

INFORMATION AGE PUBLISHING

PSYCHOLOGY 2014

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RECENT TITLES



Advancing Methodologies to Support Both Summative and Formative Assessments

Ying Cheng, *University of Notre Dame*
Hua-Hua Chang, *University of Illinois at Urbana-Champaign*

A volume in the series *Chinese American Educational Research and Development Association Book Series*
2014. Paperback 9781623965952 \$45.99. Hardcover 9781623965969 \$85.99. eBook 9781623965976 \$50

Over the past thirty years, student assessment has become an increasingly important component of public education. A variety of methodologies in testing have been developed to obtain and interpret the wealth of assessment outcomes. As assessment goals are getting increasingly multifaceted, new testing methodologies are called for to provide more accessible and reliable information on more complex constructs or processes, such as students' critical thinking and problem-solving skills.

Testing methodologies are needed to extract information from assessments on such complicated skills, in order to advise teachers about certain areas of students that need intervention. It is even a bigger challenge, and a vital mission of today's large-scale assessments, to gain such information from testing data in an efficient manner. For example PARCC and Smarter Balanced Assessments consortia are both striving to offer formative assessments through individualized, tailored testing. The book provides state-of-the-art coverage on new methodologies to support traditional summative assessment, and more importantly, for emerging formative assessments.



Applied Psychometrics using SAS

Holmes Finch, *Ball State University*
Brian F. French, *Washington State University*
Jason C. Immekus, *University of Louisville*

2014. Paperback 9781623966942 \$45.99. Hardcover 9781623966959 \$85.99. eBook 9781623966966 \$50

The book will be designed primarily for graduate students (or advanced undergraduates) who are learning psychometrics, as well as professionals in the field who need a reference for use in their practice. We would assume that users have some basic knowledge of using SAS to read data and conduct basic analyses (e.g., descriptive statistics, frequency distributions). In addition, the reader should be familiar with basic statistical concepts such as descriptive statistics (e.g., mean, median, variance, standard deviation), percentiles and the rudiments of hypothesis testing. They should also have a passing familiarity with issues in psychometrics such as reliability, validity and test/survey scoring. We will not assume any more than basic familiarity with these issues, and will devote a portion of each chapter (as well as the entire first chapter) to reviewing many of these basic ideas for those not familiar with them.

We envision the book as being useful either as a primary text for a course on applied measurement where SAS is the main platform for instruction, or as a supplement to a more theoretical text. We also anticipate that readers working in government agencies responsible for testing and measurement issues at the local, state and national levels, and private testing, survey and market research companies, as well as faculty members needing a practical resource for psychometric practice will serve as a market for the book. In short, the readership would include graduate students, faculty members, data analysts and psychometricians responsible for analysis of survey response data, as well as educational and psychological assessments.

The goal of the book is to provide readers with the tools necessary for assessing the psychometric qualities of educational and psychological measures as well as surveys and questionnaires. Each chapter will cover an issue pertinent to psychometric and measurement practice, with an emphasis on application. Topics will be briefly discussed from a theoretical/technical perspective in order to provide the reader with the background necessary to correctly use and interpret the statistical analyses that will be presented subsequently. Readers will then be presented with examples illustrating a particular concept (e.g., reliability). These examples will include a discussion of the particular analysis, along with the SAS code necessary to conduct them. The resulting output will then be discussed in detail, focusing on the interpretation of the results. Finally, examples of how these results might be written up will also be included in the text. It is hoped that this mixture of theory with examples of actual practice will serve the reader both as a pedagogical tool and as a reference work.



Cultural Psychology and Its Future Complementarity in a New Key

Brady Wagoner, *Aalborg University*
Nandita Chaudhary, *University of Delhi*
Pernille Hviid, *University of Copenhagen*

A volume in the series *Niels Bohr Professorship Lectures in Cultural Psychology*
2014. Paperback 9781623966256 \$45.99. Hardcover 9781623966263 \$85.99. eBook 9781623966270 \$50

Cultural Psychology is a radical new look in psychology that studies how persons and social-cultural worlds mutually constitute one another. With the increase of globalization and multicultural exchanges, cultural psychology becomes the psychological science for the 21st century. Encounters with others fundamentally transform the way we understand ourselves. No longer can we ignore questions about how our cultural traditions, practices, beliefs, artifacts and other people constitute how we approach, understand, imagine and remember the world. The Niels Bohr Professorship Lectures in Cultural Psychology series aims to highlight and develop new ideas that advance our understanding of these issues.

