

INFORMATION AGE PUBLISHING

LEADERSHIP 2015

TABLE OF CONTENTS

RECENT TITLES	2
Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds).	2
Authentic Personal Brand Coaching. Entrepreneurial Leadership Brand Coaching for Sustainable High Performance	2
Emerging Web 3.0/Semantic Web Applications in Higher Education.	3
Ethics and Risk Management	3
Immigration and Schooling. Redefining the 21st Century America	4
Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings. A Moral Imperative	4
Indigenous Spiritualities at Work. Transforming the Spirit of Enterprise	5
Joined-up History. New Directions in History Education Research	5
Leadership and School Quality	6
Leading with Character - 2nd Edition. Stories of Valor and Virtue and the Principles They Teach	6
On the High Wire. Education Professors Walk Between Work and Parenting	7
The Phenomenon of Obama and the Agenda for Education - 2nd Edition.	7
The Pursuit of Sustainability. Creating Business Value through Strategic Leadership...	8
Refractions of Mathematics Education. Festschrift for Eva Jablonka	8
The Socio-Economic Approach to Management Revisited. The Evolving Nature of SEAM in the 21st Century	9
Urban Educational Leadership for Social Justice. International Perspectives	9
Women and Leadership around the World	10
Women as Global Leaders	10
Adolescents In The Internet Age, 2nd Edition. Teaching And Learning From Them	11
Advances in Authentic and Ethical Leadership	12
Beyond Tears, Tirades, and Tantrums. Clinical Simulations for School Leader Development	12
Beyond The Pride and The Privilege. The Stories of Doctoral Students and Work-Life Balance	13
Caring Leadership in Turbulent Times. Tackling Neoliberal Education Reform	13
Clinical Simulations for School Leader Development. A Companion Manual for School Leaders	14
Continuing to Disrupt the Status Quo?. New and Young Women Professors of Educational Leadership	14
Curriculum and Teaching Dialogue. Vol. 16 # 1 & 2	15
Emerging Perspectives on Gesture and Embodiment in Mathematics	15
Ethical Leadership and the Community College. Paradigms, Decision-Making, and Praxis	16
Facilitating the Socio-Economic Approach to Management. Results of the First SEAM Conference in North America	16
From Policy to Practice. Sustainable Innovations in School Leadership Preparation and Development	17
Full-Spectrum Strategic Leadership. Being on the Cutting Edge through Innovative Solutions...	17
Internationalizing Teacher Education for Social Justice. Theory, Research, and Practice	18
Is Your Organization a Great Workplace?	18
Mentoring for the Professions. Orienting Toward the Future	19
Millennial Spring. Designing the Future of Organizations	19
Optimizing Talent Workbook. Building an Unbeatable Talent Brand	20
Organizational Ethics and Stakeholder Well-Being in the Business Environment	20
Perspectives and Provocations in Early Childhood Education Volume 3	20
Shifting to Fit. The Politics of Black and White Identity in School Leadership	21
The State Role in School Turnaround. Emerging Best Practices	21
Uncovering the Cultural Dynamics in Mentoring Programs and Relationships. Enhancing Practice and Research	22
Using Data in Schools to Inform Leadership and Decision Making	23
Why did Anticorruption Policy Fail?. A Study of Anticorruption Policy Implementation Failure in Indonesia	23
Women and Leadership in Higher Education	24
Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice	24
BACK LIST	25
INTERNATIONAL DISTRIBUTORS	32
ORDER FORM	34

RECENT TITLES



Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds)

Latinas/os Finding Work-Life Balance in Academia

Frank Hernandez, *University of Texas of the Permian Basin*
Elizabeth Murakami-Ramalho, *University of Texas at San Antonio*
Gloria M. Rodriguez, *UC Davis*

A volume in the series *Work-Life Balance*

2015. Paperback 978-1-68123-064-1 \$45.99. Hardcover 978-1-68123-065-8 \$85.99. eBook 978-1-68123-066-5 \$50

Abriendo Puertas, Cerrando Heridas (Opening Doors, Closing Wounds): Latinas/os Finding Work-Life Balance in Academia is the newest book in the series on balancing work and life in the academy from Information Age Publishing. This volume focuses on the experiences of Latina/o students, professors, and staff/administrators in higher education and documents their testimonios of achieving a sense of balance between their personal and professional lives. In the face of many challenges they are scattered across the country, are often working in isolation of each other and must find ways to develop their own networks, support structures, and spaces where they can share their wisdom, strategize, and forge alliances to ensure collective

The book focuses on Latinas/os in colleges of education, since many of them carry the important mission to prepare new teachers, and research new pedagogies that have the power of improving and transforming education. Following the format of the work-life balance book series, this volume contains autoethnographical testimonios in its methodological approach. This volume addresses three very important guiding questions (1) What are the existing structures that isolate/discriminate against Latinas/os in higher education? (2) How can Latinas/os disrupt these to achieve work-life balance? And, (3) Based on their experiences, what are the transformative ideologies regarding Latinas/os seeking work-life balance?



Authentic Personal Brand Coaching

Entrepreneurial Leadership Brand Coaching for Sustainable High Performance

Hubert K. Rampersad, *President at TPS International Inc. and Personal Branding University, Miami Beach, USA*

2015. Paperback 978-1-68123-021-4 \$45.99. Hardcover 978-1-68123-022-1 \$85.99. eBook 978-1-68123-023-8 \$50

This book offers an advanced breakthrough formula to build, implement, and cultivate an authentic, distinctive, and memorable personal brand, which forms the key to enduring personal success. This new personal branding blueprint entails a systematic and integrated journey towards self-awareness, happiness, and enduring marketing success. If you are branded in this holistic way you will automatically attract success and the people and opportunities that are a perfect fit for you. Dr. Hubert Rampersad has introduced an advanced authentic personal branding model and practical related tools, that provide an excellent framework and roadmap for building a strong authentic personal brand, which is in harmony with your dreams, life purpose, values, genius, passion, and with things what you love doing.

This unique authentic personal branding system will help you to unlock your potential and build a trusted image of yourself that you want to project in everything you do. It also opens your view to new ideas, possibilities and opportunities. It is combined with powerful tools to deliver peak performance and to create a stable basis for trustworthiness, credibility, and personal charisma. This innovative methodology is spiritual, measurable, holistic, organic, authentic and sustainable. It taps deeply into self-awareness and helps others to develop innovative ways of doing business with social media and to position themselves strongly in this individual age. It has been proven in practice to produce sustainable results, not only for individuals but also for organizations. It's neither cosmetic nor cloudy, and therefore clients are experiencing concrete and sustainable results within 2 months.



Emerging Web 3.0/Semantic Web Applications in Higher Education

Growing Personalization and Wider Interconnections in Learning

Charles Wankel, Ph.D., *St. John's University, New York*

Agata Stachowicz-Stanusch, *Silesian University of Technology, Poland*

A volume in the series *Research in Management Education and Development*

2015. Paperback 978-1-68123-146-4 \$45.99. Hardcover 978-1-68123-147-1 \$85.99. eBook 978-1-68123-148-8 \$50

The Web is evolving from a place where a prodigious amount of text and images are stored to a place where educational and other needs are serviced. The Web is becoming increasingly automated with functions that previously required human action undertaken automatically moving learners and other users more quickly to useful support. More and more such services interoperate with each other through computer programs and agents. This is the territory of semantic Web services and Web 3.0. Just as shop bots and auction bots abound in handling a particular task on the Web currently, in higher education of the future such related bots and agents will interact with the heterogeneous information that is the stuff of higher education. The scale of such agent-based mediation and linked data will grow over time. Increasingly, intelligent agents and bots will undertake tasks on behalf of their faculty, administrator, and student owners. Collaborations among faculty and students around the world will be increasingly supported by semantic social networks capable of providing crucial functions. Students can be engaged in participating in the design and development of semantic Web applications in such areas as structuring and representing knowledge. The increasing availability of interactive educational tools and collaborative community-resources, such as wikis, can be the foundation for deploying semantically marked-up and social-connected educational spaces where students construct their own learning pathways in explorations of knowledge and creating new content integration.

This volume will share visions and partial realizations of the impact of the semantic Web and associated Web 3.0 features on higher education. This volume will provide accounts of cutting-edge pedagogic applications of the semantic Web with its extremely extensive use of interconnecting information technologies.



Ethics and Risk Management

Lina Svedin, *University of Utah*

A volume in the series *Ethics in Practice*

2015. Paperback 978-1-68123-093-1 \$45.99. Hardcover 978-1-68123-094-8 \$85.99. eBook 978-1-68123-095-5 \$50

The underlying rationale for this book is to present research that a) highlights the explosively political and deeply divisive issues involved in managing risk and b) address the empirical deficit and theoretical challenges related to managing societal risk ethically. Extant risk management research borrows heavily from engineering, systems theory and business management, and is primarily focused on probabilities, modeling, and abstractions of the value of mitigative action. This research engenders a false sense of objectivity and it de-politicizes fundamental political and democratic questions about the allocation of society's scarce resources and about the balance of responsibilities between governing institutions and individuals with regard to risk. The quantitative and hard-science focus on risk also keeps a discussion of the consequences of the distribution of risk, resources and responsibilities for real people out of the lime light. The contributors to this book are experts in a wide range of academic fields and in this book they take on the challenge of examining their core research with a specific ethics perspective. They explore the ethics of risk management using theory, cases and data from a range of policy areas, countries and philosophical traditions.

