

INFORMATION AGE PUBLISHING

# LEADERSHIP 2022

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# 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 \$74.

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 \$65.99. Hardcover 978-1-64802-349-1 \$95.99. eBook 978-1-64802-350-7 \$74.

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 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 \$74.

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.



### 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*  
2021. Paperback 978-1-64802-259-3 \$45.99. Hardcover 978-1-64802-260-9 \$85.99. eBook 978-1-64802-261-6 \$74.

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.

## CONTEMPORARY PERSPECTIVES IN BUSINESS LEADERSHIP



### Challenges and Opportunities in Healthcare Leadership Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment

Angela Lampe, Creighton University; Cindy Costanzo, Creighton University; William Leggio, Office of the Medical Director, City of Austin, Texas; Timothy C. Guetterman, University of Michigan

A volume in the series *Contemporary Perspectives in Business Leadership*  
2022. Paperback 978-1-64802-923-3 \$45.99. Hardcover 978-1-64802-924-0 \$85.99. eBook 978-1-64802-925-7 \$74.

Leaders in healthcare today face many challenges ranging from managing interprofessional teams and teamwork, to payment reform, to tackling issues such as homelessness and the opioid crisis. Leaders have access to depth of information and resources to help them solve these complex and real-world problems. However, it is our belief that given the complexities of healthcare, there is value in sharing and learning from those who have first-hand experience with interprofessional leadership in healthcare.

Challenges and Opportunities in Healthcare Leadership: Voices from the Crowd in Today's Complex and Interprofessional Healthcare Environment, is a volume in a book series titled, Contemporary Perspectives in Business Leadership. In this book, authors share their true, authentic reflections and professional stories describing the lived experience(s) of the author/leaders and how the experience changed the author/leaders' approach as an interprofessional leader. Each chapter includes a (1) story about the topic and the lived experience, (2) perspectives, and (3) lessons of the author(s). Additionally, scholarly commentary and discussion questions included within each chapter create opportunity for application to leadership theories and strategies as well as allow for reflection and further dialogue on the topic.

The intended audience is broad, including faculty and students in institutions of higher education, interprofessional healthcare team leaders and members, and other healthcare stakeholders who have experience in interprofessional healthcare leadership. The book is applicable for leadership growth and development at a personal, group, or organizational level.

## CONTEMPORARY PERSPECTIVES IN MANAGEMENT SPIRITUALITY AND RELIGION



### Blessed Are Those Who Ask the Questions What Should We Be Asking About Management, Leadership, Spirituality, and Religion in Organizations?

J. Goosby Smith, The Citadel; Erin D. Renslow, The Citadel

A volume in the series *Contemporary Perspectives in Management Spirituality and Religion*

2021. Paperback 978-1-64802-430-6 \$45.99. Hardcover 978-1-64802-431-3 \$85.99. eBook 978-1-64802-432-0 \$74.

Today's organizational environment is characterized by high levels of cross-cultural, cross-national, and cross-religious communication, conflict, collaboration, and commerce. This environment produces myriad encounters between individuals who embrace different ideologies, religions and spiritual practices. As such, unanswered (and even unasked) questions about management, spirituality, and religion abound. This book, seeks to advance our understanding by asking the big questions.

*Blessed are Those Who Ask the Questions: What Should We be Asking About Management, Spirituality, and Religion in Organizations?* is intended to be provocative in nature. Its chapters address novel ways that leadership, organizations, and organizational stakeholders mutually impact each other by their similarities and differences in religious, spiritual, and ideological traditions, cultures, and practices. Interdisciplinary in nature and firmly grounded in scholarly literature, this book identifies and maps out bold new trajectories for advancing the study of management spirituality, and religion (including but going far beyond Western, Christian conceptualizations of religion). Sometimes universal, sometimes quite specific, this volume identifies unexplored, underexplored, or unresolved issues in the field and proposes new streams of research. Diverse conceptual, empirical, theoretical, and critical treatments that honor a variety of inquiry styles and research methods push the boundaries of MSR research.

## CONTEMPORARY PERSPECTIVES ON ACCESS, EQUITY, AND ACHIEVEMENT



### Imagining the Future Historically Black Colleges and Universities - A Matter of Survival

Gary B. Crosby, Saint Elizabeth University; Khalid A. White, San Jose City College; Marcus A. Chanay, B1 Ventures and Holdings, Inc.; Adriel A. Hilton, Southern University at New Orleans

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*

2022. Paperback 978-1-64802-850-2 \$45.99. Hardcover 978-1-64802-851-9 \$85.99. eBook 978-1-64802-852-6 \$74.

The Nation's Historically Black Colleges and Universities (HBCUs) are more culturally revered today than ever. As public health and socioeconomic inequity gaps continue to widen between the African American community and other racial groups, the HBCUs embody a shared support system. Since the 1800s, this body of prestigious higher education institutions have represented trusted pathways for the advancement of our community.

With these historical accomplishments in mind, it is crucial for HBCUs and their leadership to create a vision for generations to come. Visionary leadership is a must for our storied institutions to advance beyond just surviving into fully thriving. As such, our book project, *Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival*, offers cutting edge ideas, suggestions and advice from HBCU alumni, proponents, faculty leaders, and researchers for HBCU leadership to cultivate success today and into the foreseeable future.

*Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival* promises timely, relevant and emergent scholarship as well as perspectives for HBCU leadership, HBCU scholars and HBCU supporters.

# CONTEMPORARY PERSPECTIVES ON LEADERSHIP LEARNING



## Engaging in the Leadership Process Identity, Capacity, and Efficacy for College Students

Kathy L. Guthrie, Florida State University; Cameron C. Beatty, Florida State University; Erica R. Wiborg

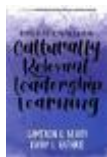
A volume in the series *Contemporary Perspectives on Leadership Learning*

2021. Paperback 978-1-64802-465-8 \$25.99. Hardcover 978-1-64802-466-5 \$34.99. eBook 978-1-64802-467-2 \$74.

This book introduces readers to process-based understandings of leadership, providing language and tools for engaging in the leadership process for all involved. This practical book was designed for college student leaders and educators or professionals who work with student leaders on college campuses. However, it is also accessible for high school students and graduate students to reflect on their identity, capacity, and efficacy as leaders. Based on their experiences as leadership educators, the authors offer grounding concepts of leadership and examples illustrating the complexity of culturally relevant leadership learning.

