

INFORMATION AGE PUBLISHING

LEADERSHIP 2017

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RECENT TITLES

ADULT LEARNING IN PROFESSIONAL, ORGANIZATIONAL, AND COMMUNITY SETTINGS



A Guide to College Success for Post-traditional Students

Henry S. Merrill

A volume in the series *Adult Learning in Professional, Organizational, and Community Settings*

2017. Paperback 978-1-68123-917-0 \$45.99. Hardcover 978-1-68123-918-7 \$85.99. eBook 978-1-68123-919-4 \$65.

The purpose of this book is to assist post-traditional students to achieve success in the Occupational, Workforce, and Leadership Studies (OWLS) Department and develop their individualized pathway to earn the interdisciplinary Bachelor of Applied Arts and Sciences (BAAS) degree at Texas State University. Applied baccalaureate degrees incorporate higher-order thinking skills and advanced technical knowledge and skills with applied coursework. BAAS students may also earn college-level credits through prior learning assessment (PLA), evaluating and credentialing knowledge and skills gained outside the classroom. The organization and content of this book provides adult degree program faculty and leaders an example of how one required textbook develops and supports the outcomes and activities in all the core courses of an interdisciplinary degree program designed for post-traditional adult learners.

The majority of the students earning the BAAS degree are post-traditional students. They are often defined with some or all of these characteristics: over age 25 years old when starting or returning to college, may not have a traditional high school diploma, enroll part-time, work full-time, are financially independent, have dependents other than a spouse and may be a single parent. These students juggle multiple roles and responsibilities in the family, workplace, and community. Post-traditional students bring rich work/life experiences, may be experiencing personal and/or professional transitions, have clear career goals, and often finance their education. They seek flexible programs including online education, PLA, and accelerated course formats. Thus, post-traditional students want active, collaborative, and interactive learning relevant to career and other roles and goals.

ADVANCES IN TEACHER EDUCATION



Working Together

Enhancing Urban Educator Quality Through School-University Partnerships

Diane Yendol-Hoppey, University of North Florida; Deborah Shanley, Brooklyn College – CUNY; Darby C. Delane, Alachua County Public Schools; David T. Hoppey, University of South Florida

A volume in the series *Advances in Teacher Education*

2017. Paperback 9781681237305 \$45.99. Hardcover 9781681237312 \$85.99. eBook 9781681237329 \$65.

This book provides illustrations of urban school-university partnerships recognized by the Shirley Schwartz Award of Council of Great City Schools. The authors share their work by blending practitioner and researcher voices to offer other school and university based educators, policy makers, and foundation leadership potential solutions to the complex problem of preparing educators and enhancing teaching within urban schools.

In each chapter, the authors describe their urban partnership story, the greatest challenges they faced, how they responded to those challenges, and evidence of impact. Given that each partnership is unique, the authors conclude each chapter by offering a set of questions for discussion.

This book serves as an excellent resource for educators interested in establishing urban school-university partnerships that improve educator quality, strengthen the pipeline of urban educators, and expand PK-12 students' learning experiences. The book is divided into three sections: (1) Teacher Candidate Preparation, (2) Teacher Professional Development, and (3) Principal Development.

CONTEMPORARY HUMAN RESOURCE MANAGEMENT ISSUES CHALLENGES AND OPPORTUNITIES



When a New Leader Takes Over Toward Ethical Turnarounds

Ronald R. Sims, College of William and Mary

A volume in the series *Contemporary Human Resource Management Issues Challenges and Opportunities*
2017. Paperback 9781681239439 \$45.99. Hardcover 9781681239446 \$85.99. eBook 9781681239453 \$65.

When a New Leader takes Over: Toward Ethical Turnarounds takes a detailed look at the experiences of new leaders who are charged with turning an organization around following an ethical scandal. The challenges confronting new leaders who are tasked with restoring trust, rebuilding reputation, and turning around an organization following an ethical scandal are discussed along with specific actions taken by these leaders during the turnaround process. A main focus of the book is to offer insight into the difficult situations confronting new leaders at the beginning, during and after their turnaround experiences which means turning an unethical organizational culture into an ethical one. A number of examples of turnaround efforts that have taken place over the past two decades are included to provide the most comprehensive documentation of the ethical turnaround process.

The book includes an in-depth look at what led to the unethical behavior by examining a number of real-world examples of ethical scandals from around the world. The book will provide an analysis of the various ethical scandals by focusing on concepts like unethical leadership, received wisdom, groupthink and moral silence, all of which contribute to the kind of organizational culture and unethical behavior one finds in organizations that experience ethical scandals. The book also discusses proactive leadership and its importance in implementing ethical turnarounds based on values-based leadership, employee involvement and ethics education. A main premise of this book is that new leaders can successfully create an organization environment to rebuild and institutionalize ethical behavior as part of the turnaround process and sustain ethical behavior beyond the turnaround.

The book will be of interest to employees at all levels of an organization, business professionals and other practitioners and others who have an interest in organization change, transformation and ethical turnarounds.

