

INFORMATION AGE PUBLISHING

# LEADERSHIP 2016

# TABLE OF CONTENTS

<b>RECENT TITLES</b>	<b>3</b>
ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH AND APPLICATION: - Indigenous Spiritualities at Work. <i>Transforming the Spirit of Enterprise</i> (2015)	3
COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES: - Refractions of Mathematics Education. <i>Festschrift for Eva Jablonka</i> (2015)	3
COUNTER-HEGEMONIC DEMOCRACY AND SOCIAL CHANGE: - Democratizing Leadership. <i>Counter-hegemonic Democracy in Communities ...</i> (2015)	4
CRITICAL CONSTRUCTIONS: STUDIES ON EDUCATION AND SOCIETY: - Immigration and Schooling. <i>Redefining the 21st Century America</i> (2015)	4
- The Phenomenon of Obama and the Agenda for Education - 2nd Edition. (2015)	4
EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE: - Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings (2015)	5
- Urban Educational Leadership for Social Justice. <i>International Perspectives</i> (2015)	5
- Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling (2016)	6
EDUCATIONAL POLICY IN THE 21ST CENTURY: OPPORTUNITIES, CHALLENGES AND SOLUTIONS: - Leading Schools in Challenging Times. <i>Eye to the Future</i> (2016)	6
ETHICS IN PRACTICE: - Ethics and Risk Management (2015)	7
INTERNATIONAL REVIEW OF HISTORY EDUCATION: - Joined-up History. <i>New Directions in History Education Research</i> (2015)	7
ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION: - Working (With/out) the System. <i>Educational Leadership, Micropolitics and Social Justice</i> (2016)	8
LIFESPAN LEARNING: - Polling Students for School Improvement and Reform (2015)	8
RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION: - Leadership and School Quality (2015)	9
RESEARCH IN MANAGEMENT CONSULTING: - The Socio-Economic Approach to Management Revisited. <i>The Evolving Nature of SEAM ...</i> (2015)	9
RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT: - Emerging Web 3.0/Semantic Web Applications in Higher Education. (2015)	10
RESEARCH ON RELIGION AND EDUCATION: - Catholic School Leadership (2016)	10
URBAN EDUCATION STUDIES SERIES: - Better Principals, Better Schools. <i>What Star Principals Know, Believe, and Do</i> (2015)	11
WOMEN AND LEADERSHIP: - Women and Leadership around the World (2015)	11
- Women as Global Leaders (2015)	12
WORK-LIFE BALANCE: - Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds). (2015)	12
- On the High Wire. <i>Education Professors Walk Between Work and Parenting</i> (2015)	13

**NO SERIES:**

- Authentic Personal Brand Coaching. <i>Entrepreneurial Leadership Brand Coaching ...</i> (2015)	13
- Leading with Character - 2nd Edition. <i>Stories of Valor and Virtue and the Principles They Teach</i> (2015)	13
- The Pursuit of Sustainability. <i>Creating Business Value through Strategic Leadership...</i> (2015)	14
- Virtual Teams in Higher Education. <i>A Handbook for Students and Teachers</i> (2015)	14
- Brown-Eyed Leaders of the Sun. <i>A Portrait of Latina/o Educational Leaders</i> (2016)	15
- Educational Leadership and Organizational Management. <i>Linking Theories to Practice</i> (2016)	15
- Executive Ethics II. <i>Ethical Dilemmas and Challenges for the C Suite, 2nd Edition</i> (2016)	16

<b>BACK LIST</b>	<b>17</b>
------------------	-----------

<b>INTERNATIONAL DISTRIBUTORS</b>	<b>27</b>
-----------------------------------	-----------

<b>ORDER FORM</b>	<b>29</b>
-------------------	-----------

# RECENT TITLES

## ADVANCES IN WORKPLACE SPIRITUALITY: THEORY, RESEARCH AND APPLICATION



### 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.

## COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES



### Refractions of Mathematics Education Festschrift for Eva Jablonka

Christer Bergsten, Linköpings Universitet, 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, à 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.

## COUNTER-HEGEMONIC DEMOCRACY AND SOCIAL CHANGE



### Democratizing Leadership Counter-hegemonic Democracy in Communities, Organizations and Institutions

Mike Klein, University of St. Thomas

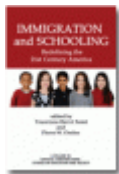
A volume in the series *Counter-Hegemonic Democracy and Social Change*

2015. Paperback 9781681233338 \$45.99. Hardcover 9781681233345 \$85.99. eBook 9781681233352 \$50.

*Democratizing Leadership: Counter-hegemonic Democracy in Organizations, Institutions, and Communities* promotes leadership in the democratization of culture to counter the current hegemony of domination and cultivate an alternative hegemony of collaboration. It is premised on a leadership framework for decision-making rooted in democratic voice and leading to collective action. This broad peacebuilding prescription for individual and collective agency accounts for the constructive role of conflict in democratic pluralism, and the need to develop practices and structures that prevent violent conflict in order to advance positive peace. This theory addresses the contexts of deliberative, agonistic, and revolutionary democratic frameworks.

*Democratizing Leadership* is informed by three qualitative case studies described in rich detail. First Bank System Visual Art Program, In the Heart of the Beast Theater's May Day Ritual, and The Minnesota Alliance of Peacemakers exemplify the practice of democratizing leadership. These diverse settings include corporate banking during 1980's deregulation, an annual community May Day parade, and an informal alliance of peacemaking organizations. Leadership in each case promotes authentic voice, encourages decision-making with integrity, and advocates for responsible collective action.

## CRITICAL CONSTRUCTIONS: STUDIES ON EDUCATION AND SOCIETY



### Immigration and Schooling Redefining the 21st Century America

Tourizou 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.



### 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.

## EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



### 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.



### 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.



## Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling

Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico

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

2016. Paperback 9781681234052 \$45.99. Hardcover 9781681234069 \$85.99. eBook 9781681234076 \$50.

While critical race theory is a framework employed by activists and scholars within and outside the confines of education, there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership. With a continued top-down approach to educational policy and practice, it is imperative that higher education leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms/manifestations of oppression (Stovall, 2004). In the tradition of critical race theory, we are charged with the task of operationalizing theory into practice in the struggle for, and commitment to, social justice. Though higher education leaders and leadership programs are often absent in this process, given their influence and power, higher education leaders need to be engaged in this endeavor.

The objective of this edited volume is to draw upon critical race counter-stories and praxis for the purpose of providing higher education leaders-in-training and practicing higher education leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within higher education. An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression. More precisely, this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in higher education. Through the use of critical race methodology and counter-storytelling (Solórzano & Yosso, 2002), contributors will share and interrogate their experiences while offering current and future higher education leaders insight in recognizing how racism functions within their respective institutions, and how they can address it. The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for higher education leaders to develop a critical race praxis and anti-racist approach to leadership.

## EDUCATIONAL POLICY IN THE 21ST CENTURY: OPPORTUNITIES, CHALLENGES AND SOLUTIONS



### Leading Schools in Challenging Times Eye to the Future

Bruce Anthony Jones, University of Houston; Anthony Rolle, University of Houston

A volume in the series *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*

2016. Paperback 9781681233673 \$45.99. Hardcover 9781681233680 \$85.99. eBook 9781681233697 \$50.

Over the past 30 years our public school system has received an unprecedented amount of attention as this concerns methods of school reform and policy strategies for bringing about this reform. During the 1980s the emphasis of school reform was on transparency through school-community partnerships. Business and philanthropy, for example, became involved with issues of schooling that was unheard of prior to this period. The 1980s also gave rise to issues of school finance and student performance that went beyond traditional views that tended to focus on finance “adequacy” to views that focused more on school finance arrangements that would lead to actual “equitable outcomes” in student performance.

