

INFORMATION AGE PUBLISHING

LEADERSHIP 2019

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RECENT TITLES

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*

2018. 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 LEADERSHIP DEVELOPMENT



The Dialogical Challenge of Leadership Development

Rob Koonce, Creighton University and Can We Communicate; Rens van Loon, Tilburg University and Dialogue

A volume in the series *Contemporary Perspectives on Leadership Development*

2019. Paperback 978-1-64113-567-2 \$45.99. Hardcover 978-1-64113-568-9 \$85.99. eBook 978-1-64113-569-6 \$65.

In the Foreword to *The Dialogical Challenge of Leadership Development*, eminent scholar Ken Gergen shrewdly points to dialogue as an optimal tool for organizational communication in the 21st Century. Gergen's comment serves as a quintessential backdrop of the book you are about to read. Dialogical practice is no longer a distant option for organizational leaders to passively consider. Instead, it has become an indispensable tool for leaders who understand the critical significance of relational influence and sustainability for navigating today's increasingly complex and wicked organizational and societal challenges. Thanks to the wide-ranging talent and varied perspectives of leading scholars and seasoned practitioners from around the globe who graciously contributed to this volume, *The Dialogical Challenge of Leadership Development* offers compelling evidence that - whether they arise from Brazilian favelas or the world's largest corporate boardrooms - the challenges which leaders face on a daily basis can be effectively addressed through dialogical practice.

CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



Changing the Narrative Socially Just Leadership Education

Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, Florida State University

A volume in the series *Contemporary Perspectives on Leadership Learning*

2018. Paperback 978-1-64113-335-7 \$45.99. Hardcover 978-1-64113-336-4 \$85.99. eBook 978-1-64113-337-1 \$65.

Social justice and leadership education are inextricably linked. In order to move social justice forward, we need to develop leaders with knowledge, skills, and values to engage effectively in the leadership process.

We need socially just leaders now more than ever. At a time when our elected and appointed officials agree on very little, our communities are divided and distrustful of one another, and individual citizens struggle for fairness in the face of discrimination, society is at a crossroad. In one direction lies the reproduction of oppression and marginalization, continued distrust, and further fragmentation. In the other, a route toward healing, compassion, and fairness. How then do we prepare our leaders of tomorrow to walk the path of justice rather than take the road to ruin?

Changing the dominant narratives in society involves preparing skilled social critics and knowledgeable advocates for positive and sustainable change through education. However, when leadership education fails to consider social justice issues, or when social justice education omits leadership learning, both fall short of their goals. This text links issues of social justice, equity, and equality, to leadership knowledge, skills, and values, with the intent of offering theoretical, practical, and policy recommendations to improve the work of educators charged with preparing undergraduates for the complexities of leadership in all its forms. Collectively, the contributors inform much needed practices and pedagogies toward socially just leadership education.

No single one of us can change the narrative alone, but together, we can amplify the voices of those leading toward justice. The perspectives offered here are but a sample of the work being done to make the future a brighter place for all. We invite you to be part of the conversation.



The Role of Leadership Educators Transforming Learning

Kathy L. Guthrie, Florida State University; Daniel M. Jenkins, University of Southern Maine

A volume in the series *Contemporary Perspectives on Leadership Learning*

2018. Paperback 9781641130981 \$45.99. Hardcover 9781641130998 \$85.99. eBook 9781641131001 \$65.

Leadership, as a discipline, leadership education, as a field, and leadership educator, as a profession are still in their infancy and rapidly evolving. As professionals in higher education, we are constantly asked to provide opportunities for students to learn leadership, whether that is inside or outside of the classroom. However, very little, if any professional development occurs in how to create such learning opportunities.

This book provides resources for leadership educators in three sections. The first section sets the stage for leadership education and the professional work of leadership educators, culminating with a variety of professional development resources for leadership educators. The second section introduces a leadership learning framework, provides characteristics and examples of strong leadership programs and assessment practices, and describes the transformative practice of leadership education. The third and final section offers specific instructional and assessment strategies ranging from discussion, case study, and reflection, to team-based- and service-learning to self-assessments, role-play, simulation, and games, to fulfill learning outcomes.

CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



International Perspectives on Leading Low-Performing Schools

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

A volume in the series *Contemporary Perspectives on School Turnaround and Reform*

2018. Paperback 978-1-64113-343-2 \$45.99. Hardcover 978-1-64113-344-9 \$85.99. eBook 978-1-64113-345-6 \$65.

Research is clear: School leadership quality matters. However, our knowledge of effective school leadership remains limited in at least three substantial ways. First, our understanding of school leadership effectiveness generally and school principal effectiveness specifically is limited to Western contexts, primarily North America and western European ones. Second, even in the confines of Western research and context, there has been relatively little specific focus on effectively leading low-performing schools. Third, even the conceptualization of leadership—do we mean the school principal, an administrative team, or a broader school leadership team—is a key factor in how we define and respond to the challenge of leading in low-performing schools. This book advances discussion and disseminates knowledge and global perspectives on what school leadership looks like, how it is enacted and under what circumstances, and when or where lessons might be portable.

We anticipate this book having wide appeal for researchers, policymakers, and practitioners considering school leadership and how to support it effectively. The chapters suggest a noticeable level of convergence globally on how to lead low-performing schools effectively. Yet, there are clear political and culture differences that add significant gradation to how school leaders might enact best practice locally or inform policymakers and systems leaders about how to set up school leaders for success and subsequently support them. This book is one of the first that prioritizes the universality and nuance of leading low-performing schools globally.

