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

Decision Tree for Classifying and Appraising Research Articles
Wergin

One of the most important skills to develop in a PhD program is the ability to appraise published scholarship in the field. Doing this well requires the ability to appraise, first, the dominant inquiry paradigm, whether positivist ("quantitative") or constructivist ("qualitative"), and then to identify the specific design employed within that paradigm. Only then are you able to determine the appropriate criteria needed to evaluate the research. In this session we'll work through some exercises based on Jon's set of decision tree videos to demonstrate the strengths and
limitations of the various designs. We'll focus on classification first; future sessions will take up strengths and limitations of the various designs. (A key objective of the session will be to have everyone use the term "epistemology" correctly in a sentence. ;-) )

**Required readings / viewings**

No assigned readings but please review ALL of the Decision Tree videos prior to the session:

https://phdleadership.antioch.edu/decision-tree/

**Servant and Spiritual Leadership**

Tirmizi

Servant Leadership and the more recent notion of Leadership as Stewardship may both be clustered as proponents of Ethical Leadership in the New Leadership Paradigm, with focus on the followers, since the leader is in service of the people and the organization. This session will focus on understanding the nature of Servant Leadership, personal values, and Stewardship, in our own development and in our organizations.

If you are a leader or in a position of influence, every interaction you have with someone is an opportunity to increase or decrease their psychological capital. Leadership has a moral dimension and at a very minimum involves values, principles and ethics. Because leaders usually have more power and control than followers, they also have a responsibility to be sensitive as to how their values, principles and ethics influence their leadership and affect their followers’ lives.

In this session the theory and practice of servant leadership and stewardship will be explored, with specific emphasis on the relational, value based, motivational and service nature of these two models. We will also examine the applicability of these two models in dynamic change environments and cross-cultural settings. The relationship between Servant Leadership, Stewardship and Spirituality will also be explored.

**Questions to consider:** How do Servant Leadership and Stewardship translate in times of uncertainty and turbulence in our organizations, if at all?
How do you see the relationship between Servant leadership, Stewardship and Spirituality?

What are the implications of Servant Leadership and Stewardship for Corporate Social Responsibility and the triple bottom line?

**Readings:**


**Other Resources:**
You can also visit the Greenleaf Center for Servant-Leadership website. [http://www.greenleaf.org/](http://www.greenleaf.org/)

**Recommended Reading:**
Fry, L., & Kriger, M. (2009). Towards a theory of being-centered leadership: Multiple levels of being as context for effective leadership. *Human Relations, 62*(11), 1667-1696

**Constructive Dissent and Social Responsibility**
Ladkin

In this session we will explore the theory and practice of 'constructive dissent' and how it relates to social responsibility.

There are three readings for this session:
1) The first and most important is Melvyn Conroy's Book Chapter: Leadership of Change Narratives: An Alternative Voice. In this chapter Conroy writes about the concept of 'ethical resistance' which we will discuss in class. He is writing from the context of the UK's National Health Service; one aspect of his work which I'd like to discuss in class is the extent to which his ideas transfer to other national and organizational contexts.

2) Teo and Caspersz's article, 'Dissenting discourse: Exploring alternatives to the whistleblowing/silence dichotomy'. Please don't get overwhelmed by all the theory at the beginning of the article - if you are short of time, focus instead on the findings from their research (pp 237-249 of the text). In particular, I'd like to discuss their notion of 'divided selves'.

3) Garner's article, 'A Study of organizational dissent to explore connections between mixed methods research and engaged scholarship'. We will be looking at this article primarily because of what it says about the use of mixed methods, so do focus particularly on the methods section.

Also, if you have a spare 15 minutes and would like to consider 'constructive dissent' from the perspective of why those who work for you may find it difficult to speak to YOU, see the TEDxHultAshridge talk which you will find at https://youtu.be/Sq475Us1KXg on 'How your power silences truth'.

**Required Readings:**


*ISBN: 9780230224179 Price: 139.99*

You will need to use We Deliver to obtain this chapter


Session description forthcoming.

**Readings:**
There are no assigned readings for this session.

**Coaching as Leadership Practice**
Booysen

There are many definitions and forms of leadership coaching, and it varies from functionalist approaches focusing on improved performance to evolutionary approaches focusing on transformation through reflective dialogue and practices. Essentially leadership coaching is a relationally based developmental process and refers to a coach relating formally or informally with a coachee’s or group’s future learning, growth, and accomplishments.