The 1990s witnessed the emergence of the comprehensive school reform movement whereby curriculum outsourcing occurred at rates that had never occurred before. With this movement, the role of teachers and school leaders in the creation of school curriculum diminished as school districts increasingly purchased vendor-related curriculum packages, which included teacher and leader training modules and methods of curriculum assessment. On the heels of the increasing tendency of school districts to outsource school curriculum to curriculum-vendors came a rise in demands for school accountability and school outcomes. This was particularly evident with the passage of No Child Left Behind Act (NCLB) (2001). NCLB was also developed within a political context that called for demands in the academic improvement of schools and school districts that housed historically disenfranchised students. These demands were particularly important as the nation experienced and continues to experience dramatic increases in student racial and ethnic diversity.

This volume, entitled, *Leading Schools in Challenging Times: Eye to the Future*, discusses varying types of school leadership in the context of key topics that have been at the center of on-going school reform in the United States. These topics include challenges, opportunities and issues associated with our administrator and teacher leadership pipeline, preparation and development; leadership and school finance reform, leadership and changing student and population demographics; leadership and the role of community; issues of leadership, policy, public accountability and school

performance outcomes. The authors also explicate these issues with a view to the future and the status of leadership in our public school system.

## ETHICS IN PRACTICE



### 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.

## INTERNATIONAL REVIEW OF HISTORY EDUCATION



### 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?

## ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION



### Working (With/out) the System Educational Leadership, Micropolitics and Social Justice

James Ryan, Ontario Institute for Studies in Education; Denise E. Armstrong, Brock University

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*  
2016. Paperback 9781681232249 \$45.99. Hardcover 9781681232256 \$85.99. eBook 9781681232263 \$50.

This edited collection of chapters from invited scholars, explores issues of social justice and micropolitics in educational institutions. More specifically, it examines the ways in which social justice workers navigate, or can navigate, (micro) political systems in their quest to promote social justice. Issues of social justice and micropolitics are particularly important in this day and age as standardizing regimes and polarizing forces continue to erode the already perilous condition of the traditionally disadvantaged. While social justice workers make it a point to acknowledge the plight of the less fortunate, their well-meaning attempts to take action are not always successful. This requires that they acknowledge the realities of the micropolitical environments in which they work, and to take action in these arenas if they are to achieve their social justice goals.

The title of the book, Working (With/out) the System, draws attention to the ways in which social justice workers/leaders (teachers, administrators, students, community members) navigate educational institutions and the wider social systems that are not always hospitable to changes that promote social justice. This volume describes the prospects, possibilities and actual practice of working with, working without, and working outside of educational organizations to promote social justice. Among other topics, the chapters probe:

- the manner in which social justice-minded leaders navigate micropolitical environments
- the ways in which social justice minded leaders promote and sustain social justice action within systemic contexts
- the difficulties and successes that they experience.

## LIFESPAN LEARNING



### Polling Students for School Improvement and Reform

Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University

A volume in the series *Lifespan Learning*  
2015. Paperback 9781681233536 \$45.99. Hardcover 9781681233543 \$85.99. eBook 9781681233550 \$50.

People generally acknowledge the superiority of adolescents in using technology tools needed for learning in the future. The purpose of this book is to describe an online polling strategy that allows adolescents to make known how they view conditions of learning at their school. A school improvement model illustrates how to combine results of student polling with stakeholders' perceptions in the scheme of school reform. Student polling differs from other strategies because the target for gathering data is a single school. This deliberately narrow base for sampling student opinion ensures poll results have local relevance that can motivate stakeholder involvement and guide their response. Over 14,000 secondary students have completed polls examined in the text. These ten polls include: career exploration, time management, selective attention and distraction, motivation for Internet learning, tutoring, peer support, cheating, frustration, cyberbullying, and school stress.

Students are the stakeholders with the most to gain or lose in efforts to keep American education competitive. Accordingly, their views should be

sought as part of decision making about reform. When student opinion and adult observation are considered, an intergenerational perspective can emerge that more accurately portrays institutional strengths and limitations. School principals, superintendents, and state department of education leaders are invited to consider a collaborative project with the authors. Software offers administrators rapid feedback on whole school results. Finding out how special education, gifted and talented, and second language acquisition students view their conditions of learning gives additional insight about school improvement.

## RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



### 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.

## RESEARCH IN MANAGEMENT CONSULTING



### 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.

## RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



### 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.

## RESEARCH ON RELIGION AND EDUCATION



### Catholic School Leadership

Anthony J. Dosen, DePaul University, Chicago; Barbara S. Rieckhoff, DePaul University

A volume in the series *Research on Religion and Education*

2016. Paperback 9781681232713 \$45.99. Hardcover 9781681232720 \$85.99. eBook 9781681232737 \$50.

The administration of Pre K – 12 Catholic schools becomes more challenging each year. Catholic school leaders not only have the daunting task of leading a successful learning organization, but also to serve as the school community's spiritual leader and the vigilant steward who keeps the budget balanced, the building clean, and maintaining a healthy enrollment in the school. Each of these tasks can be a full time job, yet the Catholic school principal takes on these tasks day after day, year after year, so that teachers may teach as Jesus did.

The goal of this book is to provide both beginning and seasoned Catholic school leaders with some insights that might help them to meet these challenges with a sense of confidence. The words in this text provide research-based approaches for dealing with issues of practice, especially those tasks that are not ordinarily taught in educational leadership programs. This text helps to make sense of the pastoral side of Catholic education, in terms of structures, mission, identity, curriculum, and relationships with the principal's varied constituencies. It also provides some insights into enrollment management issues, finances and development, and the day in day out care of the organization and its home, the school building.

As a Catholic school leader, each must remember that the Catholic school is not just another educational option. The Catholic school has a rich history and an important mission. Historically, education of the young goes back to the monastic and cathedral schools of the Middle Ages. In the United States, Catholic schools developed as a response to anti-Catholic bias that was rampant during the nineteenth century. Catholic schools developed to move their immigrant and first generation American youth from the Catholic ghetto to successful careers and lives in the American mainstream. However, most importantly, Catholic schools have brought Christ to generations of youngsters. It remains the continuing call of the Catholic school to be a center of Evangelization—a place where Gospel values live in the lives of faculty, students and parents. This text attempts to integrate the unique challenges of the instructional leader of the institution with the historical and theological underpinnings of contemporary Catholic education.

## URBAN EDUCATION STUDIES SERIES



### Better Principals, Better Schools What Star Principals Know, Believe, and Do

Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University

A volume in the series *Urban Education Studies Series*

2015. Paperback 9781681233642 \$34.99. Hardcover 9781681233659 \$74.99. eBook 9781681233666 \$50.

A school is only as good as its principal. This quip forms the thesis of *Better Principals* as it provides a bird's eye view on the enactment of Haberman's eleven core functions of a star principal. *Better Principals* is imperative for two main reasons. First, the achievement gap between 20 million children in poverty and their mainstream counterparts is continuing to become even wider. Many students are constantly subjected to inequality of educational opportunity, which limits their future opportunities. Second, Haberman is one of the most prolific producers of administrators of the twentieth century (and into the twenty-first century). He reminds us that quality school systems, with quality leaders, benefit our society. Haberman explained that there is often selection blindness when it comes to identifying school leaders, and this deficiency has many negative consequences for education in general, and learners in particular. Haberman has generated theories, training programs and tools to engender substantive changes needed to produce better schools. Each chapter in this volume contains reflection questions for discussion to remind us all why selecting quality principals must be paramount when hiring school leaders. These illustrative book chapters emphasize the execution of Haberman's star principal ideology.

