

Leadership Journals

Want to develop leadership skills? Try journaling. It's an effective, proven method people apply to quotes that inspire you to write about skills you already have and ones you want to develop. there is a quote at the top of each 2 pages to prompt you to write about your experiences and ways you intend to develop better skills. Leadership Journal will help your efforts to do just that. When it's down on the page, people can examine their thoughts with more rationality. A journal is a safe place to

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express honest thoughts and emotions without the risk of judgment from others. It is a way people find that inner part of their soul emerging to guide them and give them the answers they didn't think they had. They'll begin to understand why quotes can inspire you to reflect on your own skills, or motivate you to develop better leadership for others, as well as uncover inner strength and leadership skills that can help you professionally. We all know seeking to develop those innate leadership skills is beneficial in succeeding in today's fast paced job market. It is challenging and everyone will develop leadership skills at their own pace. This

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journal will leave anyone:- Planning activities around what has happened in the past.- Having a place to make relevant notes about your performance- Logging your leadership development progress. Whether someone wants to have the skills to succeed. or develops those inner leadership skills, this journal is the first step to develop leadership skills. Get this book today and get started right now Teaching Leadership provides guidance for leadership educators in a variety of organizational and community contexts and across academic disciplines. An experienced leadership educator, Crosby promotes an

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inclusive vision of leadership that recognizes the inherent leadership potential in everyone. Featuring interviews with 25 respected leadership educators, Teaching Leadership complicates and enriches the leader-follower dichotomy to advance a holistic and practice-oriented model of leadership education. Using the metaphor of 'heart, head, and hands,' Crosby shows how authentic leadership is an embodied practice based equally in emotional, intellectual, and experiential learning. This landmark book translates positive and asset-based understandings of organizations to develop a powerful model of school leadership

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that is grounded in both existing research and the complexities of life in schools. The authors - both senior scholars in educational leadership - apply insights from positive psychology to the role and function of educational leaders. The Positive School Leadership (PSL) model draws on the strengths of relationships among staff and the broader school community to communicate and instill shared values and a common mission. This book builds a compelling case for creating a more inclusive, less "mechanistic" approach to leadership. Designed to engage both the hearts and minds of readers, the text is organized around reflective

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questioning of educational practice and current assumptions about the purposes and goals of leadership in schools.

Want to boost your kids leadership skills? Give them this journal. I AM THE NEXT LEADER is an AMAZING journal for kids (ages 8 - 12) to foster leadership skills such as Confidence, Self-Awareness, Grit, and Gratitude! How to Can your Kids Learn Leadership Skills - this 120-page journal is a good way they can learn The importance of Gratitude and leadership. Similar to a gratitude journal for kids, this leadership journal makes a unique back to school gift for kids. Not only great to help them

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learn leadership skills but also practice gratitude and mindfulness everyday.

Leader to Leader (LTL), Enduring Insights on Leadership from the Drucker Foundation's Award-Winning Journal

Race, Education and Educational Leadership in England

Theory and Practice

Citizenship and Sustainability in Organizations Leadership Journal

Publishing and the Academic World

Critical Perspectives on Leadership

This book presents the outcomes of

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research and practical endeavour in some of the diverse contexts in which learning takes place: classrooms, schools, professional development settings, community projects and service sector agencies. It invites the reader to engage with two related questions of contemporary concern in the leadership field: "What can we learn about the important influence of different contexts on leadership practice and how are people brought

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together as collective human agents in different patterns of distributive leadership?" In doing so, this collection emphasises three of the critical concepts at play when leadership is viewed, not as position, but as activity. The three concepts are purpose, context and human agency. When this view of leadership is understood, it is always about achieving shared goals with people power, no matter the circumstances in which they are

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gathered together.

Leadership Journal 50 Quote Prompts

The Fourth Edition retains the elements of the text that have contributed to its success while also broadening its appeal. Written in an informal, accessible style, author Craig E. Johnson takes an interdisciplinary approach to leadership ethics while blending research and theory with practical application. This unique text promotes ethical decision-making and

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action through skill development, self-assessment, and application exercises. In the Fourth Edition: - A new chapter, Ethical Crisis Leadership, explains five ethical principles and strategies that are essential to fulfilling moral duties during times of crisis. - 'Leadership Ethics at the Movies' features present short summaries of feature films that portray ethical dilemmas. Discussion starters are included to prompt readers to draw

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ethical implications and applications from the films. - 'Self-Assessment' features measure the reader's performance on an important behaviour, skill, or concept discussed in the chapter - 'Implications and Applications' review key ideas and their ramifications for the reader as a leader - 'For Further Exploration, Challenge, and Assessment' encourages readers to engage in extended reflection and self-analysis - 'Focus

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on Follower Ethics' boxes that broaden coverage of the text and introduce concepts students can apply to their role as followers - Three cases per chapter offer real-world examples for analysis and reflection - A lengthy reference section at the end of the book serves as a starting point for further research and exploration

Instructors Resources include teaching strategies, a test bank, sample syllabi, assignment descriptions, and

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more.

