, Inc.
- ILA: International Leadership Association: Global network for all those who practice, study and teach leadership
- The Robert K. Greenleaf Center for Servant-Leadership: Improves the caring and quality of all institutions through a new approach to leadership, structure, and decision making – an increased service to others and holistic approach to work
- Leader to Leader Institute [http://www.pfdf.org/]: Formerly, the Peter F. Drucker Foundation for Nonprofit Management, in 2003 transferred its ongoing activities to strengthen the leadership of the social sector by providing educational opportunities and resources to leaders Leadership Online: Institute for Women’s Leadership (private sector) <http://www.womensleadership.com/aboutus.html>
- Mills Leadership Institute http://www.mills.edu/WLI/wli.home.html
- Harvard Business School Leadership Initiative <http://www.hbs.edu/leadership/>
- The James MacGregor Burns Academy of Leadership: University of Maryland, Leadership Academy http://www.academy.umd.edu/: The Academy of Leadership's mission is to promote leadership knowledge and practices that empower all those who strive for a just, equitable and thriving society, with special attention to those historically underrepresented in leadership. Includes the African-American Leadership Institute,
- National Leadership Institute (NLI), part of University of Maryland University College (UMUC), Business Week's 2003 Executive Education report ranked NLI's leadership development programs first in the world for the third consecutive time, followed by Harvard and Wharton
- Tufts University Institute for Global Leadership
- Wharton Center for Leadership and Change Management
- Jepson School of Leadership Studies
- Kravis Leadership Institute
- Abshire-Inamori Leadership Academy Center for Strategic and International Studies, Washington, DC 20006
Leadership Fellows Program, Advocacy Institute Works to make social justice leadership strategic, effective, and sustainable in pursuit of a just world

Ohio State University, OSU Leadership Center

Clemson University, Palmetto Leadership

LEAD International Leadership for Environment & Development: global network of individuals and NGO’s committed to sustainable development: an independent, not-for-profit organization, established in 1991 by the Rockefeller Foundation; coordinated through an international secretariat on the campus of Imperial College London

U. Calgary Global Leadership and Organizational Behavior Effectiveness (GLOBE) Research Project

Hart Leadership Program, Duke University

Grace E. Harris Leadership Institute, Virginia Commonwealth University

Thierry Graduate School of Leadership (Brussels, Belgium)

EXTENDED WOMEN AND LEadership: INTERNATIONAL FOCUS


Dickson, Marilyn I. *Slipping the Bonds: A Narrative Inquiry of Women Elementary Educators in Leadership Roles*, 1998.


Ottawa: Canadian Research Institute for the Advancement of Women = Institut canadien de recherches sur les femmes, 1987.


Wang, Yao Tsung. *A Comparison of the Coach Leadership Behavior Preferred by Male and Female Track and Field Athletes*, 1996.


Women as Leaders in Physical Education and Sports. Edited by M. Gladys Scott, Mary J Hoferek, and University of Iowa. Iowa City, Iowa: The Dept.


WORKING/ONLINE PAPERS:

  - Ethics and Leadership
  - The Balance of Leadership & Followership
  - Transformational Leadership
  - Rethinking Leadership


Leadership Reconsidered: Engaging Higher Education in Social Change Report on the state of leadership on college campuses and what students, faculty, staff, and administrators can do about it. (W.K. Kellogg Foundation, 2000)