#### Praise for *Better Principals, Better Schools*

*"Not every educator is suited to leading – or teaching – in the most challenging urban schools. Yet, nowhere else is excellence in leading – and teaching -- more critical to the success of students. This volume based on the pioneering work of Martin Haberman offers a practical response to those who say the task of instructional leadership is beyond the capability of principals. The authors offer concrete examples of how successful urban school leaders find the time and capacity to inspire and manage learning under difficult conditions. Just as important, the authors ground their examples in a set of clear justifiable principles that can be used by others to guide their own practice."*

Dr. Philip Hallinger

Professor, Chulalongkorn University (Thailand)

*"If great teaching and more of it are the key ingredients for any successful school, then great leadership is the critical path. *Better Principals, Better Schools* turns this theory into model lessons for all current and aspiring school leaders."*

Mike Feinberg

Co-founder KIPP Schools

## WOMEN AND LEADERSHIP



### 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., Indira 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."

## WORK-LIFE BALANCE



## 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?



## 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.

## NO SERIES



## 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.



## 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.



## 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.



## Virtual Teams in Higher Education

### A Handbook for Students and Teachers

Madelyn Flammia, University of Central Florida; Yvonne Cleary, University of Limerick; Darina M. Slattery, University of Limerick

2015. Paperback 978-1-68123-262-1 \$45.99. Hardcover 978-1-68123-263-8 \$85.99. eBook 978-1-68123-264-5 \$50.

In recent years, virtual teams have become a feature of most corporate workplaces, yet few academic programs prepare students to work in virtual teams, and few textbooks support the development of key skills for virtual teamwork. The primary purpose of this book is to enable higher education students to participate in virtual teams with students from other institutions, who potentially operate in different countries, time zones, and/or cultures. The book guides students through the process of working in virtual team projects for their classes, and helps them to engage with the learning experiences, and to respond to potential challenges.

The book is directed towards students within any of the following disciplines: Business; Information Technology; Communication Studies; and Engineering. One section of the book also guides teachers through the process of organizing virtual team projects, and explores the teacher/teacher collaboration that is an inevitable consequence of organizing inter-institutional student virtual team projects. It provides advice for teachers on how to manage administrative challenges such as conflicting institutional schedules and grading mechanisms. In addition, it discusses research themes and data gathering and analysis techniques for teachers who wish to publish findings about the virtual team process and outcomes.

As well as students and teachers, the book is also useful for researchers exploring any of the following themes: Technology use in virtual teams; Communication strategies and international communication in virtual teams; Communities of learning, e-learning, and virtual teams; Challenges of virtual teamwork; Planning a virtual team collaboration project; and Gathering and analyzing data about virtual collaboration.



## Brown-Eyed Leaders of the Sun A Portrait of Latina/o Educational Leaders

Frank Hernandez, University of Texas of the Permian Basin; Elizabeth T. Murakami, Texas A&M University-San Antonio

2016. Paperback 9781681234496 \$45.99. Hardcover 9781681234502 \$85.99. eBook 9781681234519 \$50.

This volume focuses on the important relationship between racial and ethnic identity and requirements for Latino/a educational leaders today. As the racial and ethnic diversity of communities continues to rise, there is an increasing need for the diversification of school leaders who can improve student success, retention, engagement, and successful academic achievement. This entails a deeper understanding about the role/definitions of leadership among communities of color, leadership succession, the importance of gender/ethnic differences, as well as methods for recruitment, retention and development of school administrators and other school leaders of color in education. Latina/o school leaders, their personal histories, leadership challenges related to gender and race, contributions, roles, responsibilities, and career aspirations, both personal and organizational, are undocumented in the school leadership research.

A study of Latina/o leaders that examines leadership experiences, the relationship between leadership and identity, and career aspiration offers important dimensions for the field of educational leadership. For these reasons, examining Latina/os and school leadership is both timely and relevant to our K-12 schools, educational leadership programs, and changing demographics. The secondary purpose of this publication is to enrich the preparation of school administrators of color, as to the skills and knowledge necessary to serve the needs of students in contemporary times.



## Educational Leadership and Organizational Management Linking Theories to Practice

Victor C.X. Wang, Florida Atlantic University; Bernice Bain, Southern New Hampshire University; John Hope, University of Auckland; Catherine A. Hansman, Cleveland State University

2016. Paperback 9781681235127 \$45.99. Hardcover 9781681235134 \$85.99. eBook 9781681235141 \$50.

This book is intended for students, leaders and managers who wish to explore the personal relevance and conceptual bases of educational leadership and organizational management and to develop their expertise in this field. It is a book written for both scholars and practitioners. The general public will also appreciate the accessible language in the book.

There are two goals in the experiential learning process. One is to learn the specifics of a particular subject matter, in this case, educational leadership and organizational management. The other is to learn about one's own strengths and weaknesses as a learner. This book is focused on the analysis of prevalent theories and concepts and their application to the development of leadership and management skills, and the knowledge and attitudes required to solve real world problems in the workplace.

For decades, students have focused their studies of educational leadership and organizational management theories in classroom settings without actual opportunities to apply these theories in the workplace. A profound and significant lesson learned in history is that we must follow the principle of integrating theory with practice (unity of theory with practice). Then, we can follow the policy of walking on two legs, an analogy made by the late Chinese chairman, Mao Ze Dong.





## Executive Ethics II

### Ethical Dilemmas and Challenges for the C Suite, 2nd Edition

Ronald R. Sims, College of William and Mary; Scott A. Quatro, Covenant College

2016. Paperback 9781681235387 \$45.99. Hardcover 9781681235394 \$85.99. eBook 9781681235400 \$50.

This 2nd edition of Executive Ethics provides a variety of contemporary and timely readings squarely focused on the ethical dilemmas and challenges faced by today's C-suite executives. In addition to identifying these dilemmas and challenges, the contributors provide both knowledge and insight on how C-suite executives can proactively address such ethics issues. The contributors provide unique value propositions for the C-suite regarding the most critical ethical issues facing organizations today while also highlighting useful information for senior executives interested in integrating ethics into the leadership and management practices of their organizations. In the end, the book empowers C-suite executives to build a long-term, strategic, and enterprise-wide approach to ethics.