The Journal of School Leadership is broadening the conversation about schools and leadership and is currently accepting manuscripts. We welcome manuscripts based on cutting-edge research from a wide variety of theoretical perspectives and methodological orientations. The editorial team is particularly interested in working with international authors, authors from

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traditionally marginalized populations, and in work that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

A Guide for Nurse Practitioners and

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Administrators

Cases from 24 Countries

*Theorising Identity and Subjectivity in
Educational Leadership Research*

*International Handbook on the
Preparation and Development of School
Leaders*

Advances in Global Leadership

*Leadership Styles and Spiritual Traits
of Catholic Priests*

*Clinical Leadership in Nursing and
Healthcare*

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In recent years, the issue of race in education in the UK have been submerged in wider discourses of diversity, leading to an invisibility of the quotidian experiences of marginalised peoples in educational institutions. *Race, Education and Educational Leadership in England* looks at how the experiences of black and ethnic minority (BME) students and academics in education has changed and investigates how the implementation of current policies on race equality are being monitored by the government. The contributors take an integrated approach, looking at issues and themes that occur

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across all educational phases in England and draw on expertise from within and outside the education system. The editors highlight areas of weakness and good practice in access, curriculum, progression and the lived experience. This book makes a compelling argument for why race equality matters in England's education system.

"The manager's job is to make human strength effective and human weakness irrelevant." —Peter F. Drucker "I am often asked by management students and middle managers, 'How can we make the changes you talk about if we are not at the top?'

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I reply, 'You can begin where you are, whatever your job. You can bring new insight, new leadership, to your team, your group.' —Frances Hesselbein "As they say, 'None of us is as smart as all of us.' That is good because the problems we face are too complex to be solved by any one person or any one discipline." —Warren Bennis These are just a few of the insights collected in *Leader to Leader*, an inspiring examination of mission, leadership, values, innovation, building collaborations, shaping effective institutions, and creating community. Management pioneer Peter F. Drucker, Southwest

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Airlines CEO Herb Kelleher, best-selling authors Warren Bennis, Stephen R. Covey, and Charles Handy, Pulitzer Prize winner Doris Kearns Goodwin, Harvard professors Rosabeth Moss Kanter and Regina Herzlinger, and learning organization expert Peter Senge are among those who share their knowledge and experience in this essential resource. Their essays will spark ideas, open doors, and inspire all those who face the challenge of leading in an ever-changing environment. For a reader's guide, see www.leaderbooks.org

The leadership landscape has begun to shift.

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Researchers have started to realize that previous conceptualizations of leadership that focus only on the positive aspects of leadership are too narrow and may represent a romantic notion of leadership. A growing body of inquiry has emerged with a focus on the darker side of leadership. Allowing for the possibility that leaders can also do harm, either intentionally or unintentionally, broadens the scope of leadership studies and serves to increase the practical implications of leadership research. This book brings together contributions by scholars from several different countries addressing topics such as

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narcissistic and destructive leadership, ethical leadership and leader errors.

Eminently readable, current, and comprehensive, this acclaimed text sets the standard for instruction in Leadership

I Am the Next Leader

An Integrated Analysis

Theorizing Women & Leadership

Leadership in Diverse Learning Contexts

Leadership and Followership in an Organizational Change Context

Leadership in Education, Corrections and Law

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Enforcement

Leaders face new challenges as they cope with changes in culture, technology and the workplace. In this edited volume, based on a conference at Claremont, scholars of leadership studies from three continents discuss the latest psychological research on interpersonal leader–follower relations. The book tackles the impact of distance – physical, interpersonal and social – on our organizations, governments and societies.

Understanding Educational Leadership guides you through critical perspectives and approaches across the world, taking in the global north and south, and explores the ways in which educational leadership is currently understood, theorised, researched, modelled and practised. The book also covers contemporary issues including gender, sexual identity and race,

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as well as topics such as governance, performativity and corporatisation. It brings together evidence and ideas that illuminate the power structures and relations in educational leaders, leading and leadership and helps you to consider the impact on policy and practice, and to think about changes needed to mitigate the issues identified. The book showcases a wide range of theorists, including Bourdieu, Foucault and Fraser. Its impressive scope includes analyses of collectivist, neoliberal and historical influences on educational leadership. It explores forensically leadership styles, with an explicit focus on distributed, instructional, democratic, autocratic, laissez-faire and organisational forms. Carefully curated by the editors, the world-leading contributors draw on their wealth of knowledge about research and practice to provide you with an overview of

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educational leadership today, looking at global research, evidence, arguments and conceptualisations. Each chapter is written in an engaging and inspiring way, following a consistent approach to help you to develop your understanding in each of the areas covered. Full pedagogical features throughout include chapter summaries, key questions, case studies, questions for readers and further reading suggestions with questions on key texts. A companion website provides links to open-access outputs, research-project outcomes, and networking seminars, conferences with links to local, national and global events and connections.

