

LEADERSHIP: A STRATEGIC SKILL

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I. LEADERSHIP IS A STRATEGIC SKILL CULTURE OF DISPERSED

Leadership is an all-level initiative with a slogan of “Every Officer is a Leader!” When the goal is personalized, one takes the responsibility for the success of that goal.

Heinz Kohut was an Austrian born American psychoanalyst, known for his contribution on self-psychology and he has expressed beautifully, “Our sense of being an independent centre of initiative and perception”; of being “integrated with our most central ambitions and ideals”; “And with our experience that our body and mind form a unit in space and a continuum in time”.

A. Introduction to “Self”

Heinz Kohut gave us a framework of self, he gave us the ear to listen to our tone, knowledge to understand the language of self, appreciate our own unique, individual style and understand the subtleties of the meaning we weave, and then the process where we translate and re-create the language of our own psychology with all the features thought and felt as closely as possible to its origin and project it out to the world.

B. Trigger by Stimulus

Our response to the stimuli (physical response) is a reaction to the understanding of the stimuli. Our personality is a response to a stimuli activated through the feelings, perception and understanding of that stimuli.

1. When We Express Ourselves and Its Mechanism

An expression becomes the language of emotions which is a combination of morals (culturally injected), variables (factors in the environment which can cause predictable & unpredictable changes), operators (within an individual e.g. physiology, past experiences) and functions (role) that are interpreted and evaluated, according to the particular rules of priority (heterarchy) and of association for a particular emotional language, which deciphers and then connects paths towards equilibrium producing another value. The expression is said to appraise to that value which is then personified and produces the behaviour. To understand the groundwork of our emotions at neuronal level can help change the topology of our emotions leading to harmony mentally, physically and emotionally.

Leadership is a combination of strategy and character. If you must be without one, be without the strategy. — Gen. H. Norman Schwarzkopf

C. Leadership: A Strategic Skill

Leadership is a strategic skill, which comes through an orchestrated immersion and then application of force multipliers in the environment.

Awareness and leadership they must have communication and synchronization and a deliberate doctrine to swarm and decentralize the negative environment created by the challenge.

Leadership is a mission-critical intelligence and it is not just about leading other’s but leading oneself first. When an individual leads from within she/he sets the pattern for leadership culture for the whole unit/team.

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Why leadership trainings have become so important in current times?

The modern age of technology has brought bombardment of massive amount of information, acculturation and related to the profession various sectors of Homeland security the unpredictable threat scenarios have also induced a need to cultivate action-oriented mindset of “Every Officer is a Leader!”

Self-awareness is necessary for correctional professionals to understand the ways in which their strengths and weaknesses affect the course of an action and how they deal with others and their ability to reach their goals and have the knowledge of force multipliers in the environment which can be utilized to reach the goal-set.

- A force multiplier is a capability that, when added to and employed by a (unit) team or an individual, significantly increases the potential of that unit and thus enhances the probability of successful mission accomplishment.

Leadership in entirety is a strategic skill because effective leadership in corrections also conveys a statement to the stakeholders and presents the full comprehension of its value of the correctional agency and its services.

The effective leader knows how to identify simply and concretely not just the task at hand but also the reason behind the task. To create a vision and lead the team to follow that vision is always a challenge, once this is established it helps the team members to understand the importance of their role and responsibility leading to the common goal envisioned.

This serves both the public which often rejects and condemns offenders and the offenders who often reject and condemn the circumstances.

This requires operational art and strategic thinking — two crucial elements employed by the leader with combined capacity of the team.

1. Goal Success Plan

- Is the goal specific, challenging, approachable, measurable, inspirational?
- What are the steps necessary to achieve this goal?
- What might be the barriers and what will I do to overcome them?
- How to enhance my commitment and motivation?
- Who else, or what else do I need to be successful?

One of the affective styles is the capacity to regulate negative emotions and specifically to decrease the duration of that negative affect once it arises.

When we recognize our inherent potential through our visible signature strengths through which we receive and give recognition, encouragement, ability and curiosity to explore, and develop.

2. Key Components to Recognize Inherent Potential

- Identity Development — self and group identity
- Value Assessment — our inner concepts of the World, the way of being and what we encounter in reality.
- Discovering purpose — a higher mission not dependent on monetary gain or “positions”

- Goal Planning and setting — how specific is the goal, what are the steps and how to implement those steps
- Time Management — understanding of priorities and making time for things which are important for personal and professional growth
- Feedback task learning & Performance

Full Circle of Goal Planning



As shown in this illustration the motivational process for a goal starts with instinct approach (what we naturally are good at), and if it satisfies our needs, if not then we need an incentive to move forwards, once the right incentive is found it triggers an arousal state of wanting to move forwards using our cognitive and emotional make-up and we succeed in reaching our goal.

This is a complete process, but without utilizing all the approaches together one can reach a goal by a combination of just 2 from the steps mentioned in the illustration.

D. Operational Art

The organizations at all levels require methodology based on Operational art, that is, creative thinking, leading to a unifying thought process encouraging the forces capability goals and operating process. It is also, unity of effort and integrates end ways and means while accounting risks across all levels.

Operational art leads to operational design that is conceptualization and construction of an intellectual frame for subsequent execution. Operational art and design strengthen strategies and tactics.

Operational design takes the creative process of operational art and makes us understand conceptually the complex operational environment with tactical dilemma in space and time.

The idea should reflect a holistic understanding of the operational environment and the problem.

In theory, an infinite number of possible goals and courses of action (COAs) exist in any situation,

perceptive insight is the combination of analysis and intuition, seeing in parts and whole and combining them in such a way that it leads to new behaviour and response to the true nature of a situation.

The strategic thinker sees issues in the context of systems and their relationships to other systems. (in parts and whole). The skilled strategic thinker knows how to take advantage of opportunities that others might miss, recognize the relationships between seemingly disparate entities, and view daily tactical issues in a broader and longer term context. The strategic thinker is able to consider a broad range of alternatives when addressing a challenge.