This book should be of interest to scholars and practitioners working in fields that deal either implicitly or explicitly with risk. This would include, but is not limited to, scholars and students of public management, public sector ethics, public policy, risk regulation, and risk management. The book deals directly with core problems of management in the public sector, value-conflicts, multiple principals and stakeholders, as well as information analysis and the application of sound and valid decision-making processes. The book can be adopted as a core text for graduate courses in public management, public policy, public administration ethics, and comparative politics. It would also work well as an applied theory text in comparative politics; ethics centered courses in political science, as well as more narrowly focused courses on risk, crisis and disaster management.

For the practitioner audience, this book pin-points the ethical stakes, the analytical and managerial challenges, and the necessary tools to meet the many risks that societies face. This book, *Ethics and Risk Management*, provides a unique take on the realities of cost-benefit analysis, efforts to

control and regulate risk and risky behavior, as well as the decidedly bounded rationality with which we, as decision-makers and citizens, perceive and take risks. The work of identifying, understanding, prioritizing and designing effective tools to mitigate and manage risk is an inherently analytical and strategic process best suited to take place before and between crises. Successful risk analysis and management reduces the general occurrence of crises, while the ethical analysis and management of risk serves to reduce the likelihood of subsequent socio-political turmoil should a crisis occur. Thus, the investment that any practitioner makes in risk management has the potential to yield both social and political benefits if the analysis and work is done with an eye toward ethics and stakeholder analysis.



Immigration and Schooling Redefining the 21st Century America

Touorizou Hervé Somé, *Ripon College*

Pierre W. Orelus, *New Mexico State University*

A volume in the series *Critical Constructions: Studies on Education and Society*

2015. Paperback 9781623968922 \$45.99. Hardcover 9781623968939 \$85.99. eBook 9781623968946 \$50

At the time of Obama's draconian anti-immigrant policies leading to massive deportation of undocumented, poor immigrants of color, there could not be a more timely and important book than this edited volume, which critically examines ways in which immigration, race, class, language, and gender issues intersect and impact the life of many immigrants, including immigrant students. This book documents the journey, many success-stories, as well as stories that expose social inequity in schools and U.S. society. Further, this book examines issues of social inequity and resource gaps shaping the relations between affluent and poor-working class students, including students of color. Authors in this volume also critically unpack anti-immigrant policies leading to the separation of families and children. Equally important, contributors to this book unveil ways and degree to which xenophobia and linguisticism have affected immigrants, including immigrant students and faculty of color, in both subtle and overt ways, and the manner in which many have resisted these forms of oppression and affirmed their humanity. Lastly, chapters in this much-needed and well-timed volume have pointed out the way racism has limited life chances of people of color, including students of color, preventing many of them from fulfilling their potential succeeding in schools and society at large.



Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative

M.C. Kate Esposito, *California State University Dominguez Hills*

Anthony H. Normore, *California State University Dominguez Hills*

A volume in the series *Educational Leadership for Social Justice*

2015. Paperback 978-1-68123-107-5 \$45.99. Hardcover 978-1-68123-108-2 \$85.99. eBook 978-1-68123-109-9 \$50

Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors' extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation

and practice of school leaders, thus improve educational outcomes for students from special populations.



Indigenous Spiritualities at Work

Transforming the Spirit of Enterprise

Chellie Spiller, *University of Auckland*

Rachel Wolfgramm, *University of Auckland*

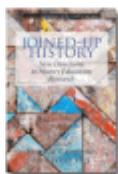
A volume in the series ***Advances in Workplace Spirituality: Theory, Research and Application***

2015. Paperback 978-1-68123-155-6 \$45.99. Hardcover 978-1-68123-156-3 \$85.99. eBook 978-1-68123-157-0 \$50

Are you intrigued by ancient wisdom traditions? Do you ever wonder if they have any relevance in today's world? How do Indigenous ways of being and doing balance wealth creation and well-being? How might Indigenous peoples define success? What are Indigenous spiritualities? How is Spirituality manifested in Indigenous organizations today?

These questions have intrigued us for many years. As a consequence, we invited scholars from around the world to contribute to a ground-breaking book, *Indigenous spiritualities at work: transforming the spirit of business enterprise*, to explore these questions from different worldviews. A key focus of this book is how Indigenous spiritual approaches revitalize identities and relationships within the workplace. However, the notion of workplace is not narrow, as it includes communities of engagement and practice in ecologies of creativity and enterprise in the broadest sense. This enables Indigenous spiritualities at work to be explored from diverse perspectives, disciplines, cultures and sectors. In particular, the authentic voices of authors in this book enriches our understandings, offers points of enlightenment and amplifies spiritual traditions of Indigenous peoples in a way that honours traditions of the past, present and future.

The contributions build bridges between scholarly work and practice. They include empirical studies of Spirituality, mindfulness, presence and authenticity. A diverse range of research methodologies, impact studies and examples of development programs are offered alongside artistic works, photographic essays, stories, and poetry.



Joined-up History

New Directions in History Education Research

Arthur Chapman, *University College London*

Arie Wilschut, *Amsterdam University of Professional Education*

A volume in the series ***International Review of History Education***

2015. Paperback 978-1-68123-032-0 \$45.99. Hardcover 978-1-68123-033-7 \$85.99. eBook 978-1-68123-034-4 \$50

Debates about the identity of school history and about the nature and purpose of the learning that does, can and should take place in history classrooms continue in many countries around the world. At issue, in many of these debates, beyond the concerns about history and national identity, are often unaddressed questions about the role and inter-relationship of historical knowledge and historical understanding in historical learning.

Research on historical thinking is on-going and a complex tradition of enquiry has developed across national borders in the last 30 years, focusing, in particular on developing students understanding of historical meta-concepts such as 'evidence' and 'causation'. There has been comparatively little focus, however, on the historical content that students study, on how they study it and on how mastery of historical content contributes to students overall picture of a historical past.

This volume gathers together recent research and theorising from around the world on key issues central to historical learning and instruction. What sense do students make of the history that they are taught? Are students able to organise historical knowledge in order to form large scale representations of the past and what difficulties can children face in doing so? What are the relationships that obtain between history as an academic discipline, as practised in universities, and history as a subject taught in schools? What can research tell us about the effects of instructional strategies

that aim to help students 'join up' what they learn in class into meaningful historical knowledge and understanding?



Leadership and School Quality

Michael DiPaola, *The College of William and Mary*
Wayne K. Hoy, *The Ohio State University*

A volume in the series *Research and Theory in Educational Administration*

2015. Paperback 978-1-68123-038-2 \$45.99. Hardcover 978-1-68123-039-9 \$85.99. eBook 978-1-68123-040-5 \$50

Leadership and School Quality is the twelfth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis. Hence, the chapters include analyses that investigate relationships between school organizations and leadership behaviors that have an impact on teacher and school effectiveness.



Leading with Character - 2nd Edition

Stories of Valor and Virtue and the Principles They Teach

John J. Sosik, *Pennsylvania State University*

2015. Paperback 978-1-68123-013-9 \$45.99. Hardcover 978-1-68123-014-6 \$85.99. eBook 978-1-68123-015-3 \$50

What kind of character strengths must leaders develop in themselves and others to create and sustain extraordinary organizational growth and performance? In this updated and expanded second edition, the author, John J. Sosik, answers this question by reviewing what is known about the connection between authentic transformational leadership and positive psychology. He summarizes a wealth of leadership knowledge in a unique collection of captivating stories about 25 famous leaders from business, history and pop culture: Aung San Suu Kyi, John F. Kennedy, Maya Angelou, Bill Gates, Brian Wilson, Rosa Parks, Martin Luther King, Jr., Joe Namath, Malala Yousafzai, Mother Teresa, Angelina Jolie, Pope Saint John Paul II, Shirley Chisholm, Sheryl Sandberg, Andy Griffith, Margaret Thatcher, Oprah Winfrey, Nelson Mandela, Warren Buffet, Carlos Ghosn, Eleanor Roosevelt, Herb Kelleher, Steve Jobs, Johnny Cash, and Fred Rogers.

What do these leaders have in common? Each possesses virtues of wisdom, courage, humanity, justice, temperance, and transcendence and their associated character strengths that form the foundation of their outstanding leadership. Besides generating astonishing results for their organizations, these leaders reaped numerous physical, mental, social and spiritual benefits from their strong character. Their stories teach readers leadership principles that they too can apply to achieve sustainable growth and excellence. The author includes dozens of interesting examples, vivid anecdotes, and clear guidelines to offer readers an in-depth look at how character and virtue forms the moral fiber of authentic transformational leadership. Individuals currently in leadership positions as well as aspiring leaders will find the book's conversational style, fascinating stories, and practical guidelines both useful and inspiring.