# BACK LIST

Title	Year	Paperback	Hardcover
<b>Adolescents In The Internet Age, 2nd Edition:</b> Teaching And Learning From Them Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i>	2014	\$45.99 9781623967628	\$85.99 9781623967635
<b>Advances in Authentic and Ethical Leadership</b> Linda L. Neider, University of Miami; Chester A. Schriesheim, University of Miami <i>Series: Research in Management</i>	2014	\$45.99 9781623967208	\$85.99 9781623967215
<b>Beyond Tears, Tirades, and Tantrums:</b> Clinical Simulations for School Leader Development Benjamin H. Dotger, Syracuse University's School of Education	2014	\$45.99 9781623965716	\$85.99 9781623965723
<b>Beyond The Pride and The Privilege:</b> The Stories of Doctoral Students and Work-Life Balance Agustina Purnamasari, Iowa State University; Genise Henry, University of Texas at Austin; Chinsasa Ordu, Kent State University; Edna Martinez, California State University, San Bernardino <i>Series: Work-Life Balance</i>	2014	\$45.99 9781623969066	\$85.99 9781623969073
<b>Caring Leadership in Turbulent Times:</b> Tackling Neoliberal Education Reform Mary G. Green, Acadia University <i>Series: Educational Leadership for Social Justice</i>	2014	\$45.99 9781623967291	\$85.99 9781623967307
<b>Clinical Simulations for School Leader Development:</b> A Companion Manual for School Leaders Benjamin H. Dotger, Syracuse University's School of Education	2014	\$19.99 9781623965747	\$39.99 9781623965754
<b>Continuing to Disrupt the Status Quo?:</b> New and Young Women Professors of Educational Leadership Whitney Sherman Newcomb, Virginia Commonwealth University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i>	2014	\$45.99 978-1-62396-640-9	\$85.99 978-1-62396-641-6
<b>Curriculum and Teaching Dialogue:</b> Vol. 16 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum &amp; Teaching Dialogue</i>	2014	\$45.99 9781623968069	\$85.99 9781623968076
<b>Educational Leadership for Ethics and Social Justice:</b> Views from the Social Sciences Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, University of Idaho <i>Series: Educational Leadership for Social Justice</i>	2014	\$45.99 9781623965358	\$85.99 9781623965365
<b>Emerging Perspectives on Gesture and Embodiment in Mathematics</b> Laurie D. Edwards, St. Mary's College of California; Francesca Ferrara, Università di Torino, Italy; Deborah Moore-Russo, SUNY, University at Buffalo <i>Series: Cognition, Equity &amp; Society: International Perspectives</i>	2014	\$45.99 9781623965532	\$85.99 9781623965549
<b>Ethical Leadership and the Community College:</b> Paradigms, Decision-Making, and Praxis J. Luke Wood, San Diego State University; Carlos Nevarez, California State University, Sacramento <i>Series: Transformative Leadership in Postsecondary Education</i>	2014	\$45.99 9781623968090	\$85.99 9781623968106
<b>Facilitating the Socio-Economic Approach to Management:</b> Results of the First SEAM Conference in North America Henri Savall, University Jean Moulin Lyon 3 and ISEOR; John Conbere, University of St.	2014	\$45.99 9781623966676	\$85.99 9781623966683

Thomas; Alla Heorhiadi, University of St. Thomas; Vincent Cristallini, ISEOR; Anthony F. Buono, Bentley University <i>Series: Research in Management Consulting</i>			
<b>From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development</b> Karen L. Sanzo, Old Dominion University <i>Series: UCEA Leadership Series</i>	2014	\$45.99 9781623967833	\$85.99 9781623967840
<b>Full-Spectrum Strategic Leadership: Being on the Cutting Edge through Innovative Solutions, Integrated Systems, and Enduring Relationships</b> David L. Rainey, Rensselaer Polytechnic Institute	2014	\$45.99 9781623966492	\$85.99 9781623966508
<b>Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice</b> Suniti Sharma, Saint Joseph's University; JoAnn Phillion, Purdue University; Jubin Rahatzad, Purdue University; Hannah L. Sasser, Purdue University <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i>	2014	\$45.99 9781623966041	\$85.99 9781623966058
<b>Is Your Organization a Great Workplace?</b> Daniel M. Wentland	2014	\$15.99 978-1-68123-128-0	\$45.99 978-1-68123-129-7
<b>Mentoring for the Professions: Orienting Toward the Future</b> Aimee Howley, Ohio University; Mary Barbara Trube, Ohio University <i>Series: Perspectives on Mentoring</i>	2014	\$45.99 9781623968359	\$85.99 9781623968366
<b>Millennial Spring: Designing the Future of Organizations</b> Miram Grace, The Boeing Company; George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i>	2014	\$24.99 9781623967444	\$49.99 9781623967451
<b>Optimizing Talent Workbook: Building an Unbeatable Talent Brand</b> Linda D. Sharkey; Sarah McArthur	2014	\$25.99 978-1-62396-709-3	
<b>Organizational Ethics and Stakeholder Well-Being in the Business Environment</b> Sean Valentine, University of North Dakota <i>Series: Ethics in Practice</i>	2014	\$45.99 9781623966348	\$85.99 9781623966355
<b>Perspectives and Provocations in Early Childhood Education Volume 3</b> Carol Branigan Felderman, American University; Brian Kissel, University of North Carolina, Charlotte; Kindel Nash, University of Missouri, Kansas City <i>Series: Early Childhood Education Assembly</i>	2014	\$45.99 9781623968984	\$85.99 9781623968991
<b>School Leadership in a Diverse Society: Helping Schools Prepare All Students for Success</b> Carlos R. McCray, Fordham University; Floyd D. Beachum, Lehigh University <i>Series: Educational Leadership for Social Justice</i>	2014	\$45.99 9781623965297	\$85.99 9781623965303
<b>Share, Don't Take the Lead</b> Craig L. Pearce, Deloitte Leadership Institute, Ozyegin University; Charles C. Manz, University of Massachusetts-Amherst; Henry P. Sims, University of Maryland-College Park	2014	\$24.99 9781623964757	\$49.99 9781623964764
<b>Shifting to Fit: The Politics of Black and White Identity in School Leadership</b> Carol A. Mullen, Virginia Tech; Kim Robertson <i>Series: Educational Leadership for Social Justice</i>	2014	\$45.99 9781623966614	\$85.99 9781623966621
<b>Uncovering the Cultural Dynamics in Mentoring Programs and Relationships: Enhancing Practice and Research</b> Frances K. Kochan, Auburn University; Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama <i>Series: Perspectives on Mentoring</i>	2014	\$45.99 9781623968519	\$85.99 9781623968526
<b>Using Data in Schools to Inform Leadership and Decision Making</b> Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Texas	2014	\$45.99 9781623967864	\$85.99 9781623967871

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

Series: *International Research on School Leadership*

**Why did Anticorruption Policy Fail?: A Study of Anticorruption Policy Implementation Failure in Indonesia**

Roby Arya Brata

Series: *Research in Public Management*

2014 \$45.99 \$85.99  
9781623967802 9781623967819

**Women and Leadership in Higher Education**

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

Series: *Women and Leadership*

2014 \$35.29 \$65.99  
9781623968199 9781623968205

**Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice**

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

Series: *Educational Leadership for Social Justice*

2014 \$45.99 \$85.99  
9781623967031 9781623967048

**Anti-Racist School Leadership: Toward Equity in Education for America's Students**

Introduction

Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia

Series: *Educational Leadership for Social Justice*

2013 \$45.99 \$85.99  
9781623962210 9781623962227

**Authentic Leadership: An Engaged Discussion of LGBTQ Work as Culturally Relevant**  
Lemuel W. Watson, University of South Carolina; Joshua Moon Johnson, University of California at Santa Barbara

2013 \$45.99 \$85.99  
9781623962593 9781623962609

**Challenging Status Quo Retrenchment: New Directions in Critical Research**

Tricia M. Kress, The University of Massachusetts Boston; Curry Stephenson Malott, West Chester University of Pennsylvania; Brad J. Porfilio, Lewis University in Romeoville, IL

Series: *Critical Constructions: Studies on Education and Society*

2013 \$45.99 \$85.99  
9781623960490 9781623960506

**Confronting Racism in Higher Education: Problems and Possibilities for Fighting Ignorance, Bigotry and Isolation**

Jeffrey S. Brooks, University of Idaho; Noelle Witherspoon-Arnold, University of Missouri-Columbia

Series: *Educational Leadership for Social Justice*

2013 \$45.99 \$85.99  
9781623961565 9781623961572

**Courageous Pedagogy: Enacting Critical Science Education**

Andrew Gilbert, Royal Melbourne Institute of Technology

Series: *Critical Constructions: Studies on Education and Society*

2013 \$45.99 \$85.99  
9781623960674 9781623960681

**Crises Of Identifying: Negotiating And Mediating Race, Gender, And Disability Within Family And Schools**

Dymaneke D. Mitchell, National Louis University

Series: *Educational Leadership for Social Justice*

2013 \$45.99 \$85.99  
9781623960919 9781623960926

**Cultural Competence in America's Schools: Leadership, Engagement and Understanding**  
Bruce Anthony Jones, University of South Florida; Edwin J. Nichols, Nicolas & Associates, Inc.