CONTEMPORARY TRENDS IN ORGANIZATION DEVELOPMENT AND CHANGE



An Introduction to Professional and Executive Coaching

Sheila Boysen-Rotelli, Lewis University

A volume in the series *Contemporary Trends in Organization Development and Change*

2018. Paperback 978-1-64113-254-1 \$45.99. Hardcover 978-1-64113-255-8 \$85.99. eBook 978-1-64113-256-5 \$65.

The coaching profession is growing. According to the International Coach Federation (ICF), coaching earns over \$2 Billion per year in US dollars. The proposed readership of this book is both practitioners and scholars of executive coaching. It will also fill the current gap of a universal textbook that can be used in higher education coaching curriculum.

The International Coach Federation (ICF) conducts a global study every four years. The 2016 study found that there are over 100,000 practitioners of coaching across the world. It also found that almost all coach practitioners received some form of coach specific training. There are over 1,500 ICF approved coach training programs. Currently, there is not a consistent set of textbooks or resources that are used by these programs.

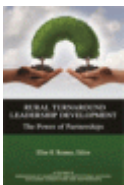
This textbook is for the developing coach practitioner as well as the experienced coach practitioner that would like to develop further. Coaching is an exciting and powerful skillset that allows individuals to empower others and helps individuals to generate awareness that opens the door for great levels of success.

The approach of this book is to look at the theoretical framework of coaching as it applies to the actual practice of coaching others and groups. It will also take the approach of covering the comprehensive coaching curriculum that is ingrained in the 11 core competencies of coaching and will also provide an overview of building a coaching culture in an organization as well as how to build an independent coaching business. The International Coach Federation (ICF) 11 core competencies are the most widely accepted coaching framework in the industry and profession of coaching.

It is important to ground practice in theory and research to bring together the researched framework to help to inform the approach. There is an old proverb that states: "Theory is when you know everything but nothing works. Practice is when everything works, but no one knows why." The approach of this book will enable the student with the theory, the processes and the skills to coach in a way that works, and to be able to understand the why behind the success as well as make it replicable.

It is the author's hope that the readers of this book will find information that is relevant, helpful and even challenging in ways that increase their personal growth and development as coaches.

DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS



Rural Turnaround Leadership Development The Power of Partnerships

Ellen H. Reames, Auburn University

A volume in the series *Dimensions of Leadership and Institutional Success*

2018. Paperback 978-1-64113-291-6 \$45.99. Hardcover 978-1-64113-292-3 \$85.99. eBook 978-1-64113-293-0 \$65.

Rural Turnaround Leadership Development: The Power of Partnerships focuses on a three- year rural turnaround leadership project sponsored by the U.S. Department of Education. The project was designed to foster the development of a cohort of aspiring school leaders in rural high poverty/low performing K-12 school districts. The Alabama Project was selected by the U.S. Department of Education, in part, because it was the only submission which emphasized partnership between higher education institutions, school districts and the Alabama State Department of Education (ALSDE). Facets of the book include a treatment of the structures and processes each university created to develop their unique program, the distinctive turnaround curriculum used at each university, the role of mentoring in developing aspiring rural school leaders and the internship experiences and practices which supported aspiring leader development. One of the most powerful changes witnessed during the project was the development of aspiring leaders by the major and ancillary partners. The cross-connections between K-12 districts, the ALSDE, and the three university educational leadership programs was a multifaceted and multi-layered collaborative approach. The partnerships not only strengthened within each master's program, but across agencies as a result of this project. The book will describe the value of partnership and leadership development through the eyes of the major contributors. The contributors or authors of the book will include the Alabama State Department of Education, the three educational leadership higher education institutions i.e. Auburn University, University of Alabama and Samford University, partner school district representatives

and graduates of the program.

INTERNATIONAL HIGHER EDUCATION



Global Issues and Talent Development Perspectives from Countries Around the World

Khali Dirani, Texas A&M University; Fredrick. M. Nafukho, Texas A&M University; Beverly Irby, Texas A&M University

A volume in the series *International Higher Education*

2018. Paperback 978-1-64113-408-8 \$45.99. Hardcover 978-1-64113-409-5 \$85.99. eBook 978-1-64113-410-1 \$65.

Talent management (TM) and talent development (TD) are of the most important areas of focus for organizational leaders and scholars around the world (Machado, 2015). Geographic boundaries have become increasingly permeable, with talent considerations being a key factor in the decision of where organizations locate their operations (Farndale, Scullion, & Sparrow, 2010). These changes in global market conditions have led organizations to develop robust global talent management and development strategies that help organizations attract and retain the best talent (Nilsson & Ellström, 2012). Still, most international TM and TD initiatives can be described as ad hoc, non-strategic, or based on exported models from the West (Machado, 2015)

From an operational perspective, although there is a surge in research on TM and TD practices across different regions, most of what we know about these topics is based on government and practitioners' reports. Nowadays, organizations are operating in diverse environments catalyzed by globalization, economic openness, and governmental smart visions and practical policies. Governments and organizations alike, are aspiring to become talent magnet destination, attracting expatriates from all over the world. The question we try to answer in this book is whether entities are able to continue their growth through current TM and TD practices or whether a more strategic approach is needed in order to address the current TM and TD challenges and to meet the needs of individuals, organizations, and governments.

In particular, in this book we provide different perspectives of current status of TM and TD practices in select countries across the world. Our aim is to provide scholars and practitioners interested in the topic with a better understanding of TM and TD practices, and an overview of factors that affect these practices. Once we understand the different challenges, practitioners and leaders can use TM and TD as a source of power, or a strategy, that can lead people and organizations into success.

INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



Educational Leadership, Culture, and Success in High-Need Schools

Elizabeth T. Murakami, University of North Texas; David Gurr, University of Melbourne, Australia; Ross Notman, University of Otago

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

2019. Paperback 978-1-64113-501-6 \$45.99. Hardcover 978-1-64113-502-3 \$85.99. eBook 978-1-64113-503-0 \$65.

The exploration of the intersection of leadership practices from the school principal and other educators, the school culture, and the school success across different high-need contexts and cultures make this volume unique. Chapters in this volume present original investigations or reanalysis of empirical research enhancing our understanding of the interrelationship between leadership, culture and success through descriptions of practice that can contribute to lessons in leadership for school improvement. When considering a culture of success, leadership that focuses on impacting schools in high-need areas bring about lessons on how to create sustainable environments for student learning in challenging contexts. High-need schools include not only socioeconomic challenges influencing the performance of students. It includes multiple external and internal factors impacting leaders, teachers, students, and their families, affecting the management of structures, processes, and most importantly, learning. In the quest to improve high-need schools, and understand strategies for principals dedicated to a variety of contexts, this volume brings lessons with application for researchers, policy-makers, and practitioners who want to join in the quest to improve the quality of education among worldwide communities.

LEADERSHIP, SCHOOLS, AND CHANGE



Asia Pacific Education Leadership, Governance and Administration

Venesser Fernandes, Monash University; Philip Wing Keung Chan, Monash University

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

2018. Paperback 978-1-64113-521-4 \$45.99. Hardcover 978-1-64113-522-1 \$85.99. eBook 978-1-64113-523-8 \$65.

The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

Focus has been given to the influence and impact that these complexities are having on policy and practice in leadership, governance and administration structures. Who has been given the agency? What kinds of power currents are in play? What are the hidden political enablers and disablers in these narratives? The authors of chapters in this series have presented some solid examples of what is currently happening, the discourse that is emerging around it, the effects of these changes and their impact within the region. While some of these narratives are a synthesis of literature and policy, other chapters have focused on findings from empirical studies being conducted in this space.

As a timely collection of works from active researchers in Education, the book supports and encourages the importance of on-going educational research within the Asia-Pacific region. The findings in this book have been drawn from original and current research which is anticipated as being a valuable academic reference as well as a teaching resource in the field of Education. This volume will be beneficial to students and academics of Education around the world as well as a useful reference to educational academics, researchers, policy-makers and administrators across the Asia-Pacific region. The Asia-Pacific region has rich and unique traditions, cultural diversity and common as well as unique challenges, including obstacles of language and geographical separation. As home to over 60 per cent of the world's population, this region has a diverse range of educational issues, which have not as yet been fully explored. This ground-breaking volume considers current perspectives on educational diversity, challenges and changes occurring across a number of countries in the region and provides a closer look at these complexities.

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PERSPECTIVES ON MENTORING



Across the Domains Examining Best Practices in Mentoring Public School Educators throughout the Professional Journey

Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama

A volume in the series *Perspectives on Mentoring*

2018. Paperback 978-1-64113-104-9 \$45.99. Hardcover 978-1-64113-105-6 \$85.99. eBook 978-1-64113-106-3 \$65.

Across the Domains presents research that points to what “really matters” in what is such a complex field of practice.

Across the Domains consists of twelve chapters. Both formal and informal mentoring programs are examined, from the perspective of both the mentor and mentee. There are traditional mentor-mentee relationships, e-mentoring, face-to-face mentoring, and blended mentoring studies. Included are mentors from higher education, school-based administrators, teacher leaders, and classroom teachers. Represented is both a national and

international perspective. Questions for chapter reflection are included.

This book is written for university faculty teaching and interested in furthering the research, development, and dissemination of mentoring programs in Teacher Education, Educational Leadership and Higher Education Programs. In addition, this book would be beneficial for leaders of mentoring initiatives at a State Department of Education; P-12 Central Office Staff Program, Professional Developers, and School-based leaders; and researchers and practitioners who are members of organizations focused on mentoring.



More Than a Mentoring Program Attacking Institutional Racism

Graig R. Meyer, The Equity Collaborative; George W. Noblit, University of North Carolina at Chapel Hill

A volume in the series *Perspectives on Mentoring*

2018. Paperback 978-1-64113-248-0 \$45.99. Hardcover 978-1-64113-249-7 \$85.99. eBook 978-1-64113-250-3 \$65.

In striving to reduce racial achievement gaps, schools and youth development programs are increasingly turning to youth mentoring programs. But how to ensure success? Here, accomplished educators Graig Meyer and George Noblit reveal how one such program challenged institutional racism and eliminated persistent achievement disparities in a local school system that boasts a national reputation for excellence. The authors share personal lessons, strategic guidance, and detailed practical advice for education and community leaders seeking to create successful youth mentoring programs. Their story, backed by research, offers real-world perspective on the important work of challenging systemic racism in schools. Meyer and Noblit demonstrate how mentoring and advocacy come together in a strengths-based program that boosts academic success and post-secondary enrollment for youth of color, while also creating change to benefit all students in a school system.

RESEARCH IN CAREERS



Seeking Challenge in the Career

S. Gayle Baugh, University of West Florida; Sherry E. Sullivan, Bowling Green State University

A volume in the series *Research in Careers*

2018. Paperback 9781641131896 \$45.99. Hardcover 9781641131902 \$85.99. eBook 9781641131919 \$65.

The Research in Careers series is designed in five volumes to provide scholars a unique forum to examine careers issues in today's changing, global workplace. What makes this series unique is that the volumes are connected by the use of Mainiero and Sullivan's (2006) Kaleidoscope Career Model (KCM) as the organizing framework and the theme underlying the volumes.

In Volume 4 of the Research in Careers series, the authors explore the influence of challenge on career development and career outcomes. The contributors investigate career challenge in different national contexts (e.g., India) and in different career fields (e.g., entrepreneurship, nursing) and for different groups (nurses, Millennials). The outcomes studied include career satisfaction, leadership skills, and occupational expertise. Finally, negative effects of challenge are suggested.

