

INFORMATION AGE PUBLISHING

LEADERSHIP 2021

TABLE OF CONTENTS

RECENT TITLES	3
CONTEMPORARY HUMAN RESOURCE MANAGEMENT ISSUES CHALLENGES AND OPPORTUNITIES:	
- Human Resources Management and Ethics. <i>Responsibilities, Actions, Issues, and Experiences</i> (2021)	3
- Leadership, Leaders and Leading (2021)	3
CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE:	
- Conflict Management and Leadership Development Using Mediation (2020)	4
- Critical Dialogues in Higher Education (2020)	4
- Conflict Management and Dialogue in Higher Education. <i>3rd Edition</i> (2021)	4
CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP:	
- Running with Scissors. <i>Leading in Uncertainty</i> (2019)	5
CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING:	
- Thinking to Transform. <i>Reflection in Leadership Learning</i> (2019)	5
- Thinking to Transform Companion Manual. <i>Facilitating Reflection in Leadership Learning</i> (2019)	6
CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM:	
- School Turnaround in Secondary Schools. <i>Possibilities, Complexities, & Sustainability</i> (2019)	6
CONTEMPORARY PERSPECTIVES ON THE LIVES OF TEACHERS:	
- Mentoring as Critically Engaged Praxis. <i>Storying the Lives ...</i> (2020)	6
CONTEMPORARY TRENDS IN ORGANIZATION DEVELOPMENT AND CHANGE:	
- An Introduction to Professional and Executive Coaching. <i>2nd Edition</i> (2020)	7
CURRICULUM AND PEDAGOGY:	
- Making A Spectacle. <i>Examining Curriculum/Pedagogy as Recovery From Political Trauma</i> (2020)	8
DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS:	
- Creating School Partnerships that Work. <i>A Guide for Practice and Research</i> (2020)	8
- Partnerships for Leadership Preparation and Development. (2021)	9
INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP:	
- School Principals in Mexico. <i>Cases of Leadership Success</i> (2019)	10
- Educational Leadership for Social Justice and Improving High-Needs Schools. (2021)	10
ISSUES IN THE RESEARCH, THEORY, POLICY, AND PRACTICE OF URBAN EDUCATION:	
- Convictions of Conscience. <i>How Voices From the Margins Inform Public Actions ...</i> (2019)	11
LEADERSHIP HORIZONS:	
- The Connecting Leader. <i>Serving Concurrently as a Leader and a Follower</i> (2021)	11
LEADERSHIP, SCHOOLS, AND CHANGE:	
- The School Leadership Survival Guide. <i>What to Do When Things Go Wrong ...</i> (2021)	12
NEW DIRECTIONS IN EDUCATIONAL LEADERSHIP:	
- (Re)Building Bi/Multilingual Leaders for Socially Just Communities (2020)	12

PERSPECTIVES ON MENTORING:	
- Creating and Sustaining a Collaborative Mentorship Team. <i>A Handbook ...</i> (2020)	13
RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION:	
- Who Controls the Preparation of Education Administrators? (2019)	13
RESEARCH ON RELIGION AND EDUCATION:	
- Anchoring Cultural Change and Organizational Change. <i>Case Study Research Evaluation ...</i> (2020)	14
RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES:	
- Purveyors of Change. <i>School Leaders of Color Share Narratives ...</i> (2021)	14
NO SERIES:	
- The After-Deal. <i>What Happens After You Close A Deal?</i> (2019)	15
- A Practical Guide for edTPA Implementation. <i>Lessons From the Field</i> (2019)	15
- Culturally Competent Engagement. <i>A Mindful Approach</i> (2020)	15
- From Discord to Harmony. <i>Making Your Workplace Hum</i> (2020)	16
- Pathways into the Political Arena. <i>The Perspectives of Global Women Leaders</i> (2020)	16
- A Research Perspective. <i>Preparing Pre-Service Teachers for Academic Success ...</i> (2020)	16
- Organizational Behavior. <i>An Evidence-Based Approach Fourteenth Edition</i> (2021)	17
BACK LIST	18
INTERNATIONAL DISTRIBUTORS	35
ORDER FORM	37

RECENT TITLES

CONTEMPORARY HUMAN RESOURCE MANAGEMENT ISSUES CHALLENGES AND OPPORTUNITIES



Human Resources Management and Ethics Responsibilities, Actions, Issues, and Experiences

Ronald R. Sims, William and Mary; Sheri K. Bias, Saint Leo University

A volume in the series *Contemporary Human Resource Management Issues Challenges and Opportunities*
2021. Paperback 978-1-64802-329-3 \$45.99. Hardcover 978-1-64802-330-9 \$85.99. eBook 978-1-64802-331-6 \$65.

Human Resources Management and Ethics: Responsibilities, Actions, Issues, and Experiences, explores and provides an in-depth look at the responsibilities, actions, issues and experiences related to HRM and ethics for individual employees, organizations and the broader society. Like other departments in the broader organization HRM professionals will need to increasingly demonstrate how they contribute to an organization's ethical orientation and overall performance or success. While the ethical challenges, trends, and issues impacting employees, organizations and HRM professionals will continue to change over the years (consider the recent ethical challenges related cybersecurity and data breaches) the bottom-line of organization success is the clear reality that doing the right thing or institutionalizing an ethical culture or character is just as important to various stakeholders.

The chapters in this book provide an updated, current and future look at the relationship between HRM and ethics and across various sectors or organizations (i.e. public, private, not-for-profit, academic, etc.). That is, this book discusses the ever evolving role of HRM professionals to include discussion of how the profession continues to take on more responsibility for developing and institutionalizing an ethical culture in their organizations, industries and the broader society. The book also contributes to the need for ongoing dialogue, discussion or insights offered by HRM experts on what HRM professionals and their organizations can do in the face of ethical expectations, challenges and scandals. In the end, the book is intended to increase our understanding of the ethical responsibilities, actions, issues and experiences that arise both within HRM and in HRM's interactions with individuals and organizations.



Leadership, Leaders and Leading

Ronald R. Sims, William and Mary

A volume in the series *Contemporary Human Resource Management Issues Challenges and Opportunities*
2021. Paperback 978-1-64802-348-4 \$45.99. Hardcover 978-1-64802-349-1 \$85.99. eBook 978-1-64802-350-7 \$65.

Why with hundreds and hundreds of books on leadership to choose from, why another one?" The answer is simple. Given the importance of leadership and leaders in organizations there will always be efforts to try to improve our understanding on how we can improve the leadership process. Leadership, Leaders and Leading focuses on the age old reality that successful organizations will continue to need effective leaders at all levels. The book is based on the premise that effective leaders need to be able to establish a shared vision and accompanying strategy that other members of the organization strongly believe in and are willing to help execute. The book argues that we can continue to learn from traditional and contemporary theories and myths about effective leadership & leaders and how they can successfully lead an increasingly diverse and demanding workforce, consumers and the broader society.

The book discusses foundational leadership skills like motivation, communication, building leader-follower relationships, groups and teams, developing others, conflict, negotiation and organizational politics along with highlighting the important role leaders should play in the areas of human resource management, ethics, crisis and reputation management, sustainability/sustainable development, and cybersecurity. Each chapter offers the opportunity for the reader to increase their understanding of leadership, leaders and leading in an increasingly dynamic world of work. This book is written for those who are interested in the continued effort and dialogue on what effective leadership, leaders and leading should entail in the coming years.

CONTEMPORARY ISSUES IN CONFLICT MANAGEMENT AND DIALOGUE



Conflict Management and Leadership Development Using Mediation

Nance T Algert, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue*
2020. Paperback 978-1-64802-259-3 \$45.99. Hardcover 978-1-64802-260-9 \$85.99. eBook 978-1-64802-261-6 \$65.

Conflict management is an overlooked area in leadership development. Mediation as an intervention method to use in conflict management can be productive for building leadership capacity and organizational development in higher education. Adults average five conflicts per day and people in titled leadership spend over two-thirds of their time engaged in managing conflict. This workbook offers conflict management strategies, models, and processes to support college and university personnel in recognizing and managing conflicts and how to build skill sets that can enhance effective communication and address conflicts.



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.



Conflict Management and Dialogue in Higher Education 3rd Edition

Nance T Algert, Texas A&M University; Carla Liau-Hing Yep, Texas A&M University; Kenita S. Rogers, Texas A&M University; Christine A. Stanley, Texas A&M University

A volume in the series *Contemporary Issues in Conflict Management and Dialogue*
2021. Paperback 978-1-64802-306-4 \$45.99. Hardcover 978-1-64802-307-1 \$85.99. eBook 978-1-64802-308-8 \$65.

Conflict management is an overlooked area in leadership development. Mediation as an intervention method to use in conflict management can be productive for building leadership capacity and organizational development in higher education. Adults average five conflicts per day and people in titled leadership spend over two-thirds of their time engaged in managing conflict. This book offers conflict management strategies, models, and processes to support college and university personnel in recognizing and managing conflicts and how to build skill sets that can enhance effective communication and address issues strategically.

CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP



Running with Scissors Leading in Uncertainty

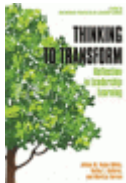
Jennifer Moss Breen, Creighton University; Haytham Abduljawad, Knowledge to Power Consulting; Jacqueline N. Font-Guzmán, Creighton University

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 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.

CONTEMPORARY PERSPECTIVES ON THE LIVES OF TEACHERS



Mentoring as Critically Engaged Praxis Storying the Lives and Contributions of Black Women Administrators

Deirdre Cobb-Roberts, University of South Florida; Talia Esnard, University of the West Indies, Trinidad and Tobago

A volume in the series *Contemporary Perspectives on the Lives of Teachers*

2020. Paperback 978-1-64802-210-4 \$45.99. Hardcover 978-1-64802-211-1 \$85.99. eBook 978-1-64802-212-8 \$65.

This edited volume seeks to interrogate the structures that affect the perceptions, experiences, performance and practices of Black women administrators. The chapters examine the nature and dynamics of the conflict within that space and the ways in which they transcend or confront the

intersecting structures of power in academe. A related expectation is for interrogations of the ways in which their institutional contexts and, marginalized status inform their navigational strategies and leadership practices. More specifically, this work explores mentorship as critical praxis; that being, the ways in which Black women's thinking and practices around mentoring affect their institutional contexts or environment, and, that of other marginalized groups within academe. A discussion of Black women in higher education administration as critically engaged mentors will ultimately diversify thought, approaches, and solutions to larger social and structural challenges embedded within academic climates.

