

**Robert F. Wagner School of Public Service
New York University**

Spring 2014

Leadership and Social Transformation, PADM-GP 2186-001

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Class: Wednesday, 6:45 – 8:45 pm

Office Hours: Tuesdays, 3:30–5:30 pm and by appointment

Course Description

In this course students explore the notion of collective leadership and its role in advancing social change in the context of democratic governance. They use this to reflect on their own leadership potential as effective change agents. The course is available to students in all Wagner specializations—management, policy and finance—and programs—International, PNP, Health and Urban Planning.

Traditional approaches to leadership define it in reference to single heroic individuals who influence followers. The course introduces a new perspective that is more consistent with the demands of today's complex problems—collective leadership. In this view, leadership happens as members of a group produce collective achievements towards making real a shared vision. This requires navigating the constellation of relationships, structures, processes and institutional dynamics within the larger system in which individuals are embedded, and creating the conditions so that all members of the group find the direction, commitment and alignment needed to convert their individual efforts into collective achievements.

The course explores the role leadership plays *in organizational efforts* aimed at changing thinking, systems, and policies, in order to find inclusive, transparent and democratic solutions to today's intractable social problems. This approach takes into consideration the contested arenas where the responsibility to address these problems is negotiated and distributed among social actors with differential access to resources and power. The primary focus is on the organizational level of action, but connections to the individual and policy levels are also considered.

Using real examples from the US and around the world, the class is firmly anchored on frameworks and key concepts around the constructs of *leadership* and *social change*. Students will also explore the practical implications of developing a more collective style as part of their leadership repertoire and assess the pitfalls and promises of enacting this type of leadership in public service institutional contexts. However, those searching for a hands-on, experiential, developmental experience are urged to consider other leadership courses aimed at directly practicing their skills and competencies.

Course objectives

By the end of the course:

- You will have explored your own mental models and assumptions about leadership and social transformation; and, having clarified their implications for practice, you will have identified key potential areas for leadership development geared to sharpen your leadership capacity as an effective social change agent.
- You will be able to articulate how a new perspective of leadership that emphasizes its collective dimensions contrasts with more traditional perspectives that emphasize its individual dimensions; and you will be able to identify the potential contributions of this perspective—as well as the challenges associated with it—to produce effective social change.
- You will be able to give examples of the practices by which individual efforts are converted into collective achievements in organizations committed to social change; and you will appreciate the power of leadership work that weaves individual, organizational and policy levels of action.
- You will have explored a particular organization that addresses a public problem in a particular policy arena, to identify evidence of the extent to which it engages in practices that reflect collective leadership work toward advancing social change.

Course requirements

Most readings, in the form of journal articles and case studies are available electronically via NYU's online electronic service per NYU student privileges and through the RCLA website.

In addition, you will also be asked to read through the semester most of the chapters from the following book, available at the NYU Bookstore and on-line:

Wheatley, Margaret and Deborah Frieze. 2011. *Walk out, walk on: A learning journey into communities daring to live the future now*. San Francisco: Berrett-Koehler Publishers, Inc.

The course is structured as a seminar. Classes will be a mix of brief lectures and in-depth discussion based on readings and written assignments, complemented with guest speakers and case studies that illustrate practical dimensions of the topics covered. **It is, therefore, very important to prepare the reading assignments prior to class and to participate actively in the discussions.**

Assignments will build cumulatively over time. Below you will find the steps to develop your thinking and to prepare for three types of assignments: journal entries, a first (one-

page) memorandum, a second (4-5-page) memorandum and a final (3-4 page) personal reflection essay. For additional instructions on each assignment, please see instructions in NYU Classes.

Overview of process to develop your assignments

Step 1: (first two weeks of classes) - Choose a social problem in a policy area, representing an "arena" where you could become an engaged change agent.

Step 2: (weeks 1 through 6 and again, 12-13) - Use that "arena" as the reference point to process the readings, class content and discussions, and to prepare your memos. For classes 1-6 and 12-13 use it to **react to the readings in your journal entries**.

Step 3: (weeks 3-5) - Identify an organization (within your chosen arena) that represents a space where you could see yourself contributing to fight the social problem. Study its webpage and other documentation and make sure that you have some contacts to guarantee access. This organization will be the reference point to write your first (individual) memo; it will also serve for your conversations with two other students in the class, with whom you will form a team to explore social change leadership in a given arena. Insights from your organization will be the base to write the second (team) memo. Step 3 ends with a **first (individual) memo** (one-pager) on week 5, describing your "arena" and organization, and why you chose them. During class on week 5, 10 teams of three members each will form, based on common ground around the "arenas".

