Book Series

Leadership Horizons

Series Editors
Michelle C. Bligh, Claremont Graduate University; Melissa Carsten, Winthrop University

This series is devoted to new developments and fresh perspectives in theory and research on leadership, within the context of continuing and emerging organizational issues. The series embraces a broad definition of leadership phenomena; including a focus on people, positions, processes, relationships and situations. The series will advance an applied scholarship model, wherein sound academic work is connected, either directly or more speculatively, to real-world problems and controversies. The series seeks to promote work that aggressively pushes beyond current leadership orthodoxy and critically examines conventional thinking and practices. The series will represent a wide range of organizational, industry, national and global leadership issues. The series will feature entire volumes written by authors and edited volumes with multiple contributors. The series is intended to appeal to academic researchers and professional analysts, and to university instructors looking for thought provoking reference material for classroom use.

Books in this series:
- The Connecting Leader
- Advancing Relational Leadership Research
- Follower-Centered Perspectives on Leadership
- Complexity Leadership
- Implicit Leadership Theories
- Teaching Leadership
- Grounding Leadership Theory and Research

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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.


Advancing Relational Leadership Research
A Dialogue among Perspectives

Mary Uhl-Bien, University of Nebraska; Sonia M. Ospina, New York University


Leaders and followers live in a relational world—a world in which leadership occurs in complex webs of relationships and dynamically changing contexts. Despite this, our theories of leadership are grounded in assumptions of individuality and linear causality. If we are to advance understandings of leadership that have more relevance to the world of practice, we need to embed issues of relationality into leadership studies.

This volume addresses this issue by bringing together, for the first time, a set of prominent scholars from different
paradigmatic and disciplinary perspectives to engage in dialogue regarding how to meet the challenges of relationality in leadership research and practice. Included are cutting edge thinking, heated debate, and passionate perspectives on the issues at hand. The chapters reveal the varied and nuanced treatments of relationality that come from authors’ alternative paradigmatic (entity, constructionist, critical) views. Dialogue scholars—reacting to the chapters—engage in spirited debate regarding the commensurability (or incommensurability) of the paradigmatic approaches. The editors bring the dialogue together with introductory and concluding chapters that offer a framework for comparing and situating the competing assumptions and perspectives spanning the relational leadership landscape. Using paradigm interplay they unpack assumptions, and lay out a roadmap for relational leadership research. A key takeaway is that advancing relational leadership research requires multiple paradigmatic perspectives, and scholars who are conversant in the assumptions brought by these perspectives.

The book is aimed at those who feel that much of current leadership thinking is missing the boat in today’s complex, relational world. It provides an essential resource for all leadership scholars and practitioners curious about the nature of research on leadership, both those with much research exposure and those new to the field.


Follower-Centered Perspectives on Leadership
A Tribute to the Memory of James R. Meindl

Raj Pillai, California State University, San Marcos; Michelle C. Bligh, University of Nebraska; Mary Uhl-Bien, University of Nebraska


The majority of leadership theories and studies have tended to emphasize the personal background, personality traits, perceptions, and actions of leaders. From this perspective, the followers have been viewed as recipients or moderators of the leader’s influence, and as vehicles for the actualization of the leader’s vision, mission or goals. One of the major challengers of this dominant view was the late James R. Meindl. As an alternative to the leader-centric perspective on leadership, Meindl offered a follower-centric approach that views both leadership and its consequences as largely constructed by followers and hence influenced by followers’ cognitive processes and inter-follower social influence processes. As a tribute to Jim Meindl and his contributions to the field of leadership studies, Information Age Publishing is releasing a book on follower-centered approaches to leadership. The book covers a wide variety of perspectives that acknowledge the active roles of followers in the leadership process. These include the psychoanalytical perspective, leadership categorization theory, social identity theory, the shared leadership approach, attribution of charisma through social networks, the role of the media in constructing images of the leader, the social construction of followership, vision implementation by followers and a post modern approach to followership. It is hoped that the volume will provoke readers
to reflect upon and extend Jim Meindl’s seminal work on followership. And practitioners curious about the nature of research on leadership, both those with much research exposure and those new to the field.

Implicit Leadership Theories
Essays and Explorations
James R. Meindl, State University of New York - Buffalo; Birgit Schyns, University of Portsmouth

This book is the third volume in the Leadership Horizons series. This series, started by Jim Meindl, is devoted to new developments in theory and research on leadership within the context of continuing and emerging organizational issues. In this spirit, the present volume delves into implicit leadership theories (ILTs), and opens intriguing new avenues for research on ILTs, but does so while maintaining an eye on the past. For example, the book offers valuable historical perspectives from those who were “there” - Dov Eden and Uriel Leviatan share the inside scoop on the origination of the concept of ILTs, and Bob Lord traces the evolution of social-cognitive perspectives with respect to work on ILTs - while all authors raise interesting questions and offer important new directions to advance this work well into the future. It features a wide range of scholars and perspectives, and practical implications are implicit and explicit throughout the volume. The book offers a valuable resource for researchers, students, and practitioners interested in leadership and social cognition in the workplace.


Teaching Leadership
Innovative Approaches for the 21st Century
Susan Stites-Doe, SUNY College at Brockport; Raj Pillai, California State University, San Marcos

Grounding Leadership Theory and Research
Issues, Perspectives, and Methods
James R. Meindl, State University of New York - Buffalo; Ken Parry, Victoria University
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