

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

**Spring 2015  
Leadership and Social Transformation, PADM-GP 2186-001**

Professor: Sonia Ospina, [sonia.ospina@nyu.edu](mailto:sonia.ospina@nyu.edu), The Puck Building, 3075, Ext. 87478

Class: Wednesday, 6:45 – 8:45 pm

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

**Course Description**

In this course we explore the notion of collective leadership and its role in advancing social change in the context of democratic governance. Students use this to reflect on their own leadership potential and capabilities 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, more consistent with the demands of today's complex problems—collective leadership, which fosters a collaborative mindset. In this view, leadership happens as members of a group produce collective achievements towards making real a shared vision. This requires awareness of the constellation of relationships, structures, processes and institutional dynamics within the larger system in which individuals are embedded, to create the conditions so that all members in a group find the direction, commitment and alignment needed to transform their individual efforts into collective achievements.

The course explores the role leadership plays *in organizational efforts* aimed at changing thinking, systems, and policies, as participants search for 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 course is firmly anchored on frameworks and key concepts around the constructs of *leadership* and *systemic social change*. Students will also explore the practical implications of developing collective leadership capabilities 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:

1. You will recognize your own mental models and assumptions about leadership and social transformation; and, having clarified their implications for practice, you will identify key personal strengths, gaps and strategies to develop your leadership capacity as an effective social change agent.
2. You will be able to articulate how a new perspective of leadership (emphasizing its collective dimensions) contrasts with more traditional perspectives (emphasizing its individual dimensions); and you will clarify the contributing benefits and challenges of this perspective to produce effective social change.
3. You will identify examples of the leadership practices that help individual efforts become 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.
4. You will have explored a particular organization that addresses a public problem in a particular policy arena of your choice, to assess its approach—and use of leadership practices – toward advancing social transformation. .
5. You will have engaged in teamwork with a small group of peers who share the passion for a similar policy problem, to develop a joint understanding of the practice of collective leadership through sharing insights from the study of your organizations of choice.

## Course requirements

The course is structured as a seminar. Classes are a mix of brief lectures and in-depth discussion based on readings and written assignments, and a few guest speakers and case studies. **It is, therefore, very important to prepare the reading assignments prior to class and to participate actively in the discussions.** Reading guides for each session highlight key concepts and ideas for class discussion.

Most readings (journal articles and case studies) are available electronically via NYU's and Wagner's online electronic services per NYU student privileges. A few readings that require copyright permission will be on sale via a link to the NYU Bookstore. You will also read through the semester a good portion of 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.

Assignments build cumulatively. Below are the steps to develop your thinking as you prepare for three types of assignments: journal entries, a first (two-page) individual

memorandum, a second (5-7-page) team memorandum and a final (3-4 page) individual personal reflection essay. For instructions on each assignment, please see 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 (or already are) an engaged change agent.
- **Step 2:** (weeks 1 through 6 and again, 12-13) - Use that "arena" as the reference to process the readings, to **react to their content in your journal entries**, to prepare for class discussions, and for your memos.
- **Step 3:** (weeks 3-5) - Identify an organization (within your chosen arena) where you could see yourself contributing to fight the social problem it is tackling. Study its webpage and other documentation and identify contacts to guarantee access. Use the organization as the reference to write your first (individual) memo, and for conversations with your team to explore social change leadership in a given arena. Insights from your organization will be the input to write the second (team) memo. Step 3 ends with a **first (individual) memo** (2 pages) at the end of week 5, reporting on your key insights about leadership and describing your "arena" and organization, and why you chose them to explore collective leadership. During class on week 5, teams will form, based on common ground around the "arenas".
- **Step 4:** (weeks 6-11) – Develop a team workplan. Continue to study your organization and share what you learn with the team members. Schedule at least one interview with someone from the organization between April 2 and 10. Develop a team interview questionnaire, drawing from classes 7, 8 and 9 and customize it to your organization. Analyze the data collected to find evidence of leadership practices around each of the three mechanisms discussed in class and share with your team. Draw conclusions by comparing the evidence from the three organizations. Be prepared to present your insights in Class 11. Write a team report that integrates insights from the three organizations. Step 4 ends with this team report–the **second (5-7 page) memo**, due at the beginning of week 12.
- **Step 5:** (through the course, but to be finalized on weeks 12-14) – Draw from course experience to write a final personal reflection (**3-4 page essay**). Include at least three relevant areas of growth to support your leadership work within a social change organization in your arena of influence. You should offer specific ways in which you plan to address these.