CONTEMPORARY PERSPECTIVES IN CORPORATE SOCIAL PERFORMANCE AND POLICY



Corporate Social Irresponsibility Individual Behaviors and Organizational Practices

Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris in Qatar; Gianluigi Mangia, University of Naples Federico II

A volume in the series *Contemporary Perspectives in Corporate Social Performance and Policy*
2017. Paperback 9781681238067 \$45.99. Hardcover 9781681238074 \$85.99. eBook 9781681238081 \$65.

In a modern world in which one can observe managerial and investors' behaviors characterized by high risk, short term orientation, moral hazard and speculation, there is a need to form a new ethical paradigm to drive a more ethical oriented education and a substantial change to norms regulating markets and business behavior to sensitize investors and financial practitioners, so that humanity can evolve in a sustainable way. Therefore the main question we are striving to answer throughout the book "Organizational Social Irresponsibility: individual behaviors and organizational practices" is the following: Do individual behaviors influence organizational socially irresponsible practices?

Each separate chapter aims to find an answer to the above question. The book is divided into three parts: first: "The dark side of organizational behaviors", second: "Individual skills and the workplace" and third: "Organizational politics, practices and tools. This book is authored by a range of authors from all over the world. They provide us with several theoretical and practical contributions into the topic of organizational social irresponsibility and individual behavior, facing different aspects (e.g. workplace wellness, decision-making, diversity management). We hope it will be useful for both business and academia and it will help to shape reflective, socially responsible managers of the future.



Organizational Social Irresponsibility Tools and Theoretical Insights

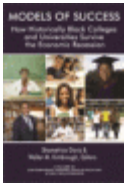
Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Gianluigi Mangia, University of Naples Federico II; Adele Caldarelli, University of Naples Federico II; Wolfgang Amann, HEC Paris in Qatar

A volume in the series *Contemporary Perspectives in Corporate Social Performance and Policy*
2017. Paperback 9781681237589 \$45.99. Hardcover 9781681237596 \$85.99. eBook 9781681237602 \$65.

In the book *Organizational Social Irresponsibility: tools and theoretical insights* we focus both on theoretical and practical aspects of organizational social irresponsibility and hope to provide a contribution to the contemporary state of knowledge about its causes and results.

The book is divided into three parts: first titled “Organizational Social Irresponsibility: Practices and experiences”, second: “The thousand faces of dark side of business” and third: “Social, cultural and institutional dimensions”. The book is written by a range of authors from all over the world. They provide us with examples of some irregularity in social organizational activity. There were included some theoretical and practical contributions into the topic of organizational social irresponsibility, from different sectors (e.g. pharmaceutical or manufacturing industry as well as public administration) and various organizational processes (such as marketing, training, innovation and knowledge management). We hope it will be a worthy inspiration for struggling with dark sides of organizational existence.

CONTEMPORARY PERSPECTIVES IN RACE AND ETHNIC RELATIONS



Models of Success How Historically Black Colleges and Universities Survive the Economic Recession

Shametrice Davis, California State University, Long Beach; Walter M. Kimbrough, Dillard University

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*
2017. Paperback 9781681239910 \$45.99. Hardcover 9781681239927 \$85.99. eBook 9781681239934 \$65.

This edited book contains chapters related to the excellent management and leadership practices currently taking place at historically Black colleges and universities (HBCUs) in the context an economic recession. Each chapter highlights successful operations at HBCUs from management, leadership, and administrative standpoints in a manner that is not comparative of or overly reliant upon dominant literature, standards, or theories. Amongst the deficit-laden literature regarding the fiscal, accreditation, and governance status of HBCUs are few studies highlighting those institutions successfully operating in a difficult economy. This book fills that gap of information by offering chapters on excellent management and leadership practices occurring at a variety of HBCUs today.

CONTEMPORARY PERSPECTIVES IN SPECIAL EDUCATION



Leadership Matters in the Education of Students with Special Needs in the 21st Century

Festus E. Obiakor, Sunny Educational Consulting; Tachelle Banks, Cleveland State University; Anthony F. Rotatori, Saint Xavier University; Cheryl Utley, Chicago State University

A volume in the series *Contemporary Perspectives in Special Education*
2017. Paperback 978-1-64113-008-0 \$45.99. Hardcover 978-1-64113-009-7 \$85.99. eBook 978-1-64113-010-3 \$65.

This book provides a practical focus and framework for establishing insightful leadership that will enhance the learning of students with exceptionalities in the 21st century by discussing critical leadership dimensions and topics by leading academics. Topics discussed include the following: shifting leadership paradigms for all students in general and special education, district leadership strategies for implementing individualized academic and behavioral student interventions, preparing leaders to work with students with diverse learning needs, critical leadership roles for regular classroom teachers in educating learners with special needs, innovative leadership to increase school completion and graduation of general and special education learners, why psychologists need to be a part of the school leadership team, the importance of culturally responsive

leadership in general and special education, the role of school leaders in helping learners with physical and health impairments, school leadership for all students in rural schools, the use of technology by leaders to improve special education services, an international example model of leadership in general and special education, and future perspectives of leadership in special education.

Leadership Matters in the Education of Students with Special Needs in the 21st Century is a critically needed addition to the successful education of students with exceptionalities as it provides much needed and innovative leadership perspectives for effective instructional practices for today's students with special needs. The book can be a model for best practices for school district leadership teams challenged by the multifaceted needs of students with exceptionalities.

CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



Enduring Myths That Inhibit School Turnaround

Coby Meyers, University of Virginia; Marlene Darwin, American Institutes for Research

A volume in the series *Contemporary Perspectives on School Turnaround and Reform*
2017. Paperback 9781681238876 \$45.99. Hardcover 9781681238883 \$85.99. eBook 9781681238890 \$65.

The concept of school turnaround—rapidly improving schools and increasing student achievement outcomes in a short period of time—has become politicized despite the relative newness of the idea. Unprecedented funding levels for school improvement combined with few examples of schools substantially increasing student achievement outcomes has resulted in doubt about whether or not turnaround is achievable. Skeptics have enumerated a number of reasons to abandon school turnaround at this early juncture. This book is the first in a new series on school turnaround and reform intended to spur ongoing dialogue among and between researchers, policymakers, and practitioners on improving the lowest-performing schools and the systems in which they operate. The “turnaround challenge” remains salient regardless of what we call it. We must improve the nation’s lowest-performing schools for many moral, social, and economic reasons.

In this first book, education researchers and scholars have identified a number of myths that have inhibited our ability to successfully turn schools around. Our intention is not to suggest that if these myths are addressed school turnaround will always be achieved. Business and other literatures outside of education make it clear that turnaround is, at best, difficult work. However, for a number of reasons, we in education have developed policies and practices that are often antithetical to turnaround. Indeed, we are making already challenging work harder. The myths identified in this book suggest that we still struggle to define or understand what we mean by turnaround or how best, or even adequately, measure whether it has been achieved. Moreover, it is clear that there are a number of factors limiting how effectively we structure and support low-performing schools both systemically and locally. And we have done a rather poor job of effectively leveraging human resources to raise student achievement and improve organizational outcomes.

We anticipate this book having wide appeal for researchers, policymakers, and practitioners in consideration of how to support these schools taking into account context, root causes of low-performance, and the complex work to ensure their opportunity to be successful. Too frequently we have expected these schools to turn themselves around while failing to assist them with the vision and supports to realize meaningful, lasting organizational change. The myths identified and debunked in this book potentially illustrate a way forward.

EDUCATIONAL LEADERSHIP FOR SOCIAL JUSTICE



Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling

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

A volume in the series *Educational Leadership for Social Justice*
2016. Paperback 9781681234083 \$45.99. Hardcover 9781681234090 \$85.99. eBook 9781681234106 \$65.

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 educational 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 educational leaders and leadership programs have been all but absent in this process, given their influence and power, educational 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 leaders in training and practicing K-12 leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within K-12 schooling. 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 K-12 schooling. 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 educational leaders insight in recognizing how racism functions within 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 educational leaders to develop a critical race praxis and anti-racist approach to leadership.



Restorative Practice Meets Social Justice Un-Silencing the Voices of "At-Promise" Student Populations

Anthony H. Normore, California State University Dominguez Hills; Antonia Issa Lahera, California State University Dominguez Hills

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

2017. Paperback 9781681237275 \$45.99. Hardcover 9781681237282 \$85.99. eBook 9781681237299 \$65.

Restorative Practice Meets Social Justice: Un-silencing the Voices of “At-Promise” Student Populations is a collection of pragmatic urban school experiences that focus on restorative approaches situated in the context of social justice. By adopting this approach, researchers and practitioners can connect and extend long-established lines of conceptual and empirical inquiry aimed at improving school practices and thereby gain insights that may otherwise be overlooked or assumed. This holds great promise for generating, refining, and testing theories of restorative practices in educational leadership and will help strengthen already vibrant lines of inquiry on social justice. The authors posit that a broader conceptualization of social and restorative justice adds to extant discourse about students who not only experience various types of daily oppression in US schools but also regularly live on the fringes of society. Chapters are written by a combination of researchers and practicing school leaders who believe in the power of healing and restoring relationships within school communities as opposed to traditional punitive structures. The dynamic approaches discussed throughout the book urge school leaders, teachers, school community members, and those who prepare administrators to look within and build bridges between themselves and the communities in which they serve.

ETHICS IN PRACTICE



Radical Thoughts on Ethical Leadership

Carole L. Jurkiewicz, University of Massachusetts Boston; Robert A. Giacalone, John Carroll University

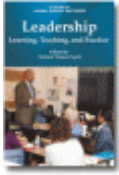
A volume in the series *Ethics in Practice*

2017. Paperback 9781681239880 \$45.99. Hardcover 9781681239897 \$85.99. eBook 9781681239903 \$65.

Radical Thoughts on Ethical Leadership, provides contributions from established scholars with fresh perspectives on ethical leadership, with challenging viewpoints that have been given little coverage in the literature to date. Radical Thoughts on Ethical Leadership includes theoretical perspectives that are founded on unconventional approaches—radical, “outside the box” ideas that would be difficult to get through the conventional journal review process.