This first volume in the series features an address by Prof. Jaan Valsiner, which is followed by ten commentary chapters and his response to them. In his lecture, Valsiner explores what Niels Bohr's revolutionary principle of 'complementarity' can contribute to the development of a cultural psychology that takes time, semiotics, and human feeling seriously. Commentators further discuss how complementarity can act as an epistemology for psychology; a number of new methodological strategies for incorporating culture and time into investigations; and what cultural psychology can contribute to our understanding of imagination, art, language and self-other relations.



Culture and Political Psychology A Societal Perspective

Thalia Magioglou, *EPoPS, FMSH/Centre Edgar Morin, EHESS, France*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2014. Paperback 9781623963675 \$45.99. Hardcover 9781623963682 \$85.99. eBook 9781623963699 \$50

This book is perhaps the first systematic treatment of politics from the perspective of cultural psychology. Politics is a complex that psychology usually fails to understand—as it assumes a position in society that attempts to be free of politics itself. Politics is associated both with an everyday practice, and the dynamics of globalization; with the way group conflicts, ideologies, social representations and identities, are lived and co-constructed by social actors. The authors of the book address these issues through their research grounded in different parts of the world, on democracy and political order, the social representation of power, gender studies, the use of metaphors and symbolic power in political discourse, social identities and methodological questions. The book will be used by social and political psychologists but is also of interest to the other social sciences: political scientists, sociologists, anthropologists, educationalists, and it is at a level where sophisticated lay public would be able to appreciate its coverage. Its use in upperlevel college teaching is possible, and expected at graduate/postgraduate levels.



Fooling Around Creative Learning Pathways

Lene Tanggaard, *Aalborg University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2014. Paperback 9781623965921 \$45.99. Hardcover 9781623965938 \$85.99. eBook 9781623965945 \$50

Some old ideas can become very new. This is the case of the notion of creativity in psychology. Traditionally conceptualized in the narrow framework of the amazing things poets, composers, painters, and scientists do, creativity research had reached an impasse in its efforts to locate creativity within the confines of personality characteristics.

This is the time for change. The New Look at creativity that is rooted within the sociocultural tradition in psychology and elaborated in the present

book finds creativity in each and every moment of our everyday lives. We are creative when we move around in the streets, dance tango, fool around with our self-images while shopping for clothes, or resist pre-given recipes while cooking dinners. We are being creative even in our bedrooms where we perform the difficult tasks of falling asleep or waking up through arrays of sleep inducers and alarm clocks, not to speak of the time we spend in the very state of sleep. All our actions at night—ranging from what we later call nightmares--or dreams—are arenas of creativity even if we may barely remember what we have done.

The present monograph by Lene Tanggaard constitutes a powerful multi-pronged exposition of the New Look at Creativity. Its starting point is in the move to pay attention to the processes of acting in everyday life—rather than start from the classification of products of human actions into classes of “creative” versus “non-creative.”



Multicentric Identities in a Globalizing World

Sergio Salvatore, *University of Salento*
Alessandro Gennaro, *University of Salento*
Jaan Valsiner, *Clark University*

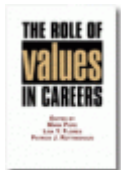
A volume in the series *Yearbook of Idiographic Science*

2014. Paperback 9781623967178 \$45.99. Hardcover 9781623967185 \$85.99. eBook 9781623967192 \$50

The volume represents the continuing of a the Yearbook of Idiographic Science project, born in 2009 and developed through an annual series of volumes collecting contributes aimed at developing the integration of idiographic and nomothetic approaches in psychology and more in general social science.