**Summary of assignments**

| WHAT?                                   | CREDIT     | WHEN?  |
|---|------------|--|
| <b>Class participation</b>              | <b>10%</b> | <b>Through-out the course</b>  |
| <b>Journal entries</b>                  | <b>25%</b> | <b>6.25 x 4 entries (8 classes), due 02-4, 02-18, 03-4 and 04-29</b> |
| <b>First Memo (individual)</b>          | <b>20%</b> | <b>Friday February 27</b>  |
| <b>Second Memo (team)</b>               | <b>25%</b> | <b>Monday April 20</b>   |
| <b>Personal reflection (individual)</b> | <b>20%</b> | <b>Wednesday May 13</b>  |

## Overview of Course Contents

### **I. New vistas on Leadership: from individual to collective**

1. Introduction: exploring our assumptions (January 28)
2. From leaders to leadership: implications of new thinking (February 4)
  - *First set of journal entries for classes 1 & 2, due on Wednesday Feb 4*

### **II. Leadership and social change**

3. Leadership and systemic approaches to transformative change (February 11)
4. The nature of social change and the work of leadership (February 18)
  - *Second set of journal entries for classes 3 & 4, due on Wednesday Feb 18*
5. Doing leadership work in a shared-power world: applications to a case study (February 25)
  - *Memo 1 (individual) due on Friday February 27*

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

6. Organizationally driven social change and the work of leadership (March 4)
  - *Third set of journal entries due on Wednesday March 4*
7. Mechanisms and leadership practices 1: Reframing discourse (March 11)

### **SPRING BREAK March 16-20**

8. Mechanisms and leadership practices 2: Bridging difference (March 25)
9. Mechanisms and leadership practices 3: Unleashing human energies (April 1)
10. Fostering collective leadership (April 8)
11. Class crowdsourcing exercise: collective leadership in practice (April 15)
  - *Memo 2 (team) due on Monday April 20*

### **IV. Conclusion: reframing leadership, becoming a leader**

12. New leader/leadership development programs for a new type of leadership? (April 22). Panel of practitioners will visit.
13. Hosting: a practical tool to develop collective leadership (April 29)
  - *Fourth set of journal entries for classes 12 & 13 due on Wednesday April 29*
14. Becoming a social change leader (May 6)
  - *Final paper (individual) due on Wednesday May 13, in lieu of final exam*

## Schedule of Assignments

### **I. New vistas on Leadership: from individual to collective**

#### **1. Introduction: exploring our assumptions (January 28)**

- 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.
- Schmitz, P. 2012. *Everyone Leads*. Ch. 3 “The Tradition and Future of the Concept that Everyone Leads”, pg. 63-90. San Francisco, CA. Jossey-Bass.
- 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).

#### **2. From leaders to leadership: implications of new thinking (February 4)**

- Overview 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.

- Showcasing collective perspectives on leadership in various institutional contexts:
  - Raelin JA. 2011. From leadership-as-practice to leaderful practice. *Leadership*. 7: 195–211.
  - 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/](http://ccl.typepad.com/ccl_blog/2008/10/)). Now in new format in NYU Classes.
  - Allison, Michael, Susan Misra and Elissa Perry. 2011. Doing more with more: Putting shared leadership in practice. *The Nonprofit Quarterly*, Summer: 30-37.
  - Ospina, S. & E.G Foldy. (forthcoming) Enacting Collective Leadership in a Shared-power world. In James Perry and Robert K. Christensen (Eds) *Handbook of Public Administration*, 3d Edition. Jossey-Bass, 2015.