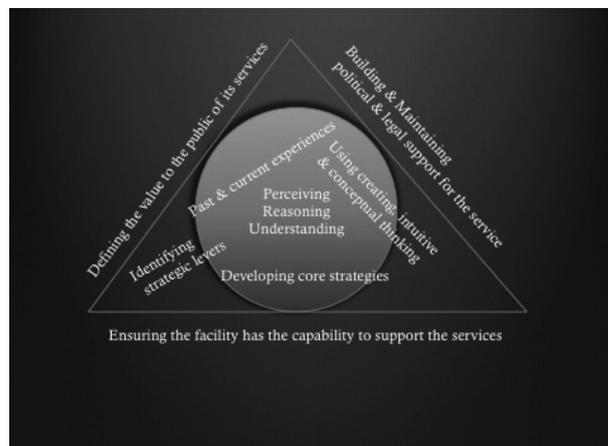
A strategic thinker employs different forms of thinking:

- Conceptual
- Creative
- Intuitive & Insight
- Sense making & Mindfulness
- Holistic & Divided
- Sequential & Simultaneous
- Network & Individual
- Analytic & Logical

Critical thinking is known and utilized by most professionals in correctional systems, along with this we need to build up our intuitive skills and keys to capture intelligence as a management tool. Intuitive skills and use of intelligence to its optimal level comes from:

- Situational Awareness
- Observation skills, including non-verbal markers
- Ability to communicate

This strategic mission has a thinking cycle, which is encompassed by exterior responsibility.



The cognitive cycle phase uses perception through observation and assessment, understanding of it and the meaning-making units of it — Reasoning.

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A strategic thinker acquires and employs insight based on past and current experience and then with insertion of creativity, intuition and conceptual thinking develops a foresight for projection of future status.

Strategic levers include what stakeholder's value and matching those levers with the capability of the organization.

Reasoning employs a road-map to develop core strategy and the ways to implement it with full effectiveness.

The parameters which encompass the strategic cognitive cycle must balance each other and within which effective leadership through strategic thinking must work by proving the value to the public of the services provided, building and maintaining political and legal support for those services and ensuring the facility has the capabilities to provide those services.

Innate nature of our brain regulates our self -psychology at all times, which is meaning-making. In this meaning-making, heterarchy is of utmost important which eventually leads us to act upon the emotion which is high on precedence.

A continuous flow —

- The mind is comprised of beliefs, desires, emotions, perceptions, and intentions.
- Personality Enrichment attributes to these mental states to self and others in order to understand and predict behaviour.
- New Horizons are achieved when we understand ourselves, and others around us.

But there are times when we need mission-critical intelligence which has no implementation plan but needs immediate action on an issue. This situation checklist incorporates few steps:

- Proceed by incremental steps — do the doable.
- Fix & Repair as you proceed — learn from the errors and regain momentum throughout the implementation process.
- Instigate feedback — to assess, evaluate and fix and remaining flexible but verbalizing the purpose of the steps at all times to the team so as to maintain the common vision and avoid confusion.

While the Correctional executives and senior-level leaders' maintain the external environment through collaboration, development of alliances, negotiations etc the inner environment management is on each individual, team and its leader.

The figure below illustrates how the self is constantly engaged and maintains a continuous ripple. The self being affected by physiology and external phenomenon which then producing an emotion-reaction action, that also flows backwards and induces changes in self, leading to combined thoughts and behaviour.

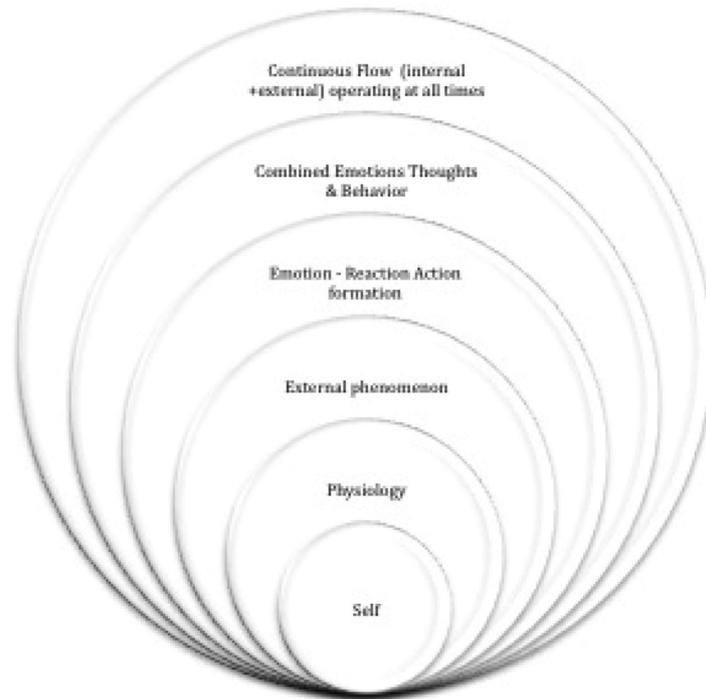


Figure 1 : Congruency ripple (Psychosmogram)

E. Psychometric Tools

1. The Self-Assessment Instruments

- The Myers-Briggs type indicator® (MBTI®)
- The fundamental interpersonal relations orientation— behaviour® (FIRO—B®)
- The 360-degree feedback instruments— instruments that provide full-circle measurement from assessment to feedback— are benchmarks®, emotional competence inventory®, leadership practices inventory®, multifactor leadership questionnaire®, and skillscope®.

II. DISTINCTION-MAKING TRAITS (DM) & DISTINCTION — DISSOLVING (DD)

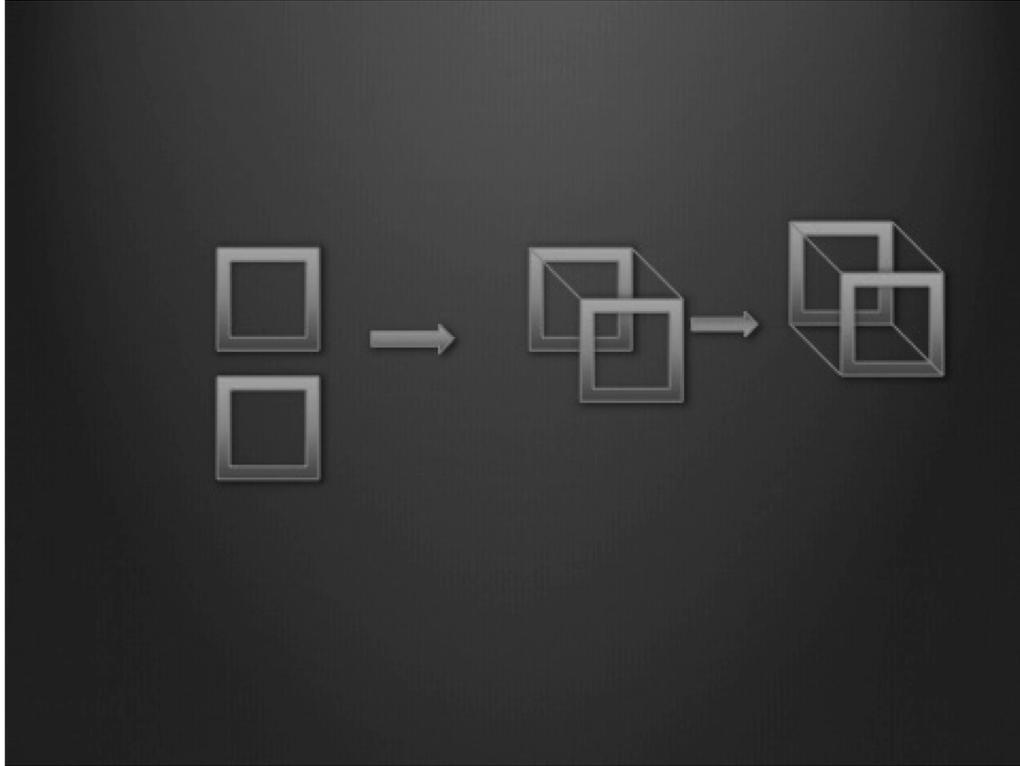
Three parts of the brain assist in DM & DD. They are the Reptilian brain (R-Complex), limbic brain and the neo-cortex.

