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Contact Steve Shaw: sshaw@antioch.edu right away if you have any questions.

**Introduction to Correlational Studies**

**Baron, Lingham**

During this session we will cover basic concepts related to correlational analysis and types of correlational analysis found in the Correlation Family. We will then break into small groups to discuss various types of correlational analysis. Groups will be formed based on experience with statistical analysis. During the session each group will read and review a journal article with a different type of correlational analysis. Groups will discuss the underlying concept, how the
Following the subgroup exercises, we will get back together to share our learnings.

Readings:


A PPT has also been uploaded to Cohort Readings page

**Understanding and Applying Statistical Concepts**

Baron, Lingham and Johnson

In this session we will look at various types of statistical analyses, explore what can be learned from a journal article, consider issues related to rigor and quality, and share additional materials for Module 3. We will start the session with a discussion of how to effectively read journal articles and avoid skipping the "statistics" and tables. We will then break into groups to discuss the types of analysis and strengths and limitations covered by research in the assigned journal article. A power point to facilitate reading this article will be posted to your cohort websites several weeks before the residency. Carol Baron, Tony Lingham, and Julie Johnson will lead the breakout groups, focusing on types of analysis appropriate for each student's skill level with quantitative research. Following the break-out groups we will come back together to share our learning. A Power Point to facilitate reviewing these articles will be posted to Cohort pages a few weeks before the YS residency.

Readings:


A PPT presentation has been added to the Cohort readings page as well for this session

**Link to Module 3 Resources:**

https://phdleadership.antioch.edu/statistics/
Appreciative Inquiry (AI) is an assets-based approach used to diagnose, understand and strengthen human systems inside and outside organizational boundaries. Following the initial work by David Cooperrider on Appreciative Inquiry, it has become an important approach for leading and managing change processes. AI has been applied in a variety of settings in over the last couple of decades. It is also relevant at interpersonal, team, organizational, community and societal levels. The purpose of this session is to introduce the philosophy and methodology of AI. The participants will have an opportunity to critically explore theoretical underpinnings and practice-based knowledge to clarify their understanding of AI concepts and applications. Finally, we will discuss our experiences working with AI.

Readings:


Read:
Bushe, G.R. Appreciative inquiry: Theory and critique. pps. 87-103

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ISBN: 978-0966537314 Price: 1.45

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Adaptive Leadership
Wergin and Ladkin

This session, a continuation of our journey exploring the New Genre Critical leadership perspectives, will examine adaptive leadership.

Heifetz’s (1994) book, Leadership Without Easy Answers, was a hallmark in recent scholarship on leadership and moves leadership thinking beyond leader-follower relations into the situational context of complex adaptive systems. Heifetz argues leadership is about change - the new role of leadership is "to help people face reality and to mobilize them to make change." It implies dealing with constant uncertainty, conflict and painful change in a specific space and place. Heifetz’ book co-authored by Grashow and Linsky (2009) provides practical tools and tactics to practice adaptive leadership and affect change through assessing and diagnosing the problems and taking appropriate action.

The session will be in two parts. First we will build a concept map together, tying the concepts of adaptive learning and leadership to other key leadership concepts discussed in the Program. Then we will examine and appraise a recent research study looking at adaptive leadership in a specific organizational context. Please be sure to read this study before coming to the session, and develop an initial appraisal of it.

Readings:
Focus particularly on Chapter 2: The theory behind the practice.
ISBN: 1422105768 Price: 15.85

You will need to use We Deliver for this

Introduction to Research Appraisal
Wergin
Imagine three levels of sophistication in research: Level 1 is a basic understanding of a research study and what it is trying to accomplish. Level 2 is the ability to review a research article critically, including the logic of the researcher(s): and Level 3 is the informed creativity needed to design a sound piece of research yourself. A central focus in the Program's second year is the ability to appraise the quality of research studies for both their credibility (soundness of knowledge claims) and usefulness to practice. In this session Jon will cover such topics as ways to identify such critical aspects as dominant paradigms and central research questions, and appropriate criteria to use for the appraisal. We will also delve into the notion of criticism itself - how it isn't just being "critical" in the negative sense, but rather how good scholarly criticism is also a form of appreciation of a research study's essential qualities. A general session will be followed by faculty-facilitated breakout groups arranged according to professional sector; each group will be given an article from that sector to critique. After that we'll come back together to compare notes. As part of the preparation for this session, please review Jon's Decision Tree videos, paying special attention to both general criteria and criteria for specific designs.