Step 4: (weeks 6-11) - Devise a work plan with your team. Continue to study your organization and share what you learn with the team. Schedule at least one interview with someone from the organization between April 3 and 10. Develop a team questionnaire to be used in the interview, particularly drawing from classes 7, 8 and 9 and customize it to what you know of your organization. Analyze with your team the data collected to find evidence of leadership practices around each of the three mechanisms discussed in class. Write a team report integrating insights and drawing conclusions by comparing the evidence from the three organizations. Step 4 ends with this team report—the **second (4-5 page) memo**, due on week 11.

Step 5: (through the course, but to be finalized on weeks 12-14) - Use the material from the prior assignments and your new understanding of leadership and social transformation to write a final personal reflection (**3-4 page essay**). This reflection discusses at least three relevant areas of growth to support your social change leadership work within a social change organization in your arena of influence. It should offer specific ways in which you plan to address these.

Summary of assignments

What?	Credit	When?
Class participation	10%	Through-out the course
Journal entries	32%	4 x 8 classes, due 02-5, 02-19, 03-5 and 04-30
First Memo (individual)	8%	Friday February 28
Second Memo (team)	30%	Friday April 18
Personal reflection (ind)	20%	Wednesday May 14

Overview of Course Contents

I. New vistas on Leadership: from individual to collective

1. Introduction: exploring our assumptions (January 29)
2. From leaders to leadership: implications of new thinking (February 5)
- *First set of journal entries for classes 1 & 2, due on Wednesday Feb 5*

II. Leadership and social change

3. Perspectives on the nature of social change (February 12)
4. Leadership and systemic approaches to transformative change (February 19)
- *Second set of journal entries for classes 3 & 4, due on Wednesday Feb 19*
5. Leadership in a shared-power world (February 26)

- *Memo 1 due on Friday February 28*

III. The work of leadership for social transformation: from individual efforts to collective achievements

6. Social change organizations and the work of leadership (March 5)
- *Third set of journal entries due on Wednesday March 5*
7. Mechanisms and leadership practices 1: Reframing discourse (March 12)

SPRING BREAK March 17-21

8. Mechanisms and leadership practices 2: Bridging difference (March 26)
9. Mechanisms and leadership practices 3: Unleashing human energies (April 2)
10. Applications: Mechanisms and practices at work. Guest Speaker (April 9)
11. Applications: Other ways to foster collective leadership. Guest Speaker (April 16)

- *Memo 2 due on Friday April 18*

IV. Conclusion: reframing leadership, becoming a leader

12. New leader/leadership development programs for a new type of leadership? (April 23)
13. Enacting collective leadership in practice (April 30)
- *Fourth set of journal entries for classes 12 & 13 due on Wednesday April 30*
14. Becoming a social change leader (May 7)

- *Final paper due on Wednesday May 14, in lieu of final exam*

Schedule of Assignments

I. New vistas on Leadership: from individual to collective

1. Introduction: exploring our assumptions (January 29)

- Watch the following video:
<http://www.youtube.com/watch?v=GA8z7f7a2Pk&feature=related> (3 minutes)
- Case example:
 - Bojer, M. 2008. “We Can’t keep meeting like this: developing the capacity for cross-sector collaboration” in *The Systems Thinker* Vol 19 No 9: 2-6 Pegasus Communications.
 - REOS Social Innovation. 2008. “South Africa, 2006-2009: LINC: Leadership and Innovation Network for Collaboration in the Children’s Sector”. REOS Partners Change Lab Case Study Series. (2 pages)
- Ospina, S. and E. Schall. 2001. “Perspectives on Leadership: Our Approach to Research and Documentation for the Leadership for a Changing World Program”. NYU/Wagner Document, 22 December 2000 (updated September 2001) (5 p.).
- Wheatley & Frieze. 2011. *Walk Out Walk On– Welcome* (pp.xv-xvii) and Part 1: *Leaving Home* (pp. 3-15). Berrett-Koehler Publishers, Inc., San Francisco, CA.

2. From leaders to leadership: implications of new thinking (February 5)

- Case Example: Listen to CD:
 - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in: ***Collaborative Leadership Disk***: Tracks 1, 2 and 7 (Intro, Brotherhood/Sister Sol and Conclusion) (16:20 minutes).
- Overviews of leadership theories:
 - Sorenson G. and G. Goethals. 2004. Leadership Theories: Overview. In G. Goethals, G. Sorenson & J.M. Burns (Eds). *Encyclopedia of Leadership*. Volume 2, 867-873. Sage Publications. **READ ONLY THE FOLLOWING SECTIONS:** Introduction; Trait, behavior and Situational or Contingency Approaches; Theories of Transformational Leadership; Transactional Models and Idiosyncratic Credits; Cognitive and Constructivist Theories; The Future.