RESEARCH IN MANAGEMENT EDUCATION AND DEVELOPMENT



Anti-Corruption in Management Research and Business School Classrooms

Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris in Qatar

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

2019. Paperback 978-1-64113-444-6 \$45.99. Hardcover 978-1-64113-445-3 \$85.99. eBook 978-1-64113-446-0 \$65.

The book *Anti-Corruption in Management Research and Business School Classrooms* aims at presenting the topic of anti-corruption activities throughout management research as well as in the process of educating future business leaders and practitioners in business schools in different parts of the globe. Simultaneously the book deepens the topic of anti-corruption in selected cultures and societies.

The volume consists of four parts and includes three themes. The first part is the “Introduction” and subsequent parts are as follows: “Teaching business ethics and anti-corruption—across curriculum and beyond”, “Fostering integrity in higher education”, and “Anti-corruption as a topic of research.”

This book is authored by a range of international scientists and experts in management research and management education, with a diversity of cultural and professional backgrounds. It is therefore believed that this broad experience and expertise will give the readers the new light for the significance of teaching and researching in the area of anti-corruption.

RESEARCH ON THE SUPERINTENDENCY



The Contemporary Superintendent (R)Evolutionary Leadership in an Era of Reform

Meredith Mountford, Florida Atlantic University; Leigh E. Wallace, University of Wisconsin-Milwaukee

A volume in the series *Research on the Superintendency*

2019. Paperback 9781641135245 \$45.99. Hardcover 9781641135252 \$85.99. eBook 9781641135238 \$65.

What is (R)Evolutionary Leadership? Why Does it Matter?

How can contemporary school district administrators, specifically superintendents, contend with so many difficult, and almost impossible competing commitments? Building on the definitions of revolution, revolutionary, evolution, and evolutionary, the notion of (R)Evolutionary Leadership emerged while discussing the need for school district leaders to push back against the status quo while improving teacher and leadership practices, improving student learning outcomes, engaging with the community, and ensuring decision making processes that include check and balance systems that are just, fair, and equitable for all.

The chapters in this book introduce superintendents or research on superintendents in which these tenants were practiced; both in their ability to enact radical change by “overthrowing” the status quo – as well as evolutionary in their deliberate approach to viewing change as a process they can control over time. These leaders were willing to confront and defy practices and policies that were counter to student well-being and achievement while concurrently knowing how to reach their desired results. The chapters chosen for inclusion in this volume are those that offered a glimpse of these revolutionary tenants in practice.

We ask that you consider this emerging concept as you explore the chapters of our book. You will find the (R)evolutionary Leaders you meet in the chapters know how to evolve, not just to stay alive, but to ensure the organization (school) remains relevant and vital to society. These leaders use their positional power, social capital, and expertise to advocate for policies and practices that are in the best interest of the school community and they innovate in ways that challenge the status quo. You will also find practices that are (R)Evolutionary and provide ways for leaders to innovate, collaborate, and simply take care of themselves and those around them. Our description does not seek to support or define or delineate the characteristics of a (R)Evolutionary Leader or how one might enact (R)Evolutionary Leadership—but serves as a way to (re)think the way we view the vastly complex work of school district administrators, specifically the superintendent. (R)Evolutionary leadership may change our ways of thinking about the significant advocacy role a superintendent can play in influencing both practice and policy to enact the change necessary to move forward issues of justice, equity, and quality in PK-12 schools and further to improve educational and social outcomes for those served.

RESEARCH ON WOMEN AND EDUCATION



Leading from a Feminist Soul

Catherine E. Hackney, Kent State University

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

2018. Paperback 978-1-64113-495-8 \$45.99. Hardcover 978-1-64113-496-5 \$85.99. eBook 978-1-64113-497-2 \$65.

Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to “get to the top,” the “styles” of women leaders, and gender issues women leaders continue to face in society and the workplace. Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive, constructive difference with that power. Though many women have made that kind of a difference, the purpose of this book is to prompt other women leaders to ask themselves the question: “So, how does my leading make a positive difference to my organization, to my society, to my world?”

This book will offer inspiration, guidance, and affirmation to women who seek to lead from goodness, justice, and the power of difference they bring to the organization.

The book will include references to the authors’ autobiographical experiences as leaders in K-12 and higher education as well as to women whose stories of leadership are of particular interest: an artist, a philanthropist, a community activist, teacher and school leadership educators. These references will scaffold the construction of a theory of leadership that circles around awareness of self and others, and the social consciousness, courage, humility, and generosity of spirit that is characteristic of leading from the feminist soul.

WOMEN AND LEADERSHIP



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.



More Women on Boards An International Perspective

Lynne E. Devnew, University of Phoenix; Marlene Janzen Le Ber, Brescia University College; Mariateresa Torchia, International University of Monaco; Ronald J. Burke, York University

A volume in the series *Women and Leadership*

2018. Paperback 978-1-64113-405-7 \$45.99. Hardcover 978-1-64113-406-4 \$85.99. eBook 978-1-64113-407-1 \$65.

More Women on Boards: An International Perspective is the seventh volume in the *Women and Leadership: Research, Theory, and Practice* book series. The purpose of this volume is to explore the complexity of issues related to increasing the number of women on boards of directors around the world: how these issues have been understood; how they have been more and less successfully addressed in different countries and industries; and how they are similar, and yet different, as a result of cultural and legal differences. In the Introduction and 18 chapters included in this book, 42 researchers, activists, and practitioners who were raised or work today in at least 17 countries on 6 continents seek to answer the questions: “Why have women on boards?” “Why is adding women to boards so challenging?” “What actions increase the number of women on boards?” and “What can we learn from situations where there are women board members?”