Imbalance occurs when one set of traits dominate the other trait. Distinction-making traits are seen in activities such as creating hierarchies, having a rigid set of objectives, paying close attention to details as opposed to whole, valuing precision and orderliness. These are the product of the R- complex and are necessary for survival. Control must be established to effectively deal with the crisis. When an individual or a group esteems these traits over distinction-dissolving traits, however, a breakdown in empathy and flexibility occurs.

Distinction-dissolving traits value richness of experience, intuition, complexity, higher tolerance for ambiguity and a holistic emotional appraisal. These traits are also needed for survival. They insure creativity, flexibility, intuitive thinking and diversity within an appreciation of the whole. Intermingling of thoughts from various stimuli ensures brain progress. Ability to change, have courage and determination to execute must accompany distinction-dissolving traits in the neo-cortex. When inaction prevails and the group or individual have no clear focus they become weak and ineffective.

When we combine the two squares with just two straight lines, we see depth in the image almost an

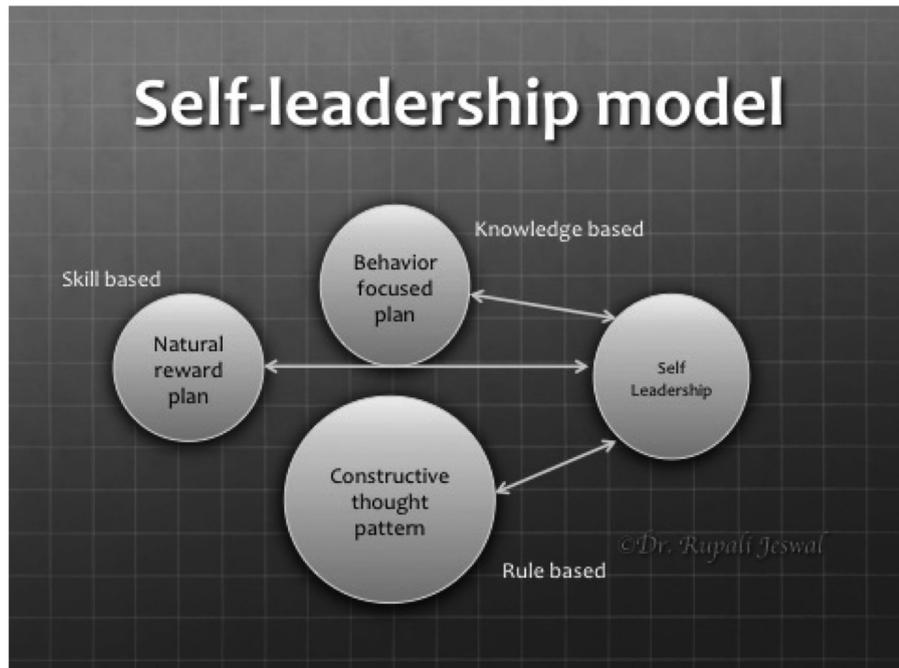
entrance. When we combine it with three straight lines it becomes a skeleton cube. Our perception is programmed in a way that a simple bare square will sub-consciously beg you to add more features to it, to animate it, give it another angle, if one does or doesn't depends upon how trained one is to make maximum use of his perception, we are designed to have more than one perception of an animate and inanimate object. When the conscious act of looking at something keeps the image on the retina constant and yet our visual cortex is playing a greater role behind the scene.



We have this natural ability so why not make a conscious effort and introduce it in our everyday lives and encounters — we so often get one-tracked in life. There are so many options/sides to one thing — so why should we dwell on just what we see, why don't we explore it from every angle and utilize it as a force multiplier.

- Behaviour-focused strategies
- Natural reward strategies
- Constructive thought pattern strategies

A. Self-Leadership



The need for self-leadership is salient; leadership courses for inmates will increase their self-esteem and make them learn to take responsibilities.

Self-leadership is an influence-related process through which employees motivate and navigate themselves to attain desired behaviours and ends. Although individuals are motivated to accomplish tasks, not everyone is capable of displaying innovative behaviour, because of the absence of self-navigation, a key element in the concept of self-leadership. People who possess good self-leadership qualities know how to achieve high levels of self-direction and self-motivation during this process people learn to lead themselves. For instance, constructive thought patterns become essential during the first stage of the innovation process - recognizing a problem and generating new ideas and solutions.

In other words the ability to instil positive self-influence, which emphasize concepts of self-navigation, self-control and self-management.

As a broader construct, self-leadership encompasses a set of three complementary cognitive and behavioural strategies, which impact subsequent outcomes. These are:

- (i) *Behaviour-focused strategies*
- (ii) *Natural reward strategies*
- (iii) *Constructive thought pattern strategies*

III. ROLES IN LEADERSHIP CULTURE

| Roles | Characteristics |
|----------------------------|---|
| Assessor | <ul style="list-style-type: none"> ● Gauge prior knowledge and interest. ● Monitor groups and individual progress. ● Support self-assessment. ● Be able to reflect on their own practice and accept feedback about themselves. |
| Questioners and Challenger | <ul style="list-style-type: none"> ● Provide an appropriate and timely level of challenge and specific feedback for each individual's. ● Encourage questions and make time to find answers together. |
| Model and Coach | <ul style="list-style-type: none"> ● Demonstrate strategies that you wish to facilitate. ● Make thinking visible. ● Lay out your expectations and assessment requirements clearly. ● Encourage measured risk-taking. ● Have enthusiasm for reflective thinking strategies. |
| Strategic Planner | <ul style="list-style-type: none"> ● Implement methods which are appropriate for the learning in context and purpose. ● Understand each individual's needs and use this information for timely choices about tasks and grouping arrangement. ● Allow time to staff to practice what is learnt. |

What effect does leadership training have?

A. Latent Learning Objectives Through These Trainings

- Self-belief - belief in ability to achieve goals
- (Belief you are different to opponent.)
- Motivation - (desire/determination)
- (Intrinsic motivation and using adversity as a source of determination.)
- Acceptance of competition anxiety
- (Have skills to plan on how to deal with it.)
- Can maintain focus - ability to "balance"
- (Maintains technique/effort in face of fatigue/pain)

B. Latent Effective Behavioural Markers

Behavioural markers - decision-making, communication, leadership (teamwork among units — inter and intra).

- Cohesion - Social & Task & Teamwork

- Commitment — Communication through Leadership styles
- Crew coordination - Morale Decision-making
- Feedback (Mental models) — learning from self and others
- Performance — Adaptability, Responsibility & Conflict
- Information exchange — Roles, Cross-training
- Trust Performance — Monitoring and Mentoring each other
- Leadership qualities - Self-efficacy, Collective efficacy
- Communication — constraints, flexibility, clarity
- Team identification - Social exchange on what makes a group self organizing and sustaining.
- Stress - Leadership personality during stressful situations

1. Leader — What are the Values & Motivations

In general we are all aware the components of leadership:

(i) *Interpersonal skills*

(ii) *Ability to build and lead teams*

(iii) *Adaptability*

Interpersonal skills uses self-science, emotional intelligence, & understanding our own behaviour-response system.

Ability to build teams uses art of communication along with emotional intelligence principles, which makes a leader know how others feel and think.

Adaptability is utilization of the strengths within an individual and motivate others to move forwards, especially during time of crisis. This has much to do with stress-response system.

In other words the ability to instil positive self-influence, which emphasize concepts of self-navigation, self-control and self-management.

As a broader construct, self-leadership encompasses a set of three complementary cognitive and behavioural strategies, which impact subsequent outcomes. These are:

- Behaviour-focused strategies
- Natural reward strategies
- Constructive thought pattern strategies

Learning occurs as a 'response' to certain definite and identifiable stimuli in one's environment. Emotionally intelligent organizations maximize potential for operational success and increase effectiveness because people in these organizations share more powerful connections.

Learning activities in constructivist settings are characterized by active engagement, inquiry, problem solving and engagement with others.

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Training plan in a facility should be such so as to foster a culture where these elements are produced, recognized and practiced:

| | |
|-----------|-----------|
| Clarify | Create |
| Mentor | Monitor |
| Measure | Recognize |
| Reinforce | Reward |

- Appreciative Inquiry: **Inquiry into what is possible should begin with appreciation.** The primary task is to describe and explain those exceptional moments which energizes the team and activate the team individual's competencies.
- Possible & Applicable: **Inquiry into what's possible should be applicable.** Study should lead to the creation of knowledge that can be used, applied, and validated in action.
- Inquiry creating force multipliers: **Inquiry into what is possible should be a force multiplier.** A team is capable of becoming more than it is at any given moment, and learning how to determine its own future establishing the foundation of a self-organizing unit. Delegation and dexterity are the two key components of this.
- Collaboration of human potential: **Inquiry into the human potential in the community should be collaborative.** This assumes an inseparable relationship between the process of inquiry and its content.

Emotional intelligence, serves as a dominant “moderating factor”. This factor allows an assessment to the managers of internal and external contingencies and adopt the most effective & appropriate COA (course of action)

From Darwin to the present, most descriptions, definitions and conceptualizations of emotional-social intelligence have included one or more of the following key components:

- the ability to recognize, understand and express emotions and feelings
- the ability to understand how others feel and relate with them
- the ability to manage and control emotions
- the ability to manage change, adapt and solve problems of a personal and interpersonal nature
- the ability to generate positive affect and be self-motivated

(The Bar-On Model of Emotional-Social Intelligence (ESI))

Changing the neural substrates of emotions and emotion-reaction will not only affect neurology of one's brain but the physical reaction will be affected too, thereby assisting the individual to motivate and maintain the control on down-regulation of negative emotion in a constructive manner. Change in one facilitates changes in the entire human design. We create new areas with new competencies.

V: Vim and Vigor

I: Increased Sharing

M: Motivation and Management

V.I.M = Combination of attributes or advantages which makes a specific emotion more effective than another emotion of comparable size. Example:

Extreme Happiness as compared to Extreme Sadness. Down regulation of emotion is taking V.I.M and using it to your advantage. This is also known as force multipliers. A force multiplier is anything and everything, which can be taken by an individual and used to their advantage to increase their potential. In organizations brain storming is one such process where a group of people in various departments come together and take each other's potentials multiply it with their and come up with options, suggestions and innovations.

One of the affective styles of functioning through E.I is the capacity to regulate negative emotions and specifically to decrease the duration of that negative affect once it arises.

Our Brain is subjected to constant structuring and restructuring through pattern associations. Neural Substrates are elemental for our natural state. It is a substance that is acted upon in a biochemical reaction; they are basically carriers of information, and the bio-chemical reaction produces information. Neural Substrates lead us to challenges, choices, creative critical thinking and transferring learning through experience. They set our internal emotional climate through appraising our external environment at all times. Seeking patterns, making connections is what our brain is doing continuously through the influence of emotions. We all have emotional intelligence, the only question is how much with awareness we use this intelligence to regulate and down-regulate our emotion-reaction-action.

IV. EMPIRICAL REVIEW

Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader. The style can also be mentioned as a 'telling style'. The transactional style of leadership was first described by Max Weber in 1947 and then by Bernard Bass in 1981.

The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals.

Researchers have studied leadership style extensively over the past three decades, focusing heavily on what "behaviours" effective leaders exhibit. Their findings indicate that leadership style is something people can learn. In fact, the leadership style used within an organization has been shown to relate profoundly to its performance and, especially, its ability to adapt to changes in the environment. Evidence continues to grow that developing effective leadership behaviours is important and that leadership style does indeed matter.