This year's YIS project received many positive feedbacks and signals of interest, as well as several submissions, from many parts of the world. This fifth volume directs attention to relevant and actual psycho-social phenomena as the development of identity in terms of self identity, social identity and local identity

The volume is directed to students, researchers and clinicians, interested in deepening theoretical and methodological issues and improve clinical practices and research cultures.



The Role of Values in Careers

Mark Pope, *University of Missouri - Saint Louis*
Lisa Y. Flores, *University of Missouri - Columbia*
Patrick J. Rottinghaus, *Southern Illinois University Carbondale*

2014. Paperback 9781623966461 \$45.99. Hardcover 9781623966478 \$85.99. eBook 9781623966485 \$50

Values are of critical importance in the practice of career counseling as evidenced by the pervasive use of values surveys and values card sorts by career counselors, vocational and counseling psychologists, career development facilitators, career coaches, and other career development practitioners.

The purpose of this book is to provide practitioners, faculty, and researchers in vocational psychology and career counseling with a foundational tool to guide their work. This book focuses on the critical role that values play in a person's career, addressing values from a broad array of perspectives, including cultural and international perspectives, to illuminate the place of values within vocational psychology and career development.

The book will be directed primarily toward psychology and counselor education faculty who teach advanced undergraduate and graduate courses in vocational psychology, career development, career assessment, and career counseling. Although there is a range of readership (undergraduate and graduate students as well as professionals already in the field), the authors understand the differences in reading level and agree to write for all levels.



StreetWays Chronicling the Homeless in Miami

Eugene F. Provenzo, Jr, *University of Miami*
Edward Ameen
Alain Bengochea
Kristen Doorn
Ryan W. Pontier
Sabrina F. Sembiante

A volume in the series *The University of Miami School of Education and Human Development Series*
2014. Paperback 9781623967567 \$39.99. Hardcover 9781623967574 \$59.99. eBook 9781623967581 \$50

Photographs by Lewis P. Wilkerson

StreetWays: Chronicling the Homeless in Miami is a collection of interviews with 28 homeless individuals living in downtown Miami and Miami Beach. Besides extensive photographs of these people and their lives on the street, the book also includes interviews with social service providers, as well as a detailed analysis of homelessness in the United States and more specifically in Miami. The work concludes with a policy analysis and suggestions for addressing issues of homelessness in Miami and the nation.

StreetWays attempts to make clear how and why homelessness occurs, and what the actual lives and experiences of the homeless are about. Through extensive interviews and extensive documentary photographs, a selected group of homeless Miamians lose their invisibility as their experiences, needs and aspirations are reported. The book calls for a better understanding of the experience of homelessness places such as Miami, and of the need to understand homelessness as an issue of diversity and human rights.



Adolescence in the 21st Century Constants and Challenges

Frances R. Spielhagen, *Mount Saint Mary College*
Paul D. Schwartz, *Mount Saint Mary College*

2013. Paperback 9781623964962 \$45.99. Hardcover 9781623964979 \$85.99. eBook 9781623964986 \$50

What is wrong with young people today? This question has captured the concerns of the older generation about the habits and attitudes of the adolescents in their midst. The assumption is that there is indeed something wrong with young people. Even Plato must have rolled his eyes, as he relates his diatribe about the adolescents of Greece. Is the current generation of adolescents less motivated or less focused than their parents? How will they respond to the challenges facing them as they progress to adulthood? When, in fact, do they become adults? Although every generation draws upon their own unique and varied experiences, the speed of our current societal changes has created a very different adolescent passage for contemporary youth than ever before.

The world as we know it has changed significantly and because of it, much of today's youth is decidedly different from their parents. Adolescence itself has shifted dramatically. Young children are displaying adolescent behaviors well before they are ready to act on or understand their meaning, and older adolescents are staying perpetual children. As one writer put it, "the conveyor belt that transported adolescents into adulthood has broken down". This book provides an interdisciplinary collection of research on the constants and challenges faced by young people today. Failure to launch? Social media? Economic stagnation? For the generation that is coming of age in a post-terrorist world and in the midst of economic upheaval, the challenges might seem insurmountable. However, in this book, scholars from across the academy, from sociology, psychology, education, philosophy, science, and business, explain how the young people today are responding to the constants of growth and change in adolescence and the unique challenges of life in the 21st century.