In seeking to answer these questions, the authors summarize previously existing research and share the results of their own recent qualitative and quantitative research studies conducted in many different countries. Both “fix the woman” and “fix the society” challenges and solutions are explored. Stories of women who have successfully joined and, in many cases, led boards of directors are shared. It is clear to us, and we believe will be clear to those who read this book, that there is no single program that will lead to gender equality on boards; however we believe that the authors in this volume provide a rich variety of research and well supported suggestions for addressing the challenges. When local cultures are considered and multiple suggestions implemented as appropriate, we are confident we will, together, increase the number of women on boards throughout the world.

NO SERIES

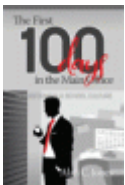


Corporate Yoga A Primer for Sustainable and Humanistic Leadership

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.



The First 100 Days in the Main Office Transforming A School Culture

Alan Jones

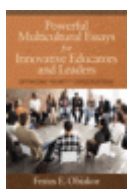
2017. Paperback 978-1-64113-146-9 \$45.99. Hardcover 978-1-64113-147-6 \$85.99. eBook 978-1-64113-148-3 \$65.

This book presents a series of cultural situations that could occur within the first one-hundred days of a school year: responding to entrenched vocabularies and behaviors, addressing professional and instructional bad habits, enacting alternative teaching scripts, leveraging a policy blindside, redefining the goals and practices of teams, and implementing outside-the-box programs. Each cultural situation offers a new school leader the opportunity to redefine the goals, values, and practices of an entrenched school culture—the Central High way. Administrators reading the title of this book may view one hundred days as an arbitrary number picked out of administrative thin air. I argue that disrupting and replacing organizational and instructional routines is a race against time. Every school day that goes by without some sign of creative destruction is one more day that comfortable

organizational and instructional routines live on in main offices and classrooms.

The idea for this book originated from a question I asked a former student of mine who had just signed a contract to become the principal of a high school. We were discussing the complexities of changing a school culture when I asked the following question: “What would you do on the first day in your new office to change your school’s culture?” The response to that question described a series managerial routines that all new administrators have learned to perform as they move from the classroom to the main office: organize the office, meet staff, tour the building, write a newsletter, examine data, and visit community venues. Nothing in this conversation described strategies for redefining the beliefs and values of an entrenched school culture.

With this conversation in mind, I made it a point in my formal and informal contacts with school administrators to always ask the question: “What would you do in the first day in your new office to change your school’s culture?” The most common responses involved reviewing district documents, touring facilities, meeting staff, listening to stakeholders and managing systems. In each conversation, school leaders populated their responses with the current jargon of school reform: learning communities, data mining, standards-based curriculum, differentiated learning, common core standards, formative assessment, race to the top, continuous improvement, etc. While these responses encompass reasonable behaviors on the first day in the main office, not one of these actions possesses the capacity to connect educational values expressed in school mission statements—why are we here—to daily organizational and instructional routines. Each activity gives the appearance of leading, but produces no connections between beliefs, values, and practices. Although none of these responses would make or break a school culture, they do represent a pattern of thinking and behaving that holds out little possibility of fundamentally changing a school’s culture.



Powerful Multicultural Essays For Innovative Educators And Leaders Optimizing 'Hearty' Conversations

Festus E. Obiakor, Sunny Educational Consulting

2017. Paperback 978-1-64113-085-1 \$45.99. Hardcover 978-1-64113-086-8 \$85.99. eBook 978-1-64113-087-5 \$65.

Powerful Multicultural Essays for innovative Educators and Leaders is written for this day, age, and time. We need to tear down our walls of hatred to optimize “hearty” conversations. In addition, we need to challenge ourselves and our institutions to do the right things. We must revisit our inner spiritual connectivity--- there are biblical allusions that could buttress our understanding about multiculturalism. For instance, human valuing is the engine behind the Parable of the Good Samaritan and the Parable of the Sower. Should our goal not be to sow good seeds that bloom to be beautiful flowers and even grow to be strong trees? Should our actions be divorced from supporting those who are different from us? Reading this book will help us to answer these questions. As often as possible, we must be action-oriented and practical as we arrive at our central hub and enhance our potential or existential collaboration, consultation, and cooperation at all levels of our human interactions.

This is a book for students of life, which means all of us! We are all learners whether we are students, teachers, community leaders, university professors and leaders, researchers, scholars, politicians, to mention a few. We all need to read this book to optimize conversations, create open and healthy environments, and advance our nations and world. The days for hiding from discourses are over! We can no longer sweep our problems and actions under the rug! And, we cannot divorce ourselves from our own realities. Hopefully, this book will yield remarkable fruitful dividends with regard to human valuing.



Strategic Leadership

Victor X. Wang, Grand Canyon University

2017. Paperback 9781641131346 \$45.99. Hardcover 9781641131353 \$85.99. eBook 9781641131360 \$65.

Strategic leadership is broadly defined as utilizing particular approaches in the management of employees. The main objective is productivity. It provides the vision and direction for the long term growth and success of an organization. It requires objectivity and potential to look at the broader picture. It is leaders’ responsibility to incorporate aspects of both the analytical and human dimensions to effectively drive the organizations forward. As an academic subject, it is taught in both education and business. Leaders and managers have turned to strategic leadership to inspire and guide their visions, and to formulate the directions so essential for the long term growth and success of an organization or a country. Leaders need the skills and tools for strategy formulation and implementation in order to deal with change in our society. Managing change and ambiguity requires strategic leaders who not only provide a sense of direction, but who can also build ownership and alignment within their workgroups to implement change.

The goal of strategic leadership is to drive innovation, and maximize team performance to enhance organizations’ long term growth and success in today’s complex world of fast-paced, dramatic change. Research on strategic leadership has been going on for decades. Textbooks on this subject are readily available. If we look deeper, we realize the vast majority of these books were written from a practitioner’s perspective. In other words, these books were not based on empirical research. Naturally, these existing books have failed to better serve the needs of today’s graduate students who should be equipped with empirical research on such an academic subject. This book will investigate emergent administrative techniques and business

practices being used within educational establishments and corporate worlds. It will highlight empirical research and best practices within strategic leadership.