The volume brings together noted researchers from a variety of disciplines and explore non-mainstream approaches to ethics and social responsibility theory, research, and practice in both business and public administration. Grounded in the established literature and providing insight for researchers, managers/ administrators, or organizations at large, the volume establishes new paradigms for the field of ethical leadership.

LEADERS, SCHOOLS, AND CHANGE



Leadership Learning, Teaching, and Practice

Autumn Cypres, St. John's University, New York City

A volume in the series *Leaders, Schools, and Change*

2016. Paperback 9781681237121 \$45.99. Hardcover 9781681237138 \$85.99. eBook 9781681237145 \$65.

The purpose of this book is to examine the tensions, gaps, and intersections between the practices of leadership in educational systems, school leadership preparation programs, and the often different worlds of academia and K-12 schools. Voices from both academia and K-12 schools are used to illustrate the tensions that cluster around capacity, politics, and the everyday practice of inspiring, engaging, and preparing school leaders.

Advance Praise for *Leadership: Learning, Teaching, and Practice*

This is a book about experience. This is a book that draws from the knowledge—both personal and professional-- that professors and practitioners shared on their journeys through academia and the day-to-day of K-12 administration. The book is framed around the trinity of teaching, learning, and practice. It is a book that “examines the tensions, gaps, and intersections between the practices of leadership within educational systems and school leadership preparation programs.” The reader will be challenged to consider one’s own approach to leadership in education by examining each author’s perspective on leading for learning in America’s schools. ~ **Professor James E. Berry**, *Executive Director, National Council of Professors of Educational Administration*

This book provides a great balance of scholarly work focused on leadership and shaped by the actual experiences of practicing administrators. It is absolutely outstanding literature for leaders. The book provides concepts and experiences that will help veteran administrators and will serve as a great resource for instructors in leadership development programs. It strikes at the heart of teaching and learning and will ultimately have a positive influence on children. ~ **Lyle E. Evans, Ed.D**

Assistant Superintendent for Human Resources and Administrative Services, Chesterfield County Public Schools, Commonwealth of Virginia

The challenges faced by school leaders today are daunting. In *Leadership: Learning, Teaching and Practice*, experts from across the nation bridge the gap between theory and practice. This book explores those tensions, calling us to examine our ideal view of school leadership and compare it to the reality of the current school systems in which we work. It furthers this discourse by examining the role leadership preparation programs play in preparing school administrators with the knowledge and skills necessary to be effective while retaining their humanity. An easy read that will transform how leaders think about leadership! **Jessica Kemler**, *Principal, Babylon Elementary School Long Island, New York*

NEW DIRECTIONS IN EDUCATIONAL LEADERSHIP: INNOVATIONS IN SCHOLARSHIP, TEACHING, AND SERVICE



Educational Leadership and Music Lessons for Tomorrow's School Leaders

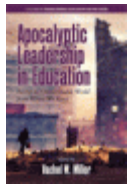
Terri N. Watson, The City College of New York; Jeffrey S. Brooks, Monash University; Floyd D. Beachum, Lehigh University

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

2017. Paperback 9781681238555 \$45.99. Hardcover 9781681238562 \$85.99. eBook 9781681238579 \$65.

In this book we considered new territory for educational leadership by looking to music for lessons and inspiration that may inform the next generation of schools leaders. Each chapter focuses on an artist or group whose work serves to refine, extend, and challenge our thinking in regards to educational leadership. You will find a vast array of musical forms of expression analyzed and described by an equally diverse collection of educational leadership scholars and practitioners. There may be some who question the academic appropriateness or relevance of a text such as this one. Our response is that part of our ongoing mission should be to break ourselves out of academic silos and forge meaningful connections between seemingly disparate disciplines. Furthermore, educational leadership stands to gain more by drawing from the arts and specifically musical influences. Finally, music is an obvious part of most of our lives; why not explore the ways in which it impacts us on an academic level and not just a personal level? In sum, we ask that as you read the chapters of this book, you reflect on your own musical tastes and favorite artists.

TRANSFORMING EDUCATION FOR THE FUTURE



Apocalyptic Leadership in Education Facing an Unsustainable World from Where We Stand

Vachel W. Miller, Appalachian State University

A volume in the series *Transforming Education for the Future*

2017. Paperback 9781681238340 \$45.99. Hardcover 9781681238357 \$85.99. eBook 9781681238364 \$65.

Mainstream educational leadership has lost much of its footing as a progressive practice. More managers than wisdom-keepers, educational leaders no longer have authority to critique the toxicities of the present and imagine alternative futures. In public schools and higher education, the neoliberal emphasis on measurable outcomes shrinks the radius of concern for what educational leaders are leading toward. There's a planet missing in mainstream discourses of sustainability in educational leadership, and this book aims to resituate the work of teaching/leading in the place where we stand.

