Role-Making References

- Bartunek, Jean M., & Moch, Michael K. (1987). First-Order, Second-Order, and Third-Order Change and Organization Development Interventions: A Cognitive Approach. *Journal of Applied Behavioral Science*, 23(4), 18.
- Bolam, Ray, McMahon, Agnes, Stoll, Louise, Thomas, Sally, Wallace, Mike, with Angela Greenwood*, Kate Hawkey**, Malcolm Ingram**, Adele Atkinson* and Michele, & Smith*. (2005). Creating and Sustaining Effective Professional Learning Communities. (RB637), 10.
- Bolden, Richard, Petrov, Georgy, & Gosling, Jonathan. (2008). Tensions in Higher Education Leadership: Towards a Multi-Level Model of Leadership Practice. *Higher Education Quarterly*, 62(4), 358-376. doi: 10.1111/j.1468-2273.2008.00398.x
- Carmeli, Abraham, & Gittell, Jody Hoffer. (2009). High-quality relationships, psychological safety, and learning from failures in work organizations. *Journal of Organizational Behavior*, 30(6), 709-729. doi: 10.1002/job.565
- Christensen, Douglas R. (2014). *Tackling new initiatives: How one central office supports principals in their efforts to implement new teacher evaluation criteria*. (3684758 Ed.D.), Washington State University, Ann Arbor. Retrieved from http://search.proquest.com/docview/1660972320?accountid=14902 Dissertations & Theses @ Washington State University WCLP; ProQuest Dissertations & Theses A&I database.
- Copland, Michael A. (2003). Leadership of Inquiry: Building and Sustaining Capacity for School Improvement. *Educational Evaluation and Policy Analysis*, 25(4), 375-395. doi: 10.3102/01623737025004375
- Copland, Michael A., Talbert, Joan E., & Knapp, Michael S. (2003). Leading for learning: reflective tools for school and district leaders. In M. A. Copland & J. E. Talbert (Eds.). Seattle, WA: Seattle, WA: Center for the Study of Teaching and Policy, University of Washington.
- Crow, Gary Monroe. (2010). Complexity and the beginning principal in the United States: perspectives on socialization. *Journal of Educational Administration*, 44(4), 310-323. doi: 10.1108/09578230610674930
- Doll, Beth, Haack, Kelly, Kosse, Stacy, Osterloh, Mary, Siemers, Erin, & Pray, Bruce. (2005). The Dilemma of Pragmatics: Why Schools Don't Use Quality Team Consultation Practices. *Journal of educational and Psychological Consultation*, 16(3), 127-155.
- Duke, C. (2002). *Managing the learning university*. Buckingham [England]; Phildelphia, PA: Buckingham England; Phildelphia, PA: Society for Research into Higher Education & Den University Press.
- Edmondson, Amy. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350-383.
- Edmondson, Amy (2002). The Local and Variegated Nature of Learning in Organizations: A Group-Level Perspective. *ORGANIZATION SCIENCE*, 13(2), 128-146.
- Fiol, Marlene. (1984). Organizational Learning. *Academy of Management Review*, 10(4), 803-813.
- Fullan, Michael. (2006). Change theory A force for school improvement (Vol. 157, pp. 15): Centre for Strategic Education.