Beyond Marginality

Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research

Elizabeth T. Murakami, University of North Texas; Hollie J. Mackey, The University of Oklahoma

2018. Paperback 978-1-64113-216-9 \$45.99. Hardcover 978-1-64113-217-6 \$85.99. eBook 978-1-64113-218-3 \$65.

The book *Beyond Marginality: Understanding the Intersection of Race, Ethnicity, Gender and Difference in Educational Leadership Research* promotes new theoretical and conceptual frameworks for the study of race and ethnicity in educational leadership. In this volume, new generations of scholars of color are moving beyond research that has not been necessarily focused or generated by diverse groups. The authors are purposeful in transcending systemic inequities and injustices in the stratified representation of practitioners and researchers by bringing in a new movement with innovative and impactful theoretical and conceptual frameworks in educational leadership.



Connect the Dots

How to Build, Nurture, and Leverage Your Network to Achieve Your Personal and Professional Goals

Inga Carboni, College of William & Mary

2018. Paperback 9781641133661 \$29.99. Hardcover 9781641133678 \$59.99. eBook 9781641133685 \$65.

Feeling guilty about not networking enough? Stop! You can learn how to network effectively without attending networking events, collecting business cards, or getting a lot of LinkedIn followers. How? By learning how to Connect the Dots.

Written by Inga Carboni, Ph.D., *Connect the Dots* is a fun, fast-paced, and fact-based book for working professionals seeking to take the next step in their careers. The truth is that networking is not about managing impressions or projecting your personal brand. Effective networkers build, nurture, and leverage relationships, real relationships built on genuine connection. When done correctly, networking isn't sleazy or manipulative. Instead, it's empowering — for you, for all the people you know, and for all the people they know.

Connect the Dots: How to Build, Nurture, and Leverage Your Network to Achieve Your Personal and Professional Goals offers a combination of personal stories, business anecdotes, self-assessments, exercises, and concrete guidelines grounded in the latest scientific research. *Connect the Dots* focuses on developing your personal power and leadership skills by creating effective networks and networking effectively. This book is designed to benefit everyone, from young professionals to senior managers to human resource professionals to C-suite executives.

Unleash the power of your network by learning how to connect the dots to make your network work for you.

Praise for *Connect the Dots*:

"In *Connect the Dots*, Inga Carboni has accomplished an exceptional blend of findings housed in research with pragmatic insights that can be put into action immediately. The richness of her stories and examples will resonate with all as she makes the book a delight to read. Whether approaching the topic from a senior executive perspective with a focus on what should be done in your organization or from an individual standpoint in terms of actions you could personally take, *Connect the Dots* is one for the ages." ~ Rob Cross *Edward A Madden Professor, Global Leadership, Babson College*



Improving Instruction Through Supervision, Evaluation, and Professional Development

Second Edition

Michael DiPaola, The College of William and Mary; Charles A. Wagner, The College of William & Mary

2018. Paperback 9781641131667 \$45.99. Hardcover 9781641131674 \$85.99. eBook 9781641131681 \$65.

In this second edition of *Improving Instruction Through Supervision, Evaluation, and Professional Development* we've maintained the conceptual framework while updating sections to provide the most recent research on instructional strategies that have the most promise of helping all students

learn. Modifications of the law resulting from the reauthorization of the 50-year-old Elementary and Secondary Education Act—Every Student Succeeds Act (ESSA) (2015)—and their implication for practice are embedded throughout this new edition. Updated data collection tools for classroom observations are also provided. We included a link to a website that contains all the observation tools in electronic format so that observers can have the opportunity to collect data on a tablet or laptop, save the observation data as a PDF file and e-mail those data to the teacher observed.

This new edition recognizes the reality that all principals are responsible for supervision, evaluation, and professional development of their teachers—tasks that are neither simple nor without conflict. The primary audience of this text is aspiring and practicing principals. We hope to help them understand both the theory and practice of supervision, evaluation, and professional development. However, observing instruction, collecting data for reflection, and having conversations about teaching, are not the sole provinces of principals. Master teachers, teacher leaders, and teacher colleagues can also benefit from the supervisory sections of the book, especially the chapters on high-quality instruction, improving instruction, and the classroom data collecting tools.

The book provides numerous tools specifically designed to collect a variety of data in classrooms to improve instruction. Embedded in each chapter are exercises to apply Theory into Practice by responding to a set of questions posed by the key issues of the chapter. After the explication and illustration of the key concepts and principles of the chapter, actual Instructional Leadership Challenges as described by a successful practicing principal for reflection and analysis.



Latino Educational Leadership Serving Latino Communities and Preparing Latinx Leaders Across the P-20 Pipeline

Cristóbal Rodríguez, Howard University; Melissa A Martinez, Texas State University; Fernando Valle, Texas Tech University

2018. Paperback 978-1-64113-355-5 \$45.99. Hardcover 978-1-64113-356-2 \$85.99. eBook 978-1-64113-357-9 \$65.

Latino Educational Leadership acknowledges the unique preparation and support for both Latinx educational leaders and Latino communities needed throughout the education and policy pipeline. While leadership in communities exists for educational purposes, this effort focuses on the institutional aspect of Latino Educational Leadership across K-12 schools and university settings. The purpose of this book is to create a greater collaborative focus on Latino Educational Leadership by inviting scholarly contributions and insights from both established and up-and-coming scholars. Latino Educational Leadership also advocates for the preparation of all leaders as well as the preparation of Latinx educational leaders, to serve Latino communities.

