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

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**Appreciative Inquiry**
Lingham, Tirmizi

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 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

You will need to use We Deliver


ISBN: 9780966537314 Price: 1.45

You will need to use We Deliver

**Reading and Understanding Statistics (Module 3)**
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. 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.

**Readings:**

A PDF of this article is posted on your cohort readings page

**Readings for Review:** Please BRIEFLY review these three articles and bring a hard copy to the Year 2 sessions on Reading and Understanding and Correlations. A Power Point to facilitate reviewing these articles has also been posted to Cohort pages.


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/](https://phdleadership.antioch.edu/statistics/)
**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.

**Readings:**
Decision Tree videos

**The Myth of Meritocracy**
*Booysen and Essed*

The belief in meritocracy, the allocation of jobs and rewards according to merit, is at the heart of the American dream, as it is also the desire in Europe, South East Asia and other capitalist modern societies. Yet, the idea of merit, solidly anchored in educational and employment systems, only works partially.

For some, the merit-race is one of the bonuses not due to merit, thus reinforcing privilege. Think of financial inheritances, family and cultural capital, or
competencies assumed to be there, because of somebody’s masculinity, or whiteness. For others the myth of merit covers unfair obstacles in schools and in the workplace. Large proportions of the population are not seen for their real capabilities due to factors of race, gender, economic poverty, disability or sexual orientation. They drop out or leave, and their potential is lost. This can be painful on a personal level, but also costly for employers, for employees, and for society.

What are the discrepancies between the promise of merit and the experienced reality of daily indignities and biases that hamper careers? And how can we change this practice? What is the role of leadership in maintaining and changing the myth, or, to use Lani Gunier’s words, the tyranny of merit?

The literature for this session consists of chapters from two easy reading books, which we feel complement each other well. Both are hands-on practice based books. In addition we have selected two more theoretical articles on the concept of cultural cloning, which shed a different light on the myth of meritocracy. Participants in this session are asked to come prepared with analyses of fair and unfair practices in their workplace and how they have been able to make changes (or not).

**Required Readings**


Available through the library: https://antioch.on.worldcat.org/oclc/181092626

Introduction
Chapter 1: The Meritocracy Myth
Chapter 6: Dismantling Barriers from the Inside
Chapter 7: Know the Signs from the Outside
Chapter 10: Toward a New Framework


ISBN: 9780807006283  Price: 16

Available through the library: https://antioch.on.worldcat.org/oclc/883256524

Introduction
Chapter 2: Aptitude or Achievement?
Chapter 7: Six Ways of Looking at Democratic Merit


ISBN: 9789042034167  Price: 72

Read:
- Essed, Ph. Cloning the Physician. pp. 127-140

**Introduction to Correlational Design**

Lingham, Johnson

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 analysis is run, how to interpret the results, and how to write-up the findings. Following the subgroup exercises, we will get back together to share our learnings.

**Readings:**


A PDF of this article has been uploaded to Cohort Readings page
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
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. One of these tools is an often-forgotten part of change management—organizational assessment. Surprisingly, organizational assessments when properly engaged inspire positive action. A case in point is the article by Trenerry and Paradies that provides research-based and evidence-based perspectives on how engagement of organizational assessments can be used in managing diversity and addressing racism in the workplace.

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:


Trenerry, B., & Paradies, Y. (2012). Organizational Assessment: An Overlooked Approach To Managing Diversity And Addressing Racism In The
**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:**  
**Read these in this sequence:**


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:


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


doi:10.4135/9781544365442

Available through the library:


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, Interpersonal Neuroscience, and Leadership- an Introduction
Booysen

This seminar introduces a pathway of learning on Relational Cultural Theory (RCT) and related notions of relational practice that will continue through Years 2 and 3 of the Leadership and Change program. The purpose of this seminar is to provide a) an introduction to RCT; b) linking RCT with interpersonal neurobiology and relational leadership and c) applying concepts of RCT and relational leadership to our own practice through experiential exercises aimed at leadership development. RCT is founded on the importance of understanding relationships within the culture in which they are embedded whether that refers to foundational cultures of race and ethnicity, or more narrowly defined cultures of professions or organizations. Research findings in different fields of practice including neuroscience, have made a strong argument for the salience of positive relationships to productivity, innovation, motivation, and self-fulfillment, and leadership. Please come prepared to share your insights on strategies:
• towards creating contexts for high quality transformative conversations in the workplace
• on “getting out of (your own) the box”

Prescribed Readings:
This book is available as an ebook through the library: https://antioch.on.worldcat.org/oclc/1048793674


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For Viewing Prior to the Residency:

Recommended Readings:


ISBN: 9781937134686 Price: 15.60
This book is available as an ebook through the library:
https://antioch.on.worldcat.org/oclc/869464331

With C17 Charting your Library Research Trajectory
Shaw
As you become more familiar with the basics of library searching, the opportunity presents itself to not only expand your skillset, but to find the resources (journals, communities, databases, thought leaders, etc.) that resonate with you the most. You’ll rely on these more and more as you get closer to the dissertation. This
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://libguides-phd.antioch.edu/MethodStarterPages/GroundedTheory

Readings

ISBN: 9781849204781 Price: 45.63

Read:

Available as an eBook through AU:
https://antioch.on.worldcat.org/oclc/847624807


ISBN: 9781783476077 Price: 192.70

Read:

Available as an eBook through the library:
[https://antioch.on.worldcat.org/oclc/1049802529](https://antioch.on.worldcat.org/oclc/1049802529)

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How to transfer records from a shared RefWorks folder to your own RefWorks Folder: