



Book Series

International Higher Education

Series Editors

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

Books in this series:

- Training School Principals as Talent Developers
- Global Issues and Talent Development
- Cultural Impact on Conflict Management in Higher Education
- Conflict Management and Dialogue in Higher Education
- Talent Development and the Global Economy
- Governance and Transformations of Universities in Africa

Special Paperback Set Price:

\$36.50 per book + FREE SHIPPING when you order the complete series.

To view this series online visit: <http://www.infoagepub.com/series/International-Higher-Education>

IAP - Information Age Publishing, PO Box 79049, Charlotte, NC 28271

tel: 704-752-9125 fax: 704-752-9113 URL: www.infoagepub.com



Training School Principals as Talent Developers An International Perspective

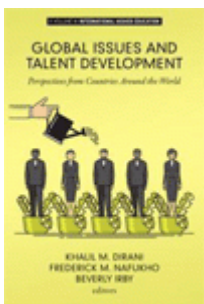
Sonya Hayes, University of Tennessee, Knoxville; Nahed Abdelrahman, Texas A&M University;
Beverly Irby, Texas A&M University; Fredrick. M. Nafukho, Texas A&M University

2022. Paperback 979-8-88730-018-4 \$52.99. Hardcover 979-8-88730-019-1 \$94.99. eBook
979-8-88730-020-7 \$85.

Training School Principals as Talent Developers: An International Perspective focuses on how to prepare school principals to lead their schools by training and supporting teachers in their craft. The main goal of schools is improving teaching and learning in order to maximize students' potential to be college ready and career ready. Principals play significant role in improving the instructions which improves students' learning. In order to do so, we need inspiring principals to be talent developers. The book is comprised of chapters written by faculty and researchers from various countries and offers multiple perspectives on training and developing principals to be talent developers.

In the ten chapters of this edited book, we wanted to address the perspectives of "who is the role model of a principal, what are the qualities needed to make a good principal and what are the challenges that the talent developer principals encounter to achieve their goals. We also wanted to broaden the lens by addressing these perspectives in the United States and globally.

CONTENTS: Foreword. *Janice Koch*. Introduction. *Sonya D. Hayes, Nahed Abdelrahman, Beverly J. Irby, and Fredrick M. Nafukho*. Challenges in Preparing Principals as Talent Developers: Lessons From Nigeria, *Ntasiobi Igu, Francisca Ogba, and Nwani Akuma*. Impacts of Technology on Principal Preparation, *Mary Dereshiwsy*. Mixed Reality and School Administrator Preparation: Harnessing the Power of Simulation Technology for Realistic Practice, Feedback, and Reflection. *Marjorie Ceballos, Daniel W. Eadens, and Krista Bixler*. Performance Based Assessments for Aspiring School Leaders: Changing the Landscape of Principal Preparation Programs, *Patricia Traynor-Nilsen, Dina Pacis, Donna Elder*. An International Perspective on Principal Preparation Programs: Recent Innovations and Unique Components in England and the United States, *Denver J. Fowler, and Valerie A. Storey*. Resilience, Growth After Adversity, and Self-Care: The New Necessary for Mindful Principal Preparation and Talent Development, *Caryn M. Wells*. Collaborative Leadership and Teachers' Development: The Perception of Secondary School Principals in Nigeria, *Francisca N. Ogba, Ntasiobi C. N. Igu, and Nwinyinya Emeka*. How Principals Can Bridge the Learning Gap as Talent Developers Using School Leader Evaluation Models, *Terrence Narinesingh*. Empowering Leadership Teams: Breaking Down Silos to Build a Culture of Innovation, *Dina Pacis, Patricia Traynor-Nilsen, and Joseph Marron*. Principals as Instructional Leaders and Talent Developers, *Beverly J. Irby, Nahed Abdelrahman, Fredrick M. Nafukho, and Sonya D. Hayes*. About the Contributors.