Praise for Mentoring as Critically Engaged Praxis:

Mentoring as Critically Engaged Praxis: Storying the Lives and Contributions of Black Women Administrators, the authors present insights on the challenges Black women face and how mentoring networks and strategies help them transcend professional and institutional barriers. Each chapter intentionally creates a space to elevate their voices, depicts the reciprocity on how they are transforming and being transformed by their institutional context, and offers hope for improving the status of women leaders. The power of this book is that it is an acknowledgement of Black women being the architect of their lives and is filled with meaningful content that is nuanced and offers a glimpse into how black women leaders continue to lift as they climb.

- **Gaëtane Jean-Marie**, Rowan University

Mentoring as Critical Engaged Praxis perfectly captures a process that Black women have been facilitating, practicing and innovating prior to and since their entry into the higher education. Deirdre Cobb-Roberts and Talia R. Esnard have assembled a strong cast of scholars who eloquently speak to the role that Black women administrators play in their daily practice of "Lift as we climb." Despite the limited number of Black women in senior leadership roles across academe, most, if not all of them must consistently tackle institutional and societal injustices that shape their experiences and influence their capacity to mentor.

- **Lori Patton Davis**, The Ohio State University

CONTEMPORARY TRENDS IN ORGANIZATION DEVELOPMENT AND CHANGE



An Introduction to Professional and Executive Coaching 2nd Edition

Sheila Boysen-Rotelli, Lewis University

A volume in the series *Contemporary Trends in Organization Development and Change*
2020. Paperback 978-1-64802-250-0 \$45.99. Hardcover 978-1-64802-251-7 \$85.99. eBook 978-1-64802-252-4 \$65.

The coaching profession is growing and innovating. According to the International Coaching Federation (ICF), coaching earns over \$3 Billion per year with over 100,000 practitioners of coaching. This book is for both practitioners and scholars of executive coaching. 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 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.

CURRICULUM AND PEDAGOGY



Making A Spectacle Examining Curriculum/Pedagogy as Recovery From Political Trauma

Megan Ruby, Oklahoma State University; Michelle Angelo-Rocha, University of South Florida; Mark Hickey, Oklahoma State University; Vonzell Agosto, University of South Florida

A volume in the series *Curriculum and Pedagogy*
2020. Paperback 978-1-64802-291-3 \$45.99. Hardcover 978-1-64802-292-0 \$85.99. eBook 978-1-64802-293-7 \$65.

This book edition offers a collection of scholarship and reflections that goes beyond theoretical conversations. This volume helps reignite a dialogue not only by scholars but also by educators, activists, and students who believe in inclusive and equal access to education for all individuals regardless of race, ethnicity, immigration status, gender, sexuality, religion, and other identities. In this volume, the authors examine curriculum and pedagogy as a tool for recovery from political trauma and healing. They used this as an opportunity to confront some of the politically shameful situations affecting educational environments, homes, neighborhoods, enclaves, and regions marked by socioeconomic inequality.

The authors of *Making a Spectacle* present wide-open questions: How are educators and school leaders learning to interact with one another, students, their families, and community while facing increased mass school shootings, police violence, racial profiling, unequal access to education and basic needs during a pandemic (COVID-19), and other forms of sociopolitical stress influenced by discrimination, institutional racism, and White nationalism? What curricular and pedagogical geographies are educators and students afforded through which to process their emotional responses to ecological or political activities witnessed in schools and their surrounding areas? These chapters and reflections/perspectives represent a diversity of positionalities within critical intersections of power and privilege as they relate to identity, culture, and curriculum and social justice, schools, and society.

DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: EXPLORING CONNECTIONS AND PARTNERSHIPS



Creating School Partnerships that Work A Guide for Practice and Research

Frances K. Kochan, Auburn University; Dana M. Griggs, Columbus State University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*
2020. Paperback 978-1-64802-119-0 \$45.99. Hardcover 978-1-64802-120-6 \$85.99. eBook 978-1-64802-121-3 \$65.

THIS IS A UNIQUE BOOK. IF YOU CARE ABOUT SCHOOLS AND SCHOOLING AND THE WAY IN WHICH PARTNERSHIPS MAY HELP TO STRENGTHEN AND IMPROVE THEM AND THE INSTITUTIONS THAT PARTNER WITH THEM, YOU SHOULD READ IT! School partnerships have a long history in the United States. The inception of public schooling was a type of partnership with the community. The concept of local school boards and local control was integral to the establishment of schools and the idea that public education was a public good has deep roots in the country. Partnerships denote relationships which are mutually beneficial to the parties involved and which result in joint benefits for those who create and engage in them. The partnerships presented in this book provide ample evidence of the value and benefits of these arrangements.

The book contains stories and research about school partnerships from a variety of groups and perspectives, which are focused upon multiple issues within educational institutions and communities within the United States. The final chapter, presents an analysis across all the partnerships to identify the elements that fostered and hindered their success and the primary lessons learned. This analysis should provide meaningful information for those engaged in developing and operating similar partnerships or those involved in conducting research on or about them. Although the cases presented in this book occur within the United States, the findings may also have relevance for similar initiatives in other countries.

Praise for *Creating School Partnerships that Work: A Guide for Practice and Research*:

Kudos to Dana Griggs and Frances Kochan for compiling the rich accountings of eight different school partnerships all in one place. Readers will learn a great deal from both the individual accountings of a broad array of partnerships as well as the collective analysis of the partnerships and lessons learned across them. Creating School Partnerships that Work: A Guide for Research and Practice is a must-read book for anyone who ever has been, is, or desires to be involved in any type of school partnership.

Nancy Fichtman Dana, Professor, School of Teaching and Learning

University of Florida, Gainesville

Creating School Partnerships that Work: A Guide for Research and Practice is a must read for scholars, researchers, practitioners, and community members seeking to identify elements of successful school partnerships that foster students' academic and personal successes. This edited volume shares stakeholders' perspectives on multi-dimensional school partnerships, which have successfully led to sustained collaborations across diverse purposes that are mutually beneficial for all groups. The usefulness of the content analysis presented in the final chapter, which identifies elements both fostering and hindering partnerships with recommendations, cannot be overstated.

Mary Barbara Trube,

Professor Emerita, Ohio University-Chillicothe

Contributing Faculty & Dissertation Mentor, Walden University

Early Childhood Education Adjunct Faculty, Florida SouthWestern State College

Mentor & Early Childhood Consultant, ILEAD Xi'an Jiaotong-Liverpool University



Partnerships for Leadership Preparation and Development Facilitators, Barriers and Models for Change

Frances K. Kochan, Auburn University; Ellen H. Reames, Auburn University; Dana M. Griggs, Columbus State University

A volume in the series *Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships*
2021. Paperback 978-1-64802-236-4 \$45.99. Hardcover 978-1-64802-237-1 \$85.99. eBook 978-1-64802-238-8 \$65.

There is a large body of research that supports the reality that school leaders make a significant contribution to the success of schools and the students in them. Additionally, there is strong agreement among and between researchers and state and national educational leadership associations that educational leadership preparation and development should be created and implemented within university/school partnerships. Although institutions engage in forming university/school partnerships for varied reasons, research on the extent to which these partnerships exist; their organizational structures and processes; their implementation and effectiveness; and elements that foster and hinder their success is limited.

Perhaps more importantly, there is not a widely accepted, research-based model of such partnerships that practitioners and researchers can use to guide the development and assessment of these partnership endeavors and upon which they can conduct effective research. This book seeks to fill these gaps. It presents the purposes, processes, practices and outcomes of eleven university/school partnerships focused on school leadership preparation and/or development.

Each chapter presents an overview of the partnership, elements that fostered and hindered partnership success, and lessons learned. The book concludes with a chapter that summarizes findings across all chapters and presents a school/university partnership model that can be used by those interested in forming, improving or researching similar partnership endeavors. There are no similar resources available in the field. Thus, this book makes an important contribution to the literature and to the world of practice and research.

Praise for Partnerships for Leadership Preparation and Development: Facilitators, Barriers and Models for Change:

"Kochan, Reames and Griggs bring together the latest research and eleven case examples of university-practice partnerships for school leadership preparation and development. The volume provides keen insights into practices that can make or break an effective partnership, making it a valuable resource for those seeking to develop new partnerships, to enhance existing ones, and to engage in research on this topic. For those in the throes of redesign or leadership program improvement, it is an essential read."

Michelle D. Young,

Professor and Dean, Loyola Marymount University

UCEA Executive Director Emeritus

"Partnerships for Leadership Preparation and Development is destined to become an indispensable "go-to" resource for educators who are contemplating or already engaged in school-university partnerships. Rich details are provided about a variety of partnerships operating for aspiring and practicing schools administrators, with special attention to preparing and developing underserved populations for educational leadership roles. The book not only captures the realities of these collaborative efforts, but also provides a roadmap for anticipating the important relational, organizational, and operational processes required for partnership success."

Bruce Barnett, Professor

Educational Leadership and Policy Studies

University of Texas at San Antonio

INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



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.



Educational Leadership for Social Justice and Improving High-Needs Schools Findings from 10 Years of International Collaboration

Bruce G. Barnett, University of Texas at San Antonio; Philip A. Woods, University of Hertfordshire

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

2021. Paperback 978-1-64802-372-9 \$45.99. Hardcover 978-1-64802-373-6 \$85.99. eBook 978-1-64802-374-3 \$65.

To commemorate the 10-year anniversary of the International School Leadership Development Network (ISLDN), this book is a compilation of the work conducted by network scholars. This volume is the first comprehensive overview of the studies conducted by ISLDN members engaged in examining how social justice leaders and leaders of high-needs schools address the social conditions, learning experiences, and performance of their students. Other international school leadership research consortia have emerged in the 21st century; however, the ISLDN is the second longest operating project, after the International Successful School Principalship Project (ISSPP). Since its creation in 2010, ISLDN scholars have delivered papers at a variety of international conferences and shared findings in research publications, including books and special issues of journals.

Until now, ISLDN research findings have been disseminated separately for the project's two strands: (a) social justice leadership and (b) leadership in underperforming high-needs schools. Therefore, the purpose of the book is to document the history and evolution of the ISLDN and to provide descriptions and reflections of the project's research findings, methodologies, and collaborative processes across the two strands. This volume captures studies of school leaders from 19 countries representing six continents - Africa, Asia, Australia and Oceania, Europe, North America, and South America. The authors examine important external and internal contextual factors influencing schools in different cultural settings and provide insights about the values and practices of social justice leaders working in high-needs school settings. Numerous practical strategies are provided for school leaders working in schools with similar conditions. The concluding chapter by the co-editors synthesizes the structural factors, personal beliefs and values, and contextualized change management strategies that shape school leaders' actions aimed at ensuring the best learning outcomes for their students.

Besides capturing the range of findings emerging from various ISLDN studies conducted over the past decade, several chapters critically examine the project's current contributions to the field. Authors suggest broadening the dissemination of our findings to increase the visibility of the project, expanding the research methods beyond qualitative interviews, incorporating studies from non-Anglophone countries, and augmenting the scope of our analyses and research focus. These researchers' journeys also reveal the obstacles to and benefits of engaging in these types of international collaborative research ventures.