Series: *Educational Policy in the 21st Century: Opportunities, Challenges and Solutions*

2013 \$45.99 \$85.99  
9781623961749 9781623961756

**Curriculum and Teaching Dialogue: Vol. 15 # 1 & 2**

David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado

Series: *Curriculum & Teaching Dialogue*

2013 \$45.99 \$85.99  
9781623964306 9781623964313

**Curriculum and Teaching Dialogue: Vol. 14 #1 & 2**

David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver

Series: *Curriculum & Teaching Dialogue*

2013 \$45.99 \$85.99  
9781623960223 9781623960230

<p><b>The Dynamics and Challenges of Tetranormalization</b> Henri Savall, University Jean Moulin Lyon 3 and ISEOR; Veronique Zardet, University Jean Moulin Lyon 3 and ISEOR <i>Series: Research in Management Consulting</i></p>	2013	\$45.99 9781623962807	\$85.99 9781623962814
<p><b>Educational Leadership: Building Bridges Among Ideas, Schools, And Nations</b> Christa Boske, Kent State University <i>Series: Educational Leadership for Social Justice</i></p>	2013	\$45.99 978-1-61735-989-7	\$85.99 978-1-61735-990-3
<p><b>Ethics Training in Action: An Examination of Issues, Techniques, and Development</b> Leslie E. Sekerka, Menlo College <i>Series: Ethics in Practice</i></p>	2013	\$45.99 9781623964634	\$85.99 9781623964641
<p><b>Exploring the Professional Identity of Management Consultants</b> Anthony F. Buono, Bentley University; Léon de Caluwé, Vrije Universiteit; Annemieke Stoppelenburg, Tilburg University and SIOO <i>Series: Research in Management Consulting</i></p>	2013	\$45.99 978-1-62396-171-8	\$85.99 978-1-62396-172-5
<p><b>Great Leaders Equal Great Schools: Alliances and Discourse for Educational Reform</b> Autumn Cypres, University of Tennessee <i>Series: Leaders, Schools, and Change</i></p>	2013	\$45.99 9781623960131	\$85.99 9781623960148
<p><b>History Education and the Construction of National Identities</b> Mario Carretero, Universidad Autónoma de Madrid; Mikel Asensio, Universidad Autónoma de Madrid; María Rodríguez-Moneo, Universidad Autónoma de Madrid <i>Series: International Review of History Education</i></p>	2013	\$45.95 978-1-61735-935-4	\$85.95 978-1-61735-936-1
<p><b>Improving Employee Health and Well Being</b> Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Mississippi; Pamela L. Perrewé, Florida State University <i>Series: Stress and Quality of Working Life</i></p>	2013	\$45.99 9781623965174	\$85.99 9781623965181
<p><b>Improving Instruction Through Supervision, Evaluation, and Professional Development</b> Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University</p>	2013	\$45.99 9781623964788	\$85.99 9781623964795
<p><b>Leadership Learning for the Future</b> Klaus Scala, University of Graz, Austria; Ralph Grossmann, University of Klagenfurt, Austria; Marlies Lenglachner, Corporate Development Lenglachner &amp; Partner, Vienna; Kurt Mayer, REFLACT - Sustainable Organization Development <i>Series: Research in Management Education and Development</i></p>	2013	\$45.99 9781623964603	\$85.99 9781623964610
<p><b>Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success (Chinese Edition)</b> Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University</p>	2013	\$45.99 9781623962241	\$85.99 9781623962258
<p><b>Liminal Spaces and Call for Praxis(ing)</b> Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University <i>Series: Curriculum and Pedagogy</i></p>	2013	\$45.99 9781623964245	\$85.99 9781623964252
<p><b>Management of Team Leadership in Extreme Context: Defending Our Homeland, Protecting Our First Responders</b> George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i></p>	2013	\$45.99 9781623960995	\$85.99 9781623961008
<p><b>Mathematics Teacher Education in the Public Interest: Equity and Social Justice</b> Laura J. Jacobsen, Radford University; Jean Mistele, Radford University; Bharath Sriraman, University of Montana</p>	2013	\$45.99 9781617359682	\$85.99 9781617359699

Series: *Cognition, Equity & Society: International Perspectives*

<p><b>Perspectives and Provocations in Early Childhood Education</b>            Vivian Vasquez, American University; Jeffrey Wood, Laurentian University  <i>Series: Early Childhood Education Assembly</i></p>	2013	\$45.99 978-1-61735-965-1	\$85.99 978-1-61735-966-8
<p><b>Perspectives and Provocations in Early Childhood Education Volume 2</b>            Vivian Vasquez, American University; Jeffrey Wood, Laurentian University; Carol Branigan Felderman, American University  <i>Series: Early Childhood Education Assembly</i></p>	2013	\$45.99 9781623963378	\$85.99 9781623963385
<p><b>The Pursuit of Sustainable Leadership: Becoming a Successful Strategic Leader through Principles, Perspectives and Professional Development</b>            David L. Rainey, Rensselaer Polytechnic Institute</p>	2013	\$45.99 9781623961268	\$85.99 9781623961275
<p><b>School and District Leadership in an Era of Accountability</b>            Bruce G. Barnett, University of Texas at San Antonio; Alan R. Shoho, University of Texas at San Antonio; Alex J. Bowers, University of Texas at San Antonio  <i>Series: International Research on School Leadership</i></p>	2013	\$45.99 9781623963828	\$85.99 9781623963835
<p><b>Spiritual Leadership in Action: The CEL Story Achieving Extraordinary Results Through Ordinary People</b>            Louis W. Fry, PhD, Texas A&amp;M University Central Texas; Yochana Altman, Bordeaux Management School  <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i></p>	2013	\$29.99 978-1-62396-409-2	\$49.99 978-1-62396-410-8
<p><b>The Strategic Leader: Bringing the Habits to Life</b>            Linda Ellington, Palm Beach Atlantic University; John Pisapia, Florida Atlantic University</p>	2013	\$45.99 9781623963408	\$85.99 9781623963415
<p><b>Taking the Measure of Work: A guide to Validated Measures for Organizational Research and Diagnosis</b>            Dail L. Fields, University of Georgia</p>	2013	\$29.99 9781623962197	
<p><b>Teaching Marx: The Socialist Challenge</b>            Curry Stephenson Malott, West Chester University of Pennsylvania; John M. Elmore, West Chester University of Pennsylvania; Mike Cole, Bishop Grosseteste University College Lincoln  <i>Series: Critical Constructions: Studies on Education and Society</i></p>	2013	\$45.99 9781623961206	\$85.99 9781623961213
<p><b>Thinking in Childhood and Adolescence</b>            Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University  <i>Series: Lifespan Learning</i></p>	2013	\$45.99 978-1-62396-433-7	\$85.99 978-1-62396-434-4
<p><b>Transforming Schools: Alternative Perspectives on School Reform</b>            D. G. Mulcahy, Central Connecticut State University  <i>Series: Contemporary Research in Education</i></p>	2013	\$45.99 9781623961442	\$85.99 9781623961459
<p><b>Visionary Strategic Leadership: Sustaining Success through Strategic Direction, Corporate Management and High-level Programs</b>            David L. Rainey, Rensselaer Polytechnic Institute</p>	2013	\$45.99 978-1-62396-313-2	\$85.99 978-1-62396-314-9
<p><b>Advancing Relational Leadership Research: A Dialogue among Perspectives</b>            Mary Uhl-Bien, University of Nebraska; Sonia M. Ospina, New York University  <i>Series: Leadership Horizons</i></p>	2012	\$45.99 978-1-61735-921-7	\$85.99 978-1-61735-922-4
<p><b>Becoming a Values-Based Leader</b>            Homer H. Johnson, Loyola University Chicago</p>	2012	\$45.99 978-1-61735-789-3	\$85.99 978-1-61735-790-9
<p><b>Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts</b>            Adriel A. Hilton, Upper Iowa University; J. Luke Wood, San Diego State University; Chance W. Lewis, University of North Carolina at Charlotte</p>	2012	\$45.99 978-1-61735-932-3	\$85.99 978-1-61735-933-0