Adopted at more than 1,600 institutions in 89 countries and translated into 15 different languages! The market-leading Leadership: Theory and Practice by Peter G. Northouse

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presents an academically robust account of the major theories and models of leadership with a focus on how theory can inform practice. Northouse uses a consistent structure for each chapter that allows readers to easily compare and contrast different theories. Case studies and questionnaires provide students with practical examples and opportunities to deepen their understanding of their own leadership style. The fully updated Ninth Edition features a new chapter on inclusive leadership, 17 new real-world cases that profile leaders from across the globe, a new discussion on leadership and morality, and examples of timely issues such as leadership during the COVID-19 pandemic. This title is accompanied by a complete teaching and learning package. Contact your SAGE representative to request a demo. Digital Option / Courseware SAGE Vantage is an

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intuitive digital platform that delivers this text's content and course materials in a learning experience that offers auto-graded assignments and interactive multimedia tools, all carefully designed to ignite student engagement and drive critical thinking. Built with you and your students in mind, it offers simple course set-up and enables students to better prepare for class. Learn more. Assignable Video with Assessment Assignable video (available with SAGE Vantage) is tied to learning objectives and curated exclusively for this text to bring concepts to life. Watch a sample video on diversity, culture, and leadership. Assignable Self-Assessments Assignable self-assessments (available with SAGE Vantage) help students understand their own leadership strengths and styles. LMS Cartridge: Import this title's instructor resources into your

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school's learning management system (LMS) and save time. Don't use an LMS? You can still access all of the same online resources for this title via the password-protected Instructor Resource Site. Learn more.

Emotional Dimensions of Educational Administration and Leadership explores foundational theories for emotional dimensions of educational administration and leadership as they influence our understanding, analysis and practice in the field. It covers a broad range of topics, such as ethics, authority, personality, social justice, gender discrimination, organisational culture, decision-making, accountability and marketisation. The first section, 'Theoretical Foundations', includes discussion of the early modern romantic philosophy that produced the heroic notion of leadership, the idealist philosophy of Hegel, existential

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concerns through Kierkegaard, the contributions of psychoanalysis, and Habermasian critical theory. The second section, 'Types of Emotional Analysis', includes examinations of the material culture, emotional economies, the politics of emotion, and the relationship between emotion and rationality. The last section, 'Critical and Contemporary Issues', includes critiques of the fear arising from accountability regimes, the political economy of the market model, a feminist critique of ideologies reflecting emotional investments, narrative expressions for the emotional context of teamwork, the problem of narcissism, and the emotional dimensions of role engagement. This volume explores an area that is only just re-emergent in the last few years. The collection demonstrates the relevance to practical issues and problems internationally, both within the

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organisational context and extra-organisationally with a focus on the application of emotional factors as they affect our understanding of, and practice in, educational organisations. The emotions of education affect the implementation of political values and culture within organisations.

Challenging Leadership Stereotypes Through Discourse

Transitioning into Hospital Based Practice

The Language of Corporate Power

Power, Management and Gender

Women and Leadership

New Insights & Contributions from Multiple Perspectives

Exploring and Spanning the Boundaries

The 2nd edition of this book, originally

published in 2011, captures many

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significant recent developments and achievements in women's leadership. Women in virtually every context discussed in the book--politics, sports, business, technology, religion, military and international--have made dramatic gains in attaining leadership roles and positions. Sponsored by the University Council of Educational Administration (UCEA), the British Educational Leadership, Management, and Administration Society (BELMAS), and the Commonwealth Council for Educational Administration and

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Management (CCEAM), this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe. It describes current issues and debates and offers an assessment of where the field of leadership development is headed. Key features include the following: Global Focus: this book provides the first comprehensive look at leadership preparation and development across the globe. The chapter authors are distinguished scholars, drawn

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from the US, UK, Europe, Asia, Canada, Australia/New Zealand, and Africa. Topical & Geographical Focus: provides researchers and policymakers with critical descriptions and assessments of both topical and geographical areas. International Expertise: chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents.