Advances in Help-Seeking Research and Applications The Role of Emerging Technologies

Stuart A. Karabenick, *University of Michigan*
Minna Puustinen, *INS HEA*

2013. Paperback 9781623963347 \$45.99. Hardcover 9781623963354 \$85.99. eBook 9781623963361 \$50

Research on help seeking has primarily focused on classrooms interactions that consist primarily of students asking teachers and peers for help. The rapid emergence of information and communications technologies and interactive learning environments, however, requires expanding the help-seeking landscape and rethinking such critical theoretical issues as the distinction between help seeking and information search, and whether help seeking is inevitably a social self-regulated learning strategy. There is also the need to focus attention on help seeking in the broader learning enterprise, which includes its role in the collaboration process, how to support adaptive rather than the over- or under-reliance on help seeking, as well as to scaffold help-seeking skills that render the process more efficient and useful.

To examine these and other issues, the present volume assembled contributions from internationally recognized scholars and researchers to capture the state of the art and to anticipate future developments in this expanding field. Its relevance extends to anyone attempting to understand the role of technology in education, including educational researchers and teachers who do now or who expect to use technology to support instruction, and the rapidly expanding numbers of those developing new technological applications.

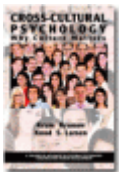


Advancing Cross-Cultural Perspectives on Educational Psychology A Festschrift for Dennis McInerney

Gregory Arief D. Liem, *University of Sydney*
Allan B. I. Bernardo, *University of Macau*

2013. Paperback 978-1-62396-385-9 \$45.99. Hardcover 978-1-62396-386-6 \$85.99. eBook 978-1-62396-387-3 \$50

Scholars and practitioners in the fields of education and educational psychology have come to agree that conceptions of learning and teaching, student and teacher motivation, engagement, learning and teaching strategies, and by implication, student academic achievement and teacher effectiveness are also influenced by a sociocultural context where the schooling process takes place. This raises the question if educational psychology theorizing and findings can be adopted to inform and guide teaching and learning in different cultures. As such, there is a compelling and timely need for educational psychology researchers to harness advanced cross-cultural research designs and look at the different key facets of student and teacher academic careers from a cross-cultural perspective. Dennis McInerney is one of the key pioneering figures in cross-cultural educational psychology and has also edited a book series on Research on Sociocultural Influences on Motivation and Learning (Information Age Publishing). His ideas and research have inspired many to examine the role of sociocultural context in motivation and learning. This volume is a celebration of McInerney's numerous and extensive contributions as a scholar, as well as an appreciation of his personal qualities that make him such an inspiring person. In this festschrift, the editors seek to extend the scholarly contributions of Dennis McInerney by inviting internationally recognized and leading educational psychology scholars who have inspired and been inspired by his work to re-examine their research expertise from a cross-cultural perspective. The volume aims to stimulate researchers, scholars, and graduate students in their endeavor to re-look their research from a cross-cultural lens.



Cross-Cultural Psychology Why Culture Matters

Krum Krumov, *Sofia University, Bulgaria*
Knud S. Larsen, *Oregon State University*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2013. Paperback 9781623963163 \$45.99. Hardcover 9781623963170 \$85.99. eBook 9781623963187 \$50

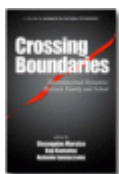
Cross-Cultural Psychology: Why Culture Matters addresses both established and very recent research in cultural and comparative cross-cultural psychology. The book is written by Professor Krum Krumov of Sofia University in Bulgaria and Professor Knud S. Larsen from Oregon State University. The authors are long-term colleagues with extensive research experience in cultural, cross-cultural and international settings.