On the High Wire

Education Professors Walk Between Work and Parenting

George Theoharis, *Syracuse University*

Sharon Dotger, *Syracuse University*

A volume in the series *Work-Life Balance*

2015. Paperback 9781623969271 \$45.99. Hardcover 9781623969288 \$85.99. eBook 9781623969295 \$50

The purpose of the work/life balance series is to highlight particular challenges that higher education faculty face as they participate in the demands of the academy and try to prevent those demands from invading their personal lives. *On the High Wire* looks at a specific subset of university faculty, education faculty with school-aged children, and the specific professional/personal balance these faculty need to find. The title *On the High Wire* suggests the precarious nature of the “walk” for education faculty who are parents of school-aged children. We know that our identities are central to how we experience the world and how the world reacts to us. This reality is clearly visible in this book. These multiple identities and roles come into conflict at multiple points and in different ways. This book explores these identities and roles through autoethnographic accounts written by varied education faculty in order to make these tensions visible for the field to address.



The Phenomenon of Obama and the Agenda for Education - 2nd Edition

Can Hope (Still) Audaciously Trump Neoliberalism?

Paul R. Carr, *Université du Québec en Outaouais*

Brad J. Porfilio, *CSU, East Bay*

A volume in the series *Critical Constructions: Studies on Education and Society*

2015. Paperback 9781623968328 \$45.99. Hardcover 9781623968335 \$85.99. eBook 9781623968342 \$50

Anyone who is touched by public education – teachers, administrators, teacher-educators, students, parents, politicians, pundits, and citizens – ought to read this book, a revamped and updated second edition. It will speak to educators, policymakers and citizens who are concerned about the future of education and its relation to a robust, participatory democracy. The perspectives offered by a wonderfully diverse collection of contributors provide a glimpse into the complex, multilayered factors that shape, and are shaped by, education institutions today. The analyses presented in this text are critical of how globalization and neoliberalism exert increasing levels of control over the public institutions meant to support the common good. Readers of this book will be well prepared to participate in the dialogue that will influence the future of public education in United States, and beyond – a dialogue that must seek the kind of change that represents hope for all students.

As for the question contained in the title of the book – *The Phenomenon of Obama and the Agenda for Education: Can Hope (Still) Audaciously Trump Neoliberalism? (Second Edition)* –, Carr and Porfilio develop a framework that integrates the work of the contributors, including Christine Sleeter and Dennis Carlson, who wrote the original forward and afterword respectively, and the updated ones written by Paul Street, Peter McLaren and Dennis Carlson, which problematize how the Obama administration has presented an extremely constrained, conservative notion of change in and through education. The rhetoric has not been matched by meaningful, tangible, transformative proposals, policies and programs aimed at transformative change, and now fully into a second mandate this second edition of the book is able to more substantively provide a vigorous critique of the contemporary educational and political landscape. There are many reasons for this, and, according to the contributors to this book, it is clear that neoliberalism is a major obstacle to stimulating the hope that so many have been hoping for. Addressing systemic inequities embedded within neoliberalism, Carr and Porfilio argue, is key to achieving the hope so brilliantly presented by Obama during the campaign that brought him to the presidency.



The Pursuit of Sustainability

Creating Business Value through Strategic Leadership, Holistic Perspectives, and Exceptional Performance

David L. Rainey, *Rensselaer Polytechnic Institute*

Robert J. Araujo, *Sikorsky Aircraft Corporation*

2015. Paperback 9781623968779 \$45.99. Hardcover 9781623968786 \$85.99. eBook 9781623968793 \$50

The Pursuit of Sustainability: Creating Business Value through Strategic Leadership, Holistic Perspectives, and Exceptional Performance focuses on the hierarchical levels of sustainability, strategic leadership, holistic perspectives, strategic and financial performance. It also focuses on management constructs for developing and implementing cutting-edge solutions to the exciting opportunities and daunting challenges facing strategic leaders. It discusses the requisite strategic thinking, methods, techniques, and practices for examining, understanding, and managing in today's complex and turbulent business world. Sustainability and sustainable development are critical for creating positive outcomes and achieving success given the dynamics of the global economy and the ongoing shifts in customer expectations, emerging markets, and the intensity of competition.

The aim of the book is to articulate concepts, constructs, and methodologies pertaining to how global corporations and small and medium size enterprises can develop and deploy enhanced solutions and more integrated systems that facilitate leading change in a more interconnected and dynamic business world. The basic perspective is that insightful strategic leaders and astute professionals and their companies can enhance performance, create extraordinary value, and sustain success through sophisticated leadership, cutting-edge management constructs, and state-of-the-art systems that reach across space and time. This includes establishing metrics on how companies can measure their progress in relation to global opportunities and challenges and the needs and expectations of people and society.

The book is intended to provide strategic leaders, professionals, and practitioners with the insights, guidance, and methods for developing and implementing sustainable solutions and holistic management systems without prescribing a generalized model that supposedly would fit every situation. The strategic logic is really the opposite of the prevailing mindset of the last century in which generic concepts were developed by leading theorists (academics and business leaders) who believed that they could articulate "one-fits-all" business methods and models. In today's more complicated business world, businesses and their strategic leaders and senior professionals have to develop unique management constructs and business models for achieving the desired outcomes and sustaining success. The book describes and articulates how strategic leaders and professionals can take advantage of opportunities and challenges by addressing sustainability, sustainable development, and the pursuit of sustainability and how they can develop and deploy exciting solutions and effective systems in the quest for excellence. Excellence provides the mantra for positive change and sustainable success.

The book consists of two parts. Part I examines the hierarchy of sustainability, external context, and sustainable solutions. It includes defining and examining overarching concepts and constructs pertaining to sustainability and sustainable development, highlighting the importance of the pursuit of sustainability, examining the social world and the natural environment, and discussing holistic perspectives and management constructs used to achieve sustainable success. Part II explores sustainable strategic leadership, creating business value, and management constructs pertaining to performance, vulnerabilities and sustainable success. Most importantly, Part II presents a strategic sustainability performance model that allows strategic leaders and professionals to discern where they fit in the hierarchy of sustainability.



Refractions of Mathematics Education

Festschrift for Eva Jablonka

Christer Bergsten, *Linköping University, Sweden*

Bharath Sriraman, *University of Montana*

A volume in the series *Cognition, Equity & Society: International Perspectives*

2015. Paperback 978-1-68123-029-0 \$45.99. Hardcover 978-1-68123-030-6 \$85.99. eBook 978-1-68123-031-3 \$50

The diversity of research in mathematics education has been addressed as both, a problem and a strength. When manifested through adherence to different intellectual roots and theoretical orientations, diversions constitute 'refractions' of mathematics education. The collection and analysis of empirical data in a study are by necessity refracted through the specific analytical lens employed, as well as the aim of the study itself. Refractions

can also refer to looking at old phenomena through new lenses.

The chapters in this book are refracted through philosophical, political, mathematical and personal lenses by distinguished authors in the field, addressing issues about the elusive experience of doing mathematics, purification of texts, refractions, mathematics and ethnomathematics, political messages in textbook tasks, mathematics education policy debate, the political in mathematics education research, philosophy and mathematics, meanings and representations, identity of mathematical modeling, and dilemmas in the teaching of calculus.

An ancient Sanskrit adage states that Knowledge is something that grows when shared, but shrinks when hoarded. Academics engaged in the generation of new Knowledge are blessed with both the time and the freedom to engage in pursuits that allow for intellectual pleasure. As a phenomenon of the Zeitgeist many have succumbed to the increased corporatization of academic work, engaging in activities for monetary and self advancement purposes. Are there any real intellectuals left in academia, a la Adorno, Bourdieu, Chomsky, Foucault, among others? This Festschrift is dedicated to academics that don't bother with self promotion or aggrandizement of themselves or their ideas in simplistic terms.



The Socio-Economic Approach to Management Revisited

The Evolving Nature of SEAM in the 21st Century

Anthony F. Buono, *Bentley University*

Henri Savall, *University Jean Moulin Lyon 3 and ISEOR*

A volume in the series *Research in Management Consulting*

2015. Paperback 978-1-68123-161-7 \$45.99. Hardcover 978-1-68123-162-4 \$85.99. eBook 978-1-68123-163-1 \$50

This volume is part of the ongoing collaboration between the RMC series and the Socio-Economic Institute for Firms and Organizations (ISEOR), a French intervention-research think tank co-directed by Henri Savall and Véronique Zardet. Building on an earlier collaboration on the ISEOR approach – Socio-Economic Intervention in Organizations: The Intervener-Researcher and the SEAM Approach to Organizational Analysis (IAP, 2007) – Buono and Savall bring together over 30 talented intervener-researchers to explore and examine the ongoing evolution of the Socio-Economic Approach to Management (SEAM).