**Facing Conflict with a Sense of Dignity**

Essed

International, ethnic, regional and local conflict and resulting in physical and symbolic violence are in the news every day. The insight is emerging that conventional solutions through military power, hitting back, or other ways of answering violence with violence are becoming less effective. Voices urging for strategies such as negotiation, dialogue, listening, building mutual understanding, and establishing ethical standards are being heard more often. Are these ‘soft’ solutions? Is there something wrong with nonviolent solutions? Are they idealistic? Conflict often involves multiple occasions of humiliation. One of the barriers to resolving conflict is the inability to address profound violations of a sense of honor or self-respect. Donna Hicks studied the role of dignity in restoring connection, trust and willingness to move beyond the emotion and discourse of retaliation. The literature for this session also offers a gender perspective on conflict. Women have a long tradition in searching for nonviolent solutions for community conflict. In the book ‘The Space Between Us’ Cynthia Cockburn studied women’s peace processes in 3 ‘hot’ conflict zones: Northern Ireland, Israel-Palestine, and Bosnia-Hercegovina. Women are creating safe spaces for building alliances across boundaries, reaching to women of the ‘enemy group’, unwilling to continue to
accept the situation of mutual hate, anger, fear, and mistrust. The project looks old .... but you'll find out still quite relevant today! Key to the ability to reach across national, ethnic, religious boundaries is not to be essentialist about identities, which is what Essed writes about. What are other necessary conditions for parties with long histories of severe conflict to be able to listen to each other; begin to understand; build a common future of peace? What can we learn about leadership from the cross-boundaries experiences of the women's groups in high conflict areas? How can dignity inform everyday practice in the professions and in communities?

Readings:
ISBN: 978-1856496186 Price: 2.00

Introduction pp 1-11
Chapter 1: Women and nationalism pp. 13-45
Chapter 8: Identity and Democracy pp. 211-230

https://doi.org/10.1080/13504630120107665


Recommended Readings:
If you are interested, the case studies in Cockburn’s book are creative with lots of practical tools and detail.
Chapters 2/3: Northern Ireland + Belfast pp 46-98
Chapters 4/5: Israel/Palestine + Bat Shalom pp 99 -155
Chapters 6/7: Bosnia-Hercegonia + Medica Women’s Therapy Center pp 156-210
This session will begin the exploration of grounded theory as a methodology in the social sciences. The purpose of Grounded Theory Methodology (GTM) is to engage in a systematic, reflexive inquiry for the purpose of constructing concepts, theoretical propositions, and ultimately comprehensive theory. Grounded theory explores a phenomenon through understanding the multiple perspectives that individuals experience in being a part of the phenomenon being studied. Please go to the Research Methods tab and scroll to Grounded Theory for multimedia materials on Grounded Theory. https://phdleadership.antioch.edu/grounded-theory/

Readings
ISBN: 9781849204781 Price: 45.63
Available as an eBook through AU:
https://antioch.on.worldcat.org/oclc/847624807

ISBN: 9781412981644 Price: 134.69
Read: Chapter 24 : Charmaz, Kathy : Qualitative interviewing and grounded theory analysis p. 347-366
Available as an eBook through AU:
https://antioch.on.worldcat.org/oclc/781855866


Read:
Complexity Leadership Theory
Booysen and Wergin

Complexity Leadership is a New Genre Critical leadership perspective and draws from complexity theory, which was developed in the physical sciences, and shifts our thinking away from bureaucracy and hierarchy to the study of interactive dynamics. Uhl-Bien and Marion (2009) describe Complexity Leadership as a different worldview for leadership, a paradigm that we believe more aptly describes the reality of the complex world in which organizational leaders operate. It describes how leaders have to operate differently in a global, connectionist world and focuses us away from the individual, heroic leader model. It is more about interactive dynamics, adaptive principles, relational practice and how individuals operate in contexts of complex dynamics. In its simplest form Complexity Leadership is about leadership in and of complex, interactive dynamics.

