

Professional Development Foundation educate.

MSc in Relational Leading

Collaborating to Create the Future

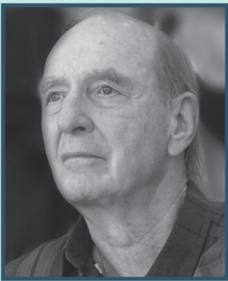
THE
TAOS
INSTITUTE

prospectus

Welcome

I am delighted to welcome you to our program in **Relational Leading**, offered by the Taos Institute in partnership with the Professional Development Foundation, and validated by Middlesex University. The Taos Institute is a non-profit educational organization devoted to enriching professional practices through dialogues among scholars, practitioners and community members.

The Taos Institute, founded in 1993, is now an international community, with over 400 Associates and students from 27 countries around the world. We are centrally engaged with social constructionist theories and practices, including processes of collaboration, communication, mediation, and innovation. The Institute also offers a PhD program for candidates with Master's Degrees who desire advanced work.



Kenneth J. Gergen
President
The Taos Institute

The Program in Relational Leading is especially designed to

- Introduce key and cutting edge concepts in organizational scholarship
- Bring theory and practice into a mutually enriching relationship
- Highlight effective practices in relational leading
- Enhance skills in dialogue and collaborative processes
- Facilitate in-depth research

The Faculty of the Relational Leading program is committed to:

- Fostering an interactive learning process
- Assisting you in becoming a more effective and resourceful leader
- Helping you to learn from guided experiences
- Increasing your capacity for reflective practice
- Facilitating the completion of a significant piece of work-based research

The Professional Development Foundation PDF.NET

The Professional Development Foundation is a non-profit network of practitioners and scholars, founded in 1975 (incorporated in 1988) and an accredited institute. Through PDF.NET we design, develop and run programs in a number of areas of professional development. These are validated and quality approved by Middlesex University.

PDF.NET also partners with leading institutions to create innovative approaches to emerging areas of professional practice. Where we do so, as in the case of the partnership with the Taos Institute, we combine our experience to create original programs intended to co-construct change processes. We partner to share experience, but all programs are run under the auspices of PDF.NET and assessed by PDF.NET in accordance with the validation requirements of Middlesex University. This ensures participants take part in innovative programs that remain quality assured.



David A. Lane
Director
PDF.NET

The programme on Relational Leading is delivered and assessed by PDF.NET, awarded by and quality assured by Middlesex University.



It is through relational coordination that the organization comes to life.

Ken Gergen



No matter where we live or how we earn a living, we face significant shift in our personal and professional lives - the transition to the Culture of Collaboration.

Evan Rosen
The Culture of Collaboration

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Who We Are - An introduction

Diversity... Globalization... Complexity... Interdependence...

These are the conditions we face today in organizational life. To be effective, how we think about and enact leadership must change. We need new models and practices to help us co-create sustainable futures. We offer an emerging view of relational leading that addresses today's global and rapidly changing context.

Community... Exploration.... Creation.... Appreciation

Together with the Taos institute's community of scholars and practitioners we address the social processes essential for today's leaders. We offer opportunities for collaborative learning and innovative ways to bring theory into action.

Question... Imagine... Discover... Transform...

Our faculty is international and engaged with a wide range of institutions and organizations. Our small group classes employ a range of virtual technologies that support reflection, dialogue, and in-depth learning.

Together, we are challenging and reshaping the way we think about and practice leadership. You will discover new insights, strategies, and practices for producing sustainable results.

Connect... Apply.... Engage... Collaborate...

On behalf of the faculty and staff, I invite you to join us in the Relational Leading program. In this brochure you will find more information on our philosophy of learning, our courses of study, our faculty and how to apply. We welcome your questions and will be pleased to talk with you about how our program can support your goals.



Ginny Belden-Charles, PhD
Director, MSc Programme

Programs of Study and Our Philosophy of Education

The Concept of Relational Leading

The concept of “relational leading” addresses the processes of relationship essential to organizing, sustaining, and creating the activities of people working together. The concept of relational leading is set against the long-standing tradition of viewing leadership as inhering in the traits or activities of single individuals. Such traits are only significant within a process of coordinated action. And it is out of coordinated action that organizational participants create meaning – including their understandings of the organization, their participation, and the value they place on its outcomes. The relational view opens new vistas for understanding and practicing decision-making, dialogue, innovation, conflict reduction, personnel evaluation, collaboration, and relating the organization to its environments. Relational leading walks hand in hand with diversity, interdependence, and sustainability.

Relational Leading: Why Now?

Relational practices of leading are maximally suited to the emerging world conditions of rapid change; with global flows of information, peoples, and practices; and ever increasing complexity. Under conditions of mounting complexity and continuous change, no one person or committee has the expertise to deal with all the information and complexities relevant to important decisions. It is through open and collaborative relationships within the organization as a whole that these challenges can be successfully met.

Our Philosophy of Education

Our program seeks to deepen the theory and practice of relational leading, both through course content and the way we teach. We develop and strengthen relationships among student and between students and faculty. We create a space that welcomes all voices and differing perspectives. We seek full student engagement through online learning methods that encourage dialogue, reflexivity and creativity. We develop both a depth of knowledge, and the skills of relating relevant to contemporary leading.

