

INFORMATION AGE PUBLISHING

LEADERSHIP 2020

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RECENT TITLES

CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE



Critical Dialogues in Higher Education

Nance T Algert, Texas A&M University; Clare A. Gill, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue*

2020. Paperback 978-1-64802-062-9 \$45.99. Hardcover 978-1-64802-063-6 \$85.99. eBook 978-1-64802-064-3 \$65.

This book is designed to support individuals, particularly in higher education settings, gain knowledge and skills related to critical dialogues that support effective conflict management. Higher education institutions and its stakeholders such as faculty, staff, students, and administrators are often perceived for their proclivity to foster debate. This book is not about how to facilitate debate, but rather, dialogue, which if managed well, can lead to positive growth, learning outcomes, and increased productivity. Dialogue as a method for effective conflict management is an underutilized method of communication. Contents of the book include modules that address communication skills, conflict management styles, working in small groups or teams, how to facilitate change, and research-based resources and references for conflict management.

CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP



Running with Scissors Leading in Uncertainty

Jennifer Moss Breen, Creighton University; Haytham Abduljawad, Knowledge to Power Consulting; Jacqueline N. Font-Guzmán, Creighton University

A volume in the series *Contemporary Perspectives in Business Leadership*

2019. Paperback 9781641137096 \$45.99. Hardcover 9781641137102 \$85.99. eBook 9781641137119 \$65.

The more complex and ambiguous this world becomes, the greater the uncertainty leaders will face in their day to day professional and personal lives, and the greater the need to recognize and develop their leadership skills to help be the voice of reason when there's nothing around them but chaos.

The book presents real case studies where the authors offer action learning methodologies grounded in various leadership theories. Whether you are a firm or skeptical believer in leadership development, the authors in this book, through their experiences and observations, illustrate how awareness, purpose, attitude, confidence, trust and mindset can play such a critical role in overcoming the toughest of circumstances.

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



Thinking to Transform Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

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

2019. Paperback 978-1-64113-821-5 \$45.99. Hardcover 978-1-64113-822-2 \$85.99. eBook 978-1-64113-823-9 \$65.

In an era of constant connection, it can be challenging to prioritize time for reflection. Taking time to think can feel like a luxury or even a waste of time. People facilitating complex leadership processes may feel the least able to pause and reflect. However, it is through intentional reflection that we make meaning of experiences, connect ideas, question assumptions, and generate innovative possibilities. By taking time to reflect, individually and with others, learners can see the full picture of an experience, understand their thought processes, and enhance their capacity for leadership. Beyond individual reflection, by engaging in reflection on social issues with others, leaders can be empowered and enabled to create positive changes. This book is a clarion call for educators and learners to make reflection a central priority.

Reflection, the process of making meaning of experience, and leadership, a relational process for affecting change, are enhanced by one another. Together, they strengthen the potential for leadership learning through experience. This book addresses challenges for reflection in leadership learning while also connecting it to timely topics. It begins with connections between reflection and leadership and then introduces a framework for reflection in leadership learning. Reflection is a powerful strategy curricular and co-curricular learning; for instruction and assessment, reflection in leadership learning can benefit from both intentional framing and feedback. As socially constructed concepts, both reflection and leadership have historically lacked clarity; to add to the confusion, critical reflection is often interchanged with reflection. This book introduces a continuum of critical reflection in leadership learning. In order to facilitate reflection in leadership learning, educators must engage in the inner work of becoming reflective educators. Finally, in the face of complex social challenges, reflection, leadership, mindfulness, and resilience are juxtaposed in order to highlight how these concepts are reliant upon one another.

Reflection in leadership learning is essential for anyone who wants to develop their capacity for leadership. When faced with complex social issues and challenges at a global scale, the only way to make progress is through collective action that results from critical reflection. To develop more resilient and mindful learners who can adapt to changing circumstances, educators must center reflection in leadership learning as a philosophy, pedagogy, outcome, and strategy. This book provides a balance of theory and practice to empower and enable educators to engage in reflective leadership learning.