- Schmitz, P. *Everyone Leads*. Ch. 3 “The Tradition and Future of the Concept that Everyone Leads”, pg. 63-90. San Francisco, CA. Jossey-Bass 2012.
- Showcasing collective perspectives on leadership:
 - Pearce, Craig and Charles Manz. 2005. The new Silver-bullets of Leadership: The importance of self-l and shared leadership in knowledge work. *Organizational Dynamics*, Vol. 34, No. 2, pp. 130–140.
 - Drath, Wilfred. 2008. “Leadership beyond leaders and followers” Four entries from *Leading Effectively*, Bill Drath’s Blog (originally accessed 2008 from http://ccl.typepad.com/ccl_blog/2008/10/). Now in new format in NYU Classes.
 - Raelin, J. 2005. “We the Leaders: In order to form a Leaderful Organization”. In *Journal of Leadership and Organizational Studies*, Vol 12, No 2 (pp. 18-30).

-First set of journal entries for classes 1 & 2, due on Wednesday February 5

II. Leadership and social change

3. Perspectives on the nature of social change (February 12)

- Voelcker, J. 2006. “Creating Social Change: 10 Innovative Technologies”. *Stanford Social Innovation*. Summer (pp. 45-53).
- Kivel, P. 2007. “Social service or social change?” In INCITE (ed). *The Revolution will not be funded: Beyond the Nonprofit Industrial Complex*. (pp. 129-149).
- Green, D. 2008. “How Change Happens”. In *From Poverty to Power: How active citizens and effective states can change the world*. Oxfam International. (pages 432-444).
- Case examples:
 - Electronic Hallway: “Preventing Homelessness and Creating Lasting Solutions through Housing Development, Service Provision and Advocacy: Staying the Course for the Right Cause. The Colorado Coalition for the Homeless” (8 pages)

- Electronic Hallway: “A World Without Prisons: Improving Prisoners’ lives and transforming the Justice System. Justice Now” (5 pages).
- Wheatley & Frieze Walk Out Walk On – Unitierra, Mexico: “From Scaling Up to Scaling Across”, pp. 21-48. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011.

4. Leadership and systemic approaches to transformative change (February 19)

- Lacayo, V. 2007. “What Complexity Science Teaches us about Social Change”. In MAZI 10, February, 2007, Communications for Social Change Consortium. Retrieved from <http://www.communicationforsocialchange.org/mazi-articles.php?id=333>
- Burns, D. 2007. *Systemic Action Research: A strategy for Whole System Change*. Bristol: The Policy Press, The University of Bristol. Chapter 2 (A systemic Perspective) (pp. 21-39) and Ch. 3 (Working across systems) (pp. 41-54).
- Burns, D. 2012. “Participatory Systemic Inquiry”. *IDS Bulletin*, Vol. 43 Num. 3, May 2012 (pp. 88-100).
- Blandin, N. 2007. “Leading at the edge of chaos”. In Morse, R, T. Buss and C.M. Kinghorn (ed). *Transforming Public Leadership for the 21st Century*. New York: ME. Sharp (pp. 138-153).
- Case example:
 - Wheatley, M. & Frieze, D. *Walk Out Walk On*. “Elos Institute, Brazil. From Power to Play”, pg. 50-72. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011.

Suggestion: Review Bojer, M (see first class) for key features of a systemic approach.

-Second set of journal entries for classes 3 & 4, due on Wednesday Feb 19

5. Leadership in a shared-power world (February 26)

- Crosby, B. and J. Bryson. 2005. *Leadership for the Common Good: Tackling Public Problems in a Shared Power World*. San Francisco: Jossey-Bass. Chapter 1 (When no one is in charge, pp. 3-33) and first four pages of Chapter 2 (pp. 34 – 37).
- Raelin, J. 2003. “The Challenge of Leaderful Practice” (p. 45-58), in *Creating Leaderful Organizations: How to bring up leadership in everyone*. San Francisco: Berret-Koehler Publishing.

- Case examples:
 - Wheatley & Frieze Walk Out Walk On – Joubert Park: South Africa: From Problem to Place, pp. 75-100. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011.
 - E-PARC Case. “Elusive community in South Park, Part A”. (10 pages).