As a program participant, we help you link theory to workplace practices. Our program provides support for ongoing reflection on what it means to lead relationally at the individual, group and systemic level. It is a place both to learn about and contribute to the development of theory and practice. Within our curriculum we offer opportunities for students to work collaboratively around shared goals and projects. We expect students to initiate, self-organize, collaborate and share insights with one another. In this way, we co-create a community that reflects relational leading and learning practice, while simultaneously providing a learning journey for our students.

MSc in Professional Development: Relational Leading

The MSc in Professional Development, with its focus on Relational Leading, consists of 4 semesters of study that cover theory, practices and application to your professional work.

Semester 1:

PDF.NET 4012 Advanced Studies in Professional Development: Professional Practice

A 40 credit route that includes:

- a) Completing the course: ***Introduction to Social Construction***, and
- b) Completing the course: ***Application of knowledge to workplace settings***

Semester 2:

PDF.NET 4016 Advanced Studies in Professional Development: Specialist Applications of Knowledge – 40 credits

A 40 credit route covering theoretical positions and an application in two areas:

- a) The course: ***Collaborative Practices in The Workplace***
- b) The course: ***Systemic Relational Process***

Semester 3:

PDF.NET 4825 The course: *Work Based Research Methods* PDF.NET 4017 The course: *Relational Leading*

Semester 4:

PDF.NET 4860 Work Based Project.

Total program credits = 180 (British system) 90 European Credit Transfer and Accumulation System (ECTS) and 45 US Credit Hours

Course Descriptions and Project

An Introduction to Social Construction

This course introduces cutting edge ideas on the collaborative construction of realities, reason, and value in the workplace. The course is especially important in demonstrating how the process of meaning making is central to organizational functioning. Featured topics will include the use of narrative in giving direction to the organization, meaning and motivation, thriving on diversity, reframing and creative problem solving, and the building of organizational culture.

This course provides the groundwork for understanding how an organization can work more effectively in the global context of continuous change.

The concepts from this course are further developed and applied in Applications of Knowledge to Work Settings.

Collaborative Practices in The Workplace

Effective leading in today's organizations requires an ability to work collaboratively and to implement relational practices within the organization. This course will introduce a wide range of practices currently employed in organizations great and small. Special attention will be given to appreciative practices as implemented around the world. Skills for engaging in dialogue will be sharpened, with a particular focus on the use of dialogue in building and leading teams, enhancing morale, reducing conflict, and inspiring innovation. Practices for developing leadership potentials throughout the organization will also receive attention.

Systemic Relational Process

While practices of collaboration are essential to relational leading, attention must also be directed to the organization as a whole and how it functions within its surrounding context. Systemic concepts of the organization are introduced, with special attention to the shift from structurally oriented to process oriented concepts of the system. Complexity theory, along with concepts and practices useful for coordinating sectors of the organization will receive attention. Relational concepts in communication will be introduced, which will open discussion on the potentials and perils of consensus building. Enhancing reflexive improvisational skills and building the capacity for ethical action across multiple contexts will be explored.

Relational Leading

This course expands the idea of leadership beyond the individual's traits and competencies to focus on leading as a collaborative process. Exploring current images of leadership, we will examine their underlying assumptions and open up new ways to see leading as relational coordination. New practices for fostering collaboration and coordinated action will be discussed and applied to current organizational challenges. Through discussion and case studies, real work challenges will be examined, such as how to engage employees and stakeholders, inspire initiative and innovation, and resolve conflict in diverse and global contexts. Attention will also be given to the challenge of meeting organizational goals while also meeting the wider needs of communities and the environment.

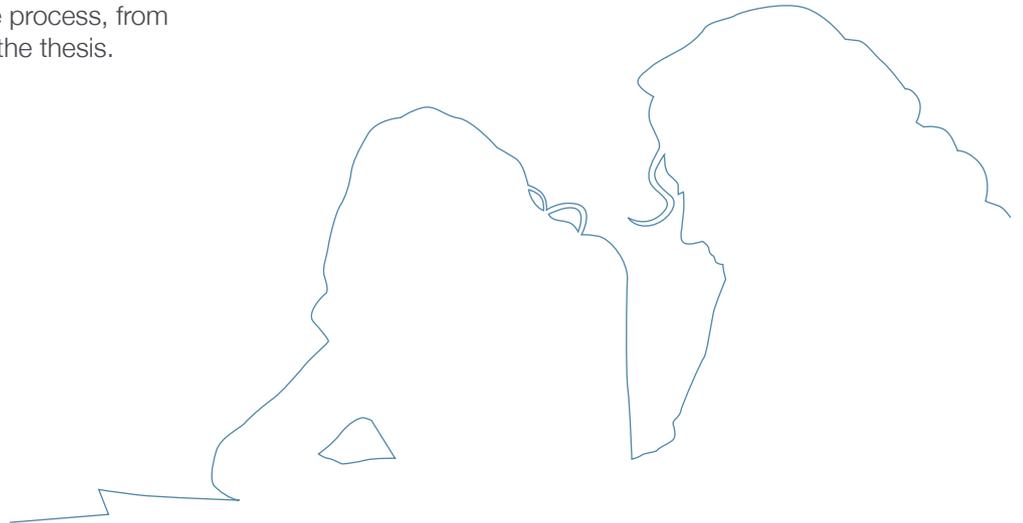
Course Descriptions and Project (Cont'd)

Work Based Research Methods

To prepare for the thesis project - the culmination of the degree program - this course will introduce a range of useful research practices. Introductory discussion will draw attention to issues in formulating a research question, interpreting data, linking theory and data, the place of values in research, ethical responsibility, originality, and organizational utility. The strengths and shortcomings of various research practices including interviewing, narrative research, focus groups, and participant observation will be discussed. The potentials of descriptive statistics will be explored. Special attention, however, will be given to the use of participatory action research in the organizational context.

The Work Based Project

Together with a selected advisor, the candidate will formulate a research project. This project should not only reflect the candidate's interests, but should be maximally applicable to his or her organizational setting. The advisor will provide counsel to the student throughout the process, from research design to the final writing of the thesis.

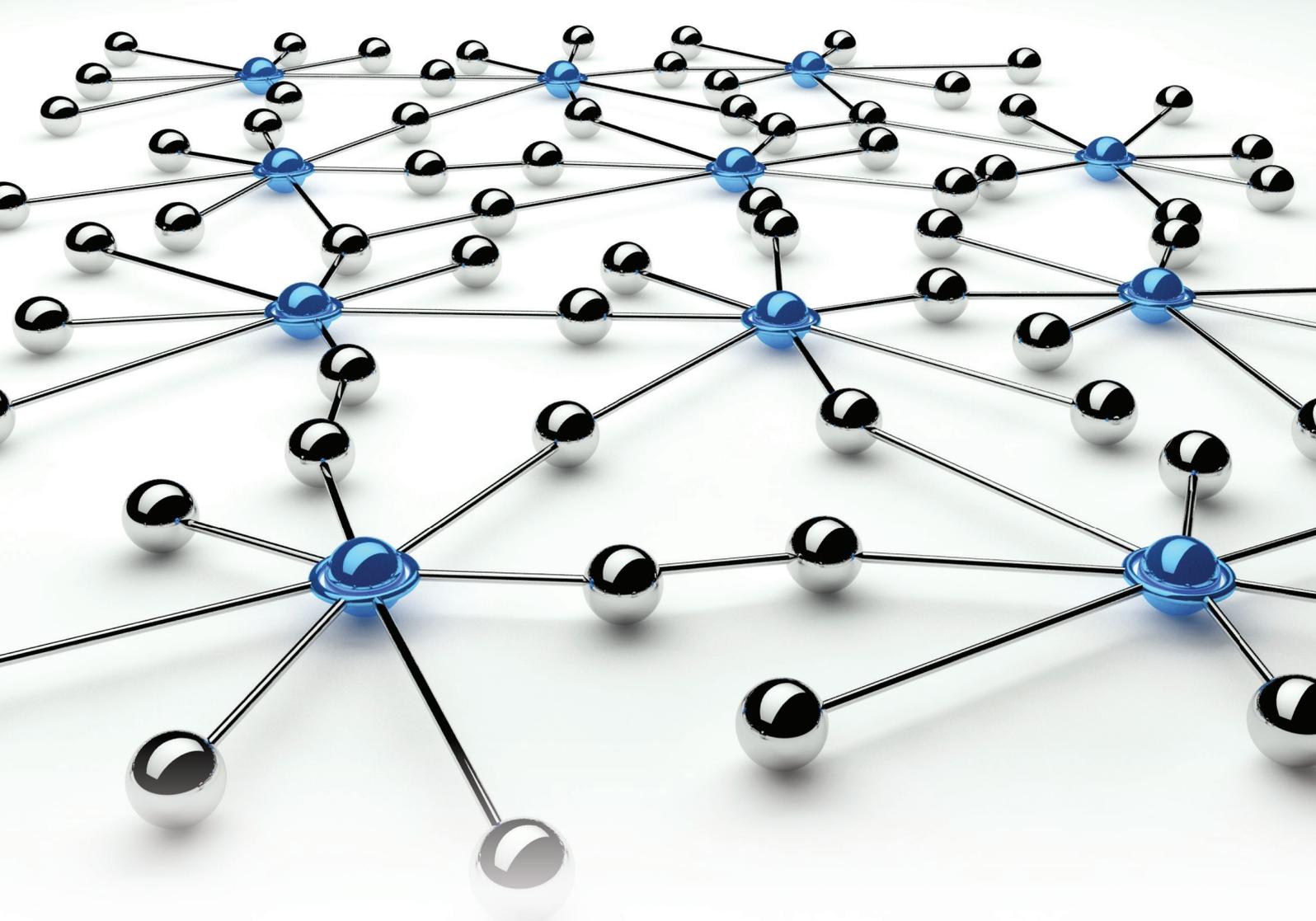




The younger generation is redefining the notation of leadership. This generation thinks of themselves less as unitary, command-and-control leaders and more as facilitators. These are people who want to promote collaboration, synthesize different viewpoints and make sure people's talents and abilities are used more effectively... They are moving to more open models founded on humbly leveraging the resources around them rather than thinking they have all the answers or need to drive things centrally

John Coleman

Passion and Purpose: Stories from the Best and Brightest Young Business Leaders



In an increasingly complex, interdependent, and culturally diverse world, we cannot hope to understand and work with people from different occupational, professional, and national cultures if we do not know how to ask questions and build relationships.

Edgar H. Schein
Humble Inquiry

Admission Criteria

Candidates will be expected to demonstrate an ability to undertake the academic requirements of the Relational Leading modules. Evidence for this will include the following:

- An undergraduate degree from an accredited university
- Five or more years of professional work experience
- A position of responsibility with relevance to the program
- Engagement in sufficient practical work during the period of the program so as to be able to complete the applied project requirements of the program.