Thinking to Transform Companion Manual Facilitating Reflection in Leadership Learning

Jillian M. Volpe White, Florida State University; Kathy L. Guthrie, Florida State University; Maritza Torres, University of Central Florida

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

2019. Paperback 978-1-64113-894-9 \$45.99. Hardcover 978-1-64113-895-6 \$85.99. eBook 978-1-64113-896-3 \$65.

Through courses, internships, community engagement, social organizations, and daily interactions with others, every day we accumulate experiences; however, learning does not happen through experience but from reflection on experiences. This manual provides guidance for facilitating reflection in leadership learning and features over 50 activities from 52 reflective leadership educators. Guided by a framework for reflection in leadership learning, we focus on six methods for reflection: contemplative, creative, digital, discussion, narrative, and written. Through prioritizing time, holding space, and asking questions that challenge assumptions, educators facilitate reflection in leadership learning. This intentional focus on making meaning of leadership processes enhances the capacity of learners to work collaboratively for change.

CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



School Turnaround in Secondary Schools Possibilities, Complexities, & Sustainability

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

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

2019. Paperback 978-1-64113-873-4 \$45.99. Hardcover 978-1-64113-874-1 \$85.99. eBook 978-1-64113-875-8 \$65.

In the continuing quest to turnaround the lowest performing schools, rapid and sustainable reform, or school turnaround, seems most elusive for secondary schools. Secondary schools are rife with challenges due to their wide-ranging mission and organizational complexity. With the continued emphasis on college and career readiness and the vast learning possibilities enhanced by technology, our third book in this series, *Contemporary Perspectives on School Turnaround and Reform*, focuses on rapid school turnaround and reform in secondary schools.

In this edited volume, researchers and scholars consider the doubly perplexing challenge of school turnaround or the rapid improvement of the lowest-performing secondary schools. Although there is some evidence that school turnaround policy can impact student achievement scores, research across international contexts seldom identifies schools that substantially changed student learning trajectories and sustained them. Separately, many societies have found improving secondary schools a relatively intractable problem for multiple reasons, including school size and complexity, the micropolitics of teaching and leading within them, and cumulative widening student achievement gaps. In combination, there are almost no examples of low-performing secondary schools turning around.

The chapters in this book begin to offer some hope about how policymakers, practitioners, and researchers might begin to reconceptualize how they engage in and undertake the work of rapidly improving low-performing secondary schools. The authors provide theoretical and conceptual advancements, offer lessons learned from both successful and unsuccessful initiatives, and address practical issues with potentially accessible ways forward.

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, New Zealand

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.



School Principals in Mexico Cases of Leadership Success

Carmen Celina Torres Arcadia, Tecnológico de Monterrey; Norma Guadalupe Pesqueira, Red de Investigación en Gestión Educativa Investigación Educativa; Elizabeth T. Murakami, University of North Texas

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

2019. Paperback 978-1-64113-891-8 \$45.99. Hardcover 978-1-64113-892-5 \$85.99. eBook 978-1-64113-893-2 \$65.

This volume demonstrates how principals influence success in 14 elementary schools across Mexico. The cases show the importance of learning in an international school leadership context to address cultural, social, and academic needs of students in their families. Characteristics of successful principals are included, in order to exemplify contemporary practices, generate positive school climate, and the best possible development of children in diverse contexts.

The cases presented in this book relate to challenging and vulnerable contexts or high-needs schools. Knowledge about successful school leadership in vulnerable contexts has been highly pursued in the U.S. and abroad, especially in countries where educational disparities relate to equity and social justice. The value of school principals merit visibility with a focus on the Americas.

Especially in challenging contexts, school leadership is considered a determining factor in promoting the development of children. Nonetheless, there is much to learn about contemporary school leaders, who succeed in improving schools despite societal challenges. Challenges may include increasing socioeconomic restraints, high accountability demands, and reduced resources for public education. Of note, is that a formal preparation and assignment of principals is not equitably established in Mexico, generating a high need for leaders to be prepared for this important role. By highlighting best leadership practices, practitioners and scholars can reflect about United States and Mexico educational comparisons, and observe school improvement geared towards benefitting Latinx communities in both countries.

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



Convictions of Conscience How Voices From the Margins Inform Public Actions and Educational Leadership

Brenda J. McMahon, The University of North Carolina at Charlotte; Lisa R. Merriweather, University of North Carolina at Charlotte

A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*
2019. Paperback 9781641136440 \$45.99. Hardcover 9781641136457 \$85.99. eBook 9781641136464 \$65.