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

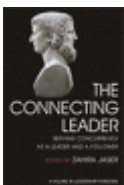
A volume in the series *Issues in the Research, Theory, Policy, and Practice of Urban Education*
2019. Paperback 9781641136440 \$45.99. Hardcover 9781641136457 \$85.99. eBook 9781641136464 \$65.

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 HORIZONS



The Connecting Leader Serving Concurrently as a Leader and a Follower

Zahira Jaser, University of Sussex

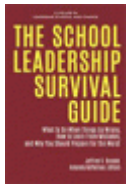
A volume in the series *Leadership Horizons*
2021. Paperback 978-1-64802-204-3 \$45.99. Hardcover 978-1-64802-205-0 \$85.99. eBook 978-1-64802-206-7 \$65.

Previous books of the Leadership Horizon Series showed unequivocally how both leaders and followers play an equally important part in the co-production of leadership outcomes, and how leader and follower identities are fluid, so that the same individual can enact both at different times. This book stretches the notion of leadership a step further by exploring the co-enactment of both roles, identities, and positions of leader and follower by one same individual. This individual is defined as a connecting leader, as in this co-enactment he/she functions as connector between different leadership relationships.

The concept of connecting leader emerges from the observation that most individuals in organizations engage in the leader-follower role co-enactment: managers, pulled between executives and reportees; CEOs, between the board and the head of departments; or employees involved in cross functional teams, leading and following in different degrees, subject to their expertise. Yet, despite its pervasiveness this concept is at best under theorized by the literature, which, dominated by dyadic and romanticized views, mostly presents the roles as enacted by separate individuals facing each other.

To advance our understanding of connecting leaders the editor proposes to shift our focus on leadership in three ways: to unpack the interconnectedness and interplay of leader and follower identities; to investigate the tensions arising from the co-enactment and how these can be overcome; to widen the way in which we study leadership, through new configurations (e.g. leadership triads) and ontologies; and finally to consider the similarities between leading and following. The book chapters are organized to mirror these areas of exploration. Understanding leadership from a perspective that acknowledges that many individuals in organizations are not just leaders or followers, but both, democratizes the way we theorize leadership, and moves us further away from the temptation to romanticize it.

LEADERSHIP, SCHOOLS, AND CHANGE



The School Leadership Survival Guide

What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst

Jeffrey S. Brooks, RMIT University; Amanda Heffernan, Monash University

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

2021. Paperback 978-1-64802-219-7 \$45.99. Hardcover 978-1-64802-220-3 \$85.99. eBook 978-1-64802-221-0 \$65.

The *School Leadership Survival Guide: What to Do When Things Go Wrong, How to Learn from Mistakes, and Why You Should Prepare for the Worst* is intended as an uncommon guide for school leaders and a resource they can turn to when confronted with issues they might not normally face in typical practice. The book serves as a bridge between research and day-to-day school leadership, and is intended to help leaders and school communities improve in areas they routinely avoid. In this sense, the book is meant as a “go to” resource for principals, those who train and teach them, and scholars. Although authors recognize the complexity of issues raised in the book, each chapter has a “How to” “What to do” or “Why You Should” ethos in order to give the book a unifying structure and help provide a practical translation of research and theory into practice. Some of the issues addressed include: How to elevate student voice; How to navigate religious conflict in the school and community; How to improve support for LGBTIQ students; Why You Should develop a natural disaster plan; How to work against racism in the school and community; How to practice inclusion in the school; How to make a vision and mission come to life; How to manage relationships with difficult people; What to do when there is racial tension in the community; How to learn the history of your school and community—and why that matters; How to guide and support a leadership team, and; What to do in a school with low trust.

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 from 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

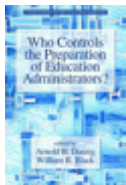
A volume in the series *Perspectives on Mentoring*

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 ON RELIGION AND EDUCATION



Anchoring Cultural Change and Organizational Change Case Study Research Evaluation Project All Hallows College Dublin 1995-2015

Patrick McDevitt, DePaul Centre; Marjorie Fitzpatrick, All Hallows

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

2020. Paperback 978-1-64802-154-1 \$45.99. Hardcover 978-1-64802-155-8 \$85.99. eBook 978-1-64802-156-5 \$65.

This book describes the organizational processes and changes coupled with leadership changes over three distinct eras from 1995-2015. It illustrates the challenges the college faced, and the actions taken to resolve issues and make changes. The successes, and the barriers encountered as the organization worked toward solutions to the many interrelated and confounding social and financial issues with which the college was facing, are also described.

In the book, John Kotter's Steps of Organizational change and culture is the theoretical context in the analysis of data. Kotter stresses the point that in Organizational change the "Culture" must be anchored in order for change to take place successfully. Kotter understands "Culture" as the Organization's Identity and the Organization's attitude for "Change". The concept of "Culture" also includes how "Identity" and "Change" interrelate to one another. Unfortunately, this "anchoring of culture" does not often happen in many organizations which leads to failure and the dying of Organizations. In general, Kotter's theory is typically used in for-profit organizations, whereas the All Hallows' study applies Kotter's theory to a faith-based and non-profit organization. Although All Hallows enjoyed 172 years of educational contributions, the book will illustrate how legacy challenges, sense of complacency, lack of vision and mission identity at critical times of change failed to inculcate and anchor an Organizational Culture and Identity for Change.

RESEARCH, ADVOCACY, COLLABORATION, AND EMPOWERMENT MENTORING SERIES



Purveyors of Change School Leaders of Color Share Narratives of Student, School, and Community Success

Judy A. Alston, Ashland University; Lawrence Scott, Texas A&M University-San Antonio; Sheree N. Alexander, Atlantic City Public Schools

A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2021. Paperback 978-1-64802-228-9 \$30.99. Hardcover 978-1-64802-229-6 \$60.99. eBook 978-1-64802-230-2 \$65.

Effective leadership is the necessary ingredient in achieving educational improvement in schools; everything rises and falls on leadership. For School Leaders of Color, this leadership imperative is more difficult than it is for their White counterparts. Concomitantly with this leadership necessity are the social and academic disparities of racism, student poverty, lack of resources, just to name a few. Yet these leaders have courageously accepted their role to disrupt low performance and thus they have created environments where students learn and professors teach. These leaders are "purveyors of change." The purpose of this educational preparation supplemental text is to share stories of these exceptional leaders in the field and in the academy.

The experiences shared by the various authors cover four important areas in leadership: Culture & Climate; Student Success; Resilience, Persistence, & Turnaround; and Social Justice. The authors have shared some deeply personal issues and triumphs. These are the stories that resonate more deeply with students and that with these types of stories, the theory to practice bridge is successfully crossed. While many of the chapters include narratives of resilience and triumph in the context of the P-12 education system, the overarching themes and suggestions can be transmuted to any industry.

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.



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.



Culturally Competent Engagement A Mindful Approach

Edward J. Brantmeier, James Madison University; Noorie K. Brantmeier, James Madison University

2020. Paperback 978-1-64802-174-9 \$45.99. Hardcover 978-1-64802-175-6 \$85.99. eBook 978-1-64802-176-3 \$65.

This book encourages mindfulness as a tool for personal growth and for intentional action for the purpose of social change. Learning exercises focus on: examining privilege, oppression, and difference; intersectional identity mapping; historical racism against marginalized groups; social dominance theory; sociological mindfulness; cultural humility; appreciative inquiry; and more. Culturally Competent Engagement: A Mindful Approach embraces a fresh approach to cultivating self, other, and systems awareness for a linguistically rich and culturally diverse world. The confluence of people and cultures requires habits of mind, dispositions, skills, and values that promote diversity affirmation while simultaneously honoring one's own cultural integrity and limitations. The benefits of being culturally competent are numerous and include healthy, holistic relationships and connection with people across differences. This book provides conceptual context for tried and true learning exercises that promote deeper self-understanding, ways to connect with people who are culturally different, and an understanding of the systems (socio-cultural, economic, political, and environmental) that circumscribe our lives.

Written for organizational leaders, university instructors, students, and practitioners, this book includes typical approaches to enhancing culturally

competent engagement, yet has several special features that differentiate it from approaches in other books and articles on the topic. Typical approaches to developing cultural competence focus on acquisition of communicative skills, behaviors, and dispositions needed to effectively navigate cross-cultural relationships and function effectively in multicultural environments. We include and build on these approaches by adding a layer of critical and complex systems understanding as a necessary foundation for effective cross-cultural engagement. The Self-Other-Systems approach challenges readers via concrete learning exercises that nudge one along the life-long path of culturally competent engagement. Perhaps the most unique feature of this book is the explicit and implicit mindful approach. A total of eleven learning exercises are offered, foregrounded by theory and completed with reflection questions or activities. All learning exercises encourage mindfulness, or awareness of oneself in the present moment, awareness of others, and awareness of broader contexts and forces at work in multicultural contexts. In specific, three learning exercises are meditations that can be read or listened to via free download from the book's website.



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.



A Research Perspective Preparing Pre-Service Teachers for Academic Success across South Carolina

Nan Li, Claflin University

2020. Paperback 978-1-64802-192-3 \$45.99. Hardcover 978-1-64802-193-0 \$85.99. eBook 978-1-64802-194-7 \$65.

All educators in teacher education want to know what factors contribute to the academic success of undergraduate education majors or pre-service teachers. Teacher educators of eight universities across the state of South Carolina were determined to find out. This compilation is a result of their inquiry. The conclusions of this book are drawn from the contributors and each chapter helps expand teacher educator readers' understanding and informs their practice as they work with initial certification students in educator preparation.

A Research Perspective promotes the academic success of pre-service teachers by exploring common research questions posed to education majors of the eight universities in South Carolina. Ranging from historically Black to predominately White, from private to public universities across the state, these institutions serve a diverse body of students who described some insightful contributing factors and challenges to their success. The case scenario begins each chapter that provides contextual snapshots of the myriad choices and obstacles faced by pre-service teachers; the research narratives offer insightful analysis for teacher educators. Though written from the perspective of South Carolina, the lessons learned and recommendations for teacher education are relevant to any state. This is a must-read for all teacher educators interested in student success.

This book is most interesting to members of teacher education organizations, especially the Association of Teacher Educators (ATE) and its 41 state and regional affiliates, including South Carolina Association of Teacher Educators (SCATE) and Southeast Regional Association of Teacher Educators (SRATE). It also has wide appeal to members of other professional organizations, such as National Association for Multicultural Education (NAME) and American Educational Research Association (AERA). Finally, it's a good choice for professional learning communities of district personnel and classroom teachers since it provides insights that will strengthen mentoring and support systems provided to student teachers.