*Series: Contemporary Perspectives on Access, Equity, and Achievement*

<p><b>Canaries Reflect on the Mine: Dropouts' Stories of Schooling</b>            Jeanne Cameron, Tompkins Cortland Community College  <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i></p>	2012	\$29.99 978-1-61735-998-9	\$59.99 978-1-61735-999-6
<p><b>The Changing Nature of Instructional Leadership in the 21st Century</b>            Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University  <i>Series: International Research on School Leadership</i></p>	2012	\$45.99 978-1-61735-938-5	\$85.99 978-1-61735-939-2
<p><b>Contemporary Challenges Confronting School Leaders</b>            Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma  <i>Series: Research and Theory in Educational Administration</i></p>	2012	\$45.99 978-1-61735-927-9	\$85.99 978-1-61735-928-6
<p><b>Coping and Prevention</b>            Ana Maria Rossi, International Stress Management Association; Pamela L. Perrewé, Florida State University; James A. Meurs, University of Mississippi  <i>Series: Stress and Quality of Working Life</i></p>	2012	\$45.99 978-1-61735-701-5	\$85.99 978-1-61735-702-2
<p><b>Dialogue and Difference in a Teacher Education Program: A 16-Year Sociocultural Study of a Professional Development School</b>            Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign</p>	2012	\$45.99 978-1-61735-765-7	\$85.99 978-1-61735-766-4
<p><b>Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool</b>            Brian D. Fitch, Los Angeles County Sheriff's Department; Anthony H. Normore, California State University Dominguez Hills  <i>Series: Educational Leadership for Social Justice</i></p>	2012	\$45.99 978-1-61735-710-7	\$85.99 978-1-61735-711-4
<p><b>Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda</b>            Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Anita McCoskey Pankake, The University of Texas – Pan American  <i>Series: Educational Leadership for Social Justice</i></p>	2012	\$45.99 978-1-61735-623-0	\$85.99 978-1-61735-624-7
<p><b>An Evolving Paradigm: Integrative Perspectives on Organizational Development, Change, Strategic Management, and Ethics</b>            Anthony F. Buono, Bentley University  <i>Series: Research in Management Consulting</i></p>	2012	\$45.99 978-1-61735-763-3	
<p><b>Juggling Flaming Chain Saws: Academics in Educational Leadership Try to Balance Work and Family</b>            Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, University of Idaho; Kathleen M. Brown, University of North Carolina at Chapel Hill; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement; Bonnie Fusarelli, North Carolina State University; Mark A. Gooden, The University of Texas-Austin; Catherine A. Lugg, Rutgers University; Latish C. Reed, University of Wisconsin Milwaukee; George Theoharis, Syracuse University  <i>Series: Work-Life Balance</i></p>	2012	\$45.99 978-1-61735-909-5	\$85.99 978-1-61735-910-1
<p><b>Leadership from the Ground Up: Effective Schooling in Traditionally Low Performing Schools</b>            Michele A. Acker-Hocevar, Washington State University; Marta I. Cruz-Janzen, Florida Atlantic University; Cynthia L. Wilson, Florida Atlantic University  <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i></p>	2012	\$45.99 978-1-61735-650-6	\$85.99 978-1-61735-651-3
<p><b>Learning Throughout Life: An Intergenerational Perspective</b>            Robert D. Strom, Arizona State University; Paris S. Strom, Auburn University</p>	2012	\$45.99 9781623960469	\$85.99 9781623960476

*Series: Lifespan Learning*

**Social Justice Leadership for a Global World**

Cynthia Gerstl-Pepin, University of Vermont; Judith A. Aiken, University of Vermont  
*Series: Educational Leadership for Social Justice*

2012 \$45.99 \$85.99  
978-1-61735-924-8 978-1-61735-925-5

**Striving for Balance, Steadfast in Faith: The Notre Dame Study of U.S. Catholic Elementary School Principals**

Ronald J. Nuzzi, University of Notre Dame; Anthony C. Holter, University of Notre Dame; James M. Frabutt, University of Notre Dame

2012 \$29.99 \$39.99  
9781623960889 9781623960896

**At a Crossroads: The Educational Leadership Professoriate in the 21st Century**

Donald G. Hackmann, University of Illinois at Urbana-Champaign; Martha M. McCarthy, Indiana University

2011 \$45.99 \$85.99  
978-1-61735-478-6 978-1-61735-479-3

*Series: UCEA Leadership Series*

**Biometric and Auditing Issues Addressed in a Throughput Model**

Waymond Rodgers, University of California, Riverside

2011 \$45.99 \$85.99  
978-1-61735-653-7 978-1-61735-654-4

**A Century of Leadership: Biographies of Kappa Delta Pi Presidents**

O. L. Davis, University of Texas - Austin; Mindy Spearman, Clemson University  
*Series: Research in Curriculum and Instruction*

2011 \$45.99 \$85.99  
978-1-61735-647-6 978-1-61735-648-3

**Leadership and Personal Development: A Toolbox for the 21st Century Professional**

Katja Kruckeberg, International Leadership Consultant; Wolfgang Amann; Mike Green, Henley Business School

2011 \$30.99 \$50.99  
978-1-61735-553-0 978-1-61735-554-7

**The Legacy of Middle School Leaders: In Their Own Words**

Tracy W. Smith, Appalachian State University; C. Kenneth McEwin, Professor Emeritus Appalachian State University

2011 \$45.99 \$85.99  
978-1-61735-472-4 978-1-61735-473-1

*Series: The Handbook of Resources in Middle Level Education*

**The No People: Tribal Tales of Organizational Cliff Dwellers**

Bruce J. Avolio, University of Washington

2011 \$45.99 \$85.99  
978-1-61735-569-1 978-1-61735-570-7

**Optimizing Talent: What Every Leader and Manager Needs to Know to Sustain the Ultimate Workforce**

Paul H. Eccher; Linda D. Sharkey

2011 \$19.99 \$34.99  
978-1-61735-233-1 978-1-61735-234-8

*Series: Contemporary Trends in Organization Development and Change*

**Preparing Better Consultants**

Susan Adams, Bentley University; Alberto Zanzi, Suffolk University

2011 \$45.99 \$85.99  
978-1-61735-614-8 978-1-61735-615-5

*Series: Research in Management Consulting*

**Strategic Alliances in a Globalizing World**

T. K. Das, City University of New York

2011 \$45.99 \$85.99  
978-1-61735-378-9 978-1-61735-379-6

*Series: Research in Strategic Alliances*

**Bridge Leadership: Connecting Educational Leadership and Social Justice to Improve Schools**

Autumn K. Tooms, Kent State University; Christa Boske, Kent State University

2010 \$45.99 \$85.99  
978-1-60752-349-9 978-1-60752-350-5

*Series: Educational Leadership for Social Justice*

**The Challenges for New Principals in the 21st Century**

Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University

2010 \$45.99 \$85.99  
978-1-61735-092-4 978-1-61735-093-1

*Series: International Research on School Leadership*

**The Violence Volcano: Reducing the Threat of Workplace Violence**

David D. Van Fleet, Arizona State University; Ella W. Van Fleet, Professional Business Associates