Convictions of Conscience: How Voices From the Margins Inform Public Actions and Educational Leadership seeks to help educational leaders to develop the competencies and capacities required to create socially just and equitable schools. It is for educational leaders interested in transforming systems and decolonizing education rooted socially, structurally and ideologically in hegemony. This edited volume promotes the questioning of assumptions embedded in neoliberal new managerialism practices that often undergird the preparation and training of school leaders. New managerialism in higher education seeks to understand the market forces in order to cater to the idiosyncratic, often self-promoting needs and interests of the few and seeks to respond with programs and policies aligned with those forces and interest.

This volume suggests that the confluence of context, theory and pedagogical strategies within the field of educational leadership should inform curricular decisions in educational leadership preparation programs and such programs should be designed to prepare school leaders as both activists and advocates for marginalized students, parents, communities, and staff. *Convictions of Conscience* is a call on educational leaders who are committed to success for all students to reject new managerial approaches at all levels of educational leadership and is an invitation to expand their emphasis to concerns rooted in human context, particularly identity politics. Towards this end a decolonizing philosophically grounded practice of educational leadership that disrupts static relations within the structures of power is required to move toward a more socially just praxis.

The chapter authors seek to problematize understandings of diversity and inclusion by emphasizing the integral role of equity and social justice as critical dimensions of human relationships. Additionally chapter authors intentionally interrogate the socio-cultural dimensions that affect educational leaders.

LEADERSHIP FOR SCHOOL IMPROVEMENT



Leadership for School Improvement Reflection and Renewal

Cherie B. Gaines

A volume in the series *Leadership for School Improvement*
2019. Paperback 978-1-64113-602-0 \$45.99. Hardcover 978-1-64113-603-7 \$85.99. eBook 978-1-64113-604-4 \$65.

As the inaugural issue in the Leadership for School Improvement (LSI) Special Interest Group (SIG) Book Series, this volume serves as a reflection on the foundations of the field of school improvement. Contents include connections between school improvement and the agency of principals, districts, universities, and policy. This volume will be placed in the school improvement literature with examinations of evolution, trends, policies, and future foci in the field of school improvement. This book is rich in research and literature about school improvement, school effectiveness, and school reform policy and implementation and thus holds significance for educational practitioners, scholars, and policy makers at all levels.

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



(Re)Building Bi/Multilingual Leaders for Socially Just Communities

Soribel Genao, Queens College, City University of New York; Nakia M. Gray-Nicolas, Queens College, City University of New York

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

2020. Paperback 978-1-64802-059-9 \$45.99. Hardcover 978-1-64802-060-5 \$85.99. eBook 978-1-64802-061-2 \$65.

The recent decision to end the Deferred Action for Childhood Arrivals (DACA) has had a major impact on many who have been geographically uprooted to places they have never lived or known. Established in 2012, DACA allows eligible immigrant youth (Dreamers) to apply for protection

for deportation and work permits in two-year increments. On September 5, 2017 the Trump administration announced that it would tersely end the program. While several organizations have taken charge by advocating and representing Dreamers, there are still many students in school districts who have not been represented or advocated for because of their limited language skills. On January 22, 2019, the U.S. Supreme Court declined, for now, to take up the Trump administration's request to review the lawsuit challenging the administration's decision to end Deferred Action for Childhood Arrivals. These students, although here legally, have not been able to attain these skills simply because our schools do not have the adequate resources and personnel to attend to them (Cherng et al., 2017).

This book exposes the experiences of 15 Educational Leadership candidates focused on improving their bilingual/multilingual school communities via conceptual ideas and policies learned as students and synthesizing these ideas into practice as future administrators. As such, the chapters presented in this project will be focused on the development of innovative methods to meet the needs of these communities. Guided by social justice leadership, this project exposes the empirical practices of these teacher leaders in their respective New York City communities. Immigration can be an on-going challenge for educational leaders, counselors, school personnel, community members, and those who are engaged in meeting the needs of this population. Teachers and leaders in new immigrant destinations — places that are seeing rapidly increasing numbers of immigrants — often find themselves dealing with a host of unexpected issues: immigrant students' unique socio-emotional needs, community conflict, a wider range of skills in English, lack of a common language for communication with parents, and more (Tamer, 2014). Still, there is a high need of research providing leadership guidance addressing immigration policies and resources inside and outside schools.