Candidate Selection

Ideal candidates are seeking to enrich their potentials for effective leading in the challenging conditions of organizational life. They seek to enable organizations to thrive under complex circumstances, are willing to think creatively, and are concerned about the welfare of people and the environment.

All candidates, irrespective of entry qualifications, must be able to demonstrate that they:

- Are capable of meeting the academic requirements of the program
- Understand the self-developing nature of learning
- Have the motivation and time to undertake self-directed learning
- Are willing to collaborate in the learning process and thesis work
- Have sufficient competence in English to benefit from the program.

Frequently Asked Questions

Can I earn credit for applicable knowledge from “workplace settings”?

Yes. In your first semester you may elect to enroll in Recognition and Accreditation of Learning (PDF.NET 4802). You will prepare a submission that identifies your previous learning and experience. This submission needs to demonstrate experience relevant to the challenges of relational leading. Your submission will be assessed by an assigned faculty from PDF.NET.

How am I examined for my work?

Assigned written coursework is evaluated through assessors trained by PDF.NET to evaluate academic work according to the academic standards of Middlesex University. They are also trained through the Taos Institute in course content and in providing reflective feedback to support your learning process. Work experience credit can be applied for and is evaluated based on your ability to connect experience to program concepts. The Final Projects are evaluated by PDF.NET assessors and through assessment panels, quality approved by Middlesex University.

Must I take the courses in the order in which they appear in the program of study?

It is essential that students follow the prescribed order. This will ensure that for each course the student will have the necessary background. Of equal importance, however, is the quality of relationships within the student’s cohort. The program places a strong emphasis on student collaboration and exchange, with the hope of building bonds that will enhance the educational process and be sustained after graduation. Shifting cohorts undermines the process.

What projects can I undertake for my thesis project?

This is your opportunity to carry out a research or development project that addresses issues and practices about which you are passionate. We actively encourage creative and exploratory efforts, and place a high value on projects that have an impact on how you and your organizations work. You may, for example, wish to carry out research on an existing practice, to explore best practices in a given context, or to develop and evaluate an innovation in a work-setting.

Can I participate as a member of a group?

We encourage partners and groups from the same organization to jointly enroll in our program. This is an excellent way to develop leaders who can apply their learning together within an organizational context. Joint thesis projects can be undertaken, although assessment for fulfilling University credit is done at an individual level.

If the degree program does not meet my needs, can I receive a refund?

Our interview procedures are designed to make sure the program is a good fit with your needs, but should you wish to leave at the end of any given semester, there is a sliding scale of refunds depending upon how long you have been in the program.



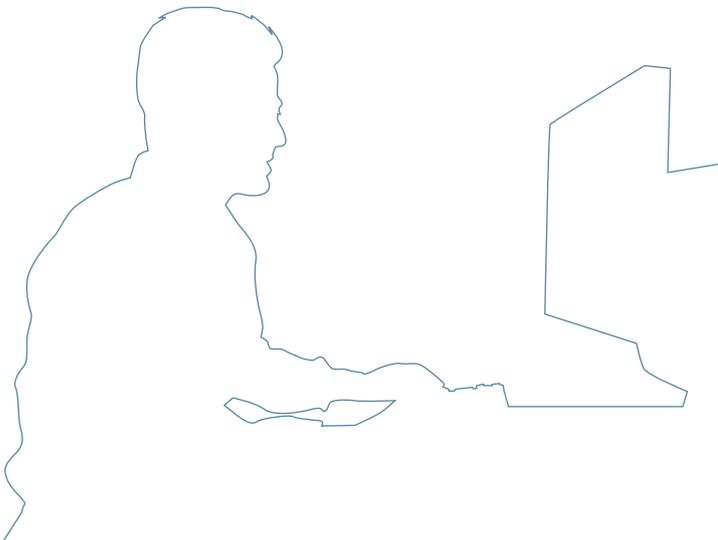
Companies are beginning to recognize that the ability to build and maintain relationships is an essential skill. They recognize that the collaborative capital of their employees, which is the collective ability of their employees to build effective relationships, is as important as their intellectual capital and their financial capital.

James Tamm and Ronald Luyet
Radical Collaboration

Faculty Members

Faculty members for the MSc programs are carefully selected, both in terms of demonstrated excellence in their relevant fields of study, and their dedication to high quality education.

There are two faculty designations, the Teaching Faculty and Visiting Lecturers. The former will preside over the content courses, and the latter will be featured as periodic visitors to these courses. Project advisors will be drawn from both faculties. Additional faculty may be introduced as occasions permit, and as required for advising. All faculty are approved by the PDF.NET and the Middlesex University quality system.



Teaching Faculty

Saliha Bava, Ph.D.

Saliha Bava is interested in the performance of (complex) relationships among people, the systems they create, and the construction of our social lives and realities. As a social “actor” (“scientist”) she combines interdisciplinary ideas and methodologies to reflect, design, and facilitate the performance of transformational relational processes. Saliha is an Associate Professor in the Department of Psychology and Social Work at Mercy College, New York; a doctoral advisor at the Taos/Tilburg Doctoral Program and Director of Research with the International Trauma Studies Program, affiliated with Columbia University, New York. She is a consultant and designer of performative/play-based and Collaborative Dialogic practices within human systems—organizational, family/community, learning and research systems. She also performs as a couples and family therapist and coach for generative professional and personal relationships. Originally from India, she currently lives in New York City.
Twitter: @ThinkPlay



Ginny Belden-Charles, Ph.D.