This volume revisits the application of SEAM in the context of intervention challenges in the wake of the recent economic crisis and the disruptive change that has taken hold across the world. The basic foundation of SEAM – built on the idea of strategic patience, the need to undertake holistic intervention in organizations, and the challenge to get organizational members to listen to themselves (through what they refer to as the mirror effect) – has remained the same. In response to economic and organizational pressures in the current environment, however, there has been a concomitant emphasis on helping client organizations achieve short-term results while still maintaining focus on the long term. Many ideas that have become part of the current discourse within ISEOR today were not as explicitly addressed in the initial volume – from the destructive effect of the Taylorism-Fayolism-Weberism (TFW) virus, to the need to focus on ways to ensure the sustainability of a SEAM intervention, the growing importance of collaborative interactions between external and internal consultants, and the growing importance of cocreating knowledge with client firms and organizations.



Urban Educational Leadership for Social Justice

International Perspectives

Jeffrey S. Brooks, *Monash University*

Melanie C. Brooks, *University of Idaho*

A volume in the series *Educational Leadership for Social Justice*

2015. Paperback 978-1-68123-176-1 \$45.99. Hardcover 978-1-68123-177-8 \$85.99. eBook 978-1-68123-178-5 \$50

The chapters in Urban Educational Leadership for Social Justice: International Perspectives constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt the United States, Thailand and at a global level by comparing

and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.



Women and Leadership around the World

Susan R. Madsen, *Utah Valley University*

Faith Wambura Ngunjiri, *Concordia College, MN*

Karen A. Longman, *Azusa Pacific University*

Cynthia Cherrey, *International Leadership Association*

A volume in the series ***Women and Leadership***

2015. Paperback 978-1-68123-149-5 \$45.99. Hardcover 978-1-68123-150-1 \$85.99. eBook 978-1-68123-151-8 \$50

Women and Leadership around the World is the third volume in a new series of books (Women and Leadership: Research, Theory, and Practice) that will be now being published to inform leadership scholars and practitioners. The purpose of this volume is to explore areas of women's leadership in four regions around the world: the Middle East, Europe, North America, and Asia Pacific. Hence, we have included 14 chapters that cover a wide range of important topics relevant to women and leadership within specific contexts around the world. Our goal for this volume is to provide readers with explorations of women's experiences as leaders, including recent research studies, analysis and interpretation of statistics unpacking the status of women in various sectors and countries, stories of influential women leaders with national or local spheres of influence, and including recommendations for positive change to increase women's access to positions of authority. The volume contributors use various theories and conceptualizations to problematize, historicize, and analyze women's limited access to power, and their agency as leaders from the grassroots to the national scene, from education to non-profits and business organizations.

Overall, the book contributes interpretations of the status of women in various countries, presenting the stories behind the numbers and statistics and uncovering not only challenges but also opportunities for resiliency and effectiveness as leaders. The authors offer recommendations for change that cross national boundaries, such as structural changes in organizations that would open the door for more women to access positions of authority and be effective as leaders. It is rare to find a book with such a diverse array of topics and countries, making this a timely contribution to the literature on women and leadership. The authors remind us to continue to expand the literature base on women and leadership, drawing from both qualitative and quantitative studies as well as conceptual explorations of women as leaders in different countries, regions, indigenous communities, and across different sectors. The more we know, the better informed will be our efforts to create appropriate leadership development activities and experiences for emerging women leaders and girls around the world. This book contributes significantly to that very effort.



Women as Global Leaders

Faith Wambura Ngunjiri, *Concordia College, MN*

Susan R. Madsen, *Utah Valley University*

A volume in the series ***Women and Leadership***

2015. Paperback 9781623969646 \$45.99. Hardcover 9781623969653 \$85.99. eBook 9781623969660 \$50

Women as Global Leaders is the second volume in the new Women and Leadership: Research, Theory, and Practice book series published for the International Leadership Association by IAP. Global leadership is an emerging area of research, with only a small but growing published literature base. More specifically, the topic of women's advances and adventures in leading within the global context is barely covered in the existing leadership literature. Although few women are serving in global leadership roles in corporate and non-profit arenas, and as heads of nations, that number is growing (e.g., Indra Nooyi at PepsiCo, Sheryl Sandberg at Facebook, Marissa Mayer at Yahoo, Ellen Johnson Sirleaf as president of Liberia, Angela Merkel as chancellor of Germany).

The purpose of this volume is to provide the reader with current conceptualizations and theory related to women as global leaders, recent empirical investigations of the phenomenon, analysis of effective global leadership development programs, and portraits of women who lead, or have led, in a global role. The volume is divided into four sections. The first section covers the state of women as global leaders, containing chapters by Joyce Osland and Nancy Adler, pioneers in the field of global and/or women's leadership. The second section describes approaches to women's global leadership. The third section offers an analysis of programs that are useful in developing women as global leaders, with the final section profiling women as global leaders, including Margaret Thatcher, Nobel Laureate Malala Yousfzai, and Golda Meir. As Barbara Kellerman noted in the Foreword, "this book... should be understood as a collection whose time has come, precisely because women now have opportunities to lead that are far more expansive than they were even in the recent past. Though their numbers remain low, they are able in some cases to exercise leadership not only as outsiders, but also as insiders, from the very positions of power and authority to which men forever have had access."



Adolescents In The Internet Age, 2nd Edition

Teaching And Learning From Them

Paris S. Strom, *Auburn University*

Robert D. Strom, *Arizona State University*

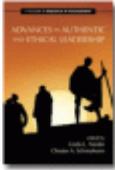
A volume in the series *Lifespan Learning*

2014. Paperback 9781623967628 \$45.99. Hardcover 9781623967635 \$85.99. eBook 9781623967642 \$50

Teaching adolescents and learning from them is the paradigm elaborated throughout this second edition of *Adolescents in the Internet Age*. The premise is based upon four assumptions: (1) Adolescents have unique experiences that qualify them as the most credible source on what growing up is like in the current environment; (2) Adolescents are more competent than many adults with tools of technology that will be needed for learning in the future; (3) Adolescents and adults can support mutual development by adopting the concept of reciprocal learning; and (4) The common quest of adolescents to gain adult identity could be attained before employment.

Expectations are the theme for every chapter. The reason expectations are so important is because they influence goals, determine priorities, and are used to evaluate progress and achievements of individuals and institutions. When teacher expectations correspond with the abilities and interests of students, achievement and satisfaction are common outcomes. In contrast, if teachers expect too little, student potential can be undermined. There is also concern if expectations that students have for themselves surpass their abilities. This occurs if teachers do not inform students about their deficits. Multitasking, doing too many things at the same time, detracts from productivity. Sharing accountability depends upon complimentary and attainable expectations that can be met by students, teachers, and parents. To support appropriate expectations, this book for secondary teachers and high school students seeking a broader understanding of their own generation is organized in four parts about aspects of learning and development.

- (1) Identity expectations introduce traditional perspectives on adolescence, changes related to sources of learning, evolving emphasis of schools, and ways to support motivation, goal setting, and formation of identity.
- (2) Cognitive expectations examine mental abilities, academic standards, emergence of the Internet as a learning tool, development of media literacy, creative problem solving, and encouragement of higher order thinking skills.
- (3) Social expectations explore the need for giving greater attention to social development, importance of teamwork skills, involvement with social networking, adoption of civil behavior, school safety, and values as a basis for ethical behavior and character.
- (4) Health expectations center on decisions that influence physical health, well-being, and lifestyle choice. Consideration is given to stress management, emotional intelligence, and risk assessment strategies for individual teenagers and the schools that they attend.



Advances in Authentic and Ethical Leadership

Linda L. Neider, *University of Miami*
Chester A. Schriesheim, *University of Miami*

A volume in the series *Research in Management*

2014. Paperback 9781623967208 \$45.99. Hardcover 9781623967215 \$85.99. eBook 9781623967222 \$50

The latest volume in the Research in Management series, co-edited by Linda L. Neider and Chester A. Schriesheim, reports on “Advances in Authentic and Ethical Leadership.” The eight insightful chapters are contributed by national and international scholars spanning the fields of leadership, organizational behavior, and research methodology. Among the areas discussed and linked to authentic and/or ethical leadership are mindfulness, decision making, the role of character, antecedents, substitutes for leadership, psychological capital, and a some of the “dark side” aspects associated with authenticity. *Advances in Authentic and Ethical Leadership* is a book that should be purchased by anyone currently or anyone considering doing research in the area.



Beyond Tears, Tirades, and Tantrums

Clinical Simulations for School Leader Development

Benjamin H. Dotger, *Syracuse University's School of Education*

2014. Paperback 9781623965716 \$45.99. Hardcover 9781623965723 \$85.99. eBook 9781623965730 \$50

Clinical simulations provide school leaders with opportunities to enact and examine their leadership approaches, decisions, and policies, without consequence. Building on medical education’s use of standardized patients, this book introduces standardized individuals and clinical simulations into the field of school leader preparation. In live, one-to-one interactions, school leaders engage in variety of professional situations with standardized students, parents, teachers, and community members.