Organizational Behavior An Evidence-Based Approach Fourteenth Edition

Fred Luthans, University of Nebraska, Lincoln; Brett C. Luthans, Missouri Western State University; Kyle W. Luthans, University of Nebraska at Kearney

2021. Paperback 978-1-64802-125-1 \$69.99. Hardcover 978-1-64802-126-8 \$99.99. eBook 978-1-64802-127-5 \$65.

Contrary to the common saying: we do want you to judge this new edition of Organizational Behavior by its front cover. Specifically, featured is that this is the 14th edition, it takes an "Evidence-Based Approach," and similar to the previous edition there are now three Luthans authors. This 14th edition is based on the foundation provided by the first mainline text which has become the classic for the study and understanding of organizational behavior. However, by taking an evidence based approach, this insures that, even though a classic, this new edition adds the most recent and relevant research to the most extensive, up-to-date reference-base of any organizational behavior text. By adding the two closely related authors (professor sons) literally pumps "new blood" into the sustainability of this classic text by Fred Luthans. Importantly, Fred has recently been recognized with: 1) Lifetime Achievement Award in Organizational Behavior; 2) Top 1% of Citation Count of all researchers in the world; and 3) the #1 most cited author in Organizational Behavior textbooks. Finally, this new edition recognizes that even though the theoretical framework and coverage largely remains, the context of organizational behavior is rapidly changing. This new edition reflects the "New Age" environment, but still holds to the premise that in today's organizations, success and competitive advantage still comes from the understanding, prediction, and effective management of human resources. With this new edition we invite you to continue the never-ending journey guided by the best organizational behavior theory, research, and application.

BACK LIST

Title	Year	Paperback	Hardcover
Anti-Corruption in Management Research and Business School Classrooms Agata Stachowicz-Stanusch, Silesian University of Technology, Poland; Wolfgang Amann, HEC Paris in Qatar <i>Series: Research in Management Education and Development</i>	2019	\$45.99 978-1-64113-444-6	\$85.99 978-1-64113-445-3
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	\$45.99 978-1-64113-555-9	\$85.99 978-1-64113-556-6
The Contemporary Superintendent: (R)Evolutionary Leadership in an Era of Reform Meredith Mountford, Florida Atlantic University; Leigh E. Wallace, University of Wisconsin-Milwaukee <i>Series: Research on the Superintendency</i>	2019	\$45.99 9781641135245	\$85.99 9781641135252
The Dialogical Challenge of Leadership Development Rob Koonce, Creighton University and Can We Communicate; Rens van Loon, Tilburg University and & Dialogue <i>Series: Contemporary Perspectives on Leadership Development</i>	2019	\$45.99 978-1-64113-567-2	\$85.99 978-1-64113-568-9
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 <i>Series: International Research on School Leadership</i>	2019	\$45.99 978-1-64113-501-6	\$85.99 978-1-64113-502-3
Leadership for School Improvement: Reflection and Renewal Cherie B. Gaines <i>Series: Leadership for School Improvement</i>	2019	\$45.99 978-1-64113-602-0	\$85.99 978-1-64113-603-7
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	\$45.99 978-1-64113-549-8	\$85.99 978-1-64113-550-4
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	\$45.99 9781641134507	\$85.99 9781641134514
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 <i>Series: Research in Human Resource Management</i>	2019	\$45.99 978-1-64113-611-2	\$85.99 978-1-64113-612-9
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 <i>Series: Perspectives on Mentoring</i>	2018	\$45.99 978-1-64113-104-9	\$85.99 978-1-64113-105-6
Asia Pacific Education: Leadership, Governance and Administration Venesser Fernandes, Monash University; Philip Wing Keung Chan, Monash University <i>Series: Leadership, Schools, and Change</i>	2018	\$45.99 978-1-64113-521-4	\$85.99 978-1-64113-522-1

<p>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</p>	2018	\$45.99 978-1-64113-216-9	\$85.99 978-1-64113-217-6
<p>Changing the Narrative: Socially Just Leadership Education Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, Florida State University <i>Series: Contemporary Perspectives on Leadership Learning</i></p>	2018	\$45.99 978-1-64113-335-7	\$85.99 978-1-64113-336-4
<p>Connect the Dots: How to Build, Nurture, and Leverage Your Network to Achieve Your Personal and Professional Goals Inga Carboni, College of William & Mary</p>	2018	\$29.99 9781641133661	\$59.99 9781641133678
<p>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 <i>Series: International Higher Education</i></p>	2018	\$45.99 978-1-64113-408-8	\$85.99 978-1-64113-409-5
<p>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</p>	2018	\$45.99 9781641131667	\$85.99 9781641131674
<p>International Perspectives on Leading Low-Performing Schools Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i></p>	2018	\$45.99 978-1-64113-343-2	\$85.99 978-1-64113-344-9
<p>An Introduction to Professional and Executive Coaching Sheila Boysen-Rotelli, Lewis University <i>Series: Contemporary Trends in Organization Development and Change</i></p>	2018	\$45.99 978-1-64113-254-1	\$85.99 978-1-64113-255-8
<p>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</p>	2018	\$45.99 978-1-64113-355-5	\$85.99 978-1-64113-356-2
<p>Leading from a Feminist Soul Catherine E. Hackney, Kent State University <i>Series: Research on Women and Education</i></p>	2018	\$45.99 978-1-64113-495-8	\$85.99 978-1-64113-496-5
<p>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 <i>Series: Contemporary Perspectives in Race and Ethnic Relations</i></p>	2018	\$45.99 9781681239910	\$85.99 9781681239927
<p>More Than a Mentoring Program: Attacking Institutional Racism Graig R. Meyer, The Equity Collaborative; George W. Noblit, University of North Carolina at Chapel Hill <i>Series: Perspectives on Mentoring</i></p>	2018	\$45.99 978-1-64113-248-0	\$85.99 978-1-64113-249-7
<p>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 <i>Series: Women and Leadership</i></p>	2018	\$45.99 978-1-64113-405-7	\$85.99 978-1-64113-406-4
<p>Reflections of a Rookie Dean: Lessons from the First Year Prentice T. Chandler, Austin Peay State University</p>	2018	\$45.99 978-1-64113-498-9	\$85.99 978-1-64113-499-6

<p>The Role of Leadership Educators: Transforming Learning Kathy L. Guthrie, Florida State University; Daniel M. Jenkins, University of Southern Maine <i>Series: Contemporary Perspectives on Leadership Learning</i></p>	2018	\$45.99 9781641130981	\$85.99 9781641130998
<p>Rural Turnaround Leadership Development: The Power of Partnerships Ellen H. Reames, Auburn University <i>Series: Dimensions of Leadership and Institutional Success: Exploring Connections and Partnerships</i></p>	2018	\$45.99 978-1-64113-291-6	\$85.99 978-1-64113-292-3
<p>Seeking Challenge in the Career S. Gayle Baugh, University of West Florida; Sherry E. Sullivan, Bowling Green State University <i>Series: Research in Careers</i></p>	2018	\$45.99 9781641131896	\$85.99 9781641131902
<p>Systemic Organization Development Ralph Grossmann, Executive Education, Estonian Business School; Klaus Scala, University of Graz, Austria; Günther Bauer, Corporation CEO</p>	2018	\$39.99 978-1-64113-311-1	\$59.99 978-1-64113-312-8
<p>Advanced Leadership Insights: How to Lead People and Organizations to Ultimate Success Wolfgang Amann, HEC Paris in Qatar; Katja Kruckeberg, International Leadership Consultant</p>	2017	\$45.99 9781681238166	\$85.99 9781681238173
<p>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></p>	2017	\$45.99 9781681238340	\$85.99 9781681238357
<p>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></p>	2017	\$45.99 9781681238067	\$85.99 9781681238074
<p>Corporate Yoga: A Primer for Sustainable and Humanistic Leadership Shiv Tripathi, CMR University, Bangalore, India; Wolfgang Amann, HEC Paris in Qatar</p>	2017	\$24.99 978-1-64113-014-1	\$49.99 978-1-64113-015-8
<p>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></p>	2017	\$45.99 9781681238555	\$85.99 9781681238562
<p>Enduring Myths That Inhibit School Turnaround Coby V. Meyers, University of Virginia; Marlene J. Darwin, American Institutes for Research <i>Series: Contemporary Perspectives on School Turnaround and Reform</i></p>	2017	\$45.99 9781681238876	\$85.99 9781681238883
<p>The First 100 Days in the Main Office: Transforming A School Culture Alan Jones</p>	2017	\$45.99 978-1-64113-146-9	\$85.99 978-1-64113-147-6
<p>Gender, Communication, and the Leadership Gap Carolyn M. Cunningham, Gonzaga University; Heather M. Crandall, Gonzaga University; Alexa M. Dare, University of Portland <i>Series: Women and Leadership</i></p>	2017	\$45.99 9781681239941	\$85.99 9781681239958
<p>A Global Perspective of Social Justice Leadership for School Principals Pamela S. Angelle, The University of Tennessee</p>	2017	\$45.99 9781681238739	\$85.99 9781681238746

<p>A Guide to College Success for Post-traditional Students Henry S. Merrill <i>Series: Adult Learning in Professional, Organizational, and Community Settings</i></p>	2017	\$45.99 978-1-68123-917-0	\$85.99 978-1-68123-918-7
<p>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</p>	2017	\$45.99 9781681237824	\$85.99 9781681237831
<p>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</p>	2017	\$45.99 9781641131605	\$85.99 9781641131612
<p>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 <i>Series: Contemporary Perspectives in Special Education</i></p>	2017	\$45.99 978-1-64113-008-0	\$85.99 978-1-64113-009-7
<p>Leading Diversity in the 21st Century Terri A. Scandura, University of Miami; Edwin Mouriño, Rollins College</p>	2017	\$45.99 9781681238760	\$85.99 9781681238777
<p>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></p>	2017	\$45.99 9781681237589	\$85.99 9781681237596
<p>Powerful Multicultural Essays For Innovative Educators And Leaders: Optimizing 'Hearty' Conversations Festus E. Obiakor, Sunny Educational Consulting</p>	2017	\$45.99 978-1-64113-085-1	\$85.99 978-1-64113-086-8
<p>Radical Thoughts on Ethical Leadership Carole L. Jurkiewicz, University of Massachusetts Boston; Robert A. Giacalone, John Carroll University <i>Series: Ethics in Practice</i></p>	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
<p>Theorizing Women & Leadership: New Insights & Contributions from Multiple Perspectives Julia Storberg-Walker, George Washington University; Paige Haber-Curran, Texas State University <i>Series: Women and Leadership</i></p>	2017	\$45.99 9781681236827	\$85.99 9781681236834
<p>When a New Leader Takes Over: Toward Ethical Turnarounds Ronald R. Sims, William and Mary <i>Series: Contemporary Human Resource Management Issues Challenges and Opportunities</i></p>	2017	\$45.99 9781681239439	\$85.99 9781681239446

<p>Working Together: Enhancing Urban Educator Quality Through School-University Partnerships Diane Yendol-Hoppey, University of North Florida; Deborah Shanley, Brooklyn College – CUNY; Darby C. Delane, Alachua County Public Schools; David T. Hoppey, University of North Florida <i>Series: Advances in Teacher Education</i></p>	2017	\$45.99 9781681237305	\$85.99 9781681237312
<p>Brown-Eyed Leaders of the Sun: A Portrait of Latina/o Educational Leaders Frank Hernandez, University of Texas of the Permian Basin; Elizabeth T. Murakami, Texas A&M University-San Antonio</p>	2016	\$45.99 9781681234496	\$85.99 9781681234502
<p>Catholic School Leadership Anthony J. Dosen, DePaul University, Chicago; Barbara S. Rieckhoff, DePaul University <i>Series: Research on Religion and Education</i></p>	2016	\$45.99 9781681232713	\$85.99 9781681232720
<p>Colluding, Colliding, and Contending with Norms of Whiteness Jennifer L. S. Chandler, Arizona State University <i>Series: Urban Education Studies Series</i></p>	2016	\$45.99 9781681236919	\$85.99 9781681236926
<p>The Cruciform Faculty: The Making of a Christian Professor Mark H. Heinemann, Dallas Theological Seminary; James R. Estep, Lincoln Christian University; Mark A. Maddix, Point Loma Nazarene University; Octavio J. Esqueda, Biola University</p>	2016	\$19.99 9781681236797	\$49.99 9781681236803
<p>Envisioning a Critical Race Praxis in K-12 Education Through Counter-Storytelling Tyson E.J. Marsh, University of New Mexico; Natasha N. Croom, Iowa State University <i>Series: Educational Leadership for Social Justice</i></p>	2016	\$45.99 9781681234083	\$85.99 9781681234090
<p>Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling Natasha N. Croom, Iowa State University; Tyson E.J. Marsh, University of New Mexico <i>Series: Educational Leadership for Social Justice</i></p>	2016	\$45.99 9781681234052	\$85.99 9781681234060
<p>Executive Ethics II: Ethical Dilemmas and Challenges for the C Suite, 2nd Edition Ronald R. Sims, William and Mary; Scott A. Quatro, Covenant College</p>	2016	\$45.99 9781681235387	\$85.99 9781681235394
<p>Gender, Media, and Organization: Challenging Mis(s)Representations of Women Leaders and Managers Carole Elliott, University of Roehampton; Valerie Stead, Lancaster University, UK; Sharon Mavin, University of Roehampton; Jannine Williams, University of Bradford, UK <i>Series: Women and Leadership</i></p>	2016	\$45.99 9781681235325	\$85.99 9781681235332
<p>Identity Intersectionalities, Mentoring, and Work–Life (Im)Balance: Educators (Re)Negotiate the Personal, Professional, and Political Katherine Cumings Mansfield, Virginia Commonwealth University; Anjalé D. Welton, University of Illinois at Urbana-Champaign; Pei-Ling Lee, The University of Texas at Austin <i>Series: Work-Life Balance</i></p>	2016	\$45.99 9781681235554	\$85.99 9781681235561
<p>Leadership: Learning, Teaching, and Practice Autumn Cyprés, St. John’s University, New York City <i>Series: Leadership, Schools, and Change</i></p>	2016	\$45.99 9781681237121	\$85.99 9781681237138

<p>Leading Schools in Challenging Times: Eye to the Future Bruce Anthony Jones, University of Houston; Anthony Rolle, University of Houston <i>Series: Educational Policy in the 21st Century: Opportunities, Challenges and Solutions</i></p>	2016	\$45.99 9781681233673	\$85.99 9781681233680
<p>Virtual Teams in Higher Education: A Handbook for Students and Teachers Madelyn Flammia, University of Central Florida; Yvonne Cleary, University of Limerick; Darina M. Slattery, University of Limerick</p>	2016	\$45.99 978-1-68123-262-1	\$85.99 978-1-68123-263-8
<p>Working (With/without) the System: Educational Leadership, Micropolitics and Social Justice James Ryan, Ontario Institute for Studies in Education; Denise E. Armstrong, Brock University <i>Series: Issues in the Research, Theory, Policy, and Practice of Urban Education</i></p>	2016	\$45.99 9781681232249	\$85.99 9781681232256
<p>Abriendo Puertas, Cerrando Heridas (Opening doors, closing wounds): Latinas/os Finding Work-Life Balance in Academia Frank Hernandez, University of Texas of the Permian Basin; Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Gloria M. Rodriguez, UC Davis <i>Series: Work-Life Balance</i></p>	2015	\$45.99 978-1-68123-064-1	\$85.99 978-1-68123-065-8
<p>Authentic Personal Brand Coaching: Entrepreneurial Leadership Brand Coaching for Sustainable High Performance Hubert K. Rampersad, President at TPS International Inc. and Personal Branding University, Miami Beach, USA</p>	2015	\$45.99 978-1-68123-021-4	\$85.99 978-1-68123-022-1
<p>Better Principals, Better Schools: What Star Principals Know, Believe, and Do Delia Stafford, Haberman Educational Foundation; Valerie Hill-Jackson, Texas A&M University <i>Series: Urban Education Studies Series</i></p>	2015	\$34.99 9781681233642	\$74.99 9781681233659
<p>Challenges and Opportunities of Educational Leadership Research and Practice: The State of the Field and Its Multiple Futures Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Wisconsin-Milwaukee; Bruce G. Barnett, University of Texas at San Antonio <i>Series: International Research on School Leadership</i></p>	2015	\$45.99 978-1-68123-274-4	\$85.99 978-1-68123-275-1
<p>Democratizing Leadership: Counter-hegemonic Democracy in Communities, Organizations and Institutions Mike Klein, University of St. Thomas <i>Series: Counter-Hegemonic Democracy and Social Change</i></p>	2015	\$45.99 9781681233338	\$85.99 9781681233345
<p>Emerging Web 3.0/Semantic Web Applications in Higher Education: Growing Personalization and Wider Interconnections in Learning Charles Wankel, St. John's University, New York; Agata Stachowicz-Stanusch, Silesian University of Technology, Poland <i>Series: Research in Management Education and Development</i></p>	2015	\$45.99 978-1-68123-146-4	\$85.99 978-1-68123-147-1
<p>Ethics and Risk Management Lina Svedin, University of Utah <i>Series: Ethics in Practice</i></p>	2015	\$45.99 978-1-68123-093-1	\$85.99 978-1-68123-094-8
<p>Immigration and Schooling: Redefining the 21st Century America Tourizou Hervé Somé, Ripon College; Pierre W. Orelus, New Mexico State University <i>Series: Critical Constructions: Studies on Education and Society</i></p>	2015	\$45.99 9781623968922	\$85.99 9781623968939

<p>Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative M.C. Kate Esposito, California State University Dominguez Hills; Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i></p>	2015	\$45.99 978-1-68123-107-5	\$85.99 978-1-68123-108-2
<p>Indigenous Spiritualities at Work: Transforming the Spirit of Enterprise Chellie Spiller, University of Auckland; Rachel Wolfram, University of Auckland <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i></p>	2015	\$45.99 978-1-68123-155-6	\$85.99 978-1-68123-156-3
<p>Joined-up History: New Directions in History Education Research Arthur Chapman, University College London; Arie Wilschut, Amsterdam University of Professional Education <i>Series: International Review of History Education</i></p>	2015	\$45.99 978-1-68123-032-0	\$85.99 978-1-68123-033-7
<p>Leadership and School Quality Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University <i>Series: Research and Theory in Educational Administration</i></p>	2015	\$45.99 978-1-68123-038-2	\$85.99 978-1-68123-039-9
<p>Leading with Character - 2nd Edition: Stories of Valor and Virtue and the Principles They Teach John J. Sosik, Pennsylvania State University</p>	2015	\$45.99 978-1-68123-013-9	\$85.99 978-1-68123-014-6
<p>On the High Wire: Education Professors Walk Between Work and Parenting George Theoharis, Syracuse University; Sharon Dotger, Syracuse University <i>Series: Work-Life Balance</i></p>	2015	\$45.99 9781623969271	\$85.99 9781623969288
<p>The Phenomenon of Obama and the Agenda for Education - 2nd Edition: Can Hope (Still) Audaciously Trump Neoliberalism? Paul R. Carr, Université du Québec en Outaouais; Brad J. Porfilio, Seattle University <i>Series: Critical Constructions: Studies on Education and Society</i></p>	2015	\$45.99 9781623968328	\$85.99 9781623968335
<p>Polling Students for School Improvement and Reform Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i></p>	2015	\$45.99 9781681233536	\$85.99 9781681233543
<p>The Pursuit of Sustainability: Creating Business Value through Strategic Leadership, Holistic Perspectives, and Exceptional Performance David L. Rainey, Rensselaer Polytechnic Institute; Robert J. Araujo, Sikorsky Aircraft Corporation</p>	2015	\$45.99 9781623968779	\$85.99 9781623968786
<p>Refractions of Mathematics Education: Festschrift for Eva Jablonka Christer Bergsten, Linköpings Universitet, Sweden; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i></p>	2015	\$45.99 978-1-68123-029-0	\$85.99 978-1-68123-030-6
<p>The Socio-Economic Approach to Management Revisited: The Evolving Nature of SEAM in the 21st Century Anthony F. Buono, Bentley University; Henri Savall, University Jean Moulin Lyon 3 and ISEOR <i>Series: Research in Management Consulting</i></p>	2015	\$45.99 978-1-68123-161-7	\$85.99 978-1-68123-162-4
<p>Urban Educational Leadership for Social Justice: International Perspectives Jeffrey S. Brooks, RMIT University; Melanie C. Brooks, University of Idaho <i>Series: Educational Leadership for Social Justice</i></p>	2015	\$45.99 978-1-68123-176-1	\$85.99 978-1-68123-177-8
<p>Women and Leadership around the World Susan R. Madsen, Utah Valley University; Faith Wambura Ngunjiri, Concordia College, MN; Karen A. Longman, Azusa Pacific University; Cynthia Cherrey, International Leadership Association <i>Series: Women and Leadership</i></p>	2015	\$45.99 978-1-68123-149-5	\$85.99 978-1-68123-150-1