PERSPECTIVES ON MENTORING



Creating and Sustaining a Collaborative Mentorship Team A Handbook for Practice and Research

Dianne M. Gut, Ohio University; Beth J. VanDerveer, Ohio University; Mary Barbara Trube, Ohio University; Pamela C. Beam, Ohio University

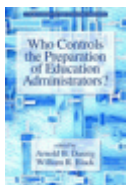
A volume in the series *Perspectives on Mentoring*

2020. Paperback 978-1-64802-100-8 \$45.99. Hardcover 978-1-64802-101-5 \$85.99. eBook 978-1-64802-102-2 \$65.

In response to changes in the workforce, scholars are calling for mentoring that is more fluid, flexible, and responsive to the needs of diverse groups of individuals, whether culturally (Kochan & Pascarelli, 2012; Kochan, Searby, George, & Mitchell Edge, 2015) or intergenerationally (Thorpe, 2012) diverse. With these changes, there are greater demands for intergenerational and intercultural collaboration and mentoring. One response to these changes is to take a more collaborative, interactive, and transformational approach to mentoring. In response, this book provides a model for collaborative mentoring, based on best-practice, grounded in theory and research, and framed by the Dynamic Model of Collaborative Mentorship. Each chapter provides a description of one of the five components of the mentoring model which are grounded in theory and include: agency, values, engagement, patterns, and roles. Individual chapters provide resources, prompts and questions to guide reflection, and suggested readings.

This book is authored by four individuals who work, research, and write as a team. The book itself is the product of their mentoring research as well as their mentoring practice in action. It is current and timely, focusing on team processes which are collaborative, dynamic, reflective, and continuously developing and evolving.

RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



Who Controls the Preparation of Education Administrators?

Arnold B. Danzig, San José State University; William R. Black, University of South Florida

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

2019. Paperback 9781641136938 \$45.99. Hardcover 9781641136945 \$85.99. eBook 9781641136952 \$65.

This is the first volume in the re-imagined series Research and Theory in Educational Administration. The volume includes a variety of perspectives written by university professors in the field of educational administration, which moves our thinking beyond the traditional scope of organizational theory and institutional analysis. It is this combination of theory, of new directions in leadership preparation and new narratives of participation that

we hope will contribute to a more engaging volume for its readers—graduate students, researchers, and practitioners. The volume will provide evidence of and explanation for changing patterns of institution production explored through academic and epistemic drift. It also provides a deeper understanding of how state regulation is related to the school administrator pipeline or pathways. The concepts explained and illustrated in the volume hopes to provide a better framework for understanding how administrator preparation is unfolding across the U.S. and internationally, as well as the direction of the field of educational administration in the future.

RESEARCH IN HUMAN RESOURCE MANAGEMENT



The Only Constant in HRM Today is Change

Dianna L. Stone, Universities of New Mexico, Albany, and Virginia Tech; James H. Dulebohn, Michigan State University

A volume in the series *Research in Human Resource Management*

2019. Paperback 978-1-64113-611-2 \$45.99. Hardcover 978-1-64113-612-9 \$85.99. eBook 978-1-64113-613-6 \$65.

In this issue of *Research Human Resource Management* we consider some of the challenges facing organizations today including changes in the population, the increased competition for talent, and the rise in the use of technology. The issue also includes a number of thought-provoking articles that describe strategies for developing sound theories in our field, discuss the consequences of growing diversity in organizations, consider the factors affecting the success of virtual teams, present methods for increasing emotion control for incumbents in emotionally laden jobs, and discuss leadership and performance management in virtual teams.

The first article in this issue compares prospect theory to goal setting theory, and highlights the critical elements needed for theory development in our field. A second article reviewed the literature published from 1976 to 2017 in the *Academy of Management Review*, the primary theoretical journal in management, and identified the factors associated with the most effective theories published over the last forty years. In view of the growing diversity in organizations, the next article provided a ranking of individual attributes that might be viewed as stigmatizing in organizations. The findings revealed that blemishes of character (e.g., criminality, drug addiction) were viewed as most stigmatizing followed by abominations of the body (e.g., paralysis, leg amputation), and the least stigmatizing attributes were tribal stigmas (e.g., ethnicity, religion). The fourth article focuses on a similar topic, and presents an interesting model of the factors thought to influence weight-based bias. Both of these articles have important implications for overcoming unfair discrimination and increasing the inclusion of all individuals in organizations.

The next article offers an input-throughput-output model of virtual teams, and reviews the literature on each of the variables thought to influence the success of these teams. Given that many customer service jobs in the new economy involve high levels of emotional labor, the sixth article reviews the strategies that can be used to train employees on emotion regulation in these challenging jobs. The final article suggests that leadership and performance management should be aligned with the new team-centric structure of organizations in order to enhance team and organizational performance. In particular, they maintained that organizations need to adopt positive and relational leadership, and redesign performance appraisals to support the new team processes. They also recommended that organizations discontinue the use of forced distribution performance ranking systems. We are confident that these articles will inspire new ideas among researchers in our field, and foster additional theory and research on these important topics.

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 9781641135269 \$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.

NO SERIES



The After-Deal What Happens After You Close A Deal?

Eliane Karsaklian, University of Illinois at Chicago

2019. Paperback 978-1-64113-806-2 \$45.99. Hardcover 978-1-64113-807-9 \$85.99. eBook 978-1-64113-808-6 \$65.

This book explains why the negotiation process is not finished when a deal is signed and elaborates on how to get better deals when focusing on sustainable collaboration rather than on the deal itself.

This book is a pioneer in showing the extent of the negotiation process. It makes the case that whenever negotiators assume that the negotiation is finished when a deal is signed they dive into a pitfall. What follows the signature of a deal is the enforcement of the contract which is when all surprises and difficulties unfold. By assuming that the negotiation was over, companies are taken by surprise by all the features of the after-deal and often improvise their solutions because there is urgency what leads to higher levels of stress and risks.

This book shows how to shift from stressful, hazardous and confrontational situations to enjoyable, comfortable and future oriented negotiation strategies.



Braided Organizations

Designing Augmented Human-Centric Processes to Enhance Performance and Innovation

Michel Zarka, Theano Advisors; Elena Kochanovskaya, Theano Advisors; William Pasmore, Columbia University

2019. Paperback 978-1-64113-555-9 \$45.99. Hardcover 978-1-64113-556-6 \$85.99. eBook 978-1-64113-557-3 \$65.

New digital technologies are changing the way organizations are designed and work is done. Companies that have seized this opportunity are finding that they can speed up innovation, enhance collaboration across boundaries, and enable greater commitment and creativity. This totally new approach for digitally-enabled collaboration doesn't stop at the edge of an organization's boundary but extends beyond it in space and time. We refer to these new ways of organizing as "braids" - an intertwined network of contributors with different capabilities, not controlled or managed by a formal hierarchy, who work together to invent ways to accomplish a common purpose in line with organization's mission and strategy.

Braids allow significant advantages over traditional, hierarchical, mechanistic and bounded ways of organizing. These include access to knowledge and capabilities that are key to achieving breakthrough levels of performance; improved coordination among individuals and groups performing interdependent tasks; increased organizational agility; enhanced knowledge-processing as experts contribute more directly to the most important technical and strategic decisions; and greater motivation, as people team together to leverage their capabilities to innovate and accelerate performance.

Learning from the trailblazing experimentation of companies like Airbus, Procter & Gamble, Red Hat, and Dassault Systèmes, this book outlines how to approach designing braided organizations for a variety of purposes, such as enhancing open innovation or enabling greater supply chain adaptability in order to respond to changing customer demands. In the past, human limitations have restricted the ways we organize companies for growth. Today, there's no excuse for allowing the organizational chart as it's currently drawn to constrain possibilities for improved performance and innovation.