2010 \$45.99 \$85.99  
978-1-60752-343-7 978-1-60752-344-4



<b>When Leadership Goes Wrong: Destructive Leadership, Mistakes, and Ethical Failures</b> Birgit Schyns, University of Portsmouth; Tiffany Hansbrough, Baldwin-Wallace College	2010	\$45.99 978-1-61735-067-2	\$85.99 978-1-61735-068-9
<b>Board Members and Management Consultants: Redefining the Boundaries of Consulting and Corporate Governance</b> Pierre-Yves Gomez, EM LYON Business School; Rickie Moore, EM LYON Business School <i>Series: Research in Management Consulting</i>	2009	\$45.99 978-1-59311-805-1	\$85.99 978-1-59311-806-8
<b>Follower-Centered Perspectives on Leadership: A Tribute to the Memory of James R. Meindl</b> Raj Pillai, California State University, San Marcos; Michelle C. Bligh, University of Nebraska; Mary Uhl-Bien, University of Nebraska <i>Series: Leadership Horizons</i>	2009	\$45.99 978-1-59311-547-0	\$85.99 978-1-59311-548-7
<b>Leadership and Learning: Matters of Social Justice</b> Marlene Morrison <i>Series: International Perspectives on Curriculum</i>	2009	\$45.99 978-1-60752-128-0	\$85.99 978-1-60752-129-7
<b>Organizational Performance in a Nutshell</b> Daniel M. Wentland	2009	\$24.99 978-1-60752-079-5	\$85.99 978-1-60752-080-1
<b>Predator's Game-Changing Designs: Research-Based Tools</b> George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i>	2009	\$45.99 978-1-60752-150-1	\$85.99 978-1-60752-151-8
<b>Sharing Network Leadership</b> Joan A. Graen, Graen and Associates; George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i>	2009	\$45.99 978-1-59311-529	\$85.99 978-1-59311-530
<b>The Varieties of Leadership at Novarum Pharmaceuticals: A Novel</b> Robert Pernick, Johns Hopkins University; Floyd Kemske	2009	\$45.95 978-1-60752-223-2	\$85.99 978-1-60752-224-9
<b>Affect and Emotion: New Directions in Management Theory and Research</b> Ronald H. Humphrey, Virginia Commonwealth University <i>Series: Research in Management</i>	2008	\$45.99 978-1-59311-959-1	\$85.99 978-1-59311-960-7
<b>Knowledge-Driven Corporation: Complex Creative Destruction</b> George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i>	2008	\$45.99 978-1-59311-941-6	\$85.99 978-1-59311-942-3
<b>Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice</b> Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i>	2008	\$45.99 978-1-59311-997-3	\$85.99 978-1-59311-998-0
<b>Planning, Common Sense, and Superior Performance</b> Erwin Rausch	2008	\$45.99 978-1-59311-878-5	\$85.99 978-1-59311-879-2
<b>Policy, Leadership, and Student Achievement: Implications for Urban Communities</b> C. Kent McGuire; Vivian W. Ikpa <i>Series: The Achievement Gap, Research, Practice, and Policy</i>	2008	\$45.99 978-1-59311-973-7	\$85.99 978-1-59311-974-4
<b>Complexity Leadership: Part 1: Conceptual Foundations</b> Mary Uhl-Bien, University of Nebraska; Russ Marion, Clemson University <i>Series: Leadership Horizons</i>	2007	\$45.99 978-1-59311-795-5	\$85.99 978-1-59311-796-2
<b>Effective Group Problem Solving: How to Broaden Participation, Improve Decision Making, and Increase Commitment to Action</b> William M. Fox, University of Florida	2007	\$45.99 978-1-59311-836-5	

<b>Jessica's Web: Women's Advantages in the Knowledge Era</b> George B. Graen, University of Illinois, Champaign-Urbana (retired)	2007	\$45.99 978-1-59311-855-6	
<b>New Multinational Network Sharing</b> George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i>	2007	\$45.99 978-1-59311-771-9	\$85.99 978-1-59311-772-6
<b>TPS-Lean Six Sigma: Linking Human Capital to Lean Six Sigma - A New Blueprint for Creating High Performance Companies</b> Hubert K. Rampersad, President at TPS International Inc. and Personal Branding University, Miami Beach, USA; Anwar El-Homsi	2007	\$45.99 978-1-59311-825-9	\$85.99 978-1-59311-826-6
<b>ABC's of Cultural Understanding and Communication: National and International Adaptations</b> Claudia Finkbeiner, Universitaet Kassel; Patricia Ruggiano Schmidt, Le Moyne College <i>Series: Literacy, Language and Learning</i>	2006	\$45.99 978-1-59311-463-9	\$85.99 978-1-59311-464-0
<b>Co-Laboratories of Democracy: How People Harness Their Collective Wisdom to Create the Future</b> Kenneth C. Bausch; Alexander N. Christakis <i>Series: Research in Public Management</i>	2006	\$20 1-59311-481-8	\$40 1-59311-482-6
<b>The Dream Weavers: Strategy Focused Leadership in Technology Driven Organizations</b> Kimberly S. Jaussi, SUNY- Binghamton; Shelley D. Dionne, SUNY- Binghamton; Yair Berson, Polytechnic University; Don I. Jung, San Diego State University; John J. Sosik, Pennsylvania State University	2006	\$45.99 1-59311-110-X	\$85.99 1-59311-111-8
<b>Power and Influence in Organizations</b> Chester A. Schriesheim, University of Miami; Linda L. Neider, University of Miami <i>Series: Research in Management</i>	2006	\$45.99 1-59311-469-9	\$85.99 1-59311-470-2
<b>Understanding Teams</b> Chester A. Schriesheim, University of Miami; Linda L. Neider, University of Miami <i>Series: Research in Management</i>	2006	\$45.99 1-59311-264-5	\$85.99 1-59311-265-3
<b>Global Organizing Designs</b> Joan A. Graen, Graen and Associates; George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i>	2005	\$45.99 1-59311-354-4	\$85.99 1-59311-355-2
<b>Implicit Leadership Theories: Essays and Explorations</b> James R. Meindl, State University of New York - Buffalo; Birgit Schyns, University of Portsmouth <i>Series: Leadership Horizons</i>	2005	\$45.99 1-59311-360-9	\$85.99 1-59311-361-7
<b>Issues in Career Development</b> John Patrick, California University of Pennsylvania; Grafton T. Eliason, California University of Pennsylvania; Donald Thompson, Troy State University <i>Series: Issues in Career Development</i>	2005	\$45.99 1-931576-06-8	\$85.99 1-931576-07-6
<b>New Frontiers of Leadership</b> George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i>	2004	\$45.99 1-59311-238-6	\$85.99 1-59311-239-4
<b>Dealing with Diversity</b> George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i>	2003	\$45.99 1-930608-48-9	\$85.99 1-930608-49-7
<b>Educating Managers with Tomorrow's Technologies</b> Robert DeFillippi, Suffolk University; Charles Wankel, Ph.D., St. John's University, New York	2003	\$45.99 1-931576-68-8	\$85.99 1-931576-69-6

*Series: Research in Management Education and Development*

**Teaching Leadership: Innovative Approaches for the 21st Century**

Susan Stites-Doe, SUNY College at Brockport; Raj Pillai, California State University, San Marcos