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

2018. Paperback 978-1-64113-408-8 \$52.99. Hardcover 978-1-64113-409-5 \$94.99. eBook
978-1-64113-410-1 \$85.

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

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

current TM and TD challenges and to meet the needs of individuals, organizations, and governments.

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

CONTENTS: Foreword. Acknowledgments. Talent Development in International Contexts, *Khalil M. Dirani, Fredrick Nafukho, and Beverly Irby*. **PART I: EUROPEAN PERSPECTIVE.** *Talent Development in the United Kingdom, David McGuire, Indravidoushi Dusoye, Thomas N. Garavan, and Hussain Alhejji. Workforce Development in Germany: Systems, Structures, and Processes of the Dual System, K. Peter Kuchinke. Talent Management and Development in the Russian Federation, Alexandre Ardichvili and Elena Zavyalova.* **PART II: ASIAN PERSPECTIVE.** *Talent Development in Non-State and Joint-Venture Enterprises in Vietnam, Huyen Thi Minh Van. Talent Development and Management Practices in South Korea: A Global Conglomerate Case, Seung Won Yoon, Doo Hun Lim, Chan Kyun Park, and Heh Youn Shin. Talent Management Best Practices: Harnessing the Dragon for Competitive Advantage, Marie A. Valentin and Celestino Valentin.* **PART III: AFRICAN AND MENA PERSPECTIVE.** *A Proposed Workforce Development Planning Model in Ethiopia, Gemechu Waktola Olana and Ronald L. Jacobs. One Chance to Make a Global Impact Through Local Development: A Review of Pakistan's National Talent Development Policies, Shaista E. Khilji and Muhammad Sohail Khan. Talent Development and Management: Exploring the Rhetoric and Reality in Lebanon, Hayfaa Tlaiss, Khalil M. Dirani, and Christine Silva Hamie.* **PART IV: THE AMERICAS.** *Varying Cultural Influences on International Virtual Teams in Emerging Economies: Case Studies of a U.S. Multinational Company in Romania and Costa Rica, Carol B. Packard. About the Editors. About the Contributors.*



Cultural Impact on Conflict Management in Higher Education

Nancy T. Watson, Texas A&M University; Lei Xie, Texas A&M University; Matthew J. Etchells, Texas A&M University

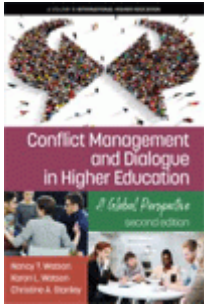
2018. Paperback 9781641133722 \$52.99. Hardcover 9781641133739 \$94.99. eBook 9781641133746 \$85.

Cultural Impact on Conflict Management in Higher Education shares information regarding conflict management and resolution in higher education from a global perspective. In this book, we introduced many conflict resolution methods from different regions in the world. You can borrow some successful strategies and examine the differences and similarities between contexts. The book shares a conflict resolution model which may direct the reader to start thinking about addressing and managing conflicts from different levels of organizations.

This book is a collective work of authors coming from all over the world. We chose higher education as the context because it is a place where diverse thoughts, perspectives, and people come together. Because of the potential richness of diversity on a college campus, the opportunity for conflicts occurs.

Managing conflict does not work when there is a “one-way only approach/model” for addressing conflict. Some conflict resolution encompasses multiple dimensions: (a) one’s personal beliefs or beliefs about an issue; (b) an individual’s personal history in terms of how the conflict was perceived as something to be discussed or not; (c) work culture of the conflict where if ‘one has a conflict,’ the person or unit is messing up or there is a problem person; (d) the unconscious strategies of ‘face saving’ (trying to maintain one’s image) present; (e) social hierarchies or relationships; and (f) the diversity dimensions and issues that may be present.