<p>Women as Global Leaders Faith Wambura Ngunjiri, Concordia College, MN; Susan R. Madsen, Utah Valley University <i>Series: Women and Leadership</i></p>	2015	\$45.99 9781623969646	\$85.99 9781623969653
<p>Adolescents In The Internet Age, 2nd Edition: Teaching And Learning From Them Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i></p>	2014	\$45.99 9781623967628	\$85.99 9781623967635
<p>Advances in Authentic and Ethical Leadership Linda L. Neider, University of Miami; Chester A. Schriesheim, University of Miami <i>Series: Research in Management</i></p>	2014	\$45.99 9781623967208	\$85.99 9781623967215
<p>Beyond Tears, Tirades, and Tantrums: Clinical Simulations for School Leader Development Benjamin H. Dotger, Syracuse University's School of Education</p>	2014	\$45.99 9781623965716	\$85.99 9781623965723
<p>Beyond The Pride and The Privilege: The Stories of Doctoral Students and Work-Life Balance Agustina Purnamasari, Iowa State University; Genise Henry, University of Texas at Austin; Chinasa Ordu, Kent State University; Edna Martinez, California State University, San Bernardino <i>Series: Work-Life Balance</i></p>	2014	\$45.99 9781623969066	\$85.99 9781623969073
<p>Caring Leadership in Turbulent Times: Tackling Neoliberal Education Reform Mary G. Green, Acadia University <i>Series: Educational Leadership for Social Justice</i></p>	2014	\$45.99 9781623967291	\$85.99 9781623967307
<p>Clinical Simulations for School Leader Development: A Companion Manual for School Leaders Benjamin H. Dotger, Syracuse University's School of Education</p>	2014	\$19.99 9781623965747	\$39.99 9781623965754
<p>Continuing to Disrupt the Status Quo?: New and Young Women Professors of Educational Leadership Whitney Sherman Newcomb, Virginia Commonwealth University <i>Series: New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service</i></p>	2014	\$45.99 978-1-62396-640-9	\$85.99 978-1-62396-641-6
<p>Curriculum and Teaching Dialogue: Vol. 16 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum & Teaching Dialogue</i></p>	2014	\$45.99 9781623968069	\$85.99 9781623968076
<p>Educational Leadership for Ethics and Social Justice: Views from the Social Sciences Anthony H. Normore, California State University Dominguez Hills; Jeffrey S. Brooks, University of Idaho <i>Series: Educational Leadership for Social Justice</i></p>	2014	\$45.99 9781623965358	\$85.99 9781623965365
<p>Emerging Perspectives on Gesture and Embodiment in Mathematics Laurie D. Edwards, St. Mary's College of California; Francesca Ferrara, Università di Torino, Italy; Deborah Moore-Russo, SUNY, University at Buffalo <i>Series: Cognition, Equity & Society: International Perspectives</i></p>	2014	\$45.99 9781623965532	\$85.99 9781623965549
<p>Ethical Leadership and the Community College: Paradigms, Decision-Making, and Praxis J. Luke Wood, San Diego State University; Carlos Nevarez, California State University, Sacramento <i>Series: Transformative Leadership in Postsecondary Education</i></p>	2014	\$45.99 9781623968090	\$85.99 9781623968106

<p>Facilitating the Socio-Economic Approach to Management: Results of the First SEAM Conference in North America Henri Savall, University Jean Moulin Lyon 3 and ISEOR; John Conbere, University of St. Thomas; Alla Heorhiadi, University of St. Thomas; Vincent Cristallini, ISEOR; Anthony F. Buono, Bentley University <i>Series: Research in Management Consulting</i></p>	2014	\$45.99 9781623966676	\$85.99 9781623966683
<p>From Policy to Practice: Sustainable Innovations in School Leadership Preparation and Development Karen L. Sanzo, Old Dominion University <i>Series: UCEA Leadership Series</i></p>	2014	\$45.99 9781623967833	\$85.99 9781623967840
<p>Full-Spectrum Strategic Leadership: Being on the Cutting Edge through Innovative Solutions, Integrated Systems, and Enduring Relationships David L. Rainey, Rensselaer Polytechnic Institute</p>	2014	\$45.99 9781623966492	\$85.99 9781623966508
<p>Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice Suniti Sharma, Saint Joseph's University; JoAnn Phillion, Purdue University; Jubin Rahatzad, Purdue University; Hannah L. Sasser, Purdue University <i>Series: Research for Social Justice: Personal~Passionate~Participatory</i></p>	2014	\$45.99 9781623966041	\$85.99 9781623966058
<p>Mentoring for the Professions: Orienting Toward the Future Aimee Howley, Ohio University; Mary Barbara Trube, Ohio University <i>Series: Perspectives on Mentoring</i></p>	2014	\$45.99 9781623968359	\$85.99 9781623968366
<p>Millennial Spring: Designing the Future of Organizations Miram Grace, The Boeing Company; George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i></p>	2014	\$24.99 9781623967444	\$49.99 9781623967451
<p>Optimizing Talent Workbook: Building an Unbeatable Talent Brand Linda D. Sharkey; Sarah McArthur</p>	2014	\$25.99 978-1-62396-709-3	
<p>Organizational Ethics and Stakeholder Well-Being in the Business Environment Sean Valentine, University of North Dakota <i>Series: Ethics in Practice</i></p>	2014	\$45.99 9781623966348	\$85.99 9781623966355
<p>Perspectives and Provocations in Early Childhood Education Volume 3 Carol Branigan Felderman, American University; Brian Kissel, University of North Carolina, Charlotte; Kindel Nash, University of Missouri, Kansas City <i>Series: Early Childhood Education Assembly</i></p>	2014	\$45.99 9781623968984	\$85.99 9781623968991
<p>School Leadership in a Diverse Society: Helping Schools Prepare All Students for Success Carlos R. McCray, Fordham University; Floyd D. Beachum, Lehigh University <i>Series: Educational Leadership for Social Justice</i></p>	2014	\$45.99 9781623965297	\$85.99 9781623965303
<p>Share, Don't Take the Lead Craig L. Pearce, Deloitte Leadership Institute, Ozyegin University; Charles C. Manz, University of Massachusetts-Amherst; Henry P. Sims, University of Maryland-College Park</p>	2014	\$24.99 9781623964757	\$49.99 9781623964764
<p>Shifting to Fit: The Politics of Black and White Identity in School Leadership Carol A. Mullen, Virginia Tech; Kim Robertson <i>Series: Educational Leadership for Social Justice</i></p>	2014	\$45.99 9781623966614	\$85.99 9781623966621
<p>Uncovering the Cultural Dynamics in Mentoring Programs and Relationships: Enhancing Practice and Research Frances K. Kochan, Auburn University; Andrea M. Kent, University of South Alabama; André M. Green, University of South Alabama <i>Series: Perspectives on Mentoring</i></p>	2014	\$45.99 9781623968519	\$85.99 9781623968526

Using Data in Schools to Inform Leadership and Decision Making

Alex J. Bowers, Teachers College, Columbia University; Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio

2014 \$45.99 \$85.99
9781623967864 9781623967871

Series: International Research on School Leadership

Why did Anticorruption Policy Fail?: A Study of Anticorruption Policy

Implementation Failure in Indonesia

Roby Arya Brata

2014 \$45.99 \$85.99
9781623967802 9781623967819

Series: Research in Public Management

Women and Leadership in Higher Education

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

2014 \$35.29 \$65.99
9781623968199 9781623968205

Series: Women and Leadership

Women Interrupting, Disrupting, and Revolutionizing Educational Policy and Practice

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

2014 \$45.99 \$85.99
9781623967031 9781623967048

Series: Educational Leadership for Social Justice

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

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

2013 \$45.99 \$85.99
9781623962210 9781623962227

Series: Educational Leadership for Social Justice

Authentic Leadership: An Engaged Discussion of LGBTQ Work as Culturally Relevant

Lemuel W. Watson, Indiana University School of Education; Joshua Moon Johnson, University of California at Santa Barbara

2013 \$45.99 \$85.99
9781623962593 9781623962609

Challenging Status Quo Retrenchment: New Directions in Critical Research

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

2013 \$45.99 \$85.99
9781623960490 9781623960506

Series: Critical Constructions: Studies on Education and Society

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

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

2013 \$45.99 \$85.99
9781623961565 9781623961572

Series: Educational Leadership for Social Justice

Courageous Pedagogy: Enacting Critical Science Education

Andrew Gilbert, Royal Melbourne Institute of Technology

2013 \$45.99 \$85.99
9781623960674 9781623960681

Series: Critical Constructions: Studies on Education and Society

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

Dymaneke D. Mitchell, National Louis University

2013 \$45.99 \$85.99
9781623960919 9781623960926

Series: Educational Leadership for Social Justice

Cultural Competence in America's Schools: Leadership, Engagement and Understanding

Bruce Anthony Jones, University of South Florida; Edwin J. Nichols, Nicolas & Associates, Inc.

2013 \$45.99 \$85.99
9781623961749 9781623961756

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

<p>Curriculum and Teaching Dialogue: Vol. 15 # 1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver; Christy M. Moroye, University of Northern Colorado <i>Series: Curriculum & Teaching Dialogue</i></p>	2013	\$45.99 9781623964306	\$85.99 9781623964313
<p>Curriculum and Teaching Dialogue: Vol. 14 #1 & 2 David J. Flinders, Indiana University; P. Bruce Uhrmacher, University of Denver <i>Series: Curriculum & Teaching Dialogue</i></p>	2013	\$45.99 9781623960223	\$85.99 9781623960230
<p>The Dynamics and Challenges of Tetranormalization Henri Savall, University Jean Moulin Lyon 3 and ISEOR; Veronique Zardet, University Jean Moulin Lyon 3 and ISEOR <i>Series: Research in Management Consulting</i></p>	2013	\$45.99 9781623962807	\$85.99 9781623962814
<p>Educational Leadership: Building Bridges Among Ideas, Schools, And Nations Christa Boske, Kent State University <i>Series: Educational Leadership for Social Justice</i></p>	2013	\$45.99 978-1-61735-989-7	\$85.99 978-1-61735-990-3
<p>Ethics Training in Action: An Examination of Issues, Techniques, and Development Leslie E. Sekerka, Menlo College <i>Series: Ethics in Practice</i></p>	2013	\$45.99 9781623964634	\$85.99 9781623964641
<p>Exploring the Professional Identity of Management Consultants Anthony F. Buono, Bentley University; Léon de Caluwé, Vrije Universiteit; Annemieke Stoppelenburg, Tilburg University and SIOO <i>Series: Research in Management Consulting</i></p>	2013	\$45.99 978-1-62396-171-8	\$85.99 978-1-62396-172-5
<p>Great Leaders Equal Great Schools: Alliances and Discourse for Educational Reform Autumn Cyprès, University of Tennessee <i>Series: Leadership, Schools, and Change</i></p>	2013	\$45.99 9781623960131	\$85.99 9781623960148
<p>History Education and the Construction of National Identities Mario Carretero, Universidad Autónoma de Madrid; Mikel Asensio, Universidad Autónoma de Madrid; María Rodríguez-Moneo, Universidad Autónoma de Madrid <i>Series: International Review of History Education</i></p>	2013	\$45.95 978-1-61735-935-4	\$85.95 978-1-61735-936-1
<p>Improving Employee Health and Well Being Ana Maria Rossi, International Stress Management Association; James A. Meurs, University of Mississippi; Pamela L. Perrewé, Florida State University <i>Series: Stress and Quality of Working Life</i></p>	2013	\$45.99 9781623965174	\$85.99 9781623965181
<p>Improving Instruction Through Supervision, Evaluation, and Professional Development Michael DiPaola, The College of William and Mary; Wayne K. Hoy, The Ohio State University</p>	2013	\$45.99 9781623964788	\$85.99 9781623964795
<p>Leadership Learning for the Future Klaus Scala, University of Graz, Austria; Ralph Grossmann, University of Klagenfurt, Austria; Marlies Lenglachner, Corporate Development Lenglachner & Partner, Vienna; Kurt Mayer, REFLACT - Sustainable Organization Development <i>Series: Research in Management Education and Development</i></p>	2013	\$45.99 9781623964603	\$85.99 9781623964610
<p>Learning to Learn with Integrative Learning Technologies (ILT): A Practical Guide for Academic Success (Chinese Edition) Anastasia Kitsantas, George Mason University; Nada Dabbagh, George Mason University</p>	2013	\$45.99 9781623962241	\$85.99 9781623962258