Relational practice, the desire for insight, growth, and learning and the conduct of intentional action is central to the leadership coaching process. Likewise, leadership can be seen as a series of structured relationships through which a leader facilitates and guides the growth, development, and performance of her followers (Kemp, 2009, p. 105). A coaching culture in organizations can lead to better everyday conversations, deeper levels of understanding and more successful organizational outcomes.

In this session, we will explore the role of coaching in leadership, or to put it differently the Coaching-Leadership Interface. We will engage in exercises that will lead to better everyday conversations, and more effective ways of giving and receiving feedback. Lastly, we will also engage in a reflective exercise and dialogue around our early messages and experiences with authority and leadership, as an example of an evolutionary group coaching intervention.

Those of you who are interested in cross-cultural coaching might want to specifically look at my chapter on cross-cultural coaching in the recommended reading section.
Required Readings:

*ISBN* 9781118841488 *Price*: 69.78

Part One, Chapter 1:
Abel, A.L & Nair, S.V. The rise of Coaching in Organizations. pp. 1 – 28

*ISBN*: 9780470387399 *Price*: 69.74

Available as an eBook through the library: https://ebookcentral-proquest-com.antioch.idm.oclc.org/lib/antiochne-ebooks/detail.action?docID=484823

Part One, Chapter 4:

Recommended Reading:

*ISBN* 9781118841488 *Price*: 69.78


Part One, Chapter 2:

Part Two, Chapter 10:
The Power of Leadership Mistakes and the Apology
Kusy

During your time in this doctoral program, you have had opportunities to reflect on your own organizations and communities, as well as other venues, in terms of failures of leadership and organizations. Unfortunately, this is only one side of the coin because these failures can be powerful and positive—provided recovery mechanisms are in place.

Enter: The Power of Leadership Mistakes and the Apology. In this session, we will look at how some of the most successful leaders approach mistakes. Specifically, we’ll identify the most relevant recovery mechanisms. In the research study by Kusy and Essex (2005), I discovered that mistake recovery is the new leadership competency. As such, we’ll address specifically how leaders recover with a defined path for each of seven critical mistakes, along with how the apology enters into play. While apologies in and of themselves are not restorative, it’s the authenticity and validity of the apology that carries power. The apology has a robust history we often ignore from diverse disciplines as theology, psychology, sociology, and anthropology, to name just a few.

I hope that this session contributes to understanding the theory and practice of acknowledging the dignity of human beings, the fallacy of perfectionism, and the robustness associated with rigorous research in the area of leadership mistakes and the apology.

Prompt Questions:
1. In one of the readings, Aaron Lazare (2004) discussed the necessity of apologies in order to restore damaged relationships. What makes the apology such an important variable for leadership? Lazare uses apology examples throughout the world. Does that make apologizing a universal norm or are there cultural dimensions of the apology? If so, what are some of these dimensions?

2. Kusy and Essex (2005) cited seven critical mistakes that, with the appropriate follow-up mechanism, are recoverable. These researchers also identify the two fatal errors, which are virtually non-recoverable. Which of the seven recoverable mistakes have you witnessed? Which of the two fatal errors have you witnessed?
Readings:

You choose from one of these two readings:

1. You may choose to read my book or the article. To help you make an informed decision, the advantage of the book is that it provides robust details about the research study that led to our results. The advantage of the article is that it is short and not very descriptive of the research study. You choose. 😊

ISBN: 9781589791183 Price: 14.02
Not available as eBook- need to use We Deliver or purchase

or


2. And here’s the additional reading:
Available as an eBook through the library:

Introduction to Action Research
Wergin

We've talked about "action research” in various ways in Year 1, and your upcoming change project is an example of action research on a small scale. While several varieties of action research exist, all types have similar hallmarks, namely that research participants have a hand in all aspects of the research design, that some sort of action is expected as a consequence of the work, and that the study's design is cyclical rather than linear (that is, as data come in the research question itself can change, and when it does the research strategy is modified accordingly).

This session addresses action research from three perspectives: research quality (what makes for "good" action research?), methodological tools that can contribute
to action research approaches, and the potential fit between action research designs and dissertation interests.

**Readings:**

**ISBN:** 9781473967472  
**Price:** 39.88

**ISBN:** 9781483333106  
**Price:** 44.17

Available as an eBook through the AU Libraries:  

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