Ginny's work focuses on relational leading and organizing; building connections within diversity, helping groups find coherent, collective action in complexity and working across fields to affect systemic and social change. She consults with a wide range of corporate, public and non-government organizations in the areas of organizational change, leadership and team development, strategic planning, and organization design. Ginny is a cofounder of the Center for Emerging Leadership, self-sustaining learning community for women leaders grounded in appreciative and relational practices. Based in St. Paul, Minnesota, she serves periodically on the faculty for St. Catherine University's MA in Organizational Leadership Program and for Pepperdine University's MSc in Organization Development, where she received her master's degree as a Bush Fellow. She has a PhD from Tilburg University and is a member of the Board of Directors of the Taos Institute.



Kristin Bodiford, Ph.D.

Kristin believes that magic happens when people come together around issues they care deeply about. Kristin is a Visiting Assistant Professor at Dominican University Graduate School of Social Work in Chicago, Illinois, and Principal of Community Strengths, working with communities to address important social issues and support positive change. Kristin is also co-designer of Designing Research, focusing on collaborative and participatory ways of doing research. She embraces transformative relational models, tapping into and strengthening generative possibilities that help to propel social innovation. Kristin is a Taos Associate, holds a Ph.D. in Social Sciences from Tilburg University and an MBA from University of California at Davis.



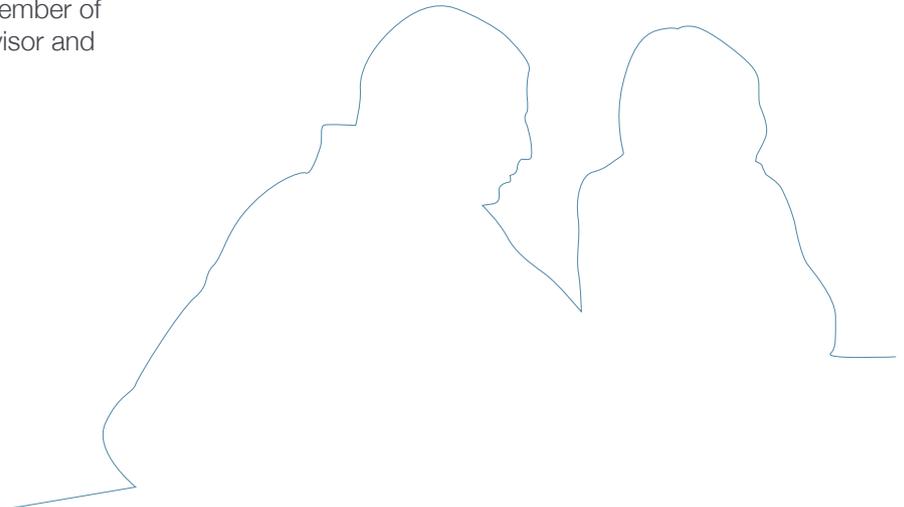
Celiane Camargo Borges, Ph.D.

Celiane Camargo-Borges is the research coordinator of the Imagineering Academy at NHTV Breda University of Applied Sciences, The Netherlands. As a faculty-member she also teaches and supervises in the Masters in Imagineering (business transformation by design) as well as in the International Leisure Management bachelor's program and the Performatory (social innovation bachelor). With a background in social psychology, her practice and research are centered on interaction and relationships, having as a main concern how one might design a conversational environment in which people can grow and develop in ways that help with organization's sustainability and effectiveness. For that she focuses on the potential of dialogue, generating new possibilities for people as well as for organizations. Her publications are in organization development, Public Health, Psychology, Communication, etc. Celiane is also a board member of Taos Institute Europe, serving as a Ph.D. supervisor and workshop facilitator.



David Lane, PhD, C.Psychol., FBPsS., FCIPD., FCP.

David Lane is Director of the Professional Development Foundation and its Research Director, and Visiting professor to Middlesex University. He contributes to leading-edge research in counselling and coaching as well as supervising coaches. He was Chair of the British Psychological Society Register of Psychologists Specializing in Psychotherapy and convened the Psychotherapy Group of the European Federation of Psychologists Associations. He has worked with many organizations on developing learning, organizational effectiveness, and responding to trauma. His organizational research includes studies involving corporations of all sizes. His books include works on the science/practitioner model, case formulation, coaching, therapy, and decision making, as well as studies on employability and human resource management.



Faculty Members - Visiting Lecturers

Harlene Anderson, Ph.D.

Harlene Anderson is founding member of the Houston Galveston Institute, the Taos Institute, and Access Success. She is recognized internationally as being at the leading-edge of postmodern collaborative practices as a thinker, consultant, coach, and educator. She takes her tools -- her insights, her curiosity, her engaging conversational style, her leadership skills, and her keen interest -- to help professionals turn theory into new and often surprising possibilities for their clients, students, and organizations. She embodies her own belief in learning as a lifelong process -- inviting, encouraging and challenging people to be inquisitive, creative, authentic, and open to the ever-present possibilities for newness in others – and in themselves. Harlene has authored and co-authored numerous professional writings including her book ***Conversation, Language, and Possibilities - A Postmodern Approach to Therapy***. She is a member of the editorial review boards of several journals, has presented at numerous national and international conferences, and has consulted with a variety of organizations.



Frank Barrett, Ph.D.