Theorising Identity and Subjectivity in Educational Leadership Research brings together a range of international scholars to examine identity and subjectivities in

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educational leadership in new and original ways. The chapters draw on a variety of approaches in theory and method to demonstrate the important new developments in understanding identity and subjectivity beyond the traditional ways of understanding and thinking about identity in the field of educational leadership. The book highlights empirical, theoretical and conceptual research that offers new ways of thinking about the work of educational leaders. The authors take critical approaches to exploring the influences of

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gender, race, sexuality, class, power and discourse on the identity and subjectivity formation of educational leaders. It provides global perspectives on educational leadership research and researchers and offer exciting new approaches to theorising and researching these issues. This book will appeal to researchers, students, and professionals working in the fields of educational leadership and sociology, and the chapters within offer readers new perspectives in understanding educational leaders, their work and their identities.

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The Emotionally Intelligent Leadership for Students: Workbook is a "working book" that brings further understanding and relevancy to the Emotionally Intelligent Leadership for Students (EILS) model. It includes modularized learning activities for each capacity, as well as case studies and resources for additional learning. It is designed to be used as part of a facilitated course or workshop, either as follow-up to taking the EILS Inventory or as a supplement to the book Emotionally Intelligent Leadership: A Guide for College

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Students.

50 Quote Prompts

**A Commitment to Ethics, Equity and
Excellence**

JSL Vol 23-N5

**A Research Exploring the Relationships
between Leadership Styles and Spiritual
Traits of Catholic Priests**

**The Handbook for Teaching Leadership
Teaching Leadership**

Casting Light Or Shadow

Often it seems that people place a spotlight on leaders and disregard the probability that the success of the organization

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lies somewhere in the followers. However, literature on followership is often overlooked and research on it ignored. As organizations rapidly change, it is essential to understand organizational change through simultaneous discussions of both leaders and followers and the roles they play in the ultimate success of the company. Leadership and Followership in an Organizational Change Context is a pivotal reference source that establishes the concept and definitions of leadership and followership in the context of organizational change and discusses the leadership and followership styles that can contribute to organizational effectiveness. While highlighting topics such as leadership style, employee engagement, and succession planning, this book is ideally designed for managers, executives, directors, upper-level

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management, business professionals, academicians, researchers, industry professionals, and students seeking current research on the types of changes that organizations are facing and how such changes can be managed. Clinical leadership, along with values-based care and compassion, are critical in supporting the development of high quality healthcare service and delivery. *Clinical Leadership in Nursing and Healthcare: Values into Action* offers a range of tools and topics that support and foster clinically focused nurses and other healthcare professionals to develop their leadership potential. The new edition has been updated in light of recent key changes in health service approaches to care and values. Divided into three parts, it offers information on the attributes of clinical leaders, as well as the tools

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healthcare students and staff can use to develop their leadership potential. It also outlines a number of principles, frameworks and topics that support nurses and healthcare professionals to develop and deliver effective clinical care as clinical leaders. Covering a wide spectrum of practical topics, *Clinical Leadership in Nursing and Healthcare* includes information on:

- Theories of leadership and management
- Organisational culture
- Gender
- Generational issues and leaders
- Project management
- Quality initiatives
- Working in teams
- Managing change
- Effective clinical decision making
- How to network and delegate
- How to deal with conflict
- Implementing evidence-based practice

Each chapter also has a range of reflective questions and self-assessments to help consolidate learning. It is invaluable reading for all nursing and

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healthcare professionals, as well as students and those newly qualified.

"This is a unique and needed addition to the nursing literature. Historically, the role of the nurse practitioner was focused on primary care, but as the healthcare environment has changed, so has the need for nurse practitioners in the hospital setting....This valuable resource is a wonderful guide for nurse practitioners and administrators working to successfully create this transition in their organizations."

Score: 98, 5 Stars.--Doody's Medical Reviews Transitioning into Hospital Based Practice: A Guide for Nurse Practitioners & Administrators is the first text to address the mutual issues of both NPs and administrators in successfully implementing NP practice in hospitals. This book addresses the planning,

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implementation, and evaluation process as well as the key factors that are critical to the success of the individual NP, and incorporates practical guidance from national NP experts. The NP recruitment, orientation, mentoring, and professional development are key to the individual and collective success of both the NP and the organization's outcomes. It is the commitment to this mutual success that sets this book apart from any other texts on this subject and makes it indispensable for students, practicing NPs, and administrators alike. Key Features: Provides concrete strategies for the NP and Administrator that support the transition from clinic to hospital-based APN practice Addresses a growing need for role identification and integration of the NP role into the hospital setting Covers the planning, implementation, and

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evaluation process of the hospital-based NP Focuses on the improvement of patient outcomes and cost reduction Written by national NP experts

Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives is the fifth volume in the Women and Leadership: Research, Theory, and Practice series. This cross-disciplinary series, from the International Leadership Association, enhances leadership knowledge and improves leadership development of women around the world. The purpose of this volume is to provide a forum for women to theorize about women's leadership in multiple ways and in multiple contexts. Theorizing has been viewed as a gendered activity (Swedberg, 2014), and this series of chapters seeks to upend that imbalance. The chapters are

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written by women who represent multiple disciplines, cultures, races, and subject positions. The diversity extends into research paradigm and method, and the chapters combine to illuminate the multiple ways of knowing about and being a woman leader. Twenty-first century leadership scholars acknowledge the importance of context, and many are considering post-heroic leadership models based on relationships rather than traits. This volume contributes to this discussion by offering a diverse array of perspectives and ways of knowing about leadership and leading. The purpose of the volume is to provide readers with not only interesting new ideas about women and leadership, but also to highlight the diverse epistemologies that can contribute to theorizing about women leaders. Some chapters represent typical social

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scientific practices and processes, while others represent newer knowledge forms and ways of knowing. The volume contributors adopt various epistemological positions, ranging from objective researcher to embedded co-participant. The chapters link their new findings to existing empirical or conceptual work and illustrate how the findings extend, amend, contradict, or confirm existing research. The diversity of the chapters is one of the volume's strengths because it illuminates the multiple ways that leadership theory for women can be advanced. Typically, research based on a realist perspective is more valued in the academy. This perspective has indeed generated robust information about leadership in general and women's leadership in particular. However, readers of this volume are offered an opportunity to

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explore multiple ways of knowing, different ways of researching, and are invited to de-center researcher objectivity. The authors of the chapters offer conceptual and empirical findings, illuminate multiple and alternative research practices, and in the end suggest future directions for quantitative, qualitative, and mixed-methods research.

An Integrative Approach

What's Wrong With Leadership?

Values into Action

Rethinking Leadership

Lessons for Tomorrow's School Leaders

Passion, purpose and possible futures

A 90-Day Leadership & Gratitude Journal for Kids & Girls
(Ages 8 - 12): Gratitude Notebook / Journal Gift. 120 Pages.

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6x9 Soft Cover. Matte Finish.

Within the Academy, itself a changing and increasingly entrepreneurial entity, publishing is no longer an option; it is the universal currency that secures a position, tenure and promotion; it is key to academic life. Providing a panoramic picture of the changing publishing climate, Academic Life and the Publishing Landscape will empower scholars by enabling them to navigate this changing terrain more successfully. This book provides guidance from a range of contributors who use their own wide expertise in writing and publication to document the challenges faced by scholars at different career stages and in different locations. It covers a wide range of debates on publishing, spilt into the following three sections: Mapping the Publication Landscape, Writing for Publication—Learning from Successful

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Voices, Further Challenges and Possibilities. With topics ranging from the process of preparing manuscripts for publication, including chapters on calculating journal rankings and understanding the Peer Review process, through to chapters on speaking to international audiences and writing for elite international journals, this book offers a unique perspective on how the changing nature of publishing works. This will be a useful guide for scholars across the globe looking to enhance their publication performance, and those questioning what needs to be done in order to understand, navigate and to (re-)position one's self and institution in this increasingly significant and rapidly altering terrain. Ciaran Sugrue is Professor of Education, University College Dublin, Ireland and has been Head of School from 2011-14. Sefika Mertkan is an Assistant Professor of

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Educational Leadership and Management at Eastern Mediterranean University.

This multidisciplinary volume brings together wide-ranging empirical research that goes behind the scenes of diverse organizations dealing with business, politics, law, media, education, and sports to unravel stereotypes of discursive leadership practices as they unfold in situ. It includes contributions that explore how leadership discourse is impacted by increasing pressures of “glocalization” (the need to communicate across cultures and languages), “mediatization” (leaving ubiquitous digital traces), standardization (with quality management programmes negotiating organizational procedures), mobility (endless fast-paced long distance synchronization) and acceleration (permanent co-adaptation and change). The discussion

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of purposefully chosen case studies moves beyond questions of who is a leader and what leaders do, to how leadership stereotypes are being challenged in various communities of practice, and thereby making change possible. Cross-cultural and interdisciplinary approaches are used to get deeper insights into the competing, multi-voiced, controversial and complex identities and relationships enacted in leadership discourse practices. In this book we considered new territory for educational leadership by looking to music for lessons and inspiration that may inform the next generation of schools leaders. Each chapter focuses on an artist or group whose work serves to refine, extend, and challenge our thinking in regards to educational leadership. You will find a vast array of musical forms of expression analyzed and described by an equally diverse collection of educational

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leadership scholars and practitioners. There may be some who question the academic appropriateness or relevance of a text such as this one. Our response is that part of our ongoing mission should be to break ourselves out of academic silos and forge meaningful connections between seemingly disparate disciplines. Furthermore, educational leadership stands to gain more by drawing from the arts and specifically musical influences. Finally, music is an obvious part of most of our lives; why not explore the ways in which it impacts us on an academic level and not just a personal level? In sum, we ask that as you read the chapters of this book, you reflect on your own musical tastes and favorite artists.