Identity (who you are), capacity (your ability), and efficacy (what you do) are important for students to explore leadership development. These three concepts are core to this book, filling a gap in college student development literature by defining, illustrating, and questioning how they matter to leadership learning.

Framing leadership as a journey, this resource offers key learning opportunities for students to engage with others through a range of contexts. Each chapter is organized with various features, engaging readers to get the most out of this book. Features include “call-in boxes” to prepare for learning and “pause for considerations” to apply to personal experiences. Chapters conclude with personal reflection questions, discussion questions, and activities to take leadership learning further. The features are designed to be accessible for utilization in classes, organizations, community work, groups, and individual reflection opportunities.



## Operationalizing Culturally Relevant Leadership Learning

Cameron C. Beatty, Florida State University; Kathy L. Guthrie, Florida State University

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

2021. Paperback 978-1-64802-658-4 \$45.99. Hardcover 978-1-64802-659-1 \$85.99. eBook 978-1-64802-660-7 \$74.

This book is a practical resource designed to raise leadership educators understanding of culturally relevant leadership pedagogy for the purpose of creating inclusive learning spaces that are socially just for students. For leadership educators seeking personal and professional development to assist in building and enhancing their levels of cultural competence in leadership education, this book is a guide. The audience for the book ranges from new and entry-level leadership educator roles to senior scholars in leadership education.

Operationalizing Culturally Relevant Leadership Learning, provides leadership educators with a substantive and comprehensive approach to the topic, offering personal narratives from leadership educators who have operationalized the model in their own personal and professional contexts. We believe that reframing leadership education with the culturally relevant leadership learning model, leadership educators will be able to integrate new insights into their own pedagogy and practice and move towards action. This book illustrates how leadership educators can shift the way they experience and facilitate leadership learning. By framing the operationalization of culturally relevant leadership learning, this book discusses the why, who, what, where, when, and how of developing culturally relevant and socially just leadership education. Readers of this text are encouraged to actively engage in the content through the questions each chapter pose and consider for themselves how culturally relevant leadership learning can be implemented in their own context.

### Endorsements for Operationalizing Culturally Relevant Leadership Learning:

*"What's that you ask? What does Culturally Relevant Leadership Learning actually look like? Well, you've come to the right place! Operationalizing Culturally Relevant Leadership Learning utilizes narratives of seasoned and emerging leadership educators to construct clear examples of how to effectively operationalize the CRLLE model in practice. Using this book will assist you in reimagining your leadership education offerings – guaranteed!"*

Vernon A. Wall, Director of Business Development – LeaderShape, Inc.  
and President: ACPA – College Student Educators International 2020 – 2021

*"This deeper exploration of the culturally relevant leadership learning (CRLLE) model guides leadership educators in reconstructing not only what and how we teach, but who needs be included and why. At the cusp of the next phase of leadership education, this book is an invitation to deeply explore CRLLE and its place in changing the direction of how we define, teach, practice, and embody leadership."*



Christie Navarro, Director, Center for Leadership Learning,  
Office of Undergraduate Education, University of California, Davis

*"Operationalizing Culturally Relevant Leadership Learning is a beautiful and timely roadmap for integrating critical perspectives and social justice into leadership learning. Beatty and Guthrie accomplish what has alluded so many others: they capture the complexity of the abstract with the pragmatism of the how. Narratives bring to life content in new and powerful ways that showcase not just why we need this approach, but how to implement it today."*

John P. Dugan, Executive Director,  
Youth Leadership Programs,  
The Aspen Institute



## Shifting the Mindset Socially Just Leadership Education

Kathy L. Guthrie, Florida State University; Vivechkanand S. Chunoo, University of Illinois at Urbana-Champaign

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

2021. Paperback 978-1-64802-558-7 \$45.99. Hardcover 978-1-64802-559-4 \$85.99. eBook 978-1-64802-560-0 \$74.

Calling others in to lead for social justice has never been more important. In a world plagued by multiple and overlapping pandemics and other crises, the cost of leadership failures is constantly rising. Leadership education is responding to these challenges by centering cultural relevance, critical pedagogies, and important issues of identity, capacity, and efficacy in the preparation of emerging learners. Meeting the global demand for social justice requires thoughtful, innovative, and engaged praxes by all leadership educators. Alongside a cadre of diverse authors, we intend to shift the mindset of leadership education toward forward-thinking and holistic solutions, empowering our students to build a fairer and more equitable world for themselves and others.

*Shifting the Mindset: Socially Just Leadership Education* widens and deepens the discourse begun in *Changing the Narrative: Socially Just Leadership Education*. Our contributors' ideas occur into two parts: the first examines student social identities otherwise underrepresented in existing leadership education literature. The second portion illuminates key factors of leadership learning contexts frequently under- or unattended in both leadership education and social justice education. Every chapter includes critical considerations and practical guidance for educators striving to meet the leadership demands of an increasingly unjust world. Taken together, these thinking, planning, and acting tools augment the potential of educators who are preparing leaders under uncertain conditions.

We envision this book as an essential element of the leadership learning toolkit of socially just leadership educators at all levels, between contexts, and across varying amounts of education, influence, and experience. You are needed now more than ever before. We, once again, invite you to our ongoing fight for fairness, freedom, and a brighter future for all.