An important leadership model developed over the past 30 years encompasses two different leadership styles: "transformational and transactional".

A. Transformational Leadership Inspires Followers to Accomplish Things Beyond What Might Be Expected

- Raising followers' consciousness of the value of specified goals.
- Helping followers transcend their own self-interest for the sake of the team, the unit, and the organization.
- Motivating followers to address higher- level personal needs.

Transformational leadership is frequently associated with increased organizational effectiveness. Such an approach stresses that leaders must understand and adapt to their followers' motives and needs. These leaders are good role models who empower staff members to achieve higher standards and engender trust in others. They are change agents who articulate a clear, shared vision of the

organization and establish meaning in organizational life. This encompassing approach can describe a wide range of leadership behaviours, from specific attempts to influence followers on a one-to-one basis to broad attempts to influence whole organizations.

In contrast, transactional leadership refers to the most common approach, which focuses on the exchanges that occur between leaders and their followers. Transactional leaders exchange things of value with subordinates to advance their own, as well as their subordinates', agendas. Traditional examples include a manager offering employees a promotion in exchange for performance, or instructors giving students a grade for work completed.

Transactional leaders achieve results through positive or negative reinforcements of behaviours and can be very influential because subordinates realize it's in their best interest to do what their leaders ask.

The model also acknowledges no transactional behaviours, sometimes referred to as "non leadership" or *laissez-faire* behaviours, typically associated with a hands-off leadership style. Such a leader tends to abdicate responsibilities, delay decisions, and make little effort to help followers satisfy their needs. An example might be the head of a small unit who calls no meetings with employees, has no long-range plan, and makes little contact with others in the organization.

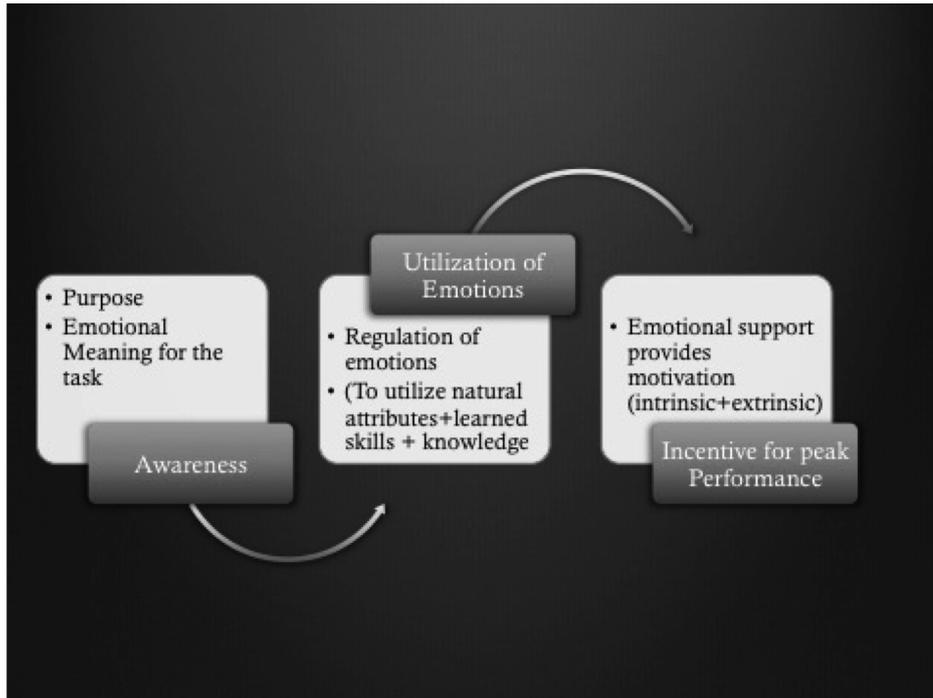
Transformational leadership style behaviours shows more effective achievement of outcomes, higher performance levels among followers, and the ability to successfully initiate and execute change. An effective leader must also, however, be facile with transactional leadership processes in a typical organization's ongoing activities.

V. INSTIGATING MOTIVATION

Considering the increasing number and diversity of offenders in correctional institutions, the complexities of the social, political and legal climate in which correctional agencies operate, it is vital that leadership assets are brought out through training and enhancement of natural attributes of the correctional officers, in all levels of management.

Population movement, lockdowns and day-to-day prison operations can cause distraction of the natural attributes, which might hinder the delivery of services based on the criminogenic needs of the offender population.

To bring culture of personal change will trigger the components of professionalism from frontline supervisors to the head of management as a well-trained leader can and must, role model to promote pro-social attitudes and behaviours while maintaining a safe and secure environment.



Social Cohesion and Task Cohesion through Teambuilding: To promote leadership culture, independent thinking and collective assimilation in a team is significant for productive communication systems.

The team is important to successful performance. Applying creative thinking in a team brings power of prediction (what one might think will happen, what questions one can ask), probing (who might have a different idea about this particular question, what is puzzling you and how could you clarify), ponder (how would you sum up your ideas, does everyone agree, if not then why not?)

In-groups are those that reciprocally link individuals' attitudes and behaviours with the group-level conditions in which they are situated. Groups are cohesive when group-level conditions are producing positive membership attitudes and behaviours and when group members' interpersonal interactions are operating to maintain these group-level conditions. (Positive intent or negative - cohesion comes when all agree)

Cohesive groups are self-maintaining with respect to the production of strong membership attractions and attachments.

A unifying notion for the success of the process, a state of equilibrium has to be reached within an individual, which depends on the imaginable specifics of the goal. The more specifics are clearly detailed the easier the goal becomes. Incongruence within self can be made congruent by connecting the points of conflict by a constructive path so what the person feels and what the person wants to be achieved is achievable. The continuity maintained between the individual and the specifics decipher the methodology an individual takes to pursue the goal and make it a success.

Components of social cohesion and leadership culture provide a clear sense of the unit's importance, unique capabilities, and dedication to professionalism.

Leadership is a mission and leadership requires mission-critical intelligence, which focus on the levers that drive creation, value incubation and finally harvesting of leadership skills, mobilization and empowerment in the team.

The optimal advantage comes when LOD is arranged in a way that most effectively executes an action and signals the weakness.

Focus on the levers are that drive creation and value incubation of ideas /plans for the future and finally harvesting of leadership skills, which brings forth:

A. Mobilization and Empowerment in the Team

This brings forth and enhances natural attributes which would be:

- Interpersonal relationships
- Motivating others
- Managing conflict
- Initiating collaboration
- Team building
- Strong sense of ethics and values.