ATTENTION: Memo 1 due on FRIDAY FEBRUARY 28

III. The work of leadership for social transformation: from individual efforts to collective achievements

6. Social change organizations and the work of leadership (March 5)

- Chetkovich, C. and F. Kunreuther. 2006. *From the Ground up: Grassroots Organizations Making Social Change*. Chapter 1 (Approaches to Social change: a Framework) (ONLY pp. 1-5) and Chapter 2 (ONLY 12-18).
- Ospina, S., E. G. Foldy, W. El-Hadidy, C. Su, A. Hofmann, J. Dodge. 2012. Social Change Leadership as Relational Leadership, In Uhl-Bien, M. and S. Ospina (ed) *Advancing Relational Leadership Research* Leadership Horizons Series: Information Age Publishing Inc. (pp. 255-302). (ONLY pages 255-263 and 268-279).
- Case examples:
 - Hufford, M. & R. Miller. 2006. Piecing Together the Fragments: Leadership for social change in North Central Philadelphia 2004-2005. A Leadership for a Changing World Collaborative Ethnography. RCLA/NYU/Wagner. <http://wagner.nyu.edu/leadership/reports/files/Fragments.pdf>
 - Wheatley & Frieze Walk Out Walk On – Kuzunda Learning Village, Zimbabwe: From efficiency to resilience, pp. 103-128. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011.

-Third set of journal entries due on Wednesday March 5

7. Mechanisms and leadership practices 1: Reframing discourse (March 12)

- Lacayo, V. 2008. “When it comes to Social Change, the Machine Metaphor has Limits”. MAZI 16, August 2008, Communications for Social Change Consortium. Retrieved from <http://www.communicationforsocialchange.org/mazi.php?id=16>
- Dorfman, L., L. Wallack and K. Woodruff. 2005. More than a Message: Framing Public Health Advocacy to Change Corporate Practices. *Health Education and Behavior*. Vol 32 (3): 320-36.
- Foldy, E., L. Goldman & S. Ospina. 2008. “Sensegiving and the role of cognitive shifts in the work of leadership”, *The Leadership Quarterly*, Volume 19(5): 514-529. **ATTENTION: ONLY READ PAGES 514-516 (mid-page) AND 518 (bottom)- 527 (top).**
- Case examples:
 - Barnum, J. 2010. Social Sculpture: Enabling Society to Change Itself. REOS document. Retrieved from REOS website www.reospartners.com
 - Electronic Hallway – “Preventing Drilling in the Arctic Wildlife Refuge. The Gwich’in Tribes and Their role in the National Policy Debate: Rebirth of a Nation.” Gwich’in Steering Committee (GSC)
 - Casa of Maryland: Creating “Co-Authors of Justice”. A leadership story from the LCW Program Research and Documentation Component, RCLA, NYU/Wagner.
 - King, C.S., & M. Beeby. 2008. “Colleen Jollie, State Tribal Liaison: A story of Transformational Change”. *Administrative Profile*. *Public Administration Review*. November-December: 1143-1150.

SPRING BREAK March 17-21

8. Mechanisms and leadership practices 2: Bridging difference (March 26)

- Ospina, S., and E. G. Foldy. 2010. Building bridges from the margins: The work of leadership in social change organizations. *The Leadership Quarterly* 21, (2): 292-307 (skip methodology).
- Podolny, J. 2007. Networks for Good Works. *Stanford Social Innovation Review*. Winter, pp. 32-39.
- Case examples:
 - Listen to:
 - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in: ***Community Leadership Disk***: Tracks 1, and 3 (17:28 minutes).
 - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in: ***Collaborative Leadership Disk***: Track 3 (NYIC) (10:45 minutes).
 - Stephen, L. et al. *Building Alliances: Collaboration Between CAUSA and the Rural Organizing Project (ROP) in Oregon*. A publication of the LCW Program Research and Documentation Component, RCLA, NYU/Wagner.
 - NYIC Electronic Hallway Case – “How a Coalition of Immigration Groups is Advocating for Broad Social and Political Change: Power in Diversity. New York Immigration Coalition (NYIC)”.

9. Mechanisms and leadership practices 3: Unleashing human energies (April 2)

- Cooker-Sather, A. 2003. Movements of Mind: The Matrix, Metaphors and Re-imagining Education. *Teachers College Record*. Vol 105, No. 6, pp. 946-977.
- Preskill, S. and S. Brookfield. 2009. “Learning to support the growth of others” (p. 61-81) in *Learning as a way of leading: Lessons from the Struggle for Social Justice*, San Francisco: Jossey-Bass
- El Hadidy, W., S. Ospina and A. Hofmann-Pinilla. 2010. Popular education. In ed. R. Couto. *Political and civic leadership: A Reference Handbook*, Vol. II. Thousand Oaks: Sage, p. 857-865.
- Case examples:

- Electronic Hallway: Center for Young Women’s Development: How Young Women Ex-Offenders are Transforming Themselves. A leadership story from the LCW Program Research and Documentation Component, RCLA, NYU/Wagner.

