

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

Fall 2016

Leadership and Social Transformation, PADM-GP 2186-001

Professor: Sonia Ospina, sonia.ospina@nyu.edu, The Puck Building, 3075, Ext. 87478

Class: Wednesday, 6:45 – 8:45 pm

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

Course Description

This course explores collective leadership as a tool for advancing social change in the context of democratic governance. Students use frameworks –of leadership and of social change– to challenge their traditional understanding of leadership and 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 and a new approach to being in the world. In this view, leadership happens as members of a group produce collective achievements towards making real a shared vision. This requires awareness of the self in relation to others, complemented by awareness of the constellation of relationships, structures, processes and institutional dynamics that shape leadership and may produce or derail change efforts within the larger system. It is these where individuals are embedded, and where leadership emerges to create the conditions for members in a group to find the direction, commitment and alignment needed to transform their individual efforts into collective achievements.

The course explores the role of leadership *in organizational efforts* aimed at changing thinking, systems, and policies, in the 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 in 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, leadership development personal experience are

urged to consider other leadership courses aimed at directly practicing leadership skills and competencies.

Course objectives and requirements

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 leadership capabilities 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 through public service.
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 one organization (and will be exposed to others through your team work) that addresses a public problem in a particular policy arena of your choice; you will assess its approach—and use of leadership practices – toward advancing social transformation, thus applying key course concepts in the world of practice.
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 and expectations

The course is structured as a seminar. Classes are a mix of brief lectures, case studies and exemplars, in-depth discussion **based on readings and written assignments**, and a few guest speakers. **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.

All required readings (journal articles, case studies/applications, links for required review and suggested readings) are available electronically via NYU's and Wagner's online electronic services per NYU student library privileges.

You will be graded based on:

- Your class participation, grounded on the readings;
- Four sets of journal entries where you discuss your reactions to the readings from two classes each (for a total of 8 classes);

- An individual mid-term report where you reflect on your capabilities (personal reflection);
- A brief team memo describing the team’s fieldwork plan;
- A final team report of what you learned about collective leadership from your field work and the team project.

Assignments build cumulatively. Please refer to your **NYU Classes** separate tab called **ASSIGNMENTS**. You will find there the complete *instructions, expectations and grading criteria* for each assignment. ***It is your responsibility to study these documents as part of your preparation for the course.***

Summary of assignments

WHAT?	CREDIT	WHEN?
Class participation	10%	Through-out the course
Journal entries	25%	6 points x 4 entries (8 classes)+1 free point, due 09-14, 09-28, 10-12 and 11-30
Individual mid-term report	25%	Monday, October 17
Team Memo	15%	Wednesday, November 16
Team final report	25%	Wednesday, December 21

Absenteeism, punctuality, and in-class conduct

You are expected to attend all classes, and arrive on time. If you miss a class due to unavoidable circumstances, please send a message in advance and contact another member of the class to get what was covered in class. Missing more than two classes without excuse will affect your class participation grade. Systematic tardiness, disruptive behavior (including unrelated side conversations, use of cell phone or computer for information withdrawal that is not related to class) is unacceptable and will also negatively impact your grade.

Overview of Course Contents

I. New vistas on Leadership: from individual to collective

1. Introduction: exploring our assumptions (September 7)
2. From leaders to leadership: implications of new thinking (September 14)
- *First set of journal entries for classes 1 & 2, due on September 14*

II. Collective Leadership And Systemic Change

3. Systems thinking, leadership and social transformation (September 21)
4. The nature of social change and the work of leadership (September 28)
- *Second set of journal entries for classes 3 & 4, due on September 28*
5. Applying collective leadership to social transformation: a case study (October 5)

III. Social change leadership: from individual efforts to collective achievements

6. The social change leadership framework (October 12)
- *Third set of journal entries for classes 5 & 6 due on October 12*
- *Individual midterm report due on Monday October 17*
7. Mechanisms and leadership practices 1: Reframing discourse (October 19)
8. Mechanisms and leadership practices 2: Bridging difference (October 26)
9. Mechanisms and leadership practices 3: Unleashing human energies (November 2)
10. Integrating concepts and preparing for fieldwork (November 9)

IV. Exploring collective leadership tools, strategies and capabilities

11. Leadership capital in action: Mobilizing collective capacity for social change (November 16)
- *Team Memo: Plan for fieldwork due on Wednesday, November 16*

October 23 (NYU Official Thanksgiving Recess Starts – no classes scheduled)