In a period of overlapping social/environmental crises, this book takes inspiration from Robert Jensen's call for teachers and intellectual leaders to "go apocalyptic", i.e., to face head-on the calamities that threaten our shared future on Earth. When leadership is situated within an apocalyptic context, we are called to reflect on educational injustice and unsustainability, while envisioning more hopeful futures. The work of apocalyptic leadership, though, isn't all about future vision; it's also about attending to what hurts and what heals in the present moment. Intended for aspiring and practicing educational leaders in both K-12 and higher education settings, as well as scholars in the fields of social justice and sustainability, this book begins mapping and traversing the affective, spiritual, pragmatic, and organizational geography of apocalyptic leadership. Such leadership holds dear the radical belief in our shared capacity to work gracefully with the painful awareness that tremendous challenges are inevitable, and yet, we have every opportunity for inching toward a more habitable future.

URBAN EDUCATION STUDIES SERIES



Colluding, Colliding, and Contending with Norms of Whiteness

Jennifer L. S. Chandler, Arizona State University

A volume in the series *Urban Education Studies Series*

2016. Paperback 9781681236919 \$45.99. Hardcover 9781681236926 \$85.99. eBook 9781681236933 \$65.

Analyzing experiences of White mothers of daughters and sons of color across the U. S., Chandler provides an insider's view of the complex ways in which Whiteness norms appear and operate. Through uncovering and analyzing Whiteness norms occurring across motherhood stages, Chandler has developed a model of three common ways of interacting with the norms of Whiteness: colluding, colliding, and contending. Chandler's results suggest that collisions with Whiteness norms are a necessary step to increasing one's racial literacy which is essential for effective contentions with norms of Whiteness. She proposes steps for applying her model in education settings, which can also be applied in other organizational contexts.

WOMEN AND LEADERSHIP



Gender, Media, and Organization Challenging Mis(s)Representations of Women Leaders and Managers

Carole Elliott, University of Roehampton; Valerie Stead, Lancaster University, UK; Sharon Mavin, University of Roehampton; Jannine Williams, University of Bradford, UK

A volume in the series *Women and Leadership*

2016. Paperback 9781681235325 \$45.99. Hardcover 9781681235332 \$85.99. eBook 9781681235349 \$65.

Gender, Media, and Organization: Challenging Mis(s)Representations of Women Leaders and Managers is the fourth volume in the *Women and Leadership: Research, Theory, and Practice* series. This cross-disciplinary series from the International Leadership Association draws from current research findings, development practices, pedagogy, and lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world. This volume addresses the lack of critical attention in leadership research to how women leaders and professionals are represented in the media. The volume acts as a companion piece to a Seminar Series, funded by the UK's Economic and Social Sciences Research Council (ESRC), to address this gap in the research. The lack of research interrogation of gendered media representations of women leaders and professionals is a surprising omission given the wealth of evidence from stakeholders outside academia revealing that women, and women leaders, continue to be underrepresented across all forms of media outlet. This volume contributes to social change, equality, and economic performance by raising consciousness about women's lack of representation in the media and challenges gendered mis(s)representations of women professionals and leaders in the media through the presentation of a range of empirical investigations and methodological approaches. The volume contributors use various theories and conceptualizations to problematize and analyze women's limited representation in the media, and the gendered representations of women professionals and leaders.

Together, the volume's 14 chapters reflect the beginning of a rich, diverse, emergent strand of academic research that interrogates relationships between the media in its multiple forms and women's leadership. Illuminating the positioning of women leaders and professionals as both complex and problematic, these chapters offer an important agenda for management and organization scholars. They attest to the need to describe and make visible women's mis(s)representations in the media while drawing attention to the importance of situating these mis(s) representations in the broader social, economic, historical, cultural, and political context as a means to gain insight into their development and evolution. As a rich and diverse site of research, examination of the media calls for a broad methodological repertoire. The chapters in this book draw from multiple sources and include, among others, the development of thematic analysis to illuminate stereotypes, the use of critical discourse analysis to understand professional women's experience, a rhetorical analysis of the covers of *Time* magazine, and an interrogation of the power dynamics manifested in the media's practice of nicknaming women leaders.

Gender, Media, and Organization is a first step in stimulating further research that poses critical questions concerning gendered and sexualized representations of women leaders in textual and visual forms, and considers the media's influence on gender equality and social justice. The chapters offer fruitful avenues for future research to continue the momentum of challenging gendered media representations of women leaders and professionals.



Gender, Communication, and the Leadership Gap

Carolyn M. Cunningham, Gonzaga University; Heather M. Crandall, Gonzaga University; Alexa M. Dare, University of Portland

A volume in the series *Women and Leadership*

2017. Paperback 9781681239941 \$45.99. Hardcover 9781681239958 \$85.99. eBook 9781681239965 \$65.

Gender, Communication, and the Leadership Gap is the sixth volume in the *Women and Leadership: Research, Theory, and Practice* series. This cross-disciplinary series, from the International Leadership Association, enhances leadership knowledge and improves leadership development of women around the world. The purpose of this volume is to highlight connections between the fields of communication and leadership to help address the problem of underrepresentation of women in leadership. Readers will profit from the accessible writing style as they encounter cutting-edge scholarship on gender and leadership. Chapters of note cover microaggressions, authentic leadership, courageous leadership, inclusive leadership, implicit bias, career barriers and levers, impression management, and the visual rhetoric of famous women leaders.