To bring LOD to awareness one must have a high developed and acute sense of situational awareness of the operational environment (OE).

B. Levels of Situational Awareness (SA)

- Awareness of information
- Comprehension of its meaning
- Projection of future status

C. Team Dynamics and Communication System

To start the process of a leadership environment in corrections, which triggers “offender and officer ownership learning” the communication system which a leader adopts and manipulates is critical.

Communication style is an overlapping system incorporating oral (style of presentation, audience awareness, critical active listening, & body language), non-verbal (audience awareness, personal presentation & body language), written (presentation skills, revision, editing, critical reading & data presentation)

D. Significance of Communication

Communication is made of four components and the individual uses each component upon their own discretion. These components are:

- A need
- A desire
- A response to an event
- A response to an anticipated event

This process of bending reality is unconscious and the language patterns we use reflect our own inner needs, priorities and vulnerabilities. This process can be unconscious or conscious, which would be manipulation of the other person’s perception. Everything we do is a response to a stimulus, and therefore understanding the response gives valuable insight into the internal process of an individual.

Antecedents: Leader’s can manipulate antecedents in the environment, to increase positive behaviour when they apply different roles with awareness. When the above tools of strategic leadership are

applied, an awareness of force multipliers is created and this generates intrinsic motivational attitude. People rise to the challenge when it's their challenge. Confident Leaders disperse discretion and autonomy, give visibility and recognition and build strong relationships.

Roles of a Leader

| | |
|--|---|
| <ul style="list-style-type: none"> ● Locator ● Ability to rise above personal weaknesses & having a bird's view as well as awareness to levels of details to lead the team during critical and non-critical situations | <ul style="list-style-type: none"> ● Prober ● Ability to look at issues as whole and in parts |
| <ul style="list-style-type: none"> ● Investigator ● Forming conclusion through critical thinking & analysis | <ul style="list-style-type: none"> ● Extender ● Approachable attitude for creating openness in the team, promoting thought-exchange & finding avenues to help convert thoughts into actions |
| <ul style="list-style-type: none"> ● Detector ● Ability to anticipate & decipher problems. In creative words: be a sensor and a beacon to others | <ul style="list-style-type: none"> ● Director ● To lead efficiently through all situations and crisis by having a premeditated mind. |
| <ul style="list-style-type: none"> ● Helper ● Ability to support others and be a mentor | <ul style="list-style-type: none"> ● Checker ● Ability to be non-bias and allow a flexible feedback loop |
| <ul style="list-style-type: none"> ● Leader ● To have self-leadership qualities | <ul style="list-style-type: none"> ● Follower ● Ability to be a leader and a follower to promote interdependence and cohesiveness in the team |

E. Silent Speech in Action

1. Emblems

These are signals that may be directly translated into a word or words within a particular culture, group, organization etc.

2. Illustrators

These are linked to speech and can be used to emphasize a word or phrase, indicate relationship, draw a picture in the air, pace an event, and impose a rhythm on a spoken word. High use of adjectives and metaphoric language is used in illustrators.

3. Regulators

These are turn-taking signals which also have an important role to play in starting or ending an exchange of communication. Body and facial cues either encourages or discourages the speaker, hence regulating and framing the conversation.

4. Adaptors

These are movements, gestures and other actions used to manage our feelings or control our response, which occur in a stressful situations and reflect coping methods which are pre-set since childhood.

Nonverbal communication signals the speaker & listeners about how to interpret a message and the

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response. Micro and macro expressions along with body leaks when mastered assists a leader in creating a positive atmosphere with more buy-ins from the team. Non-verbal indicators are accurate about the emotional state of the others and helps the leader in communicative functions to understand if the message/vision/plan is clear, situational control is at optimum level, emotional states are in balance and interpersonal relations are strong.

5. Deception Detection

Requires a knowledge of the same tactics as used in the psyops which is in the form of theory but also hands-on as the participant is required to reflect on their own mechanism and to know their own mechanism and how best to utilize their asset with the given training.

Then understanding of their own micro and macro expressions will teach them to assess once in the operational environment.

(i) *To understand and manipulate the body & facial responses:*

- (a) It serves as simple cues to persuasion
- (b) It influences the amount of thinking
- (c) It influences the direction of thinking
- (d) It influences thought-confidence

VI. LEADERSHIP STYLE BEHAVIOURS IN THE MULTIFACTOR LEADERSHIP QUESTIONNAIRE (MLQ) SHORT FORM

| Leadership Style | Behaviour | Description |
|-------------------|------------------------------|--|
| Transformational | Idealized Influence | The leader acts as and is perceived as a strong role model for followers. The leader is respected and trusted by followers and provides a sense of both mission and vision that others want to follow. |
| | Inspirational Motivation | The leader communicates high expectations for performance. Through images and emotional appeals, the leader inspires followers to pursue a shared vision over individual self-interests. |
| | Intellectual Stimulation | The leader stimulates and encourages both creativity and innovation. The leader provides an environment fostering experimentation, empowerment, and new approaches to problem solving. |
| | Individualized Consideration | The leader actively listens to and cares about the individual needs of followers. The leader acts as a mentor or coach and provides attention and direction to followers individually. |
| Transactional | Contingent Reward | The leader achieves agreement and performance from followers through negotiated exchange. The leader uses positive reinforcement to encourage followers to achieve outcomes. |
| | Management-by-Exception | The leader uses corrective criticism, negative feedback, and negative reinforcement to encourage followers to achieve outcomes. |
| Non transactional | Laissez-Faire Leadership | The leader minimizes exchange with followers and allows followers to “do their own thing” with minimal intervention, feedback, or support. |

The MLQ short form (MLQ-6S) was developed by Bernard Bass and Bruce Avolio and is available through the Centre for Leadership Studies at Bing-hampton University as well as several other sources.