Within contemporary culture, 'leadership' is seen in ways that appeal to celebrated societal values and norms. As a result, it is

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becoming difficult to use the language of leadership without at the same time assuming its essentially positive, intrinsically affirmative nature. Within organizations, routinely referring to bosses as 'leaders' has, therefore, become both a symptom and a cause of a deep, largely unexamined new conceptual architecture. This architecture underpins how we think about authority and power at work. Capitalism, and its turbo-charged offspring neo-liberalism, have effectively captured 'leader' and 'leadership' to serve their own purposes. In other words, organizational leadership today is so often a particular kind of insidious conservatism dressed up in radical adjectives. This book makes visible the work that the language of leadership does in perpetuating fictions that are useful for bosses of work organizations. We do this so that we – and anyone who shares

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similar discomforts – can make a start in unravelling the fiction. We contend that even if our views are contrary to the vast and powerful leadership industry, our basic arguments rest on things that are plain and evident for all to see. Critical Perspectives on Leadership: The Language of Corporate Power will be key reading for students, academics and practitioners in the disciplines of Leadership, Organizational Studies, Critical Management Studies, Sociology and the related disciplines.

Dynamics of Leadership in Public Service
Emotionally Intelligent Leadership for Students
Destructive Leadership, Mistakes, and Ethical Failures
Meeting the Ethical Challenges of Leadership
A Decade of Research on School Principals
Women in Leadership

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Knowing, Doing, and Being

Meeting the Ethical Challenges of Leadership, Third Edition identifies the unique ethical demands of leadership and equips students to meet those challenges. It retains the elements of the text that have contributed to its success while broadening its appeal. The book continues: to reflect an informal, accessible style; to focus on personal assessment and application; to draw from a variety of academic disciplines; to provide tools and techniques for creating

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positive ethical climates, and to feature contemporary cases. New to the Third Edition: - coverage is expanded to reflect the growing interest in leadership ethics, incorporating new topics, theory and research findings - a new chapter on ethical influence - a references section at the end of the book

A powerful call to action for achieving equality in leadership. Women make up fewer than ten per cent of national leaders worldwide, and behind this eye-opening

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statistic lies a pattern of unequal access to power. Through conversations with some of the world's most powerful and interesting women--including Jacinda Ardern, Hillary Rodham Clinton, Christine Lagarde, Michelle Bachelet, and Theresa May--Women and Leadership explores gender bias and asks why there aren't more women in leadership roles.

Aning Amoah's Leadership Styles and Spiritual Traits of Catholic Priests explore the relationship between leadership styles

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(transformational, transactional, and laissez-faire) and spiritual traits (self-directedness (SD), cooperativeness (CO), and self-transcendence (ST)). The quantitative correlational study sampled 93 catholic priests from Ghana in active ministry. The results showed a statistically significant correlation between transformational leadership and spiritual traits, a nonstatistical correlation between transactional leadership and spiritual trait variables, a negative statistically significant

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correlation between laissez-faire leadership style with self-directedness and cooperativeness, and a positive statistically significant correlation between laissez-faire leadership style and self-transcendence. Thus, the more catholic priests provide guidance, counseling, teaching, and shepherding among congregation as a transformational leader, the more likely they will be reliable, mature, effective, helpful, compassionate, and spiritual. Contrary, the more catholic priests become laissez-faire

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leader, the more likely they will be weak, blaming, ineffective, emotionally unstable, lacking internal organizational principles (low SD), self-absorbed, intolerant, critical, revengeful and self-regarding (low CO), and absorbed in what they do, spiritual and capable of adapting to situation of pain and suffering (high ST).

Advances in Global Leadership, Volume 12 updates researchers and practitioners on the state of the field and ongoing research gaps. Part I presents new empirical studies; Part II

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features pioneering scholars and trainers in the Practitioner's Corner. Contributors range from well-known voices to newly minted scholars with fresh perspectives.