10. Applications: mechanisms and practices at work (April 9)

- Guest Speaker: To be confirmed
- Case examples:
 - Wheatley & Frieze Walk Out Walk On – Shikshantar, India: From transacting to gifting, pp. 131-158. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011
 - Wheatley & Frieze Walk Out Walk On – Axladista-Avatakia, Greece: From Intervention to friendship, pp. 161-186. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011
- Be prepared to talk about examples from your organizations

11. Applications: Other ways to foster collective leadership (April 16)

- Guest Speaker: Robert H. Dunn, President and CEO of The Synergos Institute. See bio at <http://www.synergos.org/bios/rdunn.htm> and organization description at <http://www.synergos.org/>
- McAndrews, Caroline, F. Kunreuther and Shifra Bronznick. 2011. Structuring Leadership: Alternative Models for Distributing Power and Decision-Making in Nonprofit Organizations. New York: Building Movement Project.
- Case examples:
 - Listen to:
 - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in: ***Collaborative Leadership Disk***: Track 2 (Brotherhood) (11:07 minutes).
 - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in ***Community Leadership Disk***: Track 5 (PODER) (12:37 minutes).
 - The Electronic Hallway: Keeping industrial polluters out of Austin's Latino and African American Communities. PODER

ATTENTION: Memo 2 due on FRIDAY APRIL 18

IV. Conclusion: reframing leadership, becoming a leader

12 New leader/leadership development programs for a new type of leadership? (April 23)

- Fletcher, Joyce. 2012. “The relational practice of leadership.” In Uhl-Bien, M. and S. Ospina (ed) *Advancing Relational Leadership Research* Leadership Horizons Series: Information Age Publishing Inc., pp. 83-106.
- McGonahill, G. and C. Reinelt. 2011. Leadership Development in the Social sector: A framework for supporting strategic investments. Retrieved from Leadership Learning Community website.
- Case examples:
 - Bulding Movement Project. 2009. Leadership Development and Leadership Change. New York.
 - From Constituents to Stakeholders”, Minieri et al, 2005, Research Center for Leadership in Action, NYU/Wagner.

13. Enacting collective leadership in practice (April 30)

- Preskill, S. and S. Brookfield. 2009. “ Learning Collective Leadership” (p. 83-103), in *Learning as a way of leading: Lessons from the Struggle for Social Justice*, San Francisco: Jossey-Bass
- Raelin, J. 2003. “The Challenge of Leaderful Practice” (p. 45-58) and “Getting started on your leaderful quest” (p. 241-252), in *Creating Leaderful Organizations: How to bring up leadership in everyone*. San Francisco: Berrett-Koehler Publishing
- Allison, Michale, Susan Misra and Elissa Perry. 2011. Doing More with More: Putting Shared Leadership into Practice. *The Nonprofit Quarterly*, Summer: 30-37.

- Case example:
 - Wheatley & Frieze Walk Out Walk On – United States Columbus, Ohio: From hero to host, pp. 189-214. Berrett-Koehler Publishers, Inc., San Francisco, CA. 2011

- Fourth set of journal entries for classes 12 & 13 due on Wednesday April 30

14. Becoming a social change leader (May 7)

- Moyer, B. 2001. The four roles of social activism. In B. Moyer. Doing Democracy. New Society Publishers: 21-41
- Schmitz, P. *Everyone Leads*. Ch. 4: “The responsibility of leadership”, pg. 91-119. San Francisco, CA. Jossey-Bass 2012.
- Gentile, M.C. 2010. Turning Values into Action. Stanford Social Innovation Review, Fall 2010: 43-47.
- Ashford, MW. 2004. “Staying the Course” in Loeb, P.R. (ed). *The impossible will take a little while: A citizen’s guide to hope in a time of fear*. NY: Basic Books. (pp. 328-331).
- Wheatley & Frieze Walk Out Walk On – Part 3: Returning Home, and Part 4: Reflection, pp. 219-235. Berrett-Koehler Publishers, Inc., San Francisco, CA.

<p>ATTENTION: Final paper due on Wednesday May 14, in lieu of final exam</p>