CONTENTS: Foreword, *Ryan Crocker*. Conflict Management in Higher Education: International Perspectives and Practices, *Nancy T. Watson and Christine A. Stanley*. Conflict Management in Kenya’s Public Universities, *Caroline S. Wekullo, Fredrick M. Nafukho, and Machuma. H. A. Muyia*. Conflict Management in China’s Higher Education, *Lei Xie*. Conflict Management in Higher Education in the United Kingdom, *Matthew J. Etchells and Victoria J. Etchells*. Conflict Management in Higher Education: A Case Study From Egyptian and Lebanese Higher Education, *Nahed Abdelrahman, Matthew J. Etchells, Khalil M. Dirani, and Beverly J. Irby*. North American Conflict Management in Higher Education, *Fancy Mills*. Conflict Management in Higher Education: South America Region, *Carla Liau-Hing Yep and María de la Lama Eggerstedt*. India, Pakistan, Bangladesh, Sri Lanka: Conflict and Conflict Management Practices in the Subcontinent, *Wendi K. Zimmer*. Taiwan: Conflict Management in Higher Education, *Chih-Wei Wang and Yuhsuan Chang*. Conflict Management in Higher Education: Conclusion, *Lei Xie, Nancy T. Watson, and Matthew J. Etchells*. About the Authors.



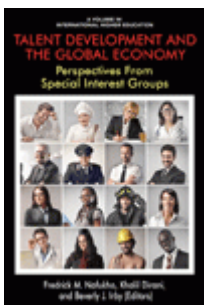
Conflict Management and Dialogue in Higher Education A Global Perspective (2nd Edition)

Nancy T. Watson, Texas A&M University; Karan L. Watson, Texas A&M University ; Christine A. Stanley, Texas A&M University

2017. Paperback 9781641130936 \$52.99. Hardcover 9781641130943 \$94.99. eBook 9781641130950 \$85.

This book addresses an important topic - Conflict, mediation and dialogue. Conflicts are a part of life. Although many people assume conflicts are negative and, therefore, should be avoided, conflict is truly neutral. The engagement in conflict is what can be constructive or destructive. There are many positive outcomes experienced when a conflict is well managed, hence the critical role of this book. For instance, most change is driven by some level of conflict. You must learn, grow and develop effective conflict management skills as a way to manage change. Thus, the conflicts we deal with in our personal lives and in the workplace are essential to our development and our organizations' healthy development. However, if managed poorly, some conflicts can escalate to the point that they can destroy individuals or organizations. As illustrated in this book, the key to managing conflicts is to understand conflicts; expect conflicts, and manage conflicts before they escalate into destructive or costly loss of personnel, diminished climate or lead to lawsuits. The book provides one of the growing and recognized methods of dealing with conflicts - mediation and dialogue. The contents of this book reflect areas of importance addressed in mediation training: alternative dispute resolution practices, conflict management intervention options, models of thinking about conflict, the mediation format, and the skill set needed by a strong conflict management and mediator. Readers are challenged to reflect upon their biases and beliefs that may negatively impact the mediation process.

CONTENTS: Foreword. Prelude and Book Organization. Acknowledgments. SECTION I: Why Focus on Managing Conflict? SECTION II: Realities About Conflict. SECTION III: Unique Attributes Around Conflict in Higher Education. SECTION IV: Personal Skills Required to be a Good Conflict Manager. SECTION V: Dialogue as a Conflict Management Strategy. SECTION VI: Mediation Skills in Managing Conflict. SECTION VII: Conflict Management in Higher Education: A Review of Selected Literature. SECTION VIII: Conflict Management from a Practitioner Perspective. SECTION IX: Unit Leaders' Responsibilities with Conflict. SECTION X: Conclusion and the Way Forward. Glossary. About the Authors.