The book starts with a discussion of the tentative nature of cultural information given the forces of globalization and communication integration. Weighing these issues still permits for some powerful conclusions about differences that matter as well as human universals based on our communalities. The reader is also provided with a through grounding in relevant research approaches and critical thinking that provides the basis for an evaluation of the research literature.

Further, the book reports on what we know about the origin of culture, especially the forces of cultural transmission and the evidence for socio-cultural evolution. The impact of culture and psychology on human development is contrasted and evaluated. A chapter on language stresses the importance of evolutionary forces and the relationship to socio-culture. In turn that discussion sets the stage for reporting the relevant research on cognition that yields information on the impact of genetics, but also the affect of cultural evolution.

A distinct contribution is the evaluation of human happiness and emotions. The book demonstrates tangible relationships to both the universal expressions of emotions, but also the impact of cultural values on well-being. A consideration of personality theory follows in the systematic and progressive discourse in the book. Research is reported on Western, Eastern and Indigenous conceptualizations and research approaches. The discussion on the self is considered next and the authors evaluate cultural, social and comparative cross-cultural dimensions.

Finally, a discussion of sex and gender follows as associated with salient cross-cultural dimensions. The book concludes with a discussion of the affect of cultural values in organizational behavior and a consideration of the relationship between culture and human health.



Crossing Boundaries Intercontextual Dynamics Between Family And School

Giuseppina Marsico, *University of Salerno*
Koji Komatsu, *Osaka Kyoiku University*
Antonio Iannaccone, *University of Neuchâtel*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623963941 \$45.99. Hardcover 9781623963958 \$85.99. eBook 9781623963965 \$50

This book brings in the focus on the borders between different contexts that need to be crossed, in the process of education.

Despite the considerable efforts of various groups of researchers all over the World, it does not seem that traditional educational psychology has succeeded in illuminating the complex issues involved in the schoolfamily relationship. From a methodological perspective, there is no satisfactory explanation of the connection between representations and actual practice in educational contexts.

Crossing Boundaries is an invitation to cultural psychology of educational processes to overcome the limits of existing educational psychology.

Emphasizing social locomotion and the dynamic processes, the book try to capture the ambiguous richness of the transit from one context to another, of the symbolic perspective that accompanies the dialogue between family and school, of practices regulating the interstitial space between these different social systems.

How family and school fill, occupy, circulate, avoid or strategically use this space in between? What discourses and practices saturate this Border Zone and/or cross from one side to the other?

Crossing Boundaries gathers contributions with the clear aim of documenting and analysing what happens at points of contact between family culture and scholastic/educational culture from the perspective of everyday life.

This book is in itself an attempt to cross the border between the "theorizing on the borders" (and how "the outside world" and "the others" are perceived from a certain point of view) and "the practices" that characterize the school-home interaction.



Dialogical Approaches to Trust in Communication

Per Linell, *University of Linköping, Sweden*
Ivana Markova, *University of Stirling, Scotland*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2013. Paperback 9781623964481 \$45.99. Hardcover 9781623964498 \$85.99. eBook 9781623964504 \$50

Trust has a constituent role in human societies. It has been treated as a scientific topic in many disciplines. Yet, despite the fact that trust and distrust come to life primarily in human communication and through language, it has seldom been analyzed from a communicative or linguistic perspective. This is the theme of this path-breaking volume.

This volume contains 12 chapters, plus introduction and epilogue by the editors. They have been authored by leading specialists on trust in language and communication, coming from many disciplines and from different cultures and countries. Most of the authors share a conceptual basis in dialogical theories.

This book is a follow-up volume to two previous volumes on trust within cultural psychology, *Trust and Distrust* (Marková & Gillespie, 2008) and *Trust and Conflict* (Marková & Gillespie, 2012). It will be of interest to anyone seriously interested in trust in societies, and in trust and distrust as displayed in communication and language.