Because women in leadership positions occupy a contested landscape, one goal of this collection is to clarify the contradictory communication dynamics that occur in everyday interactions, in national and international contexts, and when leadership is digital. Another goal is to illuminate the complexities of leadership identity, intersectionality, and perceptions that become obstacles on the path to leadership.

The renowned thinkers and scholars in this volume hail from both Leadership and Communication disciplines. The book begins with Sally Helgesen and Brenda J. Allen. Helgesen, co-author of *The Female Vision: Women's Real Power at Work*, discusses the two-fold challenge women face as they

struggle to articulate their visions. Her chapter offers six practices women can use to relieve this struggle. Allen, author of the groundbreaking book, *Difference Matters: Communicating Social Identity*, discusses the implications of how inclusive leadership matters to women and what it means to think about women as people who embody both dominant and non-dominant social identity categories. She then offers practical communication strategies and an intersectional ethic to the six signature traits of highly inclusive leaders.

Each chapter includes practical solutions from a communication and leadership perspective that all readers can employ to advance the work of equality. Some solutions will be of use in organizational contexts, such as leadership development and training initiatives, or tools to change organizational culture. Some solutions will be of use to individuals, such as how to identify and respond productively to micro-aggressions or how to be cautious rather than optimistic about practicing authentic leadership. The writing in this volume also reflects a range of styles, from in-depth scholarship that produces new knowledge to shorter forums that feature interesting ideas worth considering.



Theorizing Women & Leadership New Insights & Contributions from Multiple Perspectives

Julia Storberg-Walker, George Washington University; Paige Haber-Curran, Texas State University

A volume in the series *Women and Leadership*

2017. Paperback 9781681236827 \$45.99. Hardcover 9781681236834 \$85.99. eBook 9781681236841 \$65.

Theorizing Women and Leadership: New Insights and Contributions from Multiple Perspectives is the fifth volume in the *Women and Leadership: Research, Theory, and Practice* series. This cross-disciplinary series, from the International Leadership Association, enhances leadership knowledge and improves leadership development of women around the world. The purpose of this volume is to provide a forum for women to theorize about women's leadership in multiple ways and in multiple contexts. Theorizing has been viewed as a gendered activity (Swedberg, 2014), and this series of chapters seeks to upend that imbalance. The chapters are written by women who represent multiple disciplines, cultures, races, and subject positions. The diversity extends into research paradigm and method, and the chapters combine to illuminate the multiple ways of knowing about and being a woman leader.

Twenty-first century leadership scholars acknowledge the importance of context, and many are considering post-heroic leadership models based on relationships rather than traits. This volume contributes to this discussion by offering a diverse array of perspectives and ways of knowing about leadership and leading. The purpose of the volume is to provide readers with not only interesting new ideas about women and leadership, but also to highlight the diverse epistemologies that can contribute to theorizing about women leaders. Some chapters represent typical social scientific practices and processes, while others represent newer knowledge forms and ways of knowing. The volume contributors adopt various epistemological positions, ranging from objective researcher to embedded co-participant. The chapters link their new findings to existing empirical or conceptual work and illustrate how the findings extend, amend, contradict, or confirm existing research. The diversity of the chapters is one of the volume's strengths because it illuminates the multiple ways that leadership theory for women can be advanced.

Typically, research based on a realist perspective is more valued in the academy. This perspective has indeed generated robust information about leadership in general and women's leadership in particular. However, readers of this volume are offered an opportunity to explore multiple ways of knowing, different ways of researching, and are invited to de-center researcher objectivity. The authors of the chapters offer conceptual and empirical findings, illuminate multiple and alternative research practices, and in the end suggest future directions for quantitative, qualitative, and mixed-methods research.

WORK-LIFE BALANCE



Identity Intersectionalities, Mentoring, and Work–Life (Im)Balance Educators (Re)Negotiate the Personal, Professional, and Political

Katherine Cumings Mansfield, Virginia Commonwealth University; Anjalé D. Welton, University of Illinois at Urbana-Champaign; Pei-Ling Lee, The University of Texas at Austin

A volume in the series *Work-Life Balance*

2016. Paperback 9781681235554 \$45.99. Hardcover 9781681235561 \$85.99. eBook 9781681235578 \$65.

Identity matters. Who we are in terms of our intersecting identities such as gender, race, social class, (dis)ability, geography, and religion are integral to who we are and how we navigate work and life. Unfortunately, many people have yet to grasp this understanding and, as a result, so many of our work spaces lack appropriate responses to what this means. Therefore, *Identity Intersectionalities, Mentoring, and Work-life (Im)balance: Educators (Re)negotiate the Personal, Professional, and Political*, the most recent installment of the work-life balance series, uses an intersectional perspective to critically examine the concept of work-life balance.