<p>Liminal Spaces and Call for Praxis(ing) Miryam Espinosa-Dulanto, Valdosta State University; David L. Humpal, Independent Researcher; Leilya Pitre, Louisiana State University; Jolanta Smolen Santana, Oregon State University <i>Series: Curriculum and Pedagogy</i></p>	2013	\$45.99 9781623964245	\$85.99 9781623964252
<p>Management of Team Leadership in Extreme Context: Defending Our Homeland, Protecting Our First Responders George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i></p>	2013	\$45.99 9781623960995	\$85.99 9781623961008
<p>Mathematics Teacher Education in the Public Interest: Equity and Social Justice Laura J. Jacobsen, Radford University; Jean Mistele, Radford University; Bharath Sriraman, University of Montana <i>Series: Cognition, Equity & Society: International Perspectives</i></p>	2013	\$45.99 9781617359682	\$85.99 9781617359699
<p>Perspectives and Provocations in Early Childhood Education Vivian Vasquez, American University; Jeffrey Wood, Laurentian University <i>Series: Early Childhood Education Assembly</i></p>	2013	\$45.99 978-1-61735-965-1	\$85.99 978-1-61735-966-8
<p>Perspectives and Provocations in Early Childhood Education Volume 2 Vivian Vasquez, American University; Jeffrey Wood, Laurentian University; Carol Branigan Felderman, American University <i>Series: Early Childhood Education Assembly</i></p>	2013	\$45.99 9781623963378	\$85.99 9781623963385
<p>The Pursuit of Sustainable Leadership: Becoming a Successful Strategic Leader through Principles, Perspectives and Professional Development David L. Rainey, Rensselaer Polytechnic Institute</p>	2013	\$45.99 9781623961268	\$85.99 9781623961275
<p>School and District Leadership in an Era of Accountability Bruce G. Barnett, University of Texas at San Antonio; Alan R. Shoho, University of Texas at San Antonio; Alex J. Bowers, University of Texas at San Antonio <i>Series: International Research on School Leadership</i></p>	2013	\$45.99 9781623963828	\$85.99 9781623963835
<p>Spiritual Leadership in Action: The CEL Story Achieving Extraordinary Results Through Ordinary People Louis W. Fry, Texas A&M University Central Texas; Yochana Altman, Bordeaux Management School <i>Series: Advances in Workplace Spirituality: Theory, Research and Application</i></p>	2013	\$29.99 978-1-62396-409-2	\$49.99 978-1-62396-410-8
<p>The Strategic Leader: Bringing the Habits to Life Linda Ellington, Palm Beach Atlantic University; John Pisapia, Florida Atlantic University</p>	2013	\$45.99 9781623963408	\$85.99 9781623963415
<p>Taking the Measure of Work: A guide to Validated Measures for Organizational Research and Diagnosis Dail L. Fields, University of Georgia</p>	2013	\$29.99 9781623962197	
<p>Teaching Marx: The Socialist Challenge Curry Malott, West Chester University of Pennsylvania; John M. Elmore, West Chester University of Pennsylvania; Mike Cole, Bishop Grosseteste University College Lincoln <i>Series: Critical Constructions: Studies on Education and Society</i></p>	2013	\$45.99 9781623961206	\$85.99 9781623961213
<p>Thinking in Childhood and Adolescence Paris S. Strom, Auburn University; Robert D. Strom, Arizona State University <i>Series: Lifespan Learning</i></p>	2013	\$45.99 978-1-62396-433-7	\$85.99 978-1-62396-434-4
<p>Transforming Schools: Alternative Perspectives on School Reform D. G. Mulcahy, Central Connecticut State University <i>Series: Contemporary Research in Education</i></p>	2013	\$45.99 9781623961442	\$85.99 9781623961459

<p>Visionary Strategic Leadership: Sustaining Success through Strategic Direction, Corporate Management and High-level Programs David L. Rainey, Rensselaer Polytechnic Institute</p>	2013	\$45.99 978-1-62396-313-2	\$85.99 978-1-62396-314-9
<p>Advancing Relational Leadership Research: A Dialogue among Perspectives Mary Uhl-Bien, University of Nebraska; Sonia M. Ospina, New York University <i>Series: Leadership Horizons</i></p>	2012	\$45.99 978-1-61735-921-7	\$85.99 978-1-61735-922-4
<p>Becoming a Values-Based Leader Homer H. Johnson, Loyola University Chicago</p>	2012	\$45.99 978-1-61735-789-3	\$85.99 978-1-61735-790-9
<p>Black Males in Postsecondary Education: Examining their Experiences in Diverse Institutional Contexts Adriel A. Hilton, Upper Iowa University; J. Luke Wood, San Diego State University; Chance W. Lewis, University of North Carolina at Charlotte <i>Series: Contemporary Perspectives on Access, Equity, and Achievement</i></p>	2012	\$45.99 978-1-61735-932-3	\$85.99 978-1-61735-933-0
<p>Canaries Reflect on the Mine: Dropouts' Stories of Schooling Jeanne Cameron, Tompkins Cortland Community College <i>Series: Research for Social Justice: Personal-Passionate-Participatory</i></p>	2012	\$29.99 978-1-61735-998-9	\$59.99 978-1-61735-999-6
<p>The Changing Nature of Instructional Leadership in the 21st Century Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University <i>Series: International Research on School Leadership</i></p>	2012	\$45.99 978-1-61735-938-5	\$85.99 978-1-61735-939-2
<p>Contemporary Challenges Confronting School Leaders Michael DiPaola, The College of William and Mary; Patrick B. Forsyth, The University of Oklahoma <i>Series: Research and Theory in Educational Administration</i></p>	2012	\$45.99 978-1-61735-927-9	\$85.99 978-1-61735-928-6
<p>Coping and Prevention Ana Maria Rossi, International Stress Management Association; Pamela L. Perrewé, Florida State University; James A. Meurs, University of Mississippi <i>Series: Stress and Quality of Working Life</i></p>	2012	\$45.99 978-1-61735-701-5	\$85.99 978-1-61735-702-2
<p>Dialogue and Difference in a Teacher Education Program: A 16-Year Sociocultural Study of a Professional Development School Marilyn Johnston-Parsons, University of Illinois at Urbana-Champaign</p>	2012	\$45.99 978-1-61735-765-7	\$85.99 978-1-61735-766-4
<p>Education-Based Incarceration and Recidivism: The Ultimate Social Justice Crime Fighting Tool Brian D. Fitch, Los Angeles County Sheriff's Department; Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i></p>	2012	\$45.99 978-1-61735-710-7	\$85.99 978-1-61735-711-4
<p>Educational Leaders Encouraging the Intellectual and Professional Capacity of Others: A Social Justice Agenda Elizabeth Murakami-Ramalho, University of Texas at San Antonio; Anita McCoskey Pankake, The University of Texas – Pan American <i>Series: Educational Leadership for Social Justice</i></p>	2012	\$45.99 978-1-61735-623-0	\$85.99 978-1-61735-624-7
<p>An Evolving Paradigm: Integrative Perspectives on Organizational Development, Change, Strategic Management, and Ethics Anthony F. Buono, Bentley University <i>Series: Research in Management Consulting</i></p>	2012	\$45.99 978-1-61735-763-3	

Juggling Flaming Chain Saws: Academics in Educational Leadership Try to Balance Work and Family

Joanne M. Marshall, Iowa State University; Jeffrey S. Brooks, University of Idaho; Kathleen M. Brown, University of North Carolina at Chapel Hill; Leslie Hazle Bussey, Georgia Leadership Institute for School Improvement; Bonnie Fusarelli, North Carolina State University; Mark A. Gooden, The University of Texas-Austin; Catherine A. Lugg, Rutgers University; Latish C. Reed, University of Wisconsin Milwaukee; George Theoharis, Syracuse University
Series: Work-Life Balance

2012 \$45.99 \$85.99
978-1-61735-909-5 978-1-61735-910-1

Leadership from the Ground Up: Effective Schooling in Traditionally Low Performing Schools

Michele A. Acker-Hocevar, Washington State University; Marta I. Cruz-Janzen, Florida Atlantic University; Cynthia L. Wilson, Florida Atlantic University

Series: Issues in the Research, Theory, Policy, and Practice of Urban Education

2012 \$45.99 \$85.99
978-1-61735-650-6 978-1-61735-651-3

Learning Throughout Life: An Intergenerational Perspective

Robert D. Strom, Arizona State University; Paris S. Strom, Auburn University
Series: Lifespan Learning

2012 \$45.99 \$85.99
9781623960469 9781623960476

Social Justice Leadership for a Global World

Cynthia Gerstl-Pepin, University of Vermont; Judith A. Aiken, University of Vermont

Series: Educational Leadership for Social Justice

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

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

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

2012 \$29.99 \$39.99
9781623960889 9781623960896

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

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

Series: UCEA Leadership Series

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

Biometric and Auditing Issues Addressed in a Throughput Model

Waymond Rodgers, University of California, Riverside

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

A Century of Leadership: Biographies of Kappa Delta Pi Presidents

O. L. Davis, University of Texas - Austin; Mindy Spearman, Clemson University

Series: Research in Curriculum and Instruction

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

Examining the Assistant Principals: New Puzzles and Perennial Challenges for the 21st Century

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

Series: International Research on School Leadership

2011 \$45.99 \$85.99
978-1-61735-617-9 978-1-61735-618-6

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

Katja Kruckeberg, International Leadership Consultant; Wolfgang Amann, HEC Paris in Qatar; Mike Green, Henley Business School