Inheriting As People Think It Should Be From Money To Mementos

Jacqueline J. Goodnow, *Emeritus Professor*
Jeanette A. Lawrence, *The University of Melbourne*

2013. Paperback 9781623962951 \$45.99. Hardcover 9781623962968 \$85.99. eBook 9781623962975 \$50

What obligations to each other do people have or think they have? That question comes up in relation to family and marriage relationships, to law, and to moral reasoning. This novel and highly readable book takes it up in relation to inheritances: to what people think they should leave or be left, who should receive what, when, how, and why.

Making the book novel is its range. Here are views about more than money. Covered are also houses, land and, an often neglected but emotion-laden area, the personal and often indivisible things that mean one is remembered as an individual. Making it novel also is its emphasis throughout on meanings and on what people see as matters of choice or flexibility. Even in countries where the legal codes specify who should receive what after death (many European and most Islamic codes allow far less choice than British-based law does), people still have room for decisions about what they give away to various heirs or spend before death.

What makes the book highly readable? One reason is its timeliness. Currently lively, for example, are debates over parents balancing their own needs and wishes against those of their children (“spending the kids’ inheritance”, in one description). Another is the book’s style. The writing is straightforward. Theory is not neglected but there is an absence of jargon. The material is also mostly based on narratives: on people’s own descriptions of arrangements that “worked well” or “did not work well” and on why they thought so. That base makes the book far from dry and far from being an account only of negative feelings, objections, challenges, and family rifts. It also makes it more relevant at times of indecision or misunderstanding. In short, a book for many readers, both within the social sciences and beyond it.



Interplays Between Dialogical Learning and Dialogical Self

M. Beatrice Ligorio, *Università degli Studi di Bari*
Margarida César, *Universidade de Lisboa, Instituto de Educação*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*

2013. Paperback 9781623960643 \$45.99. Hardcover 9781623960650 \$85.99. eBook 9781623960667 \$50

Education is a main issue in all countries. Policy makers, educators, families, students and, in a more general way, societies expect schools to provide a high quality education. They also expect students to be able to achieve and to become active and critical citizens. As senior researchers in education, we address some of the most complex and demanding research questions: How does learning affect identity? How does participation to educational settings, scenarios and situations impact the way we are or became? Can changes in how we perceive our Selves be considered as part of the learning process?

This book attempts to outline some answers to such broad questions using a very robust and updated theoretical frame: the dialogical approach. In these chapters very well-known international authors from different continents and countries analyze school and educational situations through new lens: by considering the teaching and learning processes as multi-voiced and socially complex and considering identity development as a true leverage for development.

The focus on the dialogical nature of both learning and identities makes this book interesting not only for educators and educational researchers but also for anyone interested in human sciences, policy makers, students and their families. We also aimed at producing a book that can be useful for different cultures and educational systems. Thus, in this book there are researches and comments from different cultural perspectives, making it appealing for a very large target-public.



Learning Through Visual Displays

Gregory Schraw, *University of Nevada - Las Vegas*
Matthew T. McCrudden, *Victoria University of Wellington*
Daniel Robinson, *Colorado State University*

A volume in the series *Current Perspectives on Cognition, Learning and Instruction*

2013. Paperback 9781623962333 \$45.99. Hardcover 9781623962340 \$85.99. eBook 9781623962357 \$50

The purpose of the volume is to explore the theory, development and use of visual displays and graphic organizers to improve instruction, learning and research. We anticipate five sections that address (1) frameworks for understanding different types of displays, (2) research-tested guidelines for constructing displays, (3) empirically-based instructional applications, (4) using displays to promote research and theory development, and (5) using displays to report test and research data to improve consumer understanding. Authors represent a variety of perspectives and areas of expertise, including instructional psychology, information technology, and research methodologies.

The volume is divided into four sections. Section 1 provides a conceptual overview of previous research, as well as the contents of the current volume. Section 2 includes theoretical perspectives on the design and instructional uses of visual displays from major theorists in the field. These chapters discuss ways that visual displays enhance general cognition and information processing. Section 3 provides eight chapters that address the use of visual displays to enhance student learning. These chapters provide examples of how to organize content and use visual displays in a variety of ways in the real and virtual classroom. Section 4 includes three chapters that discuss ways that visual displays may enhance the research process, but especially improved data display.