In an effort to build on the first book in the series, that focused on professors in educational leadership preparation programs, the authors here represent educators across the P-20 pipeline (primary and secondary schools in addition to higher education). This book is also unique in that it includes the voices of practitioners, students, and academics from a variety of related disciplines within the education profession, enabling the editors to include a diverse group of educators whose many voices speak to work-life balance in unique and very personal ways.

Contributing authors challenge whether the concept of work-life balance might be conceived as a privileged –and even an impractical–endeavor. Yet, the bottom line is, conceptions of work-life balance are exceptionally complex and vary widely depending on one’s many roles and intersecting identities. Moreover, this book considers how mentoring is important to negotiating the politics that come with balancing work and life; especially, if those intersecting identities are frequently associated with unsolicited stereotypes that impede upon one’s academic, professional and personal pursuits in life.

Finally, the editors argue that the power to authentically “be ourselves” is not only important to individual success, but also beneficial to fostering an institutional culture and climate that is truly supportive of and responsive to diversity, equity, and justice. Taken together, the voices in this book are a clarion call for P-12 and higher education professionals and organizations to envision how identity intersectionalities might become an every-day understanding, a normalized appreciation, and a customary commitment that translates into policy and practice.

NO SERIES



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 \$65.

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.



The Cruciform Faculty The Making of a Christian Professor

Mark H. Heinemann, Dallas Theological Seminary; James R. Estep, Lincoln Christian University; Mark A. Maddix, Point Loma Nazarene University; Octavio J. Esqueda, Biola University

2016. Paperback 9781681236797 \$19.99. Hardcover 9781681236803 \$49.99. eBook 9781681236810 \$65.

How do Christian higher education institutions orient new faculty members to their role on a Christian campus? How do they lead faculty members toward a deeper understanding of the Christian dimension of their place in higher education? Bible Colleges, Christian Universities, and Seminaries need a resource that can be provided to faculty members or be used in faculty development discussions.

This book is designed to serve as just such a resource. It provides a clear and concise portrait of the general role of faculty from a distinctively evangelical Christian perspective. We use the metanarrative of being formed by the cross to describe the “cruciform” role of professors as teachers in the classroom, mentors to the students, scholars within the academy, and servants of the church and community. Each chapter will have personal and group reflection questions and exercises to aid in application.



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 \$65.

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.

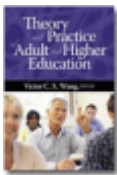


Executive Ethics II Ethical Dilemmas and Challenges for the C Suite, 2nd Edition

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

2016. Paperback 9781681235387 \$45.99. Hardcover 9781681235394 \$85.99. eBook 9781681235400 \$65.

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.



Theory and Practice of Adult and Higher Education

Victor C.X. Wang, Florida Atlantic University

2016. Paperback 9781681236018 \$45.99. Hardcover 9781681236025 \$85.99. eBook 9781681236032 \$65.

A volume on Theory and Practice of Adult and Higher Education or Foundations of Adult and Higher Education will appeal to both our graduate students and faculty as so many of them have been taking courses in both program areas and have been concerned with their defined areas of expertise. Although theories and practices in Adult Education, and in Higher Education are being used interchangeably, there is a lack of scholarly work that connects existing theories and practices across the two fields. The proposed ground-breaking volume will cover topics/theories/practices in both fields of Adult Education and of Higher Education, and in doing so will bring to the fore the connections that make these two fields truly inseparable. The proposed volume will therefore generate new knowledge to share among faculty, graduate students and other researchers who practice not only in Adult Education, but also in Higher Education.



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

2016. Paperback 978-1-68123-262-1 \$45.99. Hardcover 978-1-68123-263-8 \$85.99. eBook 978-1-68123-264-5 \$65.

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.



Advanced Leadership Insights How to Lead People and Organizations to Ultimate Success

Wolfgang Amann, HEC Paris in Qatar; Katja Kruckeberg, International Leadership Consultant

2017. Paperback 9781681238166 \$45.99. Hardcover 9781681238173 \$85.99. eBook 9781681238180 \$65.

Great leaders know that prestigious appointments do not only entail advantages, but also major responsibilities. They are willing to set high standards: First and foremost for themselves and only thereafter expect others to follow them. They never rest on their laurels, but embrace life-long learning. They are thus inspirational roles models for others. They walk the talk and earn loyalty — do not just demand it. They have prepared themselves well without risking complacency or overplaying their strengths. They ensure that more than mere luck will allow them to succeed in a world full of ambiguity, change, dilemmas, and even trilemmas. Most importantly, they orient themselves to follow their moral compass. They also know that it has never been so easy to find inspiration, a reality check, and advice on the development of their situational solutions.

This book aims at providing such easy access to crucial insights into sustaining success. International top management and leadership consultants, lifelong learning experts, experienced executive coaches, and leadership faculty from leading business schools share their insights to help leaders cope with today's and tomorrow's complexity.