Each carefully scripted standardized individual presents a problem of practice, while unscripted school leader participants are free to enact their own professional knowledge, dispositions, and decision-making approaches as they engage within a simulation. When confronted by an angry father (in simulation), leaders practice their explanations and policies surrounding challenged curriculum. When presented with an inebriated student (in simulation), leaders enact decision-steps associated with student discipline and communicating with health and law enforcement officials. When students and parents express concerns about classroom instruction, leaders engage with standardized teachers (in simulation) to focus on instructional quality. The thirteen simulations in this book address a broad range of complex, but common issues that school leaders encounter through daily service in K-12 schools.

This book provides school leader educators and professional development facilitators with all the information necessary to fully implement clinical simulations for school leader development. Included are chapters on the concept of clinical simulations, training procedures for standardized individuals, logistical steps toward implementation, and the documents necessary to successfully facilitate thirteen different clinical simulations.

NOTE: This book is designed for school leader educators and school district professional development personnel who intend to facilitate clinical simulations with cohorts of school leaders. School leaders who intend to participate in the actual simulations should consult the separate text: [Clinical Simulations for School Leader Development: A Companion Manual for School Leaders](#).



Beyond The Pride and The Privilege

The Stories of Doctoral Students and Work-Life Balance

Agustina Purnamasari, *Iowa State University*

Genise Henry, *University of Texas at Austin*

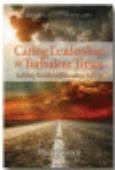
Chinasa Ordu, *Kent State University*

Edna Martinez, *California State University, San Bernardino*

A volume in the series *Work-Life Balance*

2014. Paperback 9781623969066 \$45.99. Hardcover 9781623969073 \$85.99. eBook 9781623969080 \$50

Attrition among doctoral students has become a perennial issue in higher education (Gardner, 2009; Golde, 2000) as 40 to 60 percent of doctoral students do not complete their program of study (Bair & Haworth, 2005). Such outcomes are inconsistent with the rigorous evaluation that occurs prior to being accepted into a doctoral program (Bair & Haworth, 2005). Despite deemed levels of student excellence, promise and efforts made by programs to counter student departure (Offerman, 2011), attrition rates remain alarmingly high (Bair & Haworth, 2005; Gardner, 2009). The purpose of this book is to provide a view into doctoral student work-lives and their efforts to find a balance between often seemingly conflicting responsibilities. In addition to contributing to the ongoing dialogue on work-life balance in doctoral studies (Brus, 2006; Golde, 1998; Moyer, Salovey, & Casey-Cannon, 1999), the intention of this book is to provide other doctoral students with potential coping mechanisms, guidance, and assurance that they are not alone in this process. Lastly, we anticipate that these doctoral student narratives will help illuminate potential strategies that doctoral programs, departments, and institutions can incorporate in their efforts to help students successfully complete their program of study. As such the intended audience is doctoral students, higher education professionals, faculty members, and educational leaders.



Caring Leadership in Turbulent Times

Tackling Neoliberal Education Reform

Mary G. Green, *Acadia University*

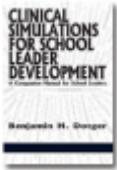
A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623967291 \$45.99. Hardcover 9781623967307 \$85.99. eBook 9781623967314 \$50

This book analyzes education reform through the eyes of those entrenched in the process—policy makers, administrators, middle managers, principals, and teachers—in the context of care. A senior administrator, who participated in the implementation of an unprecedented series of reforms that flattened the education system in a Canadian province and rebuilt it with a new mandate, examines learning from the shortcomings of the past and provides a critical enquiry that can help determine the success or failure of future reform efforts by shedding light on the obstacles to avoid, problems to correct, and methods to embrace in order to overcome hurt and disappointment in a turbulent environment and foster more caring and effective educational organizations.

Few attempts have been made to write a book about women's work from the perspective of those in senior leadership roles in education; others have written about it but not experienced it firsthand. This book illuminates the controversial debate between women and gender in education and challenges assumptions about equity and the caring and democratic nature of education. It contributes to a broader understanding and knowledge of the complexities of leadership work within education, which in turn can lead to improvement in professional relationships as well as organizational effectiveness. The book contains enlightening and compelling stories about the unique and shared experiences of people navigating turbulence within an organization.

Author Mary Green draws on her career spent teaching and learning to provide a unique Canadian perspective and context. She offers a rigorous self, social, historical, and political reflection of educators, who despite experiencing particular challenges, draw purpose from faith in the possibilities and potential of more caring practice in education. The content will prove useful to those committed to infusing more humanity into work in education with reference to individuals, institutions, and the social and political challenges in the field. Specifically, this book is relevant to graduate students in faculties of education, policy makers, principals, other administrators, and organizational leaders. Universal issues of power and politics reveal interconnections between the personal and the global workplace, underscoring the importance of care in the workplace.



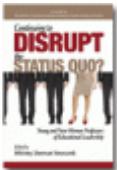
Clinical Simulations for School Leader Development

A Companion Manual for School Leaders

Benjamin H. Dotger, *Syracuse University's School of Education*

2014. Paperback 9781623965747 \$19.99. Hardcover 9781623965754 \$39.99. eBook 9781623965761 \$50

This companion manual is designed for school leaders participating in clinical simulations. While it provides all necessary information to situate leaders in a simulated environment, it does not provide the additional materials necessary to successfully train standardized individuals, nor does it outline the broader logistical steps for implementing clinical simulations. School leader educators or representatives from school districts seeking to facilitate clinical simulations should consult the broader primary text: [Beyond Tears, Tirades, and Tantrums: Clinical Simulations for School Leader Development](#).



Continuing to Disrupt the Status Quo?

New and Young Women Professors of Educational Leadership

Whitney Sherman Newcomb, *Virginia Commonwealth University*

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*

2014. Paperback 978-1-62396-640-9 \$45.99. Hardcover 978-1-62396-641-6 \$85.99. eBook 978-1-62396-642-3 \$50

Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership was conceptualized as a follow-up to *Breaking Into the All-Male Club: Female Professors of Educational Administration* (Mertz, 2009), a book about and by many women who were the first women faculty admitted into departments of educational administration primarily in the 1970's and 1980's. This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences. *Continuing to Disrupt the Status Quo? Young and New Women Professors of Educational Leadership* is a literary way to preserve and continue the tradition of the sharing/addition of voices to the field of educational leadership that was begun with *Breaking Into the All-Male Club*. It begs the question, "If the women from *Breaking Into the All-Male Club* are "firsts," "pioneers," and "groundbreakers," then who are we, the young and new women of the field? If the entrance of women into the field of educational leadership was threatening enough for the veteran women (and still is for many of the young and new women), then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later! *Continuing to Disrupt the Status Quo?* represents a decade of stories (2002-2012) from young and new women to the field of educational leadership.



Curriculum and Teaching Dialogue

Vol. 16 # 1 & 2

David J. Flinders, *Indiana University*

P. Bruce Uhrmacher, *University of Denver*

Christy M. Moroye, *University of Northern Colorado*

A volume in the series *Curriculum & Teaching Dialogue*

2014. Paperback 9781623968069 \$45.99. Hardcover 9781623968076 \$73.99. eBook 9781623968083 \$50

Curriculum and Teaching Dialogue (CTD) is a publication of the American Association of Teaching and Curriculum (AATC), a national learned society for the scholarly fields of teaching and curriculum. The fields includes those working on the theory, design and evaluation of educational programs at large. University faculty members identified with this field are typically affiliated with the departments of curriculum and instruction, teacher education, educational foundations, elementary education, secondary education, and higher education.

CTD promotes all analytical and interpretive approaches that are appropriate for the scholarly study of teaching and curriculum. In fulfillment of this mission, CTD addresses a range of issues across the broad fields of educational research and policy for all grade levels and types of educational programs.



Emerging Perspectives on Gesture and Embodiment in Mathematics

Laurie D. Edwards, *St. Mary's College of California*

Francesca Ferrara, *Università di Torino, Italy*

Deborah Moore-Russo, *SUNY, University at Buffalo*

A volume in the series *Cognition, Equity & Society: International Perspectives*

2014. Paperback 9781623965532 \$45.99. Hardcover 9781623965549 \$85.99. eBook 9781623965556 \$50

The purpose of the book is to establish a common language for, and understanding of, embodiment as it applies to mathematical thinking, and to link mathematics education research to recent work in gesture studies, cognitive linguistics and the theory of embodied cognition. Just as in past decades, mathematics education experienced a "turn to the social" in which socio-cultural factors were explored, in recent years there has been a nascent "turn to the body." An increasing number of researchers and theorists in mathematics education have become interested in the fact that, although mathematics may be socially constructed, this construction is not arbitrary or unconstrained, but rather is rooted in, and shaped by, the body. All those who engage with mathematics, whether at an elementary or advanced level, share the same basic biological and cognitive capabilities, as well as certain common physical experiences that come with being humans living in a material world. In addition, the doing and communicating of mathematics is never a purely intellectual activity: it involves a wide range of bodily actions, from committing inscriptions to paper or whiteboard, to speaking, listening, gesturing and gazing. This volume will present recent research on gesture and mathematics, within a framework that addresses several levels of mathematical development. The chapters will begin with contributions that examine early mathematical and proto-mathematical knowledge, for example, the conservation of volume and counting. The role of gesture in teaching and learning arithmetic procedures will be addressed. Core concepts and tools from secondary level mathematics will be investigated, including algebra, functions and graphing. And finally, research into the embodied understanding of advanced topics in geometry and calculus will be presented.