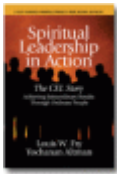


Lives And Relationships Culture in Transitions Between Social Roles

Yasuhiro Omi, *University of Yamanashi, Japan*
Lilian Patricia Rodriguez, *Universidad de La Sabana, Colombia*
María Claudia Peralta-Gómez, *Universidad de La Sabana, Colombia*

A volume in the series *Advances in Cultural Psychology: Constructing Human Development*
2013. Paperback 9781623964276 \$45.99. Hardcover 9781623964283 \$85.99. eBook 9781623964290 \$50

This book brings to cultural psychology the focus on phenomenology of everyday life. Whether it is in the context of education, work, or exploration of life environments, the chapters in this book converge on the need to give attention to complex realities of everyday living. Thus, a description of pre-school organization in Japan would be in its form very different from school organization in Britain or Colombia—yet the realities of human beings acting in social roles are continuous around the world.



Spiritual Leadership in Action The CEL Story Achieving Extraordinary Results Through Ordinary People

Louis W. Fry, PhD, *Texas A&M University Central Texas*
Yochana Altman, *Bordeaux Management School*

A volume in the series *Advances in Workplace Spirituality: Theory, Research and Application*
2013. Paperback 978-1-62396-409-2 \$29.99. Hardcover 978-1-62396-410-8 \$49.99. eBook 978-1-62396-411-5 \$50

Spiritual Leadership in Action: The CEL Story is designed for thoughtful leaders working in the complexity and messiness of their daily organizational lives. It is a book first and foremost about people, about the ways they find purpose, creativity and meaning in their professional work; how they thrive in community and fulfill their deep desire to be of service to others against seemingly impossible odds and limitations. A study of how full human potential and creativity is released, how the spirit within, and without, can be experienced and manifested. It is also story of ordinary people achieving extraordinary results, individually and collectively; of people becoming more than they thought was possible; and having fun along the way.

This is a practical book with reflections, legacy and “lessons learnt” to support and guide busy leaders who are looking for wisdom and to learn from the experiences and mistakes of others. *Spiritual Leadership in Action: The CEL Story* is the result of serious and rigorous academic research. It is a case study containing features, dilemmas and opportunities facing all leaders today. A leadership narrative of a professional community who learned to live and work together with respect and harmony. It is also the story of a CEO leader and the integration of her spiritual yearning and fulfillment manifested through her professional vocation and calling.

In particular it explores how:

- To create effective collaborative partnerships
- To deliver outstanding value for money on limited resources in complex contexts
- To develop excellent commercial practices within a public sector organization
- To nurture the spirit, high energy and performance of everyone involved to ensure outstanding success on the triple bottom line

This book challenges the reader to be bold, creative, reflective, trusting, even more allowing of their own spirit and leadership path, and to rise to even greater achievements; but most of all to fulfill their own deepest yearnings and potential and to become the very best of what they are meant to be, both as a leader and as a human being.

An important feature in this book is that spirituality and religion are distinct, and that organizational spiritual leadership can be inclusive or exclusive of religious theory and practice. The Centre for Excellence in Leadership (CEL) serves as a role model for maximizing the triple bottom line through both personal and organizational spiritual leadership. CEL is a stellar example of an organization that embraced organizational spiritual leadership, the values of altruistic love, employee well-being, and sustainability while maintaining high levels of financial performance. *Spiritual Leadership in Action: The CEL Story* chronicles how, as CEO, Lynne Sedgmore led CEL through its spiritual journey, including several “Dark Nights of the Soul,” to a place of pre-eminence in the United Kingdom’s Learning and Skills sector.



Theory Driving Research: New Wave Perspectives On Self-Processes And Human Development

Dennis M. McInerney, *Hong Kong Institute of Education*
Herbert Marsh, *University of Western Sydney*
Rhonda G. Craven, *University of Western Sydney*
Frédéric Guay, *Université Laval Québec*

A volume in the series *International Advances in Self Research*

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