Frank Barrett is Professor of Management and Organization Behavior in the Department of Systems Management at the Naval Post Graduate Academy. He is also a faculty member of the Human and Organizational Development Program at Fielding Institute. Frank's professional interests and expertise lie in Appreciative Inquiry, improvisation and organizational innovation, organizational learning, spiritual development, social impact of information technology and information revolution, and global studies. He is a consultant to organizations in profit, non-profit, and governmental sectors. He has written and lectured widely on social construction, appreciative inquiry, organizational change, jazz improvisation and organizational learning. He is the author of, ***Appreciative Inquiry: A Positive Approach to Building Cooperative Capacity*** (Taos Institute Publications, 2005) and ***Say Yes to the Mess: Surprising Leadership Lessons from Jazz*** (Harvard Business Review Press, 2012) and has published articles on metaphor, masculinity, improvisation, organizational change and organizational development, as well as numerous book chapters. In addition to leading his own trios and quartets, he has traveled extensively in the United States, England, and Mexico with the Tommy Dorsey Band.



Ann L. Cunliffe, Ph.D.

Ann L. Cunliffe is Professor of Organization Studies at Leeds University Business School, having previously worked at the University of New Mexico, California State University, and the University of New Hampshire, in the USA. She is also Visiting Professor at Escola de Administração da Fundação Getulio Vargas, Brazil, and the Universities of Strathclyde and Hull, UK. Her recent publications include the books: ***A Very Short, Fairly Interesting and Reasonably Cheap Book about Management*** (2009/2014) and the co-authored ***Key Concepts in Organization Theory with John Luhman*** (2012). She has published articles on leadership, sensemaking, qualitative research methods and reflexivity in *Organizational Research Methods*, *Human Relations*, *Management Learning*, *Journal of Management Studies*, and *Organization Studies*. Her research is based on a social constructionist/hermeneutic phenomenological perspective. In 2002 she was awarded the Breaking the Frame Award from the *Journal of Management Inquiry* for the article that best exemplifies a challenge to existing thought. Ann is Co-Editor in Chief of *Management Learning*, and organizes the biennial Qualitative Research in Management and Organization Conference.



Karen Dawson, Ph.D.

Karen Dawson is an executive coach, leadership development consultant and facilitator based in Calgary, Canada. She is an associate faculty at the University of Calgary Business School, Royal Roads University, and The Banff Centre. Karen specializes in growing leadership capacity in large organizations in the energy industry, government, insurance and banking sectors. Karen has a particular interest in exploring the intersection of creative processes (theatre, improvisation, dance) and change initiatives in the organizational world.



Gerda van Dijk, Ph.D.

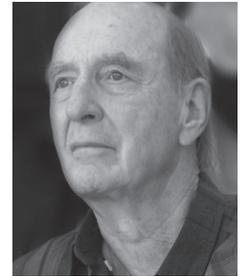
Gerda van Dijk is Professor Organizational Ecology at the Tilburg University, Department of Humanities, The Netherlands. She supervises PhD-students who are finishing their dissertations as reflective practitioners. These dissertations are rooted in the daily practice of organizations and society. She is Director of the Zijlstra Center for Public Control and Governance at VU, the Free University Amsterdam, specialized in Organization, Strategy and Leadership Development. She is dedicated in supporting public and profit organizations and leaders in their development of leadership to create public value.



Gerda has also a Management Consultancy Practice and works as consultant, lecturer, speaker and facilitator. She has an extensive experience in facilitating small and large scale group and organization interventions as well as teams bridging reflection and inquiry with effective execution. She has specialties in both ecology and organizations incorporates her experience and knowledge in both areas to approach organizations as complex living systems characterized by diversity, life-cycle dynamics and being part of larger systems. Revitalizing organizations, interventions using the 'laws of the ecology' of organizations, a focus on 'making diversity work' and making sense, are core elements of her activities.

Kenneth J. Gergen, Ph.D.

Kenneth J. Gergen is a founding member, and President of the Taos Institute. He serves as Senior Research Professor of Psychology at Swarthmore College. Gergen is a major figure in the development of social constructionist theory and its applications to practices of social change. He holds honorary degrees in both the U.S. and Europe, and has been the recipient of awards from the Guggenheim Foundation, the Fulbright Foundation, and the Alexander von Humboldt Stiftung. Gergen lectures widely on contemporary issues in cultural life, including the self, technology, postmodernism, the civil society, organizational change, developments in psychotherapy, educational practices, aging, and political conflict. Gergen has published over 300 articles in journals, magazines and books, and his major books include ***Toward Transformation in Social Knowledge, The Saturated Self, Realities and Relationships, An Invitation to Social Construction,*** and ***Relational Being.*** With Mary Gergen, he publishes an electronic newsletter, Positive Aging (www.positiveaging.net) now translated into five languages.



Mary M. Gergen, Ph.D.

Mary Gergen is professor emeriti of psychology and women's studies at Penn State University, Brandywine. Her major works are at the intersection of feminist theory and social constructionist ideas. In 2001 she published

Feminist Reconstructions in Psychology: Narrative, Gender and Performance. Her other

published pieces focus on dialogue, gender, narratives, collaborative practices, and qualitative inquiry. Most recently she has written ***Playing with Purpose: Adventures in Performative Social Science***, with Kenneth J. Gergen, and has edited a book on the process of retirement, ***Retiring, but not Shy: Feminist Psychologist Engage Their Post-Careers***, with Ellen Cole. In addition she is a world traveler, mother, grandmother, golfer, tennis player, and general bon vivant.