Exploring Distance in Leader-follower Relationships

When Leadership Goes Wrong

*Improving Leadership Research and Practice
Journal of School Leadership*

*Emotional Dimensions of Educational
Administration and Leadership*

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Workbook

Citizenship and Sustainability in Organizations: Exploring and Spanning the Boundaries is the introductory book in the series of the same name and draws upon new conceptual thinking from some of the leading contributors to The Journal of Corporate Citizenship on topics of social responsibility, organizational citizenship, influencing and leading change for sustainability and individual agency. Chapter authors are influential thinkers, pushing the boundaries of

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conventional thinking about corporate citizenship and sustainability to generate innovative ideas, models and practices. The book's core message is that the contexts within which organizations and individuals act are undergoing significant change and disruption. Existing corporate social responsibility (CSR), corporate citizenship and business sustainability models and frameworks need to be adapted, abandoned or transformed. This book represents a starting point for dialogue about these challenges and presents

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commentaries, debates, essays and insights that aim to be provocative and engaging, raise some of the important issues of the day and provide observations on what may be too new yet to be the subject of detailed empirical and theoretical studies. The book is aimed at researchers, students and practitioners in the fields of corporate citizenship, sustainability, CSR, business ethics, corporate governance and critical management and leadership studies.

Leadership practitioners and those who

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seek to develop leadership are concerned with whether they are using evidence-based best practices to develop leadership capacity in themselves and others. Are we indeed using best practices in the study, practice, and development of leadership? This book seeks to draw attention to the limitations of extant work on leadership, and to provide suggestions for a way forward. Presenting chapters on topics ranging from research methodology, gender and cross-cultural issues in leadership studies, and the role of the humanities in

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our understanding of leadership, the book represents a rigorous multidisciplinary collaboration. This is a must-read for graduate students studying leadership, leadership consultants and trainers, leadership scholars, and anyone who practices, teaches, or seeks to develop leadership. It will help expand the horizons of how we think about and practice leadership.

Books about leadership abound, often generalizing from a heroic leader's own experiences or reflecting the latest

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incremental advances in scholarly theorizing. Rethinking Leadership is different in that Ladkin questions the key questions of leadership thinking and thus arrives at a radically different conception of leadership. It is a welcome conception that recognizes the embodied, sensual, felt nature of leadership as an ongoing process involving leaders and followers within a particular context. For the complex and challenging times we live in, we need complex and challenging conceptions of leadership and Donna Ladkin

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has given us an excellent starting place. Steve Taylor, Worcester Polytechnic Institute, US Beautifully written, insightful and novel, this book departs nicely from mainstream views on leadership and can be strongly recommended to anyone wanting a new look on the complexities, meanings and dynamics of leadership and workplace relations. Mats Alvesson, Lund University, Sweden Donna Ladkin s inspiring and informed book breaks new ground in leadership studies. Writing lucidly, warmly and accessibly, Ladkin

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makes philosophy to bear on some key themes of leadership. Picking up concepts from philosophy's all time greats, she enriches the existing leadership discourse powerfully. Questions of charisma, vision, indeed the nature of leadership itself, are cast in fresh settings, and they become alive. Skilfully avoiding becoming overtly abstract, with a keen eye to examples, Donna Ladkin delivers a delightful, elevating and original contribution to the rethinking of leadership. Esa Saarinen, Helsinki

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University of Technology, Finland Adopting a post-positivist phenomenological perspective inspired by the writings of Husserl and Heidegger among others, Donna Ladkin crafts a series of philosophical questions that prompt the reader to deconstruct and reposition many habitually held views of leaders and leadership. Through her deep questioning, Ladkin reminds us that wisdom the virtue of practical circumspection is central to the ethical and aesthetic moment of leading. Rethinking Leadership is a refreshing and

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much-needed re-evaluation of the field, which should be read by anyone with a serious interest in the subject. Peter Case, University of the West of England, UK Writing anything new about leadership might seem like a difficult task these days. Writing anything new and interesting about leadership might seem beyond most of us. Writing anything new, interesting and provocative about leadership is restricted to only a few very talented scholars. Ladkin is one of these very talented scholars she has done all three in a

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groundbreaking review of the nature of leadership and the questions we should be asking about this phenomenon. Keith Grint, University of Warwick, UK A must-read for serious leadership studies scholars, Rethinking Leadership offers a radical reconceptualisation of leadership as a contextually embedded, physically embodied phenomenon. The book arrives at original and surprising answers to perennial questions such as What is leadership? and How do leaders lead change? , by addressing them from a philosophical,

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rather than psychological or sociological standpoint. Beautifully written, Ladkin makes complex ideas accessible by illustrating them with practical examples drawn from her wide experience as a leadership academic and management consultant across a range of commercial, political and not-for-profit organisations. A fresh voice amongst the crowded field of leadership studies, *Rethinking Leadership* delivers not just new answers, but an entirely new way of thinking about leadership and its role in

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contemporary society.