The overall goal for the volume is to acknowledge the multimodal nature of mathematical knowing, and to contribute to the creation of a model of the interactions and mutual influences of bodily motion, spatial thinking, gesture, speech and external inscriptions on mathematical thinking, communication and learning. The intended audience is researchers and theorists in mathematics education as well as graduate students in the field.



Ethical Leadership and the Community College

Paradigms, Decision-Making, and Praxis

J. Luke Wood, *San Diego State University*

Carlos Nevarez, *California State University, Sacramento*

A volume in the series *Transformative Leadership in Postsecondary Education*

2014. Paperback 9781623968090 \$45.99. Hardcover 9781623968106 \$85.99. eBook 9781623968113 \$50

This book is designed to aid community college leaders in becoming ethical leaders. This aim is essential, as ethical leadership is needed to address the continual ethical quandaries and persistent leadership dilemmas (e.g., funding, governance, accountability, shifting student demographics) facing public postsecondary education in the current era. When leaders are fully committed to the ideals that underscore public education (e.g., public good, access, social mobility, civic engagement) and accept the notion that their role as leaders is to be a servant to others, ethical leadership serves as a roadmap to guide their decisions, actions, and advocacy.

This volume serves as a comprehensive resource in articulating the foundational, conceptual, interpersonal, and practical dispositions of the critical need to develop leaders with high moral aptitudes.



Facilitating the Socio-Economic Approach to Management

Results of the First SEAM Conference in North America

Henri Savall, *University Jean Moulin Lyon 3 and ISEOR*

John Conbere, *University of St. Thomas*

Alla Heorhiadi, *University of St. Thomas*

Vincent Cristallini, *ISEOR*

Anthony F. Buono, *Bentley University*

A volume in the series *Research in Management Consulting*

2014. Paperback 9781623966676 \$45.99. Hardcover 9781623966683 \$85.99. eBook 9781623966690 \$50

This book is the 20th volume in the Research in Management Consulting series and the sixth major collaboration with Henri Savall, Véronique Zardet, and their team of intervenor-researchers from the Socio-Economic Institute for Firms and Organizations (ISEOR) in Lyon, France. In 2013, for the first time, ISEOR co-sponsored a conference on its Socio-Economic Approach to Management (SEAM) paradigm and methodology in the United States. The volume captures the ideas, applications, and exchanges of that meeting hosted by the University of St. Thomas in Minneapolis, Minnesota. The book attempts to bring the reader into the conference itself. The different chapters include the contributors' presentations ("Chapter Prologue: Conference Remarks"), revised conference papers, and the question and answer dialogue for the session. For those interested in delving further into the SEAM approach, the volume also contains a general bibliography on the development, critique, and application of the framework.



From Policy to Practice

Sustainable Innovations in School Leadership Preparation and Development

Karen L. Sanzo, *Old Dominion University*

A volume in the series *UCEA Leadership Series*

2014. Paperback 9781623967833 \$45.99. Hardcover 9781623967840 \$85.99. eBook 9781623967857 \$50

The School Leadership Program (SLP) is a federal grant sponsored by the United States Department of Education. A hallmark of the grant is the connectivity between various agencies to provide quality leadership preparation and development programs for aspiring and current school leaders. These collaborative efforts involve community and educational stakeholders including districts, universities, city agencies, not-for-profit entities, foundations, private academic organizations, and others involved in the development of school leaders. Since its inception in 2002, over one hundred grants have been funded. This edited book's purpose is to share innovative, research-based practices from the federally funded grants that are sustainable after the life of the grant and are able to be used throughout the field for preparing and developing aspiring and current school leaders. This book features the work of current and past grantees around their innovative practices and lessons learned about school leadership preparation and development, especially around the issue of sustainability of these practices upon completion of the grant. SLP Grantees share practical, usable lessons learned from their experiences with the grants, based on their research, project data, and practical experience.



Full-Spectrum Strategic Leadership

Being on the Cutting Edge through Innovative Solutions, Integrated Systems, and Enduring Relationships

David L. Rainey, *Rensselaer Polytechnic Institute*

2014. Paperback 9781623966492 \$45.99. Hardcover 9781623966508 \$85.99. eBook 9781623966515 \$50

Full-Spectrum Strategic Leadership: Being on the Cutting Edge through Innovative Solutions, Integrated Systems, and Enduring Relationships articulates how strategic leaders, senior managers, business professionals, aspiring young business leaders, and management students can make dramatic improvements in their endeavors, enrich their knowledge and capabilities, and learn the essential perspectives of strategic leadership and management. In today's world, strategic leaders regardless of venue have to be confident in their aspirations, holistic in their perspectives, proactive in their strategies and actions, and lead change ahead of the prevailing driving forces. Full-spectrum strategic leadership (FSL) is about being on the cutting edge and leading from the front and ahead of changes in the business environment. It involves creating unique solutions, developing effective and efficient systems, and building enduring relationships with people. Astute strategic leader embrace opportunities, overcome challenges, and eliminate threats before others are even aware of the underpinnings of change. They are capable, confident, and courageous when developing and deploying strategic innovations. Strategic innovations are essential in creating sustainable success and extraordinary outcomes.

The book examines cutting-edge leadership and management constructs and practices. It describes how to create value across space and time and how to sustain success in a more turbulent and global business world. It explores how to lead change through insights, imagination, and innovativeness. It describes what a solution is and how to design, develop, validate, and deploy solutions that are on the cutting edge. It details how to establish integrated value systems that are inclusive and how to build enduring relationships. The book describes theories, constructs, models, insights, and practices based on multifaceted perspectives and holistic management. Given the current level of obsolescence in theories and practices in today's business world, FSL presents cutting-edge leadership and management constructs for becoming more sophisticated and successful in a turbulent business world. Given the prevailing business realities, strategic leaders are creating, innovating, developing, improving, growing, and sustaining success or they are falling hopelessly behind.

FSL is the never-ending desire to accomplish more and provide more beneficial outcomes for people. It is based on the recognition that good is never good enough, that the needs, wants, and expectations of tomorrow are expected to be more challenging than those of today, and that strategic leaders have to provide solutions to the myriad of problems, concerns and issues. It is also based on the multifaceted perspective that such challenges are really opportunities for excelling and creating value for everyone. Truly great strategic leaders provide solutions and systems that maximize the positives and minimize the negatives. They embrace corporate social responsibility, sustainability, and sustainable success. Truly great leaders make the world a better place.



Internationalizing Teacher Education for Social Justice

Theory, Research, and Practice

Suniti Sharma, *Saint Joseph's University*

JoAnn Phillion, *Purdue University*

Jubin Rahatzad, *Purdue University*

Hannah L. Sasser, *Purdue University*

A volume in the series *Research for Social Justice: Personal~Passionate~Participatory*

2014. Paperback 9781623966041 \$45.99. Hardcover 9781623966058 \$85.99. eBook 9781623966065 \$50

In *Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice*, editors Suniti Sharma, JoAnn Phillion, Jubin Rahatzad, and Hannah L. Sasser present a collection of personal, passionate, and participatory global perspectives of teacher educators on internationalizing teacher education for social justice. The reader will encounter each author's personal and professional journey into global classrooms for internationalizing teacher education and supporting future teachers in developing competencies necessary for addressing the academic needs of diverse K-12 classrooms. This collection provides a broad, critical, and interpretive overview of shifts in U.S. and global perspectives to offer transformative frameworks and strategies on preparing K-12 teachers to meet the complex demands for skills in the twenty-first century. The global tenor of this book, framed by theory, research, and practice spanning several countries provides a timely contribution to internationalizing teacher education for social justice in the twenty-first century. The authors' dedication to preparing teachers who have knowledge of world cultures and global issues, combined with a deep commitment to social justice for promoting equity in education, informs each chapter. The authors take up the internationalization of teacher education for social justice as both an opportunity and a challenge, transcending rhetoric to meaningful action, situating their global understanding to inform readers of critical engagement with, and examination of, theory, research, and practice for effecting social and educational change.



Is Your Organization a Great Workplace?