## Navigating Complexities in Leadership Moving Toward Critical Hope

Kathy L. Guthrie, Florida State University; Kerry L. Priest, Kansas State University

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

2022. Paperback 978-1-64802-788-8 \$45.99. Hardcover 978-1-64802-789-5 \$85.99. eBook 978-1-64802-790-1 \$74.

*Navigating Complexities in Leadership: Moving Towards Critical Hope* emerged in response to the confluence of complexities experienced by leadership educators and practitioners amidst global pandemics. It is a guide for those seeking to learn through critical perspectives, and seek more agile, responsive tools for navigating complexity, change, and disruption. The audience for the book ranges from new and entry-level leadership educators to senior scholars in higher education.

This book frames leadership learning and development as a process of adaptive action in complex systems. It brings to light patterns of complexity in current times through the lens of educators and practitioners in higher education. Readers are invited to actively engage with the text from an inquiry stance. Through curiosity, shared exploration, self-reflection we hope readers will discover patterns and insight that resonate and challenge their own experiences, find energy to engage the complexities being faced, and build adaptive capacity to live, work, teach, and lead in critical hope and possibility. The book concludes with questions and considerations that allow educators and practitioners to reflect on their own roles and contexts and move towards critical hope in navigating the complexities we will continue to face.



## CONTEMPORARY PERSPECTIVES ON SCHOOL TURNAROUND AND REFORM



### Rural School Turnaround and Reform It's Hard Work!

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*  
2022. Paperback 978-1-64802-673-7 \$45.99. Hardcover 978-1-64802-674-4 \$85.99. eBook 978-1-64802-675-1 \$74.

We have entitled the fourth book in the series Rural School Turnaround and Reform: It's Hard Work! Overall, the body of scholarly work and research that examines school turnaround and reform in rural areas is slim; as such, this volume adds to the body of work and contributes to new knowledge in a much-needed area. In this volume, we present chapters that speak to the challenges, successes, and opportunities to improve low-performing rural schools. Chapters range from conceptual arguments to policy analyses or research findings, as well as some combination of these or other ways to consider rural school turnaround and reform.

## 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*  
2021. Paperback 978-1-64802-250-0 \$45.99. Hardcover 978-1-64802-251-7 \$85.99. eBook 978-1-64802-252-4 \$74.

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.

# DIMENSIONS OF LEADERSHIP AND INSTITUTIONAL SUCCESS: EXPLORING CONNECTIONS AND PARTNERSHIPS



## 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 \$74.

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

## HISPANICS IN EDUCATION AND ADMINISTRATION



### Latinas Leading Schools

Melissa A Martinez, Texas State University; Sylvia Méndez-Morse, Texas Tech University

A volume in the series *Hispanics in Education and Administration*

2021. Paperback 978-1-64802-357-6 \$45.99. Hardcover 978-1-64802-358-3 \$85.99. eBook 978-1-64802-359-0 \$74.

As the first scholarly book of its kind, this edited volume brings together educational leadership scholars and practitioners from across the country whose research focuses on the unique contributions and struggles that Latinas across the diaspora face while leading in schools and districts. The limited though growing scholarship on Latina administrators indicates their assets, particularly those rooted in their sociocultural, linguistic, and racial/ethnic backgrounds, their cultura, are undervalued in research and practice (Hernandez & Murakami, 2016; Martinez, Rivera, & Marquez, 2019; Mendez-Morse, 2000; Mendez-Morse, Murakami, Byrne-Jimenez, & Hernandez, 2015). At the same time, Latina administrators have reported challenges related to: isolation (Hernandez & Murakami, 2016), a lack of mentoring (Mendez-Morse, 2004), resistance from those who expect a more linear, hierarchical form of leadership (Gonzales, Ulloa, & Munoz, 2016), balancing varying professional and personal roles and aspirations (Murakami-Ramallo, 2008), as well as racism, sexism, and ageism (Bagula, 2016; Martinez, Marquez, Cantu, & Rocha, 2016).

The impetus for this book is to acknowledge, explore, theorize, and expand our understanding of how Latinas' success as school and district leaders is informed by such gifts, including their prioritizing of familia and comunidad, relationship building, reciprocity, and advocacy, in the face of such challenges. Thus, this volume covers four topical areas: 1) Testimonies and reflections from the field/Testimonios y reflexiones del campo, 2) Leading in relationship, comadrismo, with and for community/Liderazgo en relación, comadrismo, con y para la comunidad, 3) School community leaders(hip)/Lider(azgo) escolar y comunitario 4) Learning from the experiences of others/Aprendiendo de las experiencias de otras.

## INTERNATIONAL RESEARCH ON SCHOOL LEADERSHIP



### 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 \$74.

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.

## 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*

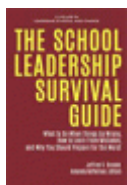
2021. Paperback 978-1-64802-204-3 \$45.99. Hardcover 978-1-64802-205-0 \$85.99. eBook 978-1-64802-206-7 \$74.

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 \$65.99. Hardcover 978-1-64802-220-3 \$95.99. eBook 978-1-64802-221-0 \$74.

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



### Globalization and Education

#### Teaching, Learning and Leading in the World Schoolhouse

Jeffrey S. Brooks, RMIT University; Anthony H. Normore, California State University Dominguez Hills; Melanie C. Brooks, Monash University; Nicola Sum, Monash University

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*  
2022. Paperback 978-1-64802-712-3 \$45.99. Hardcover 978-1-64802-713-0 \$85.99. eBook 978-1-64802-714-7 \$74.

*Globalization and Education: Teaching, Learning and Leading in the World Schoolhouse* explores the various ways educators' work is influenced by globalization. This book presents topics and contexts traditionally marginalized in mainstream education research discourses and shows how local and global education issues are intersecting and shaping the ways in which ideas and practices are shared around the world. Each chapter presents an educational issue in an understudied international context, such as Saudi Arabia, Guyana, Bangladesh, Malaysia, Indonesia, Brazil, and Nepal. Topics range from how the knowledge industry shapes education in schools to the impact of globalization on school leadership, teaching, and learning. We invite scholars and practitioners to join us in the world schoolhouse, a place where discussion about educational understanding and improvement is not bounded by national borders, school systems or language. This book will both challenge and expand thinking about the complexities of education during a time of globalization and change.