| Theories | Elements |
|----------------------|---|
| Great Man theories | Assumes that the capacity for leadership is inherent — that great leaders are born, not made. These theories often portray great leaders as heroic, mythic, and destined to rise to leadership when needed |
| Trait Theories | Assumes that people inherit certain qualities and traits that make them better suited to leadership. Trait theories often identify particular personality or behavioural characteristics shared by leaders |
| Contingency Theory | Contingency theories of leadership focus on particular variables related to the environment that might determine which particular style of leadership is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends upon a number of variables, including the leadership style, qualities of the followers, and aspects of the situation. |
| Situational Theory | Proposes that leaders choose the best course of action based upon situational variable. Different styles of leadership may be more appropriate for certain types of decision-making. |
| Behavioural Theory | Based upon the belief that great leaders are made, not born. This leadership theory focuses on the actions of leaders, not on mental qualities or internal states. According to this theory, people can learn to become leaders through teaching and observation. |
| Participative Theory | Suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision-making process. In participative theories, however, the leader retains the right to allow the input of others. |
| Management Theory | Also known as “Transactional theories,” focus on the role of supervision, organization, and group performance. These theories base leadership on a system of reward and punishment. Managerial theories are often used in business; when employees are successful, they are rewarded; when they fail, they are reprimanded or punished. |
| Relationship Theory | Also known as “Transformational theories”, focus upon the connections formed between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders are focused on the performance of group members, but also want each person to fulfil his or her potential. These leaders often have high ethical and moral standards. |

Spencer, H. (1884) *The Study of Sociology*

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VII. SELF-SCIENCE IS MORE AN ART THAN SCIENCE

Becoming aware of and recognizing patterns of responses to various situations is one of the prerequisites to having some control over reactions and increasing self-directedness. All adults can remember situations in which they did something and then said to themselves, "Why did I do that?" These situations may arise because we do not know enough about our patterns of behaviour. Often people are completely oblivious to their own patterns of behaviour. Seldom do they communicate high awareness of their own behaviour. As we learn to answer these questions thoughtfully, we come to recognize the relationship between our feelings, thoughts and actions. (emotion-action behaviour) With the help of a careful facilitator, this can be trained and also come to see the patterns that they follow and they understand when it will be beneficial to break from those ruts. What we need to avoid is ruminative thinking.

Prison environment is a stressful environment and especially the issue of overcrowding in prison can have serious consequences on the mental, emotional health of both the staff & inmates, not to forget the effect it has on security issues which is another chain of stressful situations.

A. Psychological Consequences of Prison Overcrowding

There have been many studies done on effects of overcrowding one study done in the U.K in 2006 found that a high prison population has a direct, negative effect on the psychological state of inmates. Overcrowding has been known to cause far more stressful situations and has prompted prison officials to react inappropriately on occasion due to being forced to accommodate ill-advised numbers of prisoners.

B. Strain on Staff

Overcrowding can place enormous burdens on staff, who may be overstretched as they try to maintain a safe and rehabilitative prison environment. Inadequate resources for the number of offenders detained can exacerbate levels of frustration and tension by prisoners, leading to higher risks of violence. This was recently highlighted by the Prison Officers' Association.

.. if we continue as we are - warehousing prisoners, not being able to build the relationships between prisoners and prison officers that have been successful in the past - we will see riots in our prisons in which we will not be able to cope. Prison Officers' Association National Chairman, Peter McParlin, January 2012.

Safety and security is also a major issue as overcrowding will likely increase the risks of assaults, bullying or worse scenarios between prisoners and between prisoners and staff. Stress of situation can lead to undetected cell behaviour, staff will also feel less safe as staff resources decline leading to lapse of positive performance in the staff. They might retreat in to their safe areas rather than interacting positively with the prisoners which will also affect dynamic security which is gathering useful intelligence through positive interactions with the prisoners.

Prison-suicides in these conditions is another stressor which staff might encounter. Prison-suicide is a whole issue altogether for which separate suicide prevention programs are constructed and requires staff training in these programs.

In these critical environment strategic Leadership skills not only keeps the professional in check but also the team and further aids in security management.

C. Dimensions of Optimism in High Definition of Human Design

This is a shift of the human design and it is about not what we see but how we see. A tactic needed for distinction dissolving traits to enhance. Seeking patterns of familiarity and making connection is our innate nature. Emotional appraisal of our situation is deciphered due to the pattern formation and recognition from past events, followed by comparison, evaluation and action. Within our brain this sequence fires the neurons and wires them together, the more constant firing takes place the stronger the connection in the brain, a much-needed process for retrieval of information when called upon. To make this process a positive one we have to create our own positive environment, which is flexible and

open. At all times we are learning through our experiences by consolidating and internalizing information through actively processing it. We are always latching new information to some information from the past. Dexterity to meet the challenges and uncertainty encourages positive internalizing environment. Whether individual or group, when meeting challenges and facilitating high definition to their design they must have communication and synchronization and a deliberate doctrine to swarm and decentralize the negative environment created by the challenge.

1. Key Components for the Above

- Self-control
- Relatedness
- Capacity to communicate
- Ability to cooperate
- Intent

The optimal advantage comes when Levels of Details for an anticipated goal is arranged in a way that most effectively executes an action & signals the weakness. Individuals and must know their signature strengths to use them as force multipliers to enhance the skills of utilizing emotional information in decision-making.

2. Topological Space in “Self”

Topological space and perception is a unifying notion and comprises of convergence, connectedness and continuity. Emotions are direct appraisal of our surroundings, what we perceive, feel and cognitively react to therefore feelings and thoughts are subsets of our behaviour, in a way they are topology of our perceptions. And this topology can be further classified into three categories.

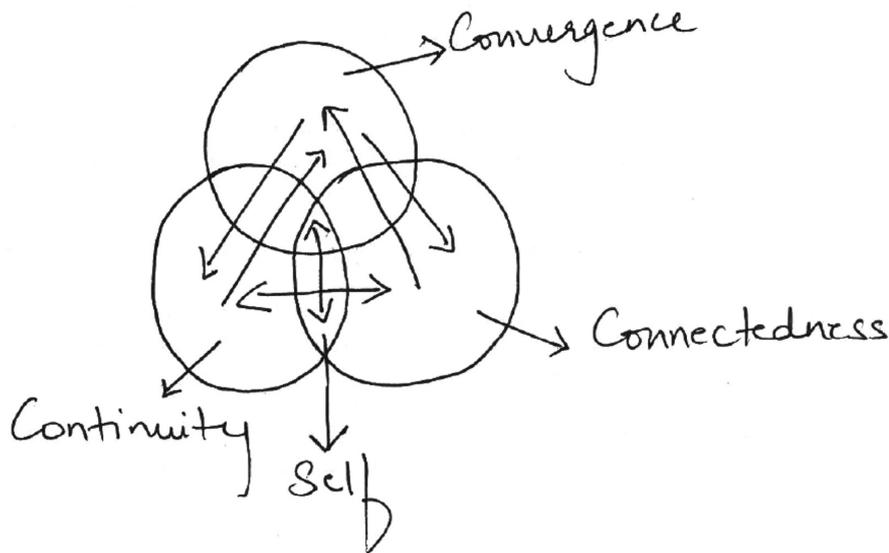


Figure 4: Topology of Self

In this basic Venn diagram above, the subsets represent our topological space and perception and how we project our thoughts, feelings and actions in the presence of a stimulus, which are continuously bombarded by life.