Communication research is evolving and changing in a world of online journals, open-access, and new ways of obtaining data and conducting experiments via the Internet. Although there are generic encyclopedias describing basic social science research methodologies in general, until now there has been no comprehensive A-to-Z reference work exploring methods specific to communication and media studies. Our entries, authored by key figures in the field, focus on special

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considerations when applied specifically to communication research, accompanied by engaging examples from the literature of communication, journalism, and media studies. Entries cover every step of the research process, from the creative development of research topics and questions to literature reviews, selection of best methods (whether quantitative, qualitative, or mixed) for analyzing research results and publishing research findings, whether in traditional media or via new media outlets. In addition to

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expected entries covering the basics of theories and methods traditionally used in communication research, other entries discuss important trends influencing the future of that research, including contemporary practical issues students will face in communication professions, the influences of globalization on research, use of new recording technologies in fieldwork, and the challenges and opportunities related to studying online multi-media environments. Email, texting, cellphone video, and

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blogging are shown not only as topics of research but also as means of collecting and analyzing data. Still other entries delve into considerations of accountability, copyright, confidentiality, data ownership and security, privacy, and other aspects of conducting an ethical research program. Features: 652 signed entries are contained in an authoritative work spanning four volumes available in choice of electronic or print formats. Although organized A-to-Z, front matter includes a Reader's Guide

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grouping entries thematically to help students interested in a specific aspect of communication research to more easily locate directly related entries. Back matter includes a Chronology of the development of the field of communication research; a Resource Guide to classic books, journals, and associations; a Glossary introducing the terminology of the field; and a detailed Index. Entries conclude with References/Further Readings and Cross-References to related entries to guide students further in their research

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journeys. The Index, Reader's Guide themes, and Cross-References combine to provide robust search-and-browse in the e-version.

Critical Perspectives and Approaches

A New Look at Old Leadership Questions

Educational Leadership and Music

Building Capacity and Strengthening

Relationships

When Near is Far and Far is Near

The SAGE Encyclopedia of Communication

Research Methods

Contextual Dynamics and Boundaries, Second

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Edition

The last twenty-five years have witnessed an explosion in the field of leadership education. This volume brings together leading international scholars across disciplines to chronicle the current state of leadership education and establish a solid foundation on which to grow the field. It encourages leadership educators to explore and communicate more clearly the theoretical underpinnings and conceptual assumptions on which their approaches are based. It provides a forum for the discussion of current issues and challenges in the field and

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examines the above objectives within the broader perspective of rapid changes in technology, organizational structure, and diversity.

Leadership in Education, Corrections and Law Enforcement: A Commitment to Ethics, Equity and Excellence fills a unique gap in the knowledge base - the juncture between leadership, ethics, law, and how public institutions/organizations understand and practice the essence of all three.

This book provides a unique map of the focus and directions of contemporary research on school leadership since 2000 in 24 countries. Each of these

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directions has its own particular cultural, educational and policy history. Taken together, the various chapters in the volume provide a rich and varied mosaic of what is currently known and what is yet to be discovered about the roles and practices of principals, and their contributions to the improvement of teaching and the learning and achievement of students. The particular foci and methodological emphases of the research reported illustrate the different phases in the development of educational policies and provision in each country. This collection is an important addition to existing

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international research that has shown beyond any reasonable doubt that the influence of school principals is second only to that of teachers in their capacity to impact students' progress and achievement and to promote equity and social justice.

This groundbreaking handbook offers a contemporary and thorough review of research relating directly to the preparation, induction, and career long professional learning of K–12 science teachers. Through critical and concise chapters, this volume provides essential insights into science

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teacher education that range from their learning as individuals to the programs that cultivate their knowledge and practices. Each chapter is a current review of research that depicts the area, and then points to empirically based conclusions or suggestions for science teacher educators or educational researchers. Issues associated with equity are embedded within each chapter. Drawing on the work of over one hundred contributors from across the globe, this handbook has 35 chapters that cover established, emergent, diverse, and pioneering areas of research, including: Research

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methods and methodologies in science teacher education, including discussions of the purpose of science teacher education research and equitable perspectives; Formal and informal teacher education programs that span from early childhood educators to the complexity of preparation, to the role of informal settings such as museums; Continuous professional learning of science teachers that supports building cultural responsiveness and teacher leadership; Core topics in science teacher education that focus on teacher knowledge, educative curricula, and working with all students;

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and Emerging areas in science teacher education such as STEM education, global education, and identity development. This comprehensive, in-depth text will be central to the work of science teacher educators, researchers in the field of science education, and all those who work closely with science teachers.

Real Lives, Real Lessons

Handbook of Research on Science Teacher Education

Understanding Educational Leadership

Positive School Leadership