## PROMOTING JUSTICE, DIVERSITY, AND INCLUSIVITY THROUGH ARTS-BASED PRACTICES



### The Time is Now

#### Creating Community Through Social Justice Artmaking

Christa Boske, Kent State University

A volume in the series *Promoting Justice, Diversity, and Inclusivity Through Arts-Based Practices*  
2022. Paperback 978-1-64802-701-7 \$45.99. Hardcover 978-1-64802-702-4 \$85.99. eBook 978-1-64802-703-1 \$74.

High school students, teachers, community members, and leaders come together in this innovative book to share the profound influence of artmaking and justice-oriented work. Authors paint vibrant images of being empowered and engaging in social change. Throughout their art-based meaning making, authors pose critical questions and unlock possibilities. Their first-tellings regarding the power of art provide readers with a lens to understand how they navigate injustices they endure and ways in which artmaking is a vehicle for transformation. Their artmaking is a call for change.

Authors emphasize how artmaking bridges relationships and brings diverse community members together with purpose. Together, they engage in new understandings of self and other. Authors identify how their arts-based collaborations publicly showcase their justice-oriented work, but more importantly, promote possibility and hope. Youth explore how artmaking plays a vital role in promoting collective efficacy and engaging diverse communities in social transformation.

Artmaking mobilizes people. And once activated, these authors utilize their newly cultivated communities to foster justice-oriented work throughout schools and communities. Their justice-oriented artmaking affords community members opportunities to respond in new ways by embracing community strengths and students' lived experiences. This authentic collaboration empowers the artmaker and community to promote justice-oriented work and practices centered on diversity and inclusivity.

## ENDORSEMENTS:

*Reading Christa Boske's The Time is Now is to find a profound sense of joy, wholeness, and energy to push out the borders of consciousness too tightly bound to the hyper-rationalism of the workday world grounded in materialism and business transactions. The collected authors in Christa's book give form to the spirit world, and its proclivity to allow the whole human being to embrace it, putter in it, explore it and find themselves in the journey. Artmaking is about self-discovery and emancipation. It's a must read for anyone who wants re-establish a belief in themselves and in humanity.* — **Fenwick W. English**, Professor and Department Chair, Ball State University

*Read this compelling new resource if you want to engage the next generation of youth activists in transforming our world. Truly, The Time is Now offers school leaders the most exciting, creative avenues for generating justice we've seen in a long time. This book rises to the challenge of being real when so much is at stake.* — **Margaret Grogan**, Professor of Educational Leadership & Policy, Chapman University

*The Time is Now. A profound title that encapsulates so much regarding what we need in today's world. Woven through the various narratives, we accept the invitation to hear the stories of artists and explorers in their respective communities. An authentic confrontation of the many tensions that exist in our quest to seek out equity in the areas of diversity, inclusivity, and lived experiences. Voices that ring of radical change, the reconceptualization of freedom, and the agentive stance we are called to take to realize a higher state of being and a more noble existence. The stories remind us that the dream of transformation is our most compelling force- this book gives us a map of all that is possible if we work together.* — **Lillian McEnergy-Benavente**, Director and Professor, University of Houston

*Christa Boske's edited book, The Time is Now, provides readers with a profound sense of what it means to live through injustice. The book, though, is not just a collection of heartbreaking stories, but a chronicle of triumphs, as the previously unheard are finally given a voice through artmaking. In chapter after deeply moving chapter, I was struck by the simultaneous vulnerability and bravery of the artists who shared their stories. What was clear, was that artmaking was a form of awakening for the artmakers: awakening to social justice issues, awakening to their ability to connect to the community through art and even awakening to their own value, which for so many, had been wholly unrecognized prior to this experience. This book comes at a time of deep reflection on equity, diversity and inclusion in our nation and the stories remind us that our children are absorbing these conversations. They are living these experiences and their voices are an essential part of the dialogue.* — **Habeebah R. Grimes**, Chief Executive Officer

## RESEARCH AND THEORY IN EDUCATIONAL ADMINISTRATION



### Who Decides? Power, Disability, and Educational Leadership

Catherine A. O'Brien, Gallaudet University; William R. Black, University of South Florida; Arnold B. Danzig, San José State University

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

2022. Paperback 978-1-64802-911-0 \$89.99. Hardcover 978-1-64802-912-7 \$105.99. eBook 978-1-64802-913-4 \$74.

Over the last quarter century, educational leadership as a field has developed a broad strand of research that engages issues of social justice, equity and diversity. This effort includes the work of many scholars who advocate for a variety of equity-oriented leadership preparation approaches. Critical scholarship in Education Administration and Educational Politics is concerned with questions of power and in various ways asks questions around who gets to decide. In this volume, we ask who decides how to organize schools around criteria of ability and/or disability and what these decisions imply for leadership in schools. In line with this broader critical tradition of inquiry, this volume seeks to interrogate policies, research and personnel preparation practices which constitute interactions, discourses, and institutions that construct and enact ability and disability within the disciplinary field of education leadership. To do so, we present contributions from multidisciplinary perspectives.

The volume is organized around four themes: 1. Leadership and Dis/Ability: Ontology, Epistemology, and Intersectionalities; 2. Educational Leaders and Dis/ability: Policies in Practice; 3. Experience and Power in Schools; 4. Advocacy, Leverage, and the Preparation of School Leaders. Intertwined within each theme are chapters, which explore theoretical and conceptual themes along with chapters that focus on empirical data and narratives that bring personal experiences to the discussion of disabilities and to the multiple ways in which disability shapes experiences in schools. Taken as a whole, the volume covers new territory in the study of educational leadership and dis/abilities at home, school, and work.