*-First set of journal entries for classes 1 & 2, due on Wednesday February 4*

## II. Leadership and social change

### **3. Leadership and systemic approaches to transformative change (February 11)**

- 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).
- McCauley, Cynthia. 2014. Making leadership happen. A White Paper from the Creative Leadership Center. Greensborough, NC.
- Blandin, N. 2007. “Leading at the edge of chaos”. In Morse, R, T. Buss and C.M. Kinghorn (ed). *Transforming Public Leadership for the 21<sup>st</sup> Century*. New York: ME. Sharp (pp. 138-153).
- Case examples:

- 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.
- 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.

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

#### **4. The nature of social change and the work of leadership (February 18)**

In addition to the readings below, please spend **no more than an hour** conducting an image search on Google Image or Flickr for words that convey the idea of "social change," (e.g. “social change”, “social transformation”, “social justice,” "social movements," etc) and choose ONE image that most meaningfully illustrates **for you, what social change looks like**. Print the image and bring it to class. Come prepared to discuss why you chose it and how it links to the class readings

[If interested, please find the tool that inspired this assignment in this link:]

[http://www.buildingmovement.org/our\\_tools/detail/what\\_does\\_social\\_change\\_look\\_like](http://www.buildingmovement.org/our_tools/detail/what_does_social_change_look_like)

- 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).
- Illich, Ivan. 1968. *To Hell with Good Intentions*. Downloaded on Jan 2, 2015 from [http://www.swaraj.org/illich\\_hell.htm](http://www.swaraj.org/illich_hell.htm)
- 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.

***-Second set of journal entries for classes 3 & 4, due on Wednesday Feb 18***

**5. Doing leadership work in a shared-power world: applications to a case study (February 25)**

The case we will discuss at the core of this class:

- E-PARC Case. “Elusive community in South Park, Part A”. (10 pages).

Background readings (these will continue to deepen ideas about relational leadership and social change that can be applied to thinking about the framing of the case):

- 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-Koeheler Publishing.
- SSIR Editors. Leading Systems. Supplement to the article The Dawn of System Leadership. Stanford Social Innovation Review. Winter 2015

Case examples (these varied cases will give you ideas about how to approach the problem in the case):

- The Innovation Center for Community and Youth Development & Kellogg Leadership for Community Change. 2008. *Collective Leadership Works: Preparing Youth and Adults for Community Change*. Toolkit. Michigan. (This is a long Guidebook, you will scan it and search for possible activities to propose for an action plan in reference to the case above; more instructions to come).

**ATTENTION: Memo 1 due on FRIDAY FEBRUARY 27, send electronically to Shannon Deere [Shannon.deere@nyu.edu](mailto:Shannon.deere@nyu.edu) by noon.**



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

#### **6. Organizationally-driven social change and the work of leadership (March 4)**

- 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).
- Gaventa, John. 2006. Finding the Spaces for Change: A power Analysis. IDS Bulletin. Volume 37, No. 6, Institute of Development Studies: 23-33
- 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.
  - “Social Service and Social Change: A Process Guide” New York: Building Movement Project, 2006 [You will find many more resources on how to move from social service to social change here]: <http://www.buildingmovement.org/blog/entry/140?news/entry/140>

*-Third set of journal entries due on Wednesday March 4*

#### **7. Mechanisms and leadership practices 1: Reframing discourse (March 11)**

- 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](http://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.

### **SPRING BREAK March 16-20**

#### **8. Mechanisms and leadership practices 2: Bridging difference (March 25)**

- 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.
- Cullen, C., P. Willburn, D. Chrobot-Mason, & C. Palus. 2014. *Networks: How Collective Leadership Really Happens*. A White Paper-Cutting-edge Thought Forum Insights. Greensborough: Center for Creative Leadership
- Case examples:
  - Listen to:
    - 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.