Jenny Helin, Ph.D.

Jenny Helin is a research fellow at the Department of Business Studies, Uppsala University, Sweden. Her research interests lie at the intersection of process philosophy, relational theory, and dialogue, where she primarily inquires into living conversations and generative meeting practices in organizational contexts.

Being connected to Centre for Family Enterprise and Ownership, an internationally renowned centre on family business and ownership, Jenny has extensive experience of executive teaching and collaborative research projects on leadership and communication in family owned businesses.



Dian Marie Hosking, Ph.D.

Dian Marie Hosking is Professor in Relational Processes in the Utrecht School of Governance, Utrecht University, The Netherlands. She has published on subjects such as critical relational constructionism, leadership processes, organising as a relational process, methodologies of inquiry, development and transformative change. Her many publications include ***Research and Social Change: A Relational Constructionist Approach***, and ***Research and Social Change: A Relational Constructionist Approach*** (both with Sheila McNamee). The Turku School of Economics awarded her an honorary Doctor of Science (DSc Econ) for her constructionist work on leadership and organisation theory. Her current interests focus on relations between relational constructionism, Buddhism and the management and organisation of end-of-life care. She is a member of the board, trainer and advisor to the Hospice de Liefde in Rotterdam.



Mette Vinther Larsen, Ph.D.

Mette Vinther Larsen is Assistant Professor at the Department of Business and Management at Aalborg University. She is teaching within the fields of strategizing, organizing and communication for BA and MA students in business and in public governance. Her current research is focused on the fields of management, innovation, and leadership training. She is interested in relational sense-making, organizing, communication and strategizing. Dr. Larsen is the coordinator of the master program in Organization and Strategy at Aalborg University and author of ***Strategising through organizing – the significance of everyday relational sensemaking*** (2013) as well as co-author of a Danish book on strategizing. She is currently editing a book on relational leading.



Sheila McNamee, Ph.D.

Sheila McNamee is Professor of Communication at the University of New Hampshire. She is a founder, board member and vice president of the Taos Institute. Her work is focused on dialogic transformation within a variety of social and institutional contexts including psychotherapy, organizations, education health care, and communities.



She is author of ***Relational Responsibility: Resources for Sustainable Dialogue***, with Kenneth Gergen and ***Research and Social Change: A Relational Constructionist Approach***, with Dian Marie Hosking. Other books include, ***Therapy as Social Construction***, with Kenneth Gergen, ***Philosophy in Therapy: The Social Poetics of Therapeutic Conversation***, with Klaus Deissler, and ***Research and Social Change: A Relational Constructionist Approach*** with Dian Marie Hosking. Professor McNamee has also authored numerous articles and chapters on social constructionist theory and practice. She actively engages constructionist practices in a variety of contexts to bring communities of participants with opposing viewpoints together to create livable futures. Professor McNamee lectures and consults regularly, both nationally and internationally, for universities, private institutes, organizations, and communities.

W. Ellen Raboin, MBA, MSOD, Ph.D.

Ellen is a scholar-practitioner who applies social constructionist principles in the transformation of healthcare. In hospitals this means working with caregivers to collaborate with each other engaging patients and family. In the community, she serves as President of the Ronald McDonald House-San Francisco who partners with the University of California, San Francisco, to keep families of critically-ill children near the bedside. Ellen is principal researcher and consultant of CareQuest Consulting, and an Associate of The Taos Institute. She holds a Doctorate in Human and Organization Systems from Fielding Graduate University, a Masters in Organization Development from Pepperdine University, and a MBA from California State University.



John Shotter, Ph.D.

John Shotter lives in Cambridge, England, is now an Emeritus Professor of Communication in the Department of Communication, University of New Hampshire, and worked as a consultant with KCC International (Kensington Consultation Center) for many years. His long term interest is in the social conditions conducive to people having a voice in the development of participatory democracies and civil societies. He is the author of ***Images of Man in Psychological Research*** (Methuen, 1975), ***Human Action and its Psychological Investigation*** (with Alan Gauld, Routledge, 1977), ***Social Accountability and Selfhood*** (Blackwell, 1984), ***Cultural Politics of Everyday Life: Social Constructionism, Rhetoric, and Knowing of the Third Kind*** (CP) (Open University Press and Toronto University Press, 1993), ***Conversational Realities: the Construction of Life through Language*** (CR) (Sage, 1993), and ***Social Construction on the Edge: Witness-Thinking and Embodiment*** (Taos Institute Publications, 2010), among other books.



Tojo Thatchenkery, Ph.D.

Tojo Thatchenkery is professor and director of the Organization Development and Knowledge Management program at the School of Public Policy, George Mason University, Arlington, Virginia, U.S.A. He is the author of several books and articles on organizational change and social constructionist thinking, including ***Appreciative Sharing of Knowledge*** (2005) and ***Appreciative Intelligence*** (2006). Tojo has consulted with many international organizations, including Food and Agriculture Organization (FAO) of the United Nations, American Red Cross, IBM, Alcatel-Lucent, General Mills, 3M, International Monetary Fund, World Bank, and Tata Consulting Services (India). He is a member of the NTL Institute of Applied Behavior Science and an Associate of the Taos Institute.



Diana Whitney, Ph.D.