## RESEARCH IN HUMAN RESOURCE MANAGEMENT



### Leadership Leaders, Followers, and Context

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

A volume in the series *Research in Human Resource Management*  
2022. Paperback 978-1-64802-664-5 \$45.99. Hardcover 978-1-64802-665-2 \$85.99. eBook 978-1-64802-666-9 \$74.

As we enter the third decade of the twenty-first century, we are seeing a renaissance of context in influencing leadership, leader-follower relations, and leader effectiveness as well as a recognition of the tripartite nature of leadership. To fully understand and appreciate leadership, one must see the multiple parts of it as well as the connections among them. Leadership is multi-dimensional; leadership depends on leaders, followers, and context. Leadership research in the past three decades has been dominated by interest in neo-charismatic leadership styles and a focus on leader-member exchange in leader-follower relationships. Recently other approaches to leadership, such as ethical and authentic leaders, have garnered greater attention in response to the moral and ethical challenges in the workplace. Additionally, established approaches to leadership emergence and development have been challenged by their relevance to diverse work forces and issues of inclusion.

This twelve article volume includes an outstanding roster of established and emerging leadership authors who tackle questions of leadership at the intersections of leaders, followers, and context. The volume opens with two articles that set the stage for the current state of leadership research and paths for its future including a commentary by Edwin Locke and Gary Latham on current management research practices and an action-oriented review of leadership research from the start of the 21st century. The volume is organized around three themes: leadership and diversity, leader-follower relationships, and systems of leader, follower, and context. Articles in the volume advance diversity research with an integration of leadership and diversity theories that demonstrate the former's need for re-examination in light of the latter, a systematic development of inclusive leadership theory, and a close examination of immigrant ethnic identity. The authors of several articles expand our understanding of leader-follower relationships in the context of teams and alliances, the contextual boundaries of authentic leadership theory, and the authentic leader's potential impact on harassment in organizations. The volume culminates with three demonstrations of leadership as systems of leader-follower-context interaction, including a close examination of the toxic triangle's manifestation in university scandals, a micro-process model of power and leadership, and a configurational approach to studying leadership.

The volume is designed primarily for scholars in the fields of human resource management, organizational behavior, and leadership. It also well serves the needs of instructors and students in master's and doctoral courses in leadership or organizational behavior. Each article is grounded in managerial context that will appeal to practitioners in the field.

## RESEARCH IN ORGANIZATIONAL SCIENCE



### Crisis, Chaos and Organizations The Coronavirus and Lessons for Organizational Theory

Daniel J. Svyantek, Auburn University

A volume in the series *Research in Organizational Science*  
2022. Paperback 978-1-64802-779-6 \$45.99. Hardcover 978-1-64802-780-2 \$85.99. eBook 978-1-64802-781-9 \$74.

The COVID-19 pandemic provides an illustration of how chaotic changes to large systems are caused by small, seemingly insignificant environmental events such as the initial case(s) of COVID-19 in China. From this small starting point for the pandemic, there have been (and continue to be) millions of lives lost and trillions of dollars spent trying to alleviate the effects of the COVID-19 pandemic. World government and corporate leaders are striving to deal with this pandemic, but uncertainty is felt across the globe.

Unprecedented strategies (e.g., the United States government's multi-trillion-dollar stimulus package (s)) have been used to halt the spread of COVID-19. These small events cascade throughout larger and larger systems leading to unforeseeable consequences. Organizations must experiment and make decisions on how to react. Decisions must be made and implemented to see what the effects of these decisions are.

The chapters in this volume provide important insights for all organizations during this time of crisis. The chapters express bottom-up and top-down approaches to a crisis-initiating environmental change by organizations. The chapters provide insight into the way organizations perceive the effect of



COVID-19 as 1) a permanent or transitory change in the organization's environment; and 2) as a crisis or opportunity. Taken together, the chapters provide both scientists and practitioners with a starting point for understanding the impact of COVID-19 on organizational theory and on management practice for readers.

## RESEARCH IN SOCIAL ISSUES IN MANAGEMENT



### The Future of Scholarship on Race in Organizations

Eden B. King, Rice University; Quinetta M. Roberson, Michigan State University; Mikki R. Hebl, Rice University

A volume in the series *Research in Social Issues in Management*

2022. Paperback 978-1-64802-841-0 \$45.99. Hardcover 978-1-64802-842-7 \$85.99. eBook 978-1-64802-843-4 \$74.

Since the term “workforce diversity” was first coined in the 1990s, the topic has received consistent and increasing attention by researchers. Over the last 30 years, a body of theory and research has amassed which recognizes diversity as an important work unit characteristic and explored its influence on organizational functioning and performance. Despite these advancements, the field is at a critical juncture where new ideas, emphases, theories, predictions and approaches are needed to propel our understanding of the meaning, import and functioning of diversity in organizations. Accordingly, this volume looks to the future of diversity work, both with regard to the content of the chapters and to the contributors. We endeavored to give a voice to emerging scholars who are the future of our field and can help to set a future research agenda to push our understanding of diversity in organizations. The scholars raise new and provocative questions about race in organizations that deliberate on the state of our science, our understanding of complex experiences of race, and a more nuanced view of race in terms of intersectionalities. Overall, each of these chapters provokes the status quo and, in so doing, offers a fresh perspective on the study of diversity in general and race and racism more specifically. We believe the end result is a more comprehensive exploration of the phenomenon and the development of an exciting future research agenda.

## 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 \$74.

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.