Our impetus on Latino Educational Leadership primarily stems from the changing demographics of our country. As of Fall 2017, Latinx student enrollment in K-12 schools reached an all-time high, with Latinxs comprising 26.8% of the nation's public school enrollment. Postsecondary level Latinx student enrollment has also improved; rising from 25% in 2005 to 37% in 2015. Given this growth, particularly at the K-12 level, there has been an increasing urgency to prepare and support more Latinx educational leaders. Their rich cultural and linguistic connections to communities help them more readily understand and meet the needs of Latino students and families.

Aside from enrollment growth, Latinxs have made record strides in postsecondary attainment; between 2003-04 and 2013-14, bachelor's degrees more than doubled from 94,644 to 202,412, master's degrees conferred rose from 29,806 to 55,965, and doctoral degrees rose from 5,795 to 10,665. Despite such promising gains, concern has not waned over how to best address the challenges this diverse student population continues to face in accessing, persisting, and matriculating across the P-20 Pipeline. There is still work to be done, as only 11% of all bachelor's degrees, 9% of all master's degrees, and 7% of all doctoral degrees were awarded to Latinxs in 2013-14. In particular, there is increasing urgency to address how higher education institutions can better prepare, develop, and retain Latinx leaders and scholars, who will serve and meet the needs of Latinx college students to ensure their academic success. Thus, the purpose of this book is to advance the knowledge related to serving Latino communities and preparing Latinx leaders.



Reflections of a Rookie Dean Lessons from the First Year

Prentice T. Chandler, Austin Peay State University

2018. Paperback 978-1-64113-498-9 \$45.99. Hardcover 978-1-64113-499-6 \$85.99. eBook 978-1-64113-500-9 \$65.

Conversational in tone and providing highly practical advice for new deans, *Reflections of a Rookie Dean: Lessons from the First Year* chronicles the experiences of a novice college leader. Providing aspiring and new deans with insight and direction into the job of leading a college, this book is well positioned to help new leaders develop a better understanding of leadership in higher education and the challenges that new deans face. Deans, who function as middle managers in higher education, face a distinctive set of challenges. They are responsible for leading their college, implementing shared strategies, and motivating staff. But, they are also expected to enact the vision of senior leadership and mobilize support for broader institutional goals. To be successful, they must be skilled at managing both up and down the institutional hierarchy.

This book provides insight into:

- Understanding what effective leadership looks like in practice
- Developing leaders in your college
- Understanding how to initiate and implement change
- Considering the ethical aspects of leading
- Understanding how your leadership and college fits within the larger university
- Strategically thinking about decision-making
- Understanding the rhythms of serving as a new dean and leader

This book is a must have for aspiring college leaders, organizers of leadership development programs, and university professors teaching coursework in higher education administration. Whether you are planning to be a college leader, are new to your role, or are looking to build capacity in your college, Reflections of a Rookie Dean can help you along your leadership journey.



Systemic Organization Development

Ralph Grossmann, Executive Education, Estonian Business School; Klaus Scala, University of Graz, Austria; Günther Bauer, Corporation CEO

2018. Paperback 978-1-64113-311-1 \$39.99. Hardcover 978-1-64113-312-8 \$59.99. eBook 978-1-64113-313-5 \$65.

Translation by: Laura Grossmann

This book presents – for the first time in the English language - the concept of systemic organization development and its use in management and consultancy. It demonstrates in a succinct and compact way, how the systemic approach, in its up-to-date version, is well suited to describe and handle complex challenges in diverse organizations of all sectors of society.

First, the authors sketch out the crucial role organizations play today and the increasing importance of their ability to change.

The central theme of the book is thus the design of organizational change processes with the help of different tools. These tools deal cautiously with employees, clients and cooperation partners in order to ensure sustainable success of an organization.

In the final chapters the authors delve into specific attitudes during the change process, such as the building of trust and the allowing of emotions. Several cases illustrate how the concept and the tools promote organizational development. The book well provides a practical guideline.

Additionally, the book talks about important aspects managers have to pay attention to, such as dealing with concerns and resistance. The values of the systemic concept like sustainability, selective participation and growth from inside are convincingly exemplified.

The book is theoretically sound and grounded by the authors' long management and consulting experience and their research activities with the university background. It is addressed mainly at actors in corporations, not-for-profit and public organizations, who's task it is to organize, design and effectuate change while the daily business continues alongside. These actors may be leaders, managers, experts, consultants, project managers or employees.



Leading in Change

Implications of School Diversification for School Leadership Preparation in England and the United States

Valerie A. Storey, University of Central Florida

2019. Paperback 978-1-64113-549-8 \$45.99. Hardcover 978-1-64113-550-4 \$85.99. eBook 978-1-64113-551-1 \$65.

Leading in Change: Implications for School Leadership Preparation in England and the United States considers the ways in which school leadership, and its preparation has changed and developed in response to a rapidly changing educational scenario over the past decade. Drawing together leading thinkers, researchers, and practitioners in the field of school leadership and management this text takes an international perspective to consider what we know about school diversification, and school leadership preparation. Theoretically and conceptually informed, the contributors' draw on recent empirical research studies and practitioner experience into school leadership preparation to examine how neoliberal and neoconservative policies are working in unison to privatize and corporatize public schools. It looks at how these policies have impacted the preparation of school leaders. In addition to information, critique, and analysis, multiple perspectives are provided that readers can draw upon to ensure aspiring school leaders are successfully prepared to lead in a diversified and corporate school context.