Diana Whitney is a founding member and board of director member emerita of the Taos Institute, Distinguished Faculty in Organization and Leadership Transformation at Saybrook University, and PhD advisor for the Taos PhD program. Whitney is a major figure in the development of Appreciative Inquiry. She has published sixteen books including



Appreciative Inquiry with David Cooperrider, ***The Power of Appreciative Inquiry: A Practical Guide to Positive Change***, and ***Appreciative Leadership: Focus on What Works to Drive Winning Performance*** and ***Build a Thriving Organization*** as well as numerous chapters and articles. Diana enjoys traveling the globe, speaking and teaching about Appreciative Inquiry, Appreciative Leadership and Spirituality at Work.

Dr. Whitney's early ethnographic research into the dissemination of innovations, as a systemic communication process, set the stage for three decades of international consulting. As founder and president emerita of Corporation for Positive Change, Diana has introduced constructionist approaches for strategic planning, large scale culture change and merger integration to Fortune 500 companies as well as health systems, religious communities and educational organizations worldwide. She has designed and licensed trainers in 10 countries to facilitate the first relationally based, fully affirmative leadership program the Appreciative Leadership Development Program©. As a founding advisor and consultant to the Global Council of the United Religions Initiative Diana served as a facilitator for its organization design and growth to become a global network of 600 interfaith cooperation circles in 80 countries.

How to Apply

Requirements

To study in our program you will need to demonstrate that you have the capability for undertaking self-directed learning and are working at a level consistent with advanced research and development project work.

The typical candidate would be working in a leadership capacity and have the freedom to develop further within his or her place of work. The candidate should have a number of years of professional work experience and hold an undergraduate degree.

Program Fees and Payment

The tuition cost for completing the Master of Science is \$25,000 US. The fee covers all enrollment expenses for the participating partners: the Taos Institute, PDF. NET and Middlesex University. Payments of \$6,250 US each are made to the Taos institute prior to the start of each of four semesters.

For financial assistance, we encourage you to speak with relevant officials in your own organization, or to explore education loans and grants in your home country. Middlesex University is a participating institution in the US Federal Student Loan Program.

Requesting an Application

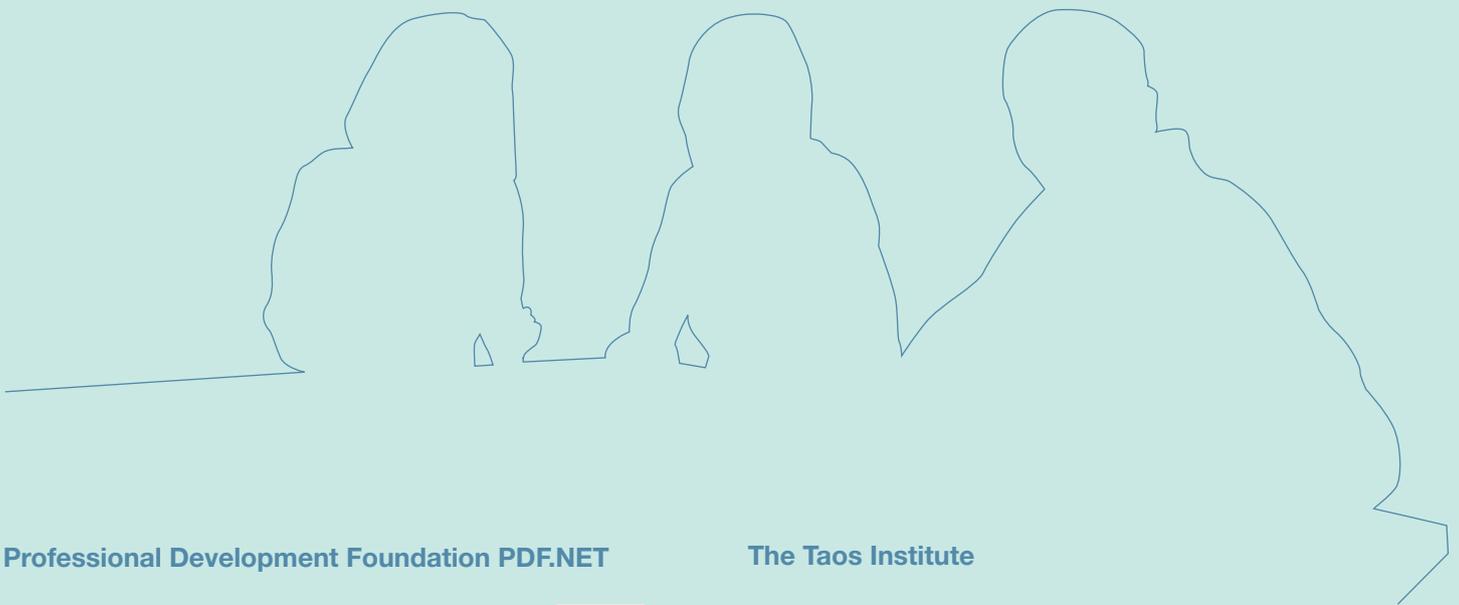
For detailed information on how to apply and deadlines for application, go to www.relational-leading.net. You must submit the online application form plus all required documents to be considered for admission.

If your application is approved, we will contact you for a formal interview. After the interview, you will be notified of the results and, if successful, how you can prepare for the start.

Contact us

We will be delighted to talk with you about how our programs may fit your needs. Contact Ginny Belden-Charles, Program Director, at:

**g.belden-charles@taosinstitute.net,
651-698-7799 in the U.S.
or Skype at [ginny.belden.charles](https://www.skype.com/people/ginny.belden.charles)**



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