3. Topology of Self

Convergence — in the absence of more specific context, the approach is towards a definite value or a goal to reach a fixed state of mental equilibrium.

For example: Depression is the fixed state the client has reached the therapist has to make the client unlearn that fixed state and co-dependencies of “nothing ever good happens to me” to “something good will happen if I relearn and adapt a new approach to overcome my negative situation”.

Connectedness — where incongruence within a person can be made congruent by connecting the points of conflict by a path so what the person feels and what the person wants to do is achievable. (negative or positive).

Continuity — where the client accepts and comes to terms that there are issues which needs to be dealt with and they cannot be erased but they can be resolved to lead and positively manage life as everything is a continuous process because feelings, thoughts and actions contain each other.

4. Golden Ratio

In Mathematics and Art a **ratio** expresses the magnitude of quantities relative to each other.

This ratio is aesthetically pleasing from an artistic point of view and in our universal art of living we can use golden ratio to gain a pleasing effective affect. In nature the golden ratio also known as Phi, 1.618:1 consistently appears in beautiful things. To beautify our emotions if we used this golden ratio we will experience immediate change in our neuronal paths from negative to positive. Golden ratio of toxic versus thriving events in one's environment should be 1:3.

1 negative comment or act experienced by a person from another person or event within a day must be balanced by 3 positive acts or thoughts by the person. The golden ratio can go as high as 1:12 to experience a thriving environment. Greater than 1:12 will be smothering and lead to de-motivation. To balance negative with positive a ration of 1:1 is toxic and toxicity is chronic which means the negative situation will likely not change.

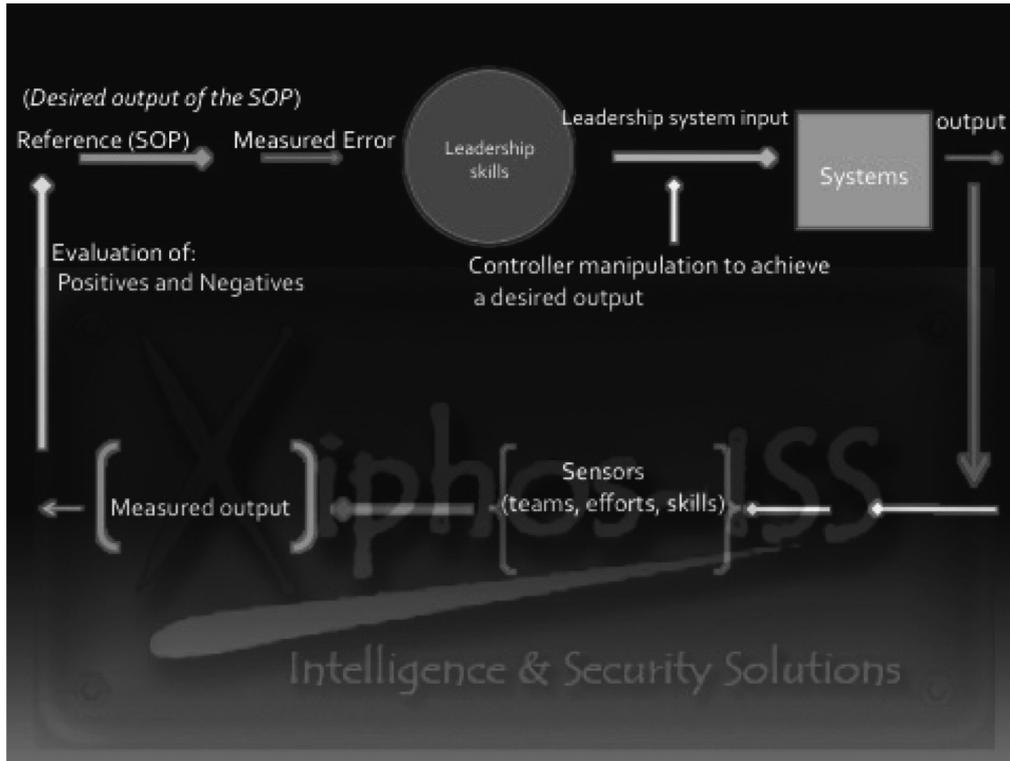
Resiliency is not the maintenance of high levels of positive effect, but rather that the negative affect does not persist. We can enhance the resiliency framework through visualization of reasoning using the golden ratio and inducing positive emotions, increased sharing with our near ones and by dissecting the cause of the negative emotion. Such individuals are able to profit from the information provided by the negative affect and their capacity for meaning-making in response to such events. With greater understanding about the brain mechanisms involved in memory, decision making, and emotional responses to traumatic events, we can revisit and redesign the psychology of self affecting us positively and leading us to self-expansion.

Mind has to be open, allowing for both doubt and possibility and one that has the ability to see things fresh and new.

In other words, a force multiplier is a combination of natural attributes, learned skills or advantages which make a given force more effective than another force of comparable size. It is a factor that dramatically increases—multiplies — the effectiveness of an item or group. Examples of a force multiplier would be morale, technology, geographical features, weather, training and experience, or reputation.

Control phenomena is an interdisciplinary branch that deals with the behaviour of dynamical systems.

The objective is to calculate solutions for the proper corrective action by the controller that result in system stability, that is, the system will hold the set point and not oscillate around it.



This process is important as they define the behaviour of the interactions among the control elements (SOP in the facility) and adaptation of the immediate environment for maintenance of the running system, performance evaluation and evolution.

To be solution-focused leadership strategy uses asset based optimization. Assets are natural attributes of the team + knowledge and skill based behaviours. Through the control system a leader seeks to minimize or maximize by systematically choosing the values of positive or negative variables from within an allowed system.

Trained correctional personnel will not just set leadership by example but set a trend of aspiring mentors. With such leadership, prisoners can be invited successfully to raise their EQ (Emotional Quotient) and positive-laden response behaviour to reach a space where it becomes 'natural' for the majority of prisoners to successfully undertake IQ based training and education in rehabilitation.

VIII. APPENDIX

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