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

The Legacy of Middle School Leaders: In Their Own Words

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

Series: The Handbook of Resources in Middle Level Education

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

The No People: Tribal Tales of Organizational Cliff Dwellers

Bruce J. Avolio, University of Washington

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

<p>Optimizing Talent: What Every Leader and Manager Needs to Know to Sustain the Ultimate Workforce Paul H. Eccher; Linda D. Sharkey <i>Series: Contemporary Trends in Organization Development and Change</i></p>	2011	\$19.99 978-1-61735-233-1	\$34.99 978-1-61735-234-8
<p>Preparing Better Consultants Susan Adams, Bentley University; Alberto Zanzi, Suffolk University <i>Series: Research in Management Consulting</i></p>	2011	\$45.99 978-1-61735-614-8	\$85.99 978-1-61735-615-5
<p>Strategic Alliances in a Globalizing World T. K. Das, City University of New York <i>Series: Research in Strategic Alliances</i></p>	2011	\$45.99 978-1-61735-378-9	\$85.99 978-1-61735-379-6
<p>Bridge Leadership: Connecting Educational Leadership and Social Justice to Improve Schools Autumn K. Tooms, Kent State University; Christa Boske, Kent State University <i>Series: Educational Leadership for Social Justice</i></p>	2010	\$45.99 978-1-60752-349-9	\$85.99 978-1-60752-350-5
<p>The Challenges for New Principals in the 21st Century Alan R. Shoho, University of Texas at San Antonio; Bruce G. Barnett, University of Texas at San Antonio; Autumn K. Tooms, Kent State University <i>Series: International Research on School Leadership</i></p>	2010	\$45.99 978-1-61735-092-4	\$85.99 978-1-61735-093-1
<p>The Violence Volcano: Reducing the Threat of Workplace Violence David D. Van Fleet, Arizona State University; Ella W. Van Fleet, Professional Business Associates</p>	2010	\$45.99 978-1-60752-343-7	\$85.99 978-1-60752-344-4
<p>When Leadership Goes Wrong: Destructive Leadership, Mistakes, and Ethical Failures Birgit Schyns, University of Portsmouth; Tiffany Hansbrough, Baldwin-Wallace College</p>	2010	\$45.99 978-1-61735-067-2	\$85.99 978-1-61735-068-9
<p>Board Members and Management Consultants: Redefining the Boundaries of Consulting and Corporate Governance Pierre-Yves Gomez, EM LYON Business School; Rickie Moore, EM LYON Business School <i>Series: Research in Management Consulting</i></p>	2009	\$45.99 978-1-59311-805-1	\$85.99 978-1-59311-806-8
<p>Follower-Centered Perspectives on Leadership: A Tribute to the Memory of James R. Meindl Raj Pillai, California State University, San Marcos; Michelle C. Bligh, University of Nebraska; Mary Uhl-Bien, University of Nebraska <i>Series: Leadership Horizons</i></p>	2009	\$45.99 978-1-59311-547-0	\$85.99 978-1-59311-548-7
<p>Leadership and Learning: Matters of Social Justice Marlene Morrison <i>Series: International Perspectives on Curriculum</i></p>	2009	\$45.99 978-1-60752-128-0	\$85.99 978-1-60752-129-7
<p>Predator's Game-Changing Designs: Research-Based Tools George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i></p>	2009	\$45.99 978-1-60752-150-1	\$85.99 978-1-60752-151-8
<p>Sharing Network Leadership Joan A. Graen, Graen and Associates; George B. Graen, University of Illinois, Champaign-Urbana (retired) <i>Series: LMX Leadership: The Series</i></p>	2009	\$45.99 9781593115296	\$85.99 9781593115302
<p>The Varieties of Leadership at Novarum Pharmaceuticals: A Novel Robert Pernick, Johns Hopkins University; Floyd Kemske</p>	2009	\$45.95 978-1-60752-223-2	\$85.99 978-1-60752-224-9
<p>Affect and Emotion: New Directions in Management Theory and Research Ronald H. Humphrey, Virginia Commonwealth University <i>Series: Research in Management</i></p>	2008	\$45.99 978-1-59311-959-1	\$85.99 978-1-59311-960-7

<p>Knowledge-Driven Corporation: Complex Creative Destruction George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i></p>	2008	\$45.99 978-1-59311-941-6	\$85.99 978-1-59311-942-3
<p>Leadership for Social Justice: Promoting Equity and Excellence Through Inquiry and Reflective Practice Anthony H. Normore, California State University Dominguez Hills <i>Series: Educational Leadership for Social Justice</i></p>	2008	\$45.99 978-1-59311-997-3	\$85.99 978-1-59311-998-0
<p>Planning, Common Sense, and Superior Performance Erwin Rausch</p>	2008	\$45.99 978-1-59311-878-5	\$85.99 978-1-59311-879-2
<p>Policy, Leadership, and Student Achievement: Implications for Urban Communities C. Kent McGuire; Vivian W. Ikpa <i>Series: The Achievement Gap, Research, Practice, and Policy</i></p>	2008	\$45.99 978-1-59311-973-7	\$85.99 978-1-59311-974-4
<p>Complexity Leadership: Part 1: Conceptual Foundations Mary Uhl-Bien, University of Nebraska; Russ Marion, Clemson University <i>Series: Leadership Horizons</i></p>	2007	\$45.99 978-1-59311-795-5	\$85.99 978-1-59311-796-2
<p>Effective Group Problem Solving: How to Broaden Participation, Improve Decision Making, and Increase Commitment to Action William M. Fox, University of Florida</p>	2007	\$45.99 978-1-59311-836-5	
<p>Jessica's Web: Women's Advantages in the Knowledge Era George B. Graen, University of Illinois, Champaign-Urbana (retired)</p>	2007	\$45.99 978-1-59311-855-6	
<p>New Multinational Network Sharing George B. Graen, University of Illinois, Champaign-Urbana (retired); Joan A. Graen, Graen and Associates <i>Series: LMX Leadership: The Series</i></p>	2007	\$45.99 978-1-59311-771-9	\$85.99 978-1-59311-772-6
<p>TPS-Lean Six Sigma: Linking Human Capital to Lean Six Sigma - A New Blueprint for Creating High Performance Companies Hubert K. Rampersad, President at TPS International Inc. and Personal Branding University, Miami Beach, USA; Anwar El-Homsi</p>	2007	\$45.99 978-1-59311-825-9	\$85.99 978-1-59311-826-6
<p>ABC's of Cultural Understanding and Communication: National and International Adaptations Claudia Finkbeiner, Universitaet Kassel; Patricia Ruggiano Schmidt, Le Moyne College <i>Series: Literacy, Language and Learning</i></p>	2006	\$45.99 978-1-59311-463-3	\$85.99 978-1-59311-464-0
<p>Co-Laboratories of Democracy: How People Harness Their Collective Wisdom to Create the Future Kenneth C. Bausch; Alexander N. Christakis <i>Series: Research in Public Management</i></p>	2006	\$20 1-59311-481-8	\$40 1-59311-482-6
<p>The Dream Weavers: Strategy Focused Leadership in Technology Driven Organizations Kimberly S. Jaussi, SUNY- Binghamton; Shelley D. Dionne, SUNY- Binghamton; Yair Berson, Polytechnic University; Don I. Jung, San Diego State University; John J. Sosik, Pennsylvania State University</p>	2006	\$45.99 1-59311-110-X	\$85.99 1-59311-111-8
<p>Power and Influence in Organizations Chester A. Schriesheim, University of Miami; Linda L. Neider, University of Miami <i>Series: Research in Management</i></p>	2006	\$45.99 1-59311-469-9	\$85.99 1-59311-470-2
<p>Understanding Teams Chester A. Schriesheim, University of Miami; Linda L. Neider, University of Miami <i>Series: Research in Management</i></p>	2006	\$45.99 1-59311-264-5	\$85.99 1-59311-265-3

Global Organizing Designs

Joan A. Graen, Graen and Associates; George B. Graen, University of Illinois, Champaign-Urbana (retired)

Series: LMX Leadership: The Series

2005 \$45.99 \$85.99
1-59311-354-4 1-59311-355-2

Implicit Leadership Theories: Essays and Explorations

James R. Meindl, State University of New York - Buffalo; Birgit Schyns, University of Portsmouth

Series: Leadership Horizons

2005 \$45.99 \$85.99
1-59311-360-9 1-59311-361-7

Issues in Career Development

John Patrick, California University of Pennsylvania; Grafton T. Eliason, California University of Pennsylvania; Donald Thompson, Troy State University

Series: Issues in Career Development

2005 \$45.99 \$85.99
1-931576-06-8 1-931576-07-6

New Frontiers of Leadership

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

Series: LMX Leadership: The Series

2004 \$45.99 \$85.99
1-59311-238-6 1-59311-239-4

Dealing with Diversity

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

Series: LMX Leadership: The Series

2003 \$45.99 \$85.99
1-930608-48-9 1-930608-49-7

Educating Managers with Tomorrow's Technologies

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

Series: Research in Management Education and Development

2003 \$45.99 \$85.99
1-931576-68-8 1-931576-69-6

Teaching Leadership: Innovative Approaches for the 21st Century

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

Series: Leadership Horizons

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

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

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

Series: Leadership Horizons

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

Leadership

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

Series: Research in Management

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

Rethinking Management Education for the 21st Century

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

Series: Research in Management Education and Development

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

International Distributors

Canada

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

Australia

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

China

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

China - Shanghai Region

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

China - Guangdong Region

Cherry Wang, Sales Executive
Email: cherry.wang@tandf.com.sg

Indo-China

Jeffrey Lim, Books Sales Director
Singapore Sales Office
E-mail: jeffrey.lim@tandf.com.sg

Europe

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

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

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

Hong Kong

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

India

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

Indonesia

Mohamed Feroz, *Assistant Sales Manager*
Singapore Sales Office
Email: mohamed.feroz@tandf.com.sg

Japan

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

Korea

Barry Clarke, *Managing Director*
Singapore Office
Email: barry.clarke@tandf.com.sg

Malaysia and Brunei

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

Philippines

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

Puerto Rico, The Caribbean, South America:

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

Singapore

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

Taiwan

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

Thailand

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

Vietnam

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

Order Form/ Library Recommendation Form:

Books/Journals:

ISBN/ISSN	Title	Price
-----------	-------	-------

Please place a check on the appropriate line:

Visa Mastercard American Express Check Enclosed

Card Number: _____ Exp. Date & Security Code: _____

Name: _____

Signature: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____ E-mail: _____

Shipping and Handling for Books:

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

Shipping and Handling for Journals:

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

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

Institutional checks will not be honored for personal subscriptions.

IAP - Information Age Publishing Inc.

P.O. Box 79049

Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com