Corporate Yoga A Primer for Sustainable and Humanistic Leadership

Shiv Tripathi, CMR University, Bangalore, India; Wolfgang Amann, HEC Paris in Qatar

2017. Paperback 978-1-64113-014-1 \$24.99. Hardcover 978-1-64113-015-8 \$49.99. eBook 978-1-64113-016-5 \$65.

Products, services, technologies, and markets are often rather global now - and so are many of our contemporary leadership and sustainability challenges. This book adds to the leadership debate by inspiring leaders, managers, and fellow leadership experts in academia as well as consulting with a new concept. Its authors propose corporate yoga as an effective and innovative idea to fundamentally reframe leadership, anticipate and avoid crises, and handle them differently. Transferring ideas from yogic thinking into the corporate world can generate next-level vision and mission statements. It can alter corporate strategies and governance. Corporate yoga redefines relationships among stakeholder groups, re-energizes organizations, and fosters change towards more sustainable and more humanistic companies and economies.



A Global Perspective on Social Justice Leadership for School Principals

Pamela S. Angelle, The University of Tennessee

2017. Paperback 9781681238739 \$45.99. Hardcover 9781681238746 \$85.99. eBook 9781681238753 \$65.

Within education there have been some notable attempts to frame social justice in ways that can help to explain and understand the practices of those working in schools, especially school leaders. The research contained in this book seeks to enhance our understanding of school leaders' actions as they work to promote socially just practices and/or outcomes in a range of different national contexts. The unique nature of this research is that studies took place in numerous schools across the globe in a variety of contexts yet utilized the same research protocols. This has allowed the researchers to draw conclusions at an international level about social justice decision making, the supports and barriers brought on school leaders by national policy and mandates, and the essential nature of context in the work of social justice leadership.

The audience will include scholars on a global scale, given that cases in the book include authors and principals from around the world. The book can also serve as a text for leadership preparation courses as well as courses in social justice, research design, and qualitative research methodologies. Courses in human relations and communication can use the content as examples of the negotiations and challenges of teamwork in international settings. A primary audience for the book is system/school level leaders in contexts and communities throughout the world for understanding comparative leadership and social justice decision making. Current principals will find the cases useful as reflexive tools for their own work. Educational leaders, educational reformers, and policy makers will benefit from this book as they seek to understand the impact of their work and its influence on promoting equity in schools across the globe.



It Can Be Done in Government An Approach for Improving Efficiency in the Public Sector

Stanford E. Ford; Deborah A. Martel; Thomas W. Olliff; Dianne A. Wright

2017. Paperback 9781681237824 \$45.99. Hardcover 9781681237831 \$85.99. eBook 9781681237848 \$65.

It Can Be Done: An Approach for Improving Efficiency in the Public Sector, provides a roadmap describing a simple approach for improving processes using teams. This book is ideal for process improvement initiatives, academic institutions, organizational change practitioners, public entities, and administrators and leaders seeking a practical approach for the promotion and implementation of organizational effectiveness. Throughout this handbook, the term process refers to a series of steps that create a product or service. Processes are different from projects. Projects have a beginning and an end. Processes are ongoing, cyclical, and rarely operate in isolation. They connect to or impact many other processes. An approach to improve these processes is the focus of this book.

As a public sector leader, you are encouraged, more often than not, to have an external perspective looking outside, looking long term. You are told to keep your eyes on the horizon, spend time figuring out what the public or the customer wants, to pay attention to what other similar organizations are doing, build external partnerships, network, and analyze both the external opportunities and threats. The truth is, however, the leaders and organizations that stand out are those who, contrary to this traditional approach, aggressively look internally, with a balance, more likely, of 80% internal and 20% external, particularly within the public sector.



Leading Diversity in the 21st Century

Terri A. Scandura, University of Miami; Edwin Mouriño, Rollins College

2017. Paperback 9781681238760 \$45.99. Hardcover 9781681238777 \$85.99. eBook 9781681238784 \$65.

The Leader-Member Exchange (LMX) model of leadership has shown that effective leader-follower relationships predict employee well-being and performance. Less research, however, addressed how diversity variables may affect the development of leader-member exchange and outcomes. This book moves the field forward by addressing the 21st century challenges of how diversity may impact the development of effective working relationships.

Key trends in the workforce suggest that the impact of diverse employees will challenge a leader's ability to develop effective working relationships with all direct reports. New frameworks are needed to understand how various groups such as women, Hispanics, African Americans, Millennials,

LGBTQ, and persons with Autism Spectrum Disorder develop effective working relationships with their supervisors This edited volume will bring together the top scholars in the field to address these segments of the workforce and offer practical advice for managers.

This book will be used in college undergraduate and/or graduate level leadership classes. It might also be adopted for courses in managing diversity. Scholars will find the book a useful reference work. In addition, practicing managers will be interested in the implications of developing effective working relationships in diverse leader-member dyads.

BACK LIST

Title	Year	Paperback	Hardcover
Catholic School Leadership Anthony J. Dosen, DePaul University, Chicago; Barbara S. Rieckhoff, DePaul University <i>Series: Research on Religion and Education</i>	2016	\$45.99 9781681232713	\$85.99 9781681232720
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