- Gallucci, Chrysan, Van Lare, Michelle, Yoon, Irene, & Boatright, Beth. (2010). Instructional Coaching: Building Theory about the Role and Organizational Support for Professional Learning. *American Educational Research Journal.*, 47.
- Grashow, Alexander, Linsky, Martin, & Heifetz, Ronald A. (2009). *The practice of adaptive leadership: tools and tactics for changing your organization and the world*. Boston, Mass.: Boston, Mass.: Harvard Business Press.
- Hart, Ann Weaver. (1993). *Principal succession : establishing leadership in schools*. Albany: Albany: State University of New York Press.
- Heifetz, Ronald A., & Laurie, Donald L. (1997). The Work of Leadership. *Harvard Business Review*, 75(1), 124-134.
- Hirak, Reuven, Peng, Ann Chunyan, Carmeli, Abraham, & Schaubroeck, John M. (2012). Linking leader inclusiveness to work unit performance: The importance of psychological safety and learning from failures. *The Leadership Quarterly*, 23(1), 107-117. doi: http://dx.doi.org/10.1016/j.leaqua.2011.11.009
- Honig, Meredith I. (2006). Street-Level Bureaucracy Revisited: Frontline District Central-Office Administrators as Boundary Spanners in Education Policy Implementation. *Educational Evaluation and Policy Analysis*, 28(4), 357-383.
- Hord, Shirley M. (1997). *Professional learning communities of continuous inquiry and improvement*. Austin, Tex.; [Washington, DC]: Southwest Educational Development Laboratory; U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center.
- Jones, Sandra, Harvey, Marina, Lefoe, Geraldine, & Ryland, Kevin. (2014). Synthesising theory and practice: Distributed leadership in higher education. *Educational Management Administration & Leadership*, 42(5), 603-619. doi: 10.1177/1741143213510506
- Knapp, Michael S. (2008). How Can Organizational and Sociocultural Learning Theories Shed Light on District Instructional Reform? *American Journal of Education*, 114(4), 520-539.
- Knapp, Michael S., Copland, Michael A., Honig, Meredith I., Plecki, Margaret L., & Portin, Bradley S. (2010). Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems (pp. 42). Seattle, WA: University of Washington.
- Knapp, Michael S., Copland, Michael A., & Talbert, Joan E. (2003). Leading for Learning: Reflective Tools for School and District Leaders. 32.
- Leithwood, Kenneth, & Strauss, Tiiu. (2008). Turnaround Schools and the Leadership They Require: Canadian Education Association. 119 Spadina Avenue, Suite 705, Toronto, ON M5V 2L1, Canada. Tel: 866-803-9549; Tel: 416-591-6300; Fax: 416-591-5345; e-mail: info@cea-ace.ca; Web site: http://www.cea-ace.ca.
- Mancinelli, John Lawrence. (2017). Role-Making in Higher Education Leadership. *Access: The Journal of the National Association of Brand Campus Administrators*, 2(1).
- Mehra, Ajay, Smith, Brett R., Dixon, Andrea L., & Robertson, Bruce. (2006). Distributed leadership in teams: The network of leadership perceptions and team performance. *The Leadership Quarterly*, 17(3), 232-245. doi: 10.1016/j.leaqua.2006.02.003
- Portin, B., Alejano, Christopher R., Knapp, Michael S., & Marzolf, Elizabeth. (2006). Redefining Roles, Responsibilities, and Authority of School Leaders (C. o. Education, Trans.) (Vol. 3, pp. 41). Seattle, WA: University of Washington.
- Portin, Bradley S., Knapp, Michael S., Dareff, Scott, Feldman, Sue, Russell, Falice, Samuelson, Catherine, & Ling Yeh, Teresa. (2009). Leadership for Learning Improvement in Urban

- Schools (C. f. t. S. o. T. a. Policy, Trans.) (pp. 140). University of Washington: University of Washington.
- Scott, Geoff, & Fullan, Michael. (2009). *Turnaround leadership for higher education* (1st ed. ed.). San Francisco: San Francisco: Jossey-Bass.
- Senge, Peter M. (1990). The Fifth discipline: The Art and Practice of the Learning Organization Forward *The fifth discipline: The Art and Practice of the Learning Organization*. New York: Doubleday/Currency.
- Senge, Peter M. (2006). The Fifth Discipline: The Art & Practice of the Learning Organization *The Fifth Discipline: The Art & Practice of the Learning Organization* (pp. i-xviii). New York: Currency DoubleDay.
- Sergiovanni, Thomas. (1992). *Moral Leadership: Getting to the Heart of School Improvement* (First ed.). 350 Sansome St., San Francisco, CA 94104: Jossey-Bass, Inc.
- Snyder, Karolyn J., Acker-Hocevar, Michele, & Snyder, Kristen M. (2008). *Living on the edge of chaos: leading schools into the global age*. Milwaukee, Wis.: ASQ Quality Press.
- Swan, J., Scarbrough, H., & Newell, S. (2010). Why don't (or do) organizations learn from projects? *Management Learning*, 41(3), 325-344. doi: 10.1177/1350507609357003
- Weisbord, Marvin Ross. (2004). *Productive workplaces revisited : dignity, meaning, and community in the 21st century*. San Francisco: Jossey-Bass.