Talent Development and the Global Economy Perspectives from Special Interest Groups

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

2017. Paperback 9781681239972 \$52.99. Hardcover 9781681239989 \$94.99. eBook 9781681239996 \$85.

Talent has been identified as the only differentiator for an organization's, nations' or any region's success in this uncertain, complex, competitive and global environment. Ulrich (2008) defined talent as the equation of 3Cs: Talent = Competence x Commitment x Contribution. Malaeb and Chanaron (2010, p. 2), noted "Competence means that employees have the skills and abilities today and in the future for required business results. ... Commitment means that employees are involved and engaged ... while Contribution means that employees find personal abundance at occupation ..." While Ulrich (2008) observed that commitment focused on meaning and identity and other restraints that tap employee's heart. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues of change facing the global economy no book has examined the issue of talent development from the perspective of special interest groups including management international students, women refugees, refugees, non-governmental organizations, for profit, for benefit and nonprofit organizations. Thus, talent development world over has become one of the most important issues when it comes to developing human resources especially through education and training. The book presents pertinent research and practice on talent development management and argues that the term talent development broadly refers to management and development of high performing and high potential individuals in society required to carry out critical organizational and society roles aimed at improving human development. The contributors of the book chapters include individuals actively involved in research, teaching and practice in higher education and in business and industry. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that talent development is more than just crisis management and includes best talent management practices, shared governance, meaningful reforms, strategic planning, transparency and accountability, social justice and respect for human life and the need to develop humane organizations and humane communities. The contributions take cognizance of the fact that talent

development as a concept is facing fundamental changes in the global knowledge economy, and especially with political changes taking place world over. Contributors also take cognizance of the fact that one important source of change in society has been the accelerating speed of scientific and technological advancement driven by the power of the Internet hence the need to develop talent for the 21st century and beyond. The book is basically an academic book for use by undergraduates and graduate students at universities, for-profit, for-benefit, and non-profit organizations, policy makers and formulators in ministries of Education; supra national organizations, foreign organizations multilateral organizations, non-governmental organizations, community based organizations as well as development stakeholders, and community organizers.

CONTENTS: Why Focus on Talent Development? *Fredrick M. Nafukho, Beverly J. Irby and Khalil Dirani*. Global Talent Flow: International Graduate Students' Career Decisions after Graduation, *Sehoon Kim and Soo Jeoung Han*. Leveraging Talent Development in the United States: The African-American Perspective, *Tomika Greer*. Talent Development and Refugee Women in the United States, *Minerva Tuliao, Kathy Najjar, and Rich Torracco*. Talent Development: Asian Pacific Islanders Perspective, *Hae Na Kim and Hsu Yun-Hsiang*. Maximizing Motivation: Talent Development in Nongovernmental Organizations, *Jill Zarestky and Shannon Deer*. Talent Development of Global Virtual Team Leaders: Challenges and Strategies, *Soo Jeoung Han and Michael Beyerlien*. Training Development and Working Poor Families in the United States, *Rich Torracco*. Talent Development in the 21st Century and Social Media, *Fatemeh Rezaei and Misha Chakraborty*. Talent Development via Cognitive Mediation, *Heidi Flavian*.



Governance and Transformations of Universities in Africa A Global Perspective

Fredrick M. Nafukho, Texas A&M University; Helen M. A. Muya, Texas A&M University; Beverly Irby, Texas A&M University

2014. Paperback 9781623967413 \$52.99. Hardcover 9781623967420 \$94.99. eBook 9781623967437 \$85.

While universities world over are undergoing reforms and change, in the case of African universities as illustrated in this book, the reforms and changes are profound and can best be described as transformative. This book is unique in many ways, which makes it extraordinary. First, unlike other books that have examined issues on higher education in Africa from externalist positions, the contributors to this book are scholars who have been educated, are currently teaching in African universities or have taught in African universities. The book specifically focuses on transformations in the governance of African universities and its implications on equity, entrepreneurship, innovation, quality assurance, information and communication technologies (ICTs), and reform issues in higher education in Africa.

The book presents pertinent research on governance in African universities in an experiential and empirical manner. The contributors of the book chapters include individuals actively involved in teaching, researching and governance of higher education institutions in Africa. The chapters are based on empirical data, including review of relevant literature. The book also recognizes that university governance is more than just crisis in financial or economic issues, but includes best management practices, shared governance, meaningful reforms, strategic planning, consultation, transparency and accountability, client (students, lecturers, parents and the public) satisfaction, as well as the role of the university in development.

The contributions take cognizance of the fact that governance as a concept is facing fundamental changes in the context of global knowledge economy, and African local conditions. Contributors also take cognizance of the fact that one important source of change in Africa has been the accelerating speed of scientific and technological advancement in learning at universities where lifelong learning programs, adult learning programs, distance and online learning are relatively new. The chapters are also sensitive to new changes in gender, demographical, technological, education reforms, social and economic transformations in the governance of African universities. The book is basically an academic book for use by undergraduates and graduate students at universities, policy makers and formulators in African ministries of Education; supra national organizations, foreign organizations working in Africa, NGOs and CBOs as well as development stakeholders, and community organizers.

CONTENTS: Foreword. Acknowledgments. Introduction, *Fredrick M. Nafukho and Beverly J. Irby*. Entrepreneurial Leadership and the Transformations of African Universities, *Fredrick M. Nafukho and Helen M. A. Muya*. Social Capital Theory and Implications for Governing Resource Accumulation in the African University, *Jane Nyakecho Omalla Khayesi*. The Role of the Alumni in the Governance and Financing of Universities in Africa, *Fredrick Q. Gravenir*. Governance of Public Universities in Kenya: A Scholar-Practitioner's Perspective, *Olive M. Mugenda*. The Role of Program Coordinators in the Management of Universities: A Perspective From a Private University, *Damary Sikalieh*. Organization and Governance

of African Universities: The Case of Cameroon, *Margaret Khumbah Mbeseha*. Professional Development of Mathematics and Science Teachers: The Role of Universities in Kenya, *John Mungai Njoroge and Sophy Njoki Njiru*. Reexamining External Examination Practice in Undergraduate Education in Kenya's Public Universities: Issues and Challenges, *George Okoth Jawuor, George Onyango Adino, and Norbert Ogeta*. Reforms and Innovations in Teacher Education: Facilitator of Access, Quality, and Equity as Emerging Issues in Education in Kenya, *Patrick A. Kafu and Genvieve N. Simwelo*. Organization of Teaching Practice (TP) for Teacher Trainees in Kenyan Universities: Which Way? *Dickson S. O. Owiti*. A Curriculum That Links Education to Industry to Meet the Demands of the Kenya Vision 2030, *Misia M. M. Kadenyi and Florence Kanorio Kisirkoi*. Gender Policy as a Management Strategy in Education, *Lillian Otieno-Omutoko and Phoebe Mwaura*. Research in Institutions of Higher Education in Africa: Challenges and Prospects, *Florence Muthoni Itegi and Felicita Wanjiru Njuguna*. About the Contributors.



Book Order Form

IAP - Information Age Publishing, Inc.
Special Sale Price: \$39.99 for each paperback and \$69.99
for each hardcover (plus s/h)

Special Paperback Set Price: \$36.50 per book + FREE SHIPPING when you order the complete series.

Title	Qty	\$ Paperback	\$ Hardcover
Training School Principals as Talent Developers			
Global Issues and Talent Development			
Cultural Impact on Conflict Management in Higher Education			
Conflict Management and Dialogue in Higher Education			
Talent Development and the Global Economy			
Governance and Transformations of Universities in Africa			

*Standard Shipping and Handling for Books:
\$7.50 handling fee on U.S. orders; \$9.00 for the rest of the world
plus \$3.00 shipping per book
Online shopping available at www.infoagepub.com*

Subtotal: _____
 Handling: _____
 Shipping: _____
 Order Total: _____

Card Number: _____ Exp. Date: _____ CVV2 Code: _____

Name on card: _____

Signature: _____

Billing Address: _____

Shipping Address: _____

City: _____ State/Province: _____ Postal Code: _____ Country: _____

Phone: _____ Fax: _____ Email: _____

IAP - Information Age Publishing Inc., PO Box 79049, Charlotte, NC 28271
tel: 704-752-9125 fax: 704-752-9113 e-mail: orders@infoagepub.com URL: www.infoagepub.com