The book is divided into three sections. In the first section key topics covered include:

- Relationship between school corporatization and leadership preparation in England and the United States

- Comparative analysis of US charter schools and UK academy trusts

Section two is focused on England. Key topics covered include:

- System leadership and governance in networked systems
- Role of a specialist leader
- Role of social capital in the leadership of academy and free schools
- Building leadership capacity
- Women's leadership preparation in the independent sector

Section three is focused on the United States. Key topics covered include:

- Overview of current education reform, issues and challenges for school leadership
- Historical analysis of standards for educational leadership preparation programs
- Preparing charter school leaders, emerging challenges and opportunities
- Role of a growth mindset in principal preparation programs
- School leadership preparation and development in one state

Leading in Change: Implications for School Leadership Preparation in England and the United States is essential reading for those who work, study, or research in k-12 school reform. Contributors examine the current research and best practices on present school leadership preparation programs in England and the US adding to the discourse on effective training methods for 21st century school leaders. Given the crucial importance of leadership for effective school performance, a number of strategies are proposed by chapter authors to help future school leaders operate successfully in demanding and changing times.



The Life of Russian Business (Re)cognizing, (Re)activating and (Re)configuring Institutions

Tomas Casas I Klett, University of St. Gallen, SKOLKOVO MSM; Yuliya Ponomareva, ESADE Business School, SKOLKOVO MSM

2019. Paperback 9781641134507 \$45.99. Hardcover 9781641134514 \$85.99. eBook 9781641134521 \$65.

The mainstream perception of Russian business today is framed by images of wild capitalism and a Dutch-diseased resource-dependent economy with poorly functioning rules and institutions. Despite the continued relevance of these issues in the current environment, readers of this book will discover that business in Russia has undergone a remarkable transformation. Important characteristics of the contemporary Russian business climate include the rise of a new generation of Russian business leaders and entrepreneurs, a variety of innovative and adaptive business strategies developed to respond to the increasingly VUCA world, a confident middle class with significant purchasing power, as well as a surprising level of integration in the world economy, including increasingly with China and its Belt and Road Initiative (BRI). These evolving developments have received little attention from researchers and practitioners.

This book has been written by Russian experts and thought leaders to address this knowledge gap. The five sections provide a diverse but integrated set of opinion pieces, analyses and cases about Russian business covering markets and macro perspectives, strategy and governance, innovation and entrepreneurship, internationalization and leadership. The aim is to overcome preconceptions by illustrating the underreported and multifaceted nature of the life of Russian business and take the reader closer to what is really happening on the ground. The book contains more than 50 contributions from 54 authors representing opinion leaders in Russia and abroad including prominent academics and businessmen.

The Life of Russian Business is aimed at practitioners, policy-makers and educators, as well as those generally interested in Russia. By disseminating state-of-the-art insights on Russian decision-makers and institutions, the book ultimately delivers a well informed and balanced guide for those wishing to participate in Russia's economy.

Endorsements

"Is Russia the right emerging market for you to invest in? Are you considering business with Russians? Read this book, understand Russia's idiosyncrasies, its role in Eurasia, its leadership models and some of the deep transformations it is undergoing. Then decide for yourself." ~ Roman Abramovich, *Owner of Millhouse Capital, Evraz and Chelsea F.C.*

"Today's curricula at all leading business schools covers management in VUCA (volatile, uncertain complex, ambiguous) environments, and mastering BHAGs (big hairy audacious goals). By virtue of having over 50 diverse cases and views, The Life of Russian Business delivers acumen on the challenges of developing a BHAG to thrive under VUCA circumstances." ~ Leonid Michelson, *CEO of Novatek, Russia's largest independent natural gas producer.*

BACK LIST

Title	Year	Paperback	Hardcover
Advanced Leadership Insights: How to Lead People and Organizations to Ultimate Success Wolfgang Amann, HEC Paris in Qatar; Katja Kruckeberg, International Leadership Consultant	2017	\$45.99 9781681238166	\$85.99 9781681238173
Apocalyptic Leadership in Education: Facing an Unsustainable World from Where We Stand Vachel W. Miller, Appalachian State University <i>Series: Transforming Education for the Future</i>	2017	\$45.99 9781681238340	\$85.99 9781681238357
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 <i>Series: Contemporary Perspectives in Corporate Social Performance and Policy</i>	2017	\$45.99 9781681238067	\$85.99 9781681238074
Educational Leadership and Music: Lessons for Tomorrow's School Leaders Terri N. Watson, The City College of New York; Jeffrey S. Brooks, RMIT University; Floyd D. Beachum, Lehigh University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i>	2017	\$45.99 9781681238555	\$85.99 9781681238562
Enduring Myths That Inhibit School Turnaround Coby Meyers, University of Virginia; Marlene Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i>	2017	\$45.99 9781681238876	\$85.99 9781681238883
A Global Perspective of Social Justice Leadership for School Principals Pamela S. Angelle, The University of Tennessee	2017	\$45.99 9781681238739	\$85.99 9781681238746
A Guide to College Success for Post-traditional Students Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i>	2017	\$45.99 978-1-68123-917-0	\$85.99 978-1-68123-918-7
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	\$45.99 9781681237824	\$85.99 9781681237831
Leadership for Learning: The New Challenge in Early Childhood Education and Care Per Tore Granrusten, Queen Maud University College; Kjell-Åge Gotvassli, Queen Maud University College and Nord University; Ole Fredrik Lillemyr, Queen Maud University College; Kari Hoås Moen, Queen Maud University College	2017	\$45.99 9781641131605	\$85.99 9781641131612
Leading Diversity in the 21st Century Terri A. Scandura, University of Miami; Edwin Mouriño, Rollins College	2017	\$45.99 9781681238760	\$85.99 9781681238777
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 <i>Series: Contemporary Perspectives in Corporate Social Performance and Policy</i>	2017	\$45.99 9781681237589	\$85.99 9781681237596
Radical Thoughts on Ethical Leadership Carole L. Jurkiewicz, University of Massachusetts Boston; Robert A. Giacalone, John Carroll University <i>Series: Ethics in Practice</i>	2017	\$45.99 9781681239880	\$85.99 9781681239897

<p>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 <i>Series: Educational Leadership for Social Justice</i></p>	2017	\$45.99 9781681237275	\$85.99 9781681237282
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