## R.A.C.E. Mentoring and P-12 Educators Practitioners Contributing to Scholarship

Aaron J. Griffen, DSST Public Schools

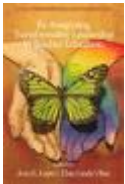
A volume in the series *Research, Advocacy, Collaboration, and Empowerment Mentoring Series*

2022. Paperback 978-1-64802-687-4 \$45.99. Hardcover 978-1-64802-688-1 \$85.99. eBook 978-1-64802-689-8 \$74.

Seldom is the practicing P-12 educator, the P-12 practitioner, considered a scholar. R.A.C.E. Mentoring and P-12 Educators: Practitioners Contributing to Scholarship explores the unrecognized and infrequently considered teacher scholar, principal scholar, counselor scholar, librarian scholar - the practitioner scholar who if provided the platform and access can produce a unique and complex narrative and knowledge base to fields of study. This volume extends the current Research, Advocacy, Collaboration, and Empowerment (R.A.C.E.) knowledge in educational leadership, theory and practice, curriculum and instruction, teaching and teacher development, social justice, and diversity, equity and inclusion. R.A.C.E. Mentoring and P-12 Educators: Practitioners Contributing to Scholarship presents ways to conceptualize quality in educational research by engaging practitioners, researchers and policy makers in cross-disciplinary partnerships to provide an intentional platform for scholars and researchers in the P-12 school systems and pre-service programs, particularly those with/or seeking an active and emerging research and publishing agenda.

This volume is divided into four interrelated sections. Section I focuses on mentoring practitioners as scholars during pre-service and in practice. Chapters in this section promote the use of methods coursework, narrative analysis and culturally relevant pedagogy to enhance practitioner agency and roles as scholars. Section II includes Culturally Responsive School Leadership (CRSL) as a way to recognize and address the historical examples and barriers to practitioner social justice activism. These chapters center the school setting and graduate coursework, using practitioner scholarship as a way to cultivate critical consciousness and the use of counter-narratives to combat racism, settler colonialism, and classism among school staff. Section III engages practitioner scholarship as a revolutionary approach through case study, auto-ethnography, review of literature, mental models, and phenomenological study. This section fosters the value of practitioner voice as agency to disrupt oppressive ideologies and beliefs that sustain inequitable and unequal school environments. Section IV provides curriculum, instruction, and parent involvement as examples of practitioner advocacy via personal and collective identity development, Black/Crit, Inquiry-Based Learning (IBL) and engagement strategies. These final chapters provide details of policy and practice transformation methods that empower practitioner sustainability of student and parent access to equitable and inclusive school experiences.

## TRANSFORMATIVE PEDAGOGIES IN TEACHER EDUCATION



## Re-Imagining Transformative Leadership in Teacher Education

Ann E. Lopez, University of Toronto; Elsie L. Olan, University of Central Florida

A volume in the series *Transformative Pedagogies in Teacher Education*

2021. Paperback 978-1-64802-453-5 \$45.99. Hardcover 978-1-64802-454-2 \$85.99. eBook 978-1-64802-455-9 \$74.

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education.

The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

## TRANSFORMING EDUCATION SYSTEMS



### Design Thinking Research, Innovation, and Implementation

Karen L. Sanzo, Old Dominion University; Jay Paredes Scribner, Old Dominion University; Jason A. Wheeler, Floyd County Public Schools; Kate Wolfe Maxlow, Hampton City Schools

A volume in the series *Transforming Education Systems*

2022. Paperback 978-1-64802-635-5 \$45.99. Hardcover 978-1-64802-636-2 \$85.99. eBook 978-1-64802-637-9 \$74.

Design thinking is a human-centered problem-solving process that organizations can use to address wicked and complex problems of practice. Within the PK-12 space, design thinking has been employed to engage educators in an innovative approach to address challenges like curriculum redesign, instructional engagement, and designing physical spaces. The use of design thinking in the PK-12 space is a result of the evolution of an organizational improvement process that puts people at the center of problem-solving initiatives. Design thinking is seen as both a process and a mindset that enables people to look at problems in new ways and address these problems through creative approaches.

In this book we share case studies of PK-12 schools and other educational organizations that have used design thinking, as well as research studies that have studied aspects of design thinking in the PK-12 space. We have brought together a variety of research-based and illustrative case studies around design thinking in PK-12 education that explore the development and implementation of design thinking in practice.

## NO SERIES



### Becoming Inclusive A Worthy Pursuit in Leadership

Helen Abdali Soosan Fagan, Global Leadership Group and University of Nebraska-Lincoln

2021. Paperback 978-1-64802-523-5 \$30. Hardcover 978-1-64802-524-2 \$49.99. eBook 978-1-64802-525-9 \$74.

To disrupt current polarization and tribalism, and meet the growing demands of globalization, organizations and communities must evolve. Such profound transformation begins with developing leaders who are prepared to create inclusion in boardrooms, classrooms, hospitals, communities, and beyond.

Through the lens of her own story of immigrating from Iran to the United States and her experience leading diversity programs in health care and education, Dr. Helen Fagan presents a challenging discussion of the research along with a frank, intimate look at the very hard work leaders must do at an individual level to overcome personal obstacles to inclusion.

Becoming Inclusive reveals the systemic problems of organizational bias and prejudice and shows university students, instructors, organizational and government leaders a path forward. This work seeks to fill the gap in the management, leadership and diversity field of work that focuses on the need to transform the mindsets of individual leaders from tribal to global, in order to address the big issues facing humanity.



### Bending the Arc Towards Justice Equity-Focused Practices for Educational Leaders

Rajni Shankar-Brown, Stetson University

2021. Paperback 978-1-64802-608-9 \$45.99. Hardcover 978-1-64802-609-6 \$85.99. eBook 978-1-64802-610-2 \$74.

School districts are experiencing increasing economic, racial, ethnic, linguistic, gender and sexuality, cultural diversity across the United States and globally. With increasing diversity and persistent social inequities widening (National Center for Educational Statistics, 2019; U.S. Census Data, 2018), educational leaders face immense challenges and must actively work to build an equitable, healthy school climate. Educational leaders are critical for ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges (Coalition for

Teacher Equality, 2016; Jordan, 2012; Miller, 2013; Mitani, 2018; Papa, 2007). Unfortunately, growing challenges are contributing to high school administrator turnover rates and shortages (Gates et al., 2006; Jacob et al., 2015; Mordechay & Orfield, 2017) as well as perpetuating social inequities among preK-12 students instead of dismantling them (Beckett, 2018; Fuller, 2012; Manna, 2015; Rangel, 2018; Shankar-Brown, 2015). A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students (Levin and Bradley, 2019).