2003 \$45.99 \$85.99  
1-931576-72-6 1-931576-73-4

*Series: Leadership Horizons*

**Grounding Leadership Theory and Research: Issues, Perspectives, and Methods**

James R. Meindl, State University of New York - Buffalo; Ken Parry, Victoria University

2002 \$45.99 \$85.99  
1-931576-00-9 1-931576-01-7

*Series: Leadership Horizons*

**Leadership**

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

2002 \$45.99 \$85.99  
1-931576-50-5 1-931576-51-3

*Series: Research in Management*

**Rethinking Management Education for the 21st Century**

Robert DeFillippi, Suffolk University; Charles Wankel, Ph.D., St. John's University, New York

2002 \$45.99 \$85.99  
1-930608-20-9 1-930608-21-7

*Series: Research in Management Education and Development*

# International Distributors

## Canada

Login Brothers Canada  
324 Saullteaux Crescent  
Winnipeg, MB R3J3T2  
Tel: 204-837-2987  
Fax: 204-837-3116  
<http://www.lb.ca>

## Australia

Co Info Pty Ltd  
200A Rooks Road  
Vermont, VIC 3133  
Australia  
Tel.: +613 9210 7777  
Fax: + 613 9210 7788  
website: [www.coinfo.com.au](http://www.coinfo.com.au)

## China

Taylor & Francis Asia Pacific  
Room 1108B, Culture Square  
No. 59 Jia, Zhongguancun St.  
Haidian District  
Beijing 100872  
P.R. China  
Tel : +86 (10) 82502670  
Jeffrey Lim, Books Sales Director  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Cynthia Ji, Account Manager  
Email: [cynthia.ji@tandf.com.sg](mailto:cynthia.ji@tandf.com.sg)

### *China - Shanghai Region*

Chris Ye, Account Manager  
Room 916, Jinjiang Xiangyang Building  
993 Nanjing West Road  
Shanghai 200041  
P.R. China  
Tel: +86 21 62316030  
Email: [chris.ye@tandf.com.sg](mailto:chris.ye@tandf.com.sg)

### *China - Guangdong Region*

Cherry Wang, Sales Executive  
Email: [cherry.wang@tandf.com.sg](mailto:cherry.wang@tandf.com.sg)

## Indo-China

Jeffrey Lim, Books Sales Director  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

## Europe

The Eurospan Group:  
You can order from Eurospan by mail, fax, email  
or telephone:

Eurospan Group  
c/o Turpin Distribution  
Pegasus Drive  
Stratton Business Park  
Biggleswade, Bedfordshire SG18 8TQ, UK  
Tel: +44 (0) 1767 604972  
Fax: +44 (0) 1767 601640  
Orders: [eurospan@turpin-distribution.com](mailto:eurospan@turpin-distribution.com)  
Other info: [info@eurospangroup.com](mailto:info@eurospangroup.com)

Orders from buyers in UK, Continental Europe,  
Middle East and Africa can be supplied directly by  
our stockist in the UK: Eurospan. Please click  
here: [www.eurospanbookstore.com/infoagepub](http://www.eurospanbookstore.com/infoagepub)

## Hong Kong

Taylor & Francis Asia Pacific  
Suite 153, Somptueux Central  
52-54 Wellington Street  
Central  
Hong Kong  
Tel: +852 3752 0625/3752 0626  
Jeffrey Lim, Books Sales Director  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Andrew Kwan, Manager  
E-mail: [andrew.kwan@tandf.com.sg](mailto:andrew.kwan@tandf.com.sg)

## India

Sara Books Pvt Ltd  
G-1, Vardaan House  
7/28, Ansari Road, Daryaganj  
New Delhi - 110002  
India  
Phones : 00-91-11-23266107  
Fax : 00-91-11-23266102  
e mail : [ravindrasaxena@sarabooksindia.com](mailto:ravindrasaxena@sarabooksindia.com)  
Web : [www.sarabooksindia.com](http://www.sarabooksindia.com)  
Contact Person : Ravindra.Saxena

**Indonesia**

Mohamed Feroz, *Assistant Sales Manager*  
Singapore Sales Office  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Japan**

Maruzen Co. Ltd.  
9F Maruzen Building, 2-3-10  
Nihombashi, Chuoku, Tokyo  
Japan 103-8245  
Tel: +81-3-3272-3851  
Fax: +81-3-3272-3920  
[promote@maruzen.co.jp](mailto:promote@maruzen.co.jp)

**Korea**

Barry Clarke, *Managing Director*  
Singapore Office  
Email: [barry.clarke@tandf.com.sg](mailto:barry.clarke@tandf.com.sg)

**Malaysia and Brunei**

Taylor & Francis Publishing Services  
Taylor & Francis Asia Pacific  
No. 23-2, Jalan PJS 8/18  
Dataran Mentari,  
46150 Petaling Jaya  
Selangor Darul Ehsan  
Malaysia  
Tel: +603 56301361  
Fax: +603 56301732  
Mobile: +60 (0)16 331 9923  
David Yeong, *General Manager*  
Email: [david.yeong@tandf.com.sg](mailto:david.yeong@tandf.com.sg)

**Philippines**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

**Puerto Rico, The Caribbean, South America:**

Cranbury International  
7 Clarendon Ave., Suite 2  
Montpelier, VT 05602  
Tel: 802-223-6565  
Fax: 802-223-6824  
email: [eatkin@cranburyinternational.com](mailto:eatkin@cranburyinternational.com)

**Singapore**

Taylor & Francis Asia Pacific  
60 MacPherson Road  
Block 1 #06-09  
Siemens Centre  
Singapore 348615  
Tel: +65 65082888  
Fax: +65 6742 9356  
Email: [sales@tandf.com.sg](mailto:sales@tandf.com.sg)  
Mohamed Feroz, *Assistant Sales Manager*  
Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Taiwan**

Taylor & Francis Asia Pacific  
Room 629, 6F, No. 6, Sec. 4, Hsinyi Road  
Da-an District  
Taipei 10683  
Taiwan (R.O.C.)  
Tel: +886 (2) 5551 1266 ext. 6291  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Jason Lin, *Sales Manager*  
Email: [jason.lin@tandf.com.sg](mailto:jason.lin@tandf.com.sg)

**Thailand**

Taylor & Francis Asia Pacific  
Tel & Fax: +66 2 6391333 ext. 3612  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Nonglak Sawaitong, *Account Manager*  
Email: [s.nonglak@tandf.com.sg](mailto:s.nonglak@tandf.com.sg)

**Vietnam**

Jeffrey Lim, *Books Sales Director*  
Singapore Sales Office  
E-mail: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)

# Order Form/ Library Recommendation Form:

## Books/Journals:

ISBN/ISSN	Title	Price
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Please place a check on the appropriate line:

Visa       Mastercard       American Express       Check Enclosed

Card Number: \_\_\_\_\_ Exp. Date & Security Code: \_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Shipping and Handling for Books:

Domestic Handling Fee is \$7.50; International Handling fee is \$9.00 (one time fee per order) Shipping is \$3 per book (quantity)

### Shipping and Handling for Journals:

Outside the U.S. add \$30.00 for surface mail

Personal subscription rates are valid only on orders paid for with a personal check or credit card.

Institutional checks will not be honored for personal subscriptions.

***IAP - Information Age Publishing Inc.***

**P.O. Box 79049**

**Charlotte, NC 28271**

**tel: 704-752-9125 fax: 704-752-9113 e-mail: [orders@infoagepub.com](mailto:orders@infoagepub.com)**