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

"This book, with its 50 contributions from scholars, thought leaders, entrepreneurs, and business leaders opens a door to Russia's institutions, management practices and economic potential. The book fills an important gap in the literature and is a must for practitioners of trade and investment along the Belt and Road Initiative (BRI). Chinese and Asian readers will enjoy the fresh and dynamic stories, the rich detail, and the privileged insights into the present and future of Russia." — **Professor Tony Chan**, *President, The Hong Kong University of Science and Technology (HKUST)*

"In the Russian Federation, the shelf life of inquiries into the country's business practices and institutions has always been short. This is all the more true for the past 3–5 years, which have seen a series of important changes in Russia's economic context and structure. This book, which brings together a wide range of expertise and voices, will be useful to readers both in Switzerland and beyond by providing them with up to-date insight into 'the life of Russian business,' covering both the challenges and opportunities." — **Yves Rossier**, *Ambassador to the Russian Federation, Embassy of Switzerland, Moscow*



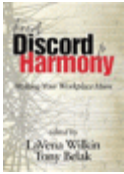
A Practical Guide for edTPA Implementation Lessons From the Field

Lisa Barron, Austin Peay State University

2019. Paperback 978-1-64113-815-4 \$45.99. Hardcover 978-1-64113-816-1 \$85.99. eBook 978-1-64113-817-8 \$65.

edTPA is the most widely-used performance assessment for pre-service teachers in the United States, and a requirement in many states for teaching licensure. Through edTPA, teacher candidates demonstrate their effectiveness in different aspects of teaching, including planning, instruction, assessment, analysis of teaching, and use of academic language.

This book is a practical guide for anyone involved in edTPA implementation. The chapters are written by experienced teacher educators who are leading successful edTPA programs in their own universities, who are in the field, and involved in the work. They represent diverse teacher preparation programs, each with their own strengths and challenges. This book addresses the challenges of edTPA, while providing practical strategies for educative and thoughtful implementation. Organized into four sections, each section explores a different aspect of edTPA implementation, and provides guidance for leading faculty and teacher candidates through edTPA.



From Discord to Harmony Making Your Workplace Hum

LaVena Wilkin, Sullivan University; Tony Belak, University of Louisville

2020. Paperback 978-1-64113-984-7 \$45.99. Hardcover 978-1-64113-985-4 \$85.99. eBook 978-1-64113-986-1 \$65.

Conflicts happen, and the workplace can be a cacophony for competing interests. Consider that organizational culture is an ensemble of shared values, beliefs, assumptions, perceptions, and norms. Organizations are not solos. They are an accompaniment of individuals, departments, and divisions, and each is competing for scarce resources. Measure in a little power imbalance and organizational political posturing. Then, scale in the fact that today's managers are faced with diversity and cultural issues ranging from race and gender to individual ethnicity, principles, and philosophies, about which employees are more vocal. All this discord can strike a sharp note of dissonance. However, effective resolutions can change this discord to harmony.

Consider that music is not a single note. Rather, it is the silence between the notes that makes beautiful music, and conflict is that silence. Unfortunately, conflict has a bad reputation, and it is often labeled as disagreement, fighting, or arguing that leads to stress, retaliation, and resentment. Some managers spend a disproportionate amount of their workdays dealing with conflicts. They have not learned what causes conflicts or how to productively manage them. As a result, they often avoid or force outcomes causing discord, fractured relationships, loss of productivity, and even lawsuits. Learning to fine tune inevitable conflicts will help managers orchestrate a more harmonious workplace.

From Discord to Harmony: Making the Workplace Hum is largely evidence-based, and many of the chapters contain cutting-edge research by experts in their respective fields.



Pathways into the Political Arena The Perspectives of Global Women Leaders

Dionne Rosser-Mims, Troy University; Janet R. McNellis, Holy Family University; Juanita Johnson-Bailey, University of Georgia; Chrys Egan, Salisbury University

2020. Paperback 978-1-64113-969-4 \$45.99. Hardcover 978-1-64113-970-0 \$85.99. eBook 978-1-64113-971-7 \$65.

As epitomized in the 2016 U.S. Presidential election, women in politics may hit a “glass ceiling” or in the case of former U.K. Prime Minister, Theresa May in 2019, go over a “glass cliff”. Even though women are starting to experience more success gaining offices at state and local levels, women’s participation in the political arena is still disproportionately low. This book explores current research findings, development practices, theory, and the lived experience to deliver provocative thinking that enhances leadership knowledge and improves leadership development of women around the world.

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