This book provides educational leaders with a deeper understanding of equity-focused and inclusive leadership practices, while offering intersectional views on social inequalities and stark reminders of the work still ahead. Connecting theory to practice, this book offers needed encouragement and inspiration to both in-service and practicing educational leaders. Rooted in social justice and weaving together diverse voices, this edited volume systematically examines equity-focused PreK-12 and higher education leadership practices. Shankar-Brown (Ed.) calls on educational leaders to collectively rise and mindfully work together to bend the arc toward justice.



## Multiculturalism Still Matters in Education and Society Responding to Changing Times

Festus E. Obiakor, Sunny Educational Consulting

2021. Paperback 978-1-64802-552-5 \$45.99. Hardcover 978-1-64802-553-2 \$85.99. eBook 978-1-64802-554-9 \$74.

Today, we live in changing times and how we respond to these changes creates some uneasiness in our daily lives. Some of these changes reflect demographic shifts in power and paradigm in the United States, while others reflect the reckless assumption that our problems are insurmountable. Multiculturalism Still Matters in Education and Society: Responding to Changing Times urges us to collaborate, consult, and cooperate for our common good. It rightly emphasizes that multiculturalism will always matter in whatever we do in our complex world. In addition, it challenges us to continue to see differences as strengths that must be valued in dealing with our students, educational professionals, leaders, and communities. Finally, this book inspires us to expand our discourses, create avenues for “hearty” conversations, look for ways to make invisible voices visible, and help culturally and linguistically diverse (CLD) and vulnerable populations to maximize their fullest potential.



## 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 \$74.

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 (professors) 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.



## Positive Leadership for Flourishing Schools

Keith D. Walker, University of Saskatchewan; Benjamin Kutsyuruba, Queen’s University; Sabre Cherkowski, University of British Columbia

2021. Paperback 978-1-64802-384-2 \$65.99. Hardcover 978-1-64802-385-9 \$95.99. eBook 978-1-64802-386-6 \$74.

Most educators will agree that they would love to see each student and staff member in schools flourish. Furthermore, it would be great to see entire communities experience the transformative power of circumstances that feature happy and vibrant learning. However, what does it mean to

experience flourishing in schools? What is the role of positive leadership in this process? What can we learn from inquiring into the positive emotional and social aspects of the work of school leaders? Building on our research on flourishing in schools, this book highlights the stories and perspectives of educators and school leaders at all levels of the school system and demonstrate the intricacies of how positive leadership contributes to well-being in schools and encourages flourishing in these schools.

This book aligns with a growing shift in psychology and organizational studies to frame research using phenomena and constructs such as resilience, compassion, hope, efficacy, self-determination and meaningfulness at work and in other areas of life. Research findings from the disciplines of both positive psychology and positive organization studies bring these positive research intelligences into the field of education to study what works in school leadership practices, what goes well, what supports growth, and what brings vitality to people in school organizations. Research in positive psychology contends that attending to the strengths, positive outlooks, habits and mental models, as opposed to a deficit-oriented perspective, is beneficial to increasing subjective wellbeing, by increasing resilience, vitality, and happiness and decreasing stress, anxiety, and depression. How we imagine leading, teaching and learning in schools are implicated in these understandings and help us to contemplate the benefits of focus positive leadership in school organizations. Powerful insights into human inquiry and positive psychology are gained through qualitative study and most of the chapters of this book are grounded in such research.

Importantly, chapters in this book provide a varied repertoire of answers to the question that underpins this shift in research toward a positive organizational perspective: How does positive leadership leverage what works well to instill in each community member a sense of their value and capacity to contribute, encourage wellbeing for all and create school contexts of flourishing? This edited collection provides many examples, invitations, and inspiration for readers to notice in their own contexts in ways that encourage them to shift and grow through moving toward appreciative, strengths-based, positive approaches to teaching, learning, and, especially, leading in all school contexts.



## The Talking Point Creating an Environment for Exploring Complex Meaning 2nd Edition

Thomas R. Flanagan, Institute for 21st Century Agoras; Alexander N. Christakis, Institute for 21st Century Agoras

2021. Paperback 978-1-64802-670-6 \$45.99. Hardcover 978-1-64802-671-3 \$85.99. eBook 978-1-64802-672-0 \$74.

The Talking Point is all about how people learn within groups. People can be much smarter than crowds if you measure “smart” as decision-making speed. Crowds can be much wiser than individuals if you measure wisdom by depth of understanding. It is possible to understand a great deal of information yet (or maybe because of this) you can also be slow to make decisions. If rushed, crowds will make poor decisions in spite of their wisdom. So... to get good group decisions on a time scale that will keep pace with policy development needs and social necessities, groups have to be supported so that their decision-making process can be accelerated. Much has been said and written about this problem over the years. It is dangerous to have the power of groups without the wisdom of groups, and it is tragic to have the wisdom of groups without the power of groups. The Talking Point presents a meeting point for the wisdom and power of groups through the use of Structured Dialogic Design. With hopeful intentions, as a culture we have poisoned the well just when we need it most. We have touted design charrettes and stakeholder processes as engagement vehicles and then ignored, marginalized or corrupted the very input that we swore to hold as sacred. This has created a myth that large scale collaboration is not possible, and the myth has led to considerable disillusionment among would-be participants and could-be sponsors. Structured Dialogic Design seeks to bust the myth about our limited capabilities to sustain boundary spanning collaboration. To bust this myth, Structured Dialogic Design needs to usher in a new wave of collaborative planning. Scholars have identified the Structured Dialogic Design methodology as the cutting edge of “third phase” science - where the reality of a situation embraces interactions between objective findings and subjective intentions. The Talking Point provides a window for observing how Structured Dialogic Design has been put into practice and paints a panorama of the issues that confront complex social system design. This book is itself a bridge between scholarship and practice, written to be accessible yet anchored to major themes in cognitive psychology, information systems, social systems, and models of group learning. The book is an invitation for transformational leaders and those who support transformational leaders to pick up a new tool in the essential quest to put our nation and our world back on track toward sustainable futures. The Talking Point is a fresh source of water in a world that is thirsty for new ways of solving complex problems.