12. Hosting: a practical tool to develop collective leadership (November 30)
- *Fourth set of journal entries for classes 11 & 12 due November 30*
13. Class crowdsourcing exercise: sharing learning from your research (December 7)
14. Conclusion: A view from practice and concluding reflections (December 14)
- *Final team report due on Wednesday, December 21, in lieu of final exam*

Schedule of Assignments

I. New vistas on Leadership: from individual to collective

1. Introduction: exploring our assumptions (September 7)

- Watch the following video:
<http://www.youtube.com/watch?v=GA8z7f7a2Pk&feature=related>
(3 minutes)
- Ospina, S. & E.G Foldy. (2015) 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.
- Allison, Michael, Susan Misra and Elissa Perry. 2011. Doing more with more: Putting shared leadership in practice. *The Nonprofit Quarterly*, Summer: 30-37.
- Watch the following video:
http://www.ted.com/talks/linda_hill_how_to_manage_for_collective_creativity
(17:16 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.
 - Watch the video: <https://www.youtube.com/watch?v=lsg65PnymnE> for further background (5:32 minutes)

Suggested:

- If you are really curious about the case example, you can also read
 - 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)

2. From leaders to leadership: implications of new thinking (September 14)

Due today: First set of journal entries for classes 1 & 2

- 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.

- Key ideas grounding the notion of collective leadership:
 - Heifetz, Ronald A. 1994. *Leadership Without Easy Answers*. Cambridge, MA. Belknap Press of Harvard University Press. Please read: "Values in Leadership", pp. 13-27.
 - Watch: Heifetz on adaptive leadership (link is too long, go to NYUClasses)
 - Drath, Bill (Wilfred). (Document # 1): Two notes on relational leadership. Document shared by the author.
 - 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. **READ ONLY THE FOLLOWING: 467-473**
 - 3 page excerpt (97-100) from: 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. (You will find the excerpt in the regular readings and the full article in SUGGESTED FYI)

- Case example:
 - Drath, Wilfred (Document # 2) 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.

Suggested:

- If you are really curious about the theoretical assumptions of the DAC model, you can also read

- Drath, W.H., C.D. McCauley, C.J. Palus, E. Van Velsor, P.M.G. O'Connor, & J.B. McGuire. 2008. Direction, alignment, commitment: Toward a more integrative ontology of leadership. *The Leadership Quarterly* 19(6): 635-53.
- If you are really curious about other collective approaches, you can also read
 - 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).

II. Collective Leadership And Systemic Change

3. Systems thinking, leadership and social transformation (September 21)

- 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 21st Century*. New York: ME. Sharp (pp. 138-153). **READ P. 138-149 including Summary.**
- 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). **Please note that the posted document includes two chapters, BUT YOU ONLY NEED TO READ THE FIRST.**
- Habits of a systems thinker. Review each of the dimensions presented in the following chart: <http://watersfoundation.org/systems-thinking/habits-of-a-systems-thinker/> (link also available at NYUClasses). Be prepared to discuss.
- Case examples:
 - From: 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: Please read:
 - “Our invitation for how to read this book”, pp. xiv-xvii (you will need this brief intro to understand the “tone” of the chapter below; you might want to open the book from the beginning as it has a very beautiful outlook and design).
 - “Joubert Park: South Africa: From Problem to Place”, pp. 75-100.
 - Read focusing on the case example: SSIR Editors. Leading Systems. Supplement to the article The Dawn of System Leadership. Stanford

Social Innovation Review. Winter 2015.

Suggested:

- If you are really curious about systems theory applications for social interventions, you can also read
 - Chapter 3, “Working across systems”, pp. 41-54 in Burns, D. 2007. *Systemic Action Research: A strategy for Whole System Change*. Bristol: The Policy Press, The University of Bristol.
 - 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>

4. The nature of social change and the work of leadership (September 28)

Due today: *Second set of journal entries for classes 3 & 4*

The readings for this class can be clustered in the following three categories:

- Macro dynamics
 - **Visions of the future** - Box, R. 2012. Progressive Utopias: Marcuse, Rorty and Wright. In *Administrative Theory and Praxis*, Vol 34, No. 1: 60-84
- Existential dilemmas
 - 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
- Case examples:
 - Read and compare the approaches to change in these two stories:
 - 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).
- The Kony Story - Follow the instructions on NYUClasses document of this name (please leave time, the video –30 minutes long– plus the readings will require a couple of hours to process).