Daniel M. Wentland

2014. Paperback 978-1-68123-128-0 \$15.99. Hardcover 978-1-68123-129-7 \$45.99. eBook 978-1-68123-130-3 \$50

In this book, the chapters are designed to move us towards a complete understanding of what a great place to work is, how to develop such an organization, and how to measure whether your organization is a great place to work. The writing is concise and straightforward, and the book details how to increase the probability of organizational sustainability and how to develop a better awareness of who we are, for not every person wants to create a great place to work.

Many organizational decision makers and practitioners talk about developing a great place to work, but few actually move beyond the talk. It is very common for individuals in positions of power to make statements about how great it is to work in the organization, while the rest of the employees know the "real" work situation.



Mentoring for the Professions

Orienting Toward the Future

Aimee Howley, *Ohio University*

Mary Barbara Trube, *Ohio University*

A volume in the series *Perspectives on Mentoring*

2014. Paperback 9781623968359 \$45.99. Hardcover 9781623968366 \$85.99. eBook 9781623968373 \$50

This edited volume brings together conceptual and empirical work from various professional fields to inform a perspective on mentoring that goes beyond what is needed for today and orients toward what is needed for the future in order to promote healthy and productive organizations. This perspective is important because the pace of change in organizations is rapid--and increasingly so. Under conditions of rapid and on-going change, employees, students, and colleagues all are learners; and the learning needs of these adults demand meaningful and focused strategies for professional development. A major strategy with demonstrated value for fostering learning among adults is mentoring, which contributes both relational and structural support for such learning. This support helps organizations build communities of practice in which colleagues alternate the role of mentor and mentee by sharing different types of expertise and different perspectives on organizational challenges.

Chapters within the book focus on theoretical perspectives on mentoring, the connection between change and mentoring, the character of the leadership that mentoring entails, the developmental processes that mentees experience, the transformation of the mentee as a result of mentoring, the value of matching mentor and mentee styles, and the role of mentoring in organizational team building. Furthermore, some chapters explore the similarities and differences in individual versus group mentoring. And some of the contributions elaborate linkages among mentoring concepts and those used in related practices such as coaching and distributed leadership.



Millennial Spring

Designing the Future of Organizations

Miram Grace, *The Boeing Company*

George B. Graen, *University of Illinois, Champaign-Urbana (retired)*

A volume in the series *LMX Leadership: The Series*

2014. Paperback 9781623967444 \$24.99. Hardcover 9781623967451 \$49.99. eBook 9781623967468 \$50

Our corporate dominated world is resisting the best efforts of the “under 30s” to shape it into the information age. This eBook contains information about what the careers of the “under 30s” corporation will become. This was done examining recent trends in careers of “growing-tip” companies like Apple, Boeing, Microsoft and US and international design schools.

The world of careers is changing fast, and the millennials – the generation of people who became adults around 2000, or in the decade or so after – have been right in the middle of it. From Independence Square in Kyiv to the streets of Caracas, from Taksim Square in Istanbul to Zuccoti Park in New York, and from Silicon Valley to Wall Street, it’s the 30-and-under crowd courageously leading the quest for different ways. Less invested in past approaches, tech-savvy to a fault, and painfully aware of the challenges left to them by earlier generations, they’re not willing to “settle” – to make the same compromises (and mistakes) they think their parents made. And although they sometimes get rapped for being self-centered, all the evidence I see – and I’ve taught thousands of them on two continents, and even have one in my own family -- suggests that the millennials represent real hope for the future. Please consider this a call to all millennials – here, in the pages of this book, are some of the means. Get out there and create the under-30s revolution. Solve the problems your parents couldn’t. Do it together, with a conscientious eye to what works for all involved. Get out there and save the world.



Optimizing Talent Workbook

Building an Unbeatable Talent Brand

Linda D. Sharkey
Sarah McArthur

2014. Paperback 978-1-62396-709-3 \$25.99. eBook 978-1-62396-710-9 \$50

The Optimizing Talent Workbook will guide you through a hands-on, practical application of what you learned from *Optimizing Talent: What Every Leader Needs to Know to Sustain the Ultimate Workforce*. Not only will you learn to apply the Optimizing Talent Framework in your organization, you'll find that we've expanded on the foundation of *Optimizing Talent* to include the incredibly valuable topics of talent branding and neuroscience, as well as case studies of companies that have used the framework to great success. The *Optimizing Talent Workbook* provides a step-by-step strategic implementation approach for developing and retaining the best talent whatever your business!



Organizational Ethics and Stakeholder Well-Being in the Business Environment

Sean Valentine, *University of North Dakota*

A volume in the series *Ethics in Practice*

2014. Paperback 9781623966348 \$45.99. Hardcover 9781623966355 \$85.99. eBook 9781623966362 \$50

Organizational ethics involves the institutionalized principles, guidelines, and norms that influence how a company and its employees function in an ethical manner. Ultimately, these processes collectively influence a firm's 1) overall sense of business ethics, 2) management of employees, and 3) interactions with partners outside of the immediate work environment. Researcher and practitioners are interested in organizational ethics because the different approaches used to develop such a context generate many other positive business outcomes.

While the connection between organizational ethics and employee/stakeholder well-being has been explored, moving forward with a number of new investigations should push the literature forward. This book seeks to explore these important topics and present a more comprehensive overview of organizational ethics and stakeholder well-being in the business environment. Such inquiry is important because the linkages between business ethics and stakeholders, if well managed, have the capacity to benefit both companies and employees. In addition, the content of this book should serve to guide future investigations within this area of business ethics.



Perspectives and Provocations in Early Childhood Education Volume 3

Carol Branigan Felderman, *American University*
Brian Kissel, *University of North Carolina, Charlotte*
Kindel Nash, *University of Missouri, Kansas City*

A volume in the series *Early Childhood Education Assembly*

2014. Paperback 9781623968984 \$45.99. Hardcover 9781623968991 \$85.99. eBook 9781623969004 \$50

In classrooms where children's voices are valued, young readers and writers possess power. Their ability to exert this power through literacy is especially evident in classrooms where children, who are traditionally marginalized, can use their voices to be change agents. In this third volume of

Perspectives and Provocations in Early Childhood Education, the authors' stories explore students' agentic power to change themselves, their teachers, school administrators, and the world.



Shifting to Fit

The Politics of Black and White Identity in School Leadership

Carol A. Mullen, *Virginia Tech*

Kim Robertson

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623966614 \$45.99. Hardcover 9781623966621 \$85.99. eBook 9781623966638 \$50

While social identity challenges probably confront all school administrators, the authors focus on a doubly marginalized leadership population—Black female principals—whose experiences are rarely tapped. Based on lessons from this study and the literature reviewed, the authors think that leadership preparation programs should give prospective administrators opportunities to gain knowledge and develop skills relevant to navigating their leadership identities.

In the age of accountability, and with the pressures placed on the education system to ensure the success of all students, school leaders are under constant scrutiny. The appearance, speech, body language, and interactions of principals with students, parents, teachers, and community members are dissected. Stretching to satisfy expectations, many principals find themselves trying to conform to a predefined image. Work pressures like these prove immeasurably intense for many Black women. Society has subscribed to certain beliefs about different groups, and these beliefs affect the roles, responsibilities, and identities of the individuals. They can have a positive or negative influence.

Many principals have created professional identities that they have fine-tuned and learned to steer. Trial and error has helped them learn identity-fitting techniques, while other principals may still be learning how to effectively manage people, address supporters and nonsupporters, and be politically savvy. Regardless of how they develop their identity, principals work toward inventing and branding themselves, fulfilling public identities (e.g., caregiver) and trying out new identities, such as commander-and-chief. Black female principals must navigate their identities as bicultural beings with different stakeholder groups and within work spaces that are traditionally geared to monocultural White males.



The State Role in School Turnaround

Emerging Best Practices

Lauren Morando Rhim, *LMR Consulting*

Sam Redding, *Academic Development Institute*

2014. Paperback 9781623966706 \$45.99. Hardcover 9781623966713 \$85.99. eBook 9781623966720 \$50

With chapters written by leading researchers and practitioners actively engaged in the work, this Edited Volume examines the role of the state education agency in school turnaround efforts. An emphasis is placed on practical application of research and best practice related to the State Education Agency's (SEA's) critical leadership role in driving and supporting successful school turnaround efforts.

The Edited Volume is organized around the Center on School Turnaround's four objectives, with sections devoted to each:

1. Create a Pro-Turnaround Statutory and Regulatory Environment
2. Administer and Manage Turnaround Efforts Effectively
3. Provide Targeted and Timely Technical Assistance to Local Educational Agencies and Schools
4. Advocate and Lead to Build Support for Local Turnaround Efforts



Uncovering the Cultural Dynamics in Mentoring Programs and Relationships

Enhancing Practice and Research

Frances K. Kochan, *Auburn University*

Andrea M. Kent, *University of South Alabama*

André M. Green, *University of South Alabama*

A volume in the series *Perspectives on Mentoring*

2014. Paperback 9781623968519 \$45.99. Hardcover 9781623968526 \$85.99. eBook 9781623968533 \$50

Although cultural issues have a powerful influence on the failure and success of mentoring programs and relationships, there is scant research on this area and little in the way of guidelines that practitioners can use to help assure mentoring success. This book seeks to expand our knowledge and understanding of this topic and to foster the use of this information to enhance practice and research.