## Preparing Quality Teachers Advances in Clinical Practice

Drew Polly, UNC Charlotte; Eva Garin, Bowie State University

2022. Paperback 978-1-64802-868-7 \$89.99. Hardcover 978-1-64802-869-4 \$105.99. eBook 978-1-64802-870-0 \$74.

National and international teacher education organizations and scholars have called for an increased emphasis on clinical practice in educator preparation programs. These recommendations include specific efforts to increase the duration, diversity, and quality of experiences that teacher candidates engage in during their time in P-12 schools while earning their teaching license.

This book includes a robust set of chapters that include conceptual, theoretical, and empirical chapters related to innovative approaches in clinical practice in educator preparation. Authors include teacher educators from around the United States and Canada from a variety of types of higher



education institutions. The book provides readers with examples, evidence, and ideas to thoughtfully consider their future direction in examining, planning, and implementing clinical practice experiences for teacher candidates.



## Re-Envisioning Education Affirming Diversity and Advancing Social Justice

Rajni Shankar-Brown, Stetson University

2022. Paperback 978-1-64802-844-1 \$45.99. Hardcover 978-1-64802-845-8 \$85.99. eBook 978-1-64802-846-5 \$74.

With increasing diversity and widening disparities in the United States and globally there are significant challenges and opportunities throughout the educational landscape. Today's educational stakeholders, particularly public school administrators and teachers, must re- envision education and collectively build equity-centered systems, structures, and practices. Confronting systemic inequality in education can be a daunting task, but it is nonetheless imperative. Connecting theory to practice, this book aims to promote inclusive educational excellence, and will offer valuable insights and inspiration to a wide range of educational stakeholders.

Affirming diversity and advancing social justice requires dismantling oppressive customs and structures inside and outside of the classroom, fostering an equitable school culture, building inclusive learning environments, and increasing collective efficacy through best practice. Creating healthier schools and communities requires authentically investing in and supporting historically and socially marginalized students and families. Rooted in social justice and weaving together diverse voices from the field of education, this edited volume will examine equity-focused pre-K–12 pedagogical practices and showcase high-impact initiatives. Educators play a vital role in ensuring positive student outcomes and success, but often report feeling inadequately prepared for current challenges. Unfortunately, growing challenges are contributing to turnover rates and shortages as well as perpetuating social inequities among pre-K–12 students instead of dismantling them. A research study by the National Association of Secondary School Principals (NASSP) and the Learning Policy Institute (LPI) reveals that public schools with higher percentages of low-income students and students of color are more likely to experience administrative and teacher turnover, which compounds equity issues affecting already vulnerable students.

This edited volume will provide educational stakeholders (i.e., school administrators, teachers, service providers, parents/guardians, nonprofit leaders, community members) with a deeper understanding of pedagogical practices that affirm diversity and promote social justice, while offering a current view of educational inequalities juxtaposed with an urgent call to action. School districts across the United States must recognize inequalities and provide increasingly diverse students with needed support and resources, particularly as social disparities continue to widen and adversely impact millions of students. Through a collection of diverse voices from the field of education (university educators; pre-K–12 district leaders, schools administrators and teachers; Nonprofit leaders serving children and youth) this book will illuminate current social inequalities impacting pre-K–16 students, establish the need to affirm diversity and advance social justice, share practical examples of transformative initiatives including mindful school-family- community partnerships, feature evidence-based pedagogical practices, and provide an array of helpful resources for 21st century educational stakeholders.



## School Administrator Succession Planning Identifying High-Impact Practices, Programs, and Frameworks in P-12 Schools

Lou L. Sabina, Stetson University

2022. Paperback 978-1-64802-929-5 \$45.99. Hardcover 978-1-64802-930-1 \$85.99. eBook 978-1-64802-931-8 \$74.

Across the United States and globally, school districts are regularly facing a shortage of both willing and highly qualified candidates to assume positions as school leaders. A number of factors have contributed to this shortage including but not limited to: (1) retiring baby boomers leaving P-12 schools (ex. Aaronson & Meckel, 2009; Carlson, 2004; Parylo & Zepeda, 2015; Wiedmer, 2015), (2) shifting demographics and population changes across the United States workforce and schools (ex. Betts, Urias, & Betts, 2009; Brimley, Garfield, & Verstegen, 2005; Brown, 2016; Miller & Martin, 2015; Mordechay & Orfield, 2017), (3) increasing demands for school administrators making the position less desirable (ex. Grissom, Loeb, & Mitani, 2015; Lortie, 2009; Norton, 2002; Yan, 2019), and (4) the shift of schools to 21st Century Learning centers, which have changed the role of school administrators (ex. Crow, Hausman, & Scribner, 2002; Huber, 2014). According to the National Bureau of Labor Statistics, the current demand for school principals continues to increase (Occupational Outlook Handbook, 2019) and will accelerate in the coming 10-20 years. Because of the high need for school administrators, many schools and school districts are creating unique, targeted, and innovative programs to find principals who can meet the changing needs in our school system.

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Barry Clarke, *Managing Director*  
Singapore Office  
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Taylor & Francis Asia Pacific  
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Malaysia  
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**Philippines**

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Email: [mohamed.feroz@tandf.com.sg](mailto:mohamed.feroz@tandf.com.sg)

**Taiwan**

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Taipei 10683  
Taiwan (R.O.C.)  
Tel: +886 (2) 5551 1266 ext. 6291  
Jeffrey Lim, *Books Sales Director*  
Email: [jeffrey.lim@tandf.com.sg](mailto:jeffrey.lim@tandf.com.sg)  
Jason Lin, *Sales Manager*  
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**Thailand**

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