Readings:


Recommended:


ISBN: 9781593117955 Price: 46.00
Available as an eBook: https://antioch.on.worldcat.org/oclc/809381726

ISBN: 9781576754054 Price: 17.00
Available as an eBook through AU: https://antioch.on.worldcat.org/oclc/503006800

Introduction to Narrative Inquiry
Holloway

This session is about narrative genres. The emphasis is not on how stories are told, but on the communicative function: why they are relevant to be told, and, subsequently, that they are important sources of knowledge production. The purpose of this session is to discover how stories about personal, community or organizational experiences, memories and conversations, can be the focus of research studies. We will examine the use and power of narrative inquiry in the professions such as education, politics, medicine, and leadership. The variety of methods for interpreting narratives will be introduced and students will have the opportunity to engage in an initial coding experience.

Readings:
ISBN: 978-1412915625 Price: 122.31
Read:
Chapter 1, Stefinee Pinnegar & J. Gary Daynes, Locating Narrative Inquiry Historically: Thematics in the Turn to Narrative.
Available through AU: https://antioch.on.worldcat.org/oclc/651789313

  **ISBN:** 978-0761910435  **Price:** 70.56

Read:
Chapter 1: A New Model for Classification of Approaches to Reading, Analysis, and Interpretation. P. 1-20
**Available through AU:** https://antioch.on.worldcat.org/oclc/681504795

  **ISBN:** 978-0-8039-4754-2  **Price:** 27.90

Read:
**You will need to use We Deliver for this chapter**

**Dissertations (please choose one):**

Charney, Renee, "Rhizomatic Learning and Adapting: A Case Study Exploring an Interprofessional Team's Lived Experiences" (2017). Dissertations & Theses. 382. https://aura.antioch.edu/etds/382


**Relational Practice: Theory, Research, and Practice Morgan-Roberts**

This seminar will examine the influence of relational practice on positive identity and organizational outcomes. We will draw upon Relational Theory’s five components of mutual empowerment: zest, action, knowledge, worth, and desire (Miller & Stiver, 1997). These components in combination capture the potential in relationship for positive connection and mutuality that leads to increased energy, connection, and learning. The readings for this session create a strong argument for
the salience of positive relationships to identity, productivity, innovation, motivation, and self-fulfillment. Corroborating these findings is the last ten years of research on negative relationships at work that have uncovered the devastating effects of incivility, disruptive behaviors, and rudeness on worker well-being and metrics of productivity. The authors also highlight the cultural parameters that reward certain relational practices but penalize others. In this seminar we will explore the significance of relational practice to organizational culture and systems change.

Readings:
ISBN: 0805853898 Price: 53.54
Chapter 2. Roberts, L.M., From proving to becoming: How positive relationships create a context for self-discovery and self actualization. pp. 29-45


ADDITIONAL RECOMMENDED READINGS
Cameron, Kim S., Spreitzer, Gretchen M. (2012). The Oxford handbook of positive
**ISBN:** 0199734615 **Price:** 165.00


Download from Oxford Handbooks Online


**Change Management**

Kusy

This seminar presents a real hands-on approach to change management. It focuses on evidence-based practices of successful change management with associated tools and resources for discussion and critical application to your own social systems. I hope that this focus will stimulate outstanding insights that will transform some of your perspectives about successful change management.

I have selected readings with this focus in mind. In consideration of the required readings, please consider:

- Which of the content from the readings have you used in your own leadership practice?
- Which of the content from the readings might you consider using in your own leadership practice?

**Readings:**


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