The book is unique in a number of ways and will be an important resource for all those engaged in mentoring endeavors and for those conducting research in this area. First, it presents research findings on the cultural impact of mentoring at the individual relational level, at the organizational level, and within the structures of the society. Secondly, the chapters describe mentoring from an international perspective including programs from Africa, Australia, Canada, Finland, India, Ireland, Korea, Scotland, Sweden and the United States. Third, the book is research based and yet, can be easily applied to practice. Chapters provide information on lessons learned and also include reflective questions to enable the reader to delve more deeply into the constructs and findings in order to apply them to their own practice and research. This makes the book an ideal resource for training mentors and mentees, for designing mentoring programs, for teaching about mentoring, and for establishing and maintaining mentoring relationships. It also will be of value to those who are engaged in conducting research on how to create and maintain successful mentoring relationships and programs.

Endorsements

All mentoring relationships are diverse. Indeed, it is the difference between mentor and mentee that creates the potential for co-learning. Mentoring that bridges cultural gaps opens the way to an exchange of understanding about both internal and external assumptions and perspectives (how each of us thinks and how the world functions for each of us). In this book, the editors and contributors demonstrate the diversity of diversity, with particular focus on education in different societies. I recommend it as essential background reading for anyone designing mentoring programmes, in which cultural diversity will be a significant dynamic. *Dr David Clutterbuck, Special Ambassador, European Mentoring and Coaching Council*

In this boundary-spanning volume, the authors pull back the curtain on the latest evolution of mentoring theory and practice revealing that all mentoring relationships are intrinsically cultural. Not only that, the researchers present creative, empirically sound ideas for mentoring at different scales—personal encounters, networked communities, and loose collectives. This book is robustly inclusive of structural layers of mentoring differentiated by context—whether higher education, schools, or collegial communities—making meaning of cultural diversity as part of one’s inner core of relational and systematic mentoring. Practitioners of mentoring and researchers of mentoring alike should find this work important for understanding the breadth and depth of mentoring in different cultural contexts while allowing its essence to remain unfolding, rather than simply told. All mentoring professionals can gain insight and value from the diversity of theoretical orientations that capture as well as map the impact of global and cultural influences of mentoring in everyday worlds. A must read for all who care about the quality of educational relationships and about making a difference in learning settings. ~ *Dr. Carol A. Mullen, Professor of Educational Leadership, Virginia Tech, University Council for Educational Administration (UCEA) Plenary Session Representative (PSR)*



Using Data in Schools to Inform Leadership and Decision Making

Alex J. Bowers, *Teachers College, Columbia University*

Alan R. Shoho, *University of Texas at San Antonio*

Bruce G. Barnett, *University of Texas at San Antonio*

A volume in the series *International Research on School Leadership*

2014. Paperback 9781623967864 \$45.99. Hardcover 9781623967871 \$85.99. eBook 9781623967888 \$50

Our fifth book in the International Research on School Leadership series focuses on the use of data in schools and districts as useful information for leadership and decision making. Schools are awash in data and information, from test scores, to grades, to discipline reports, and attendance as just a short list of student information sources, while additional streams of data feed into schools and districts from teachers and parents as well as local, regional and national policy levels. To deal with the data, schools have implemented a variety of data practices, from data rooms, to data days, data walks, and data protocols. However, despite the flood of data, successful school leaders are leveraging an analysis of their school's data as a means to bring about continuous improvement in an effort to improve instruction for all students.

Nevertheless, some drown, some swim, while others find success. Our goal in this book volume is to bring together a set of chapters by authors who examine successful data use as it relates to leadership and school improvement. In particular, the chapters in this volume consider important issues in this domain, including:

- How educational leaders use data to inform their practice.
- What types of data and data analysis are most useful to successful school leaders.
- To what extent are data driven and data informed practices helping school leaders positively change instructional practice?
- In what ways does good data collection and analysis feed into successful continuous improvement and holistic systems thinking?
- How have school leadership practices changed as more data and data analysis techniques have become available?
- What are the major obstacles facing school leaders when using data for decision making and how do they overcome them?



Why did Anticorruption Policy Fail?

A Study of Anticorruption Policy Implementation Failure in Indonesia

Roby Arya Brata

A volume in the series *Research in Public Management*

2014. Paperback 9781623967802 \$45.99. Hardcover 9781623967819 \$85.99. eBook 9781623967826 \$50

This book examines the cases of implementation failure of the Indonesian Anticorruption Law 1971 of the authoritarian New Order regime, and of the Anticorruption Law 1999 of the democratic Reform Order regime. It investigates to what extent and for what reasons the implementation of these Laws failed to attain the policy objectives of eradicating corruption in the public sector under the two different political systems.

The book concludes that combating corruption in a developing country undergoing political transition from an authoritarian to a democratic political system is problematic and difficult. When corruption has systematically infected and distorted the institutional structures and processes of the government, in particular the law enforcement mechanisms, implementing anticorruption laws is expected to be suboptimal and subsequently fail. To overcome this problem, the factors contributing to the policy implementation failure must be eliminated.



Women and Leadership in Higher Education

Karen A. Longman, *Azusa Pacific University*
Susan R. Madsen, *Utah Valley University*

A volume in the series *Women and Leadership*

2014. Paperback 9781623968199 \$35.29. Hardcover 9781623968205 \$65.99. eBook 9781623968212 \$50

Women and Leadership in Higher Education is the first volume in a new series of books (*Women and Leadership: Research, Theory, and Practice*) that will be published in upcoming years to inform leadership scholars and practitioners. This book links theory, research, and practice of women's leadership in various higher education contexts and offers suggestions for future leadership development strategies. This volume focuses on the field of higher education, particularly within the context of the United States—a sector that serves a majority of students at all degree levels who are women, yet lacks parity by women in senior leadership roles.

The book's fifteen chapters present both hard facts regarding the current demographic realities within higher education and fresh thinking about how progress can and must be made in order for U.S. higher education to benefit from the perspectives of women at the senior leadership table. The book's opening section provides data and analysis in addressing "The State of Women and Leadership in Higher Education"; the second section offers descriptions of three effective models for women's leadership development at the national and institutional levels; the third section draws from recent research to present "Women's Experiences and Contributions in Higher Education Leadership." The book concludes with five shorter chapters written by current and former college and university presidents who offer "Lessons from the Trenches" for the benefit of those who follow. In short, the thesis of the book is that our world is changing; higher education collectively, as well as institutions of all types, must change. Bringing more women into leadership is critical to the goal of moving our society and world forward in healthier ways.



Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice

Whitney Sherman Newcomb, *Virginia Commonwealth University*
Katherine Cumings Mansfield, *Virginia Commonwealth University*

A volume in the series *Educational Leadership for Social Justice*

2014. Paperback 9781623967031 \$45.99. Hardcover 9781623967048 \$85.99. eBook 9781623967055 \$50

The idea for this book was born from discussions at several recent academic events including the Women Leading Education (WLE) International Conference in Volos, Greece (2012) and the University Council for Educational Administration (UCEA) Conference in Pittsburgh, Pennsylvania (2011) as well as from informal dialogue amongst ourselves and various colleagues, both new and veteran to the field of educational leadership and, in particular, dedicated to the study of women in leadership. At both the WLE Conference and the UCEA Conference, we heard frustration from veteran women in the field that the study of women in leadership is stagnant and has not moved forward in several years; with scholars new to the field continuing to write and publish work about barriers to aspiring and practicing women leaders (the same types of reports that began the "formal" inquiry into women's lives as leaders back in the 1980s) without being able to push forward with "new" information or ideas for change. In essence, the concerns and questions that were posed from some veteran women were: Why are we continuing to report the same things that we reported 30 years ago?; Why are we still talking about barriers to women in leadership?; and Why haven't we moved past gender binaries in regard to leadership ideas and practice? Considering these questions, some women new to the field countered with their own set of responses and questions that included: Is it not significant to report that some women are still experiencing the same types of barriers in leadership that were highlighted 30 years ago?; Is it accurate to report that all women's voices have now been heard/represented?; and How can we report something different if it hasn't happened?

The discussions that have ensued between veteran women and those new to the field inspired us to develop a book that situates women in leadership exactly where we are today (and reports the status of girls who are positioned to continue the "good fight" that began many years ago) and that both highlights the changes that have occurred and reports any stagnancy that continues to threaten women's positionality in educational leadership literature, practice, and policy. It forefronts the voices of women educational scholars who have (and are) interrupting, disrupting, and revolutionizing educational policy and practice. Our book reports women's leadership activities and knowledge in both the k-12 and university settings and concludes with chapters ripe with ideas for pushing for change through policy, advocacy, and activism. The final chapter presents themes that emerged from the individual chapters and sets forth an agenda to move forward with the study of women in leadership.

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