- Building Movement Project. 2014. Crossing Organizational Boundaries to Build New Partnerships. BMP: New York. Downloaded from [http://www.buildingmovement.org/our\\_tools/detail/crossing\\_organizational\\_boundaries\\_to\\_build\\_new\\_partnerships](http://www.buildingmovement.org/our_tools/detail/crossing_organizational_boundaries_to_build_new_partnerships) Jan 5, 2015

### **9. Mechanisms and leadership practices 3: Unleashing human energies (April 1)**

- 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
- Kays, A. and C. Kays. 2010. Learning Directed Leadership in a Changing World. *The Systems Thinker*: Vol 21, No. 9.
- Case examples:
  - Listen to:
    - Collaborative & Community Leadership CD. RCLA & the Mainstream Media Project. Listen in: ***Collaborative Leadership Disk***: Track 2 (Brotherhood) (11:07 minutes).
  - 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.
  - From Constituents to Stakeholders”, Minieri et al, 2005, Research Center for Leadership in Action, NYU/Wagner.

### **10. Fostering collective leadership (April 8)**

- 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.
- 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.

- Building Movement Project. 2013. Developing the Leadership of Recipients. A Series of 5% Shifts. New York: BMP. Downloaded from [http://www.buildingmovement.org/our\\_tools/detail/developing\\_the\\_leadership\\_of\\_recipients](http://www.buildingmovement.org/our_tools/detail/developing_the_leadership_of_recipients) Jan 5, 2015.
- Case examples:
  - Listen to:
    - 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
  - 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.

### **11. Class crowdsourcing exercise: collective leadership in practice (April 15)**

Drawing from your research outside of class (including your interviews), we will use a 'crowdsourcing' exercise to develop collective insights in the classroom. See further instructions in NYUClasses

- RCLA. 2008. *Using World Café in Complex Conversations: Connecting the Parts to the Whole*. Practice Note, October 2008, NYU/Wagner. Retrieved on January 15/2015 from [http://wagner.nyu.edu/leadership/resources/practice\\_notes](http://wagner.nyu.edu/leadership/resources/practice_notes)
- Brown, J. 2005. Chapter 2: Conversations as a core process: Co-creating business and social value. In J. Brown, D. Isaacs & the World Café Community. *The World Café: Shaping our futures through conversations that matter*. San Francisco: Berrett Koehler Publishers Inc. Pp. 26-40.

**ATTENTION: Memo 2 due on MONDAY APRIL 20**, Please drop a hard copy at Shannon Deere's desk at the Puck Building before 6 pm.

## **IV. Conclusion: reframing leadership, becoming a leader**

### **12. New leader/leadership development programs for a new type of leadership? (April 22)**

**Core activity:** Panel of practitioners to explore what leadership development looks like today, from a practitioner perspective, and to distill the underlying assumptions about leadership that frame and shape the existing practices.

- McGonahill, G. and C. Reinelt. 2011. Leadership Development in the Social sector: A framework for supporting strategic investments. Retrieved from Leadership Learning Community website.
- Palus, C.J. McGuire, J.M, & Ernst, C. (2012). Developing interdependent leadership. In *The Handbook for Teaching Leadership: Knowing, Doing, and Being*. Scott Snook, Nitin Nohria, & Rakesh Khurana (Eds.). Sage Publications with the Harvard Business School. Chapter 28, pp. 467-492.

### **13. Hosting: a practical tool to develop collective leadership (April 29)**

- Hurley, T. and J. Brown. 2009. Conversational Leadership: Thinking together for a Change. *The Systems Thinker*: Vol 20, No. 9.
- Case examples:
  - 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
  - Joost Vos and Hendrik Wagenaar. 2014. The Munchhausen Movement: Improving the Coordination of Social Services through the Creation of a Social Movement. *The American Review of Public Administration July 2014 vol. 44 no. 4 409-439*.

**- Fourth set of journal entries for classes 12 & 13 due on Wednesday April 29**

#### **14. Becoming a social change leader (May 6)**

- Raelin, J. 2003. “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.
- Moyer, B. 2001. The four roles of social activism. In B. Moyer. *Doing Democracy*. New Society Publishers: 21-41
- 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.

**ATTENTION: Final paper due on Wednesday May 13, in lieu of final exam**