Suggested:

- If you are really curious about a social science view on change, you can also read
 - 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).
 - Gaventa, John. 2006. Finding the Spaces for Change: A Power Analysis. IDS Bulletin. Volume 37, No. 6, Institute of Development Studies: 23-33
- If you are really curious about how to bring a social change orientation to a social service organization, you can also read
 - “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>

5. Applying collective leadership for social transformation: a case study (October 5)

This class will become an integrative session using a single case study to put in practice what we have learned:

- Please study in detail the following case (read both Part A with Appendix and B, and prepare to engage in discussion about what happened in the case and what Claudia should do next). The goal is to apply a systemic, social change perspective to the case analysis and recommendations.
 - Please read: E-PARC Case. “Elusive community in South Park, Part A and Part B”. (18 pages). Remember to study the Appendix too.
- After you have thought about the case and how you would tackle it, study the following documents and come prepared to discuss how this approach could be applied to the case. Does it have promise? Does it lack something important?

Come prepared to discuss with others how the approach could be implemented and your overall reaction to it.

- The Kellogg Foundation. 2007. *The Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change*. East Battle Creek, MI
- Study this guide as an application of the approach: 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.

Suggested:

If interested, here is a place with amazing resources for leadership development activities with communities (particularly around youth), based on the Kellogg framework:

<http://www.theinnovationcenter.org/klcc-knowledge-well>

III. Social change leadership: from individual efforts to collective achievements

6. The social change leadership framework (October 12)

Due today: Third set of journal entries for classes 5 & 6

- CHAPTER 4: Democratic leadership: the work of leadership for social change
In: Parés, M., S.M. Ospina & J. Subirats. Forthcoming. *Social Innovation and Democratic Leadership: Communities and Social Change from Below*. Cheltenham, UK: Edward Elgar Publishing.
 - Intended to offer an overview of the framework, **READ ONLY pages 10-12 and 24; and**
 - Connecting the framework to democracy, **READ ONLY pages 19-22** (until before Conclusion)
- 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). Intended to offer details and examples of framework components, **READ ONLY pages 269-279**.
- Case examples focusing on beneficiary engagement in various contexts:
 - Choose **one** of the following and be prepared to discuss at least two examples of developing constituents/recipients from the chosen reading:

- Minieri et al, 2005, “From Constituents to Stakeholders”, Research Center for Leadership in Action, NYU/Wagner.
- 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 Jan 5, 2015.
- Twesky, F., P. Buchanan & Valery Threlfall. 2013. Listening to those who matter most, the beneficiaries. Stanford Social Innovation Review, Spring: 40-45.
- Rogal, Maria. Read together:
 - Context: Design for Development (2005)
 - Lessons learned: 12 thoughts on working with communities. Downloaded on August, 2015 from <http://www.design4development.org/lessons-learned-12-thoughts-on-working-with-communities/>

Suggested:

- If you are really curious about stakeholder engagement in the context of philanthropy, you can also read
 - Bourns, Courtney. 2010. Do nothing about me without me: An action guide for engaging stakeholders. A publication by Grantmakers for Effective Organizations and Interaction Institute for Social Change. Washington DC.

<p><i>ATTENTION: Individual midterm report due on Monday October 17</i></p>
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7. Mechanisms and leadership practices 1: Reframing discourse (October 19)

- CHAPTER 4: Democratic leadership...document
 - Intended to remind you of what this practice is about, **READ ONLY Reframing Discourse section in pages 14-15.**

- 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*, Vol 19(5): 514-529. **ATTENTION: ONLY READ PAGES 514-516 (mid-page) AND 518 (bottom)- 527 (top).**
- Marshall Ganz. 2009. Why Stories Matter: The Art and craft of social change. *Sourjourners*, p. 16-21
- Case examples:
 - Casa of Maryland: Creating “Co-Authors of Justice”. A leadership story from the LCW Program Research and Documentation Component, RCLA, NYU/Wagner.
 - Barnum, J. 2010. Social Sculpture: Enabling Society to Change Itself. REOS document. Retrieved from REOS website www.reospartners.com
 - Manuela Picq. A dynamic year of indigenous communication. <http://www.aljazeera.com/indepth/opinion/2012/10/201210101017176645.html>
 - On the use of story-telling as a reframing tool:
 - Watch: Andy Goodman on story telling for nonprofits https://www.youtube.com/watch?v=P_x6i2RTZes
 - Good Cause. Lousy Message: The 10 immutable Laws of Storytelling.

Suggested:

- This is an interesting effort to reframe issues of race and racial equity:
 - Reframing Racial Equity: Center for Social Inclusion. “Let’s Talk about race” and “Talking about race toolkit”
- If you are really curious about why storytelling works
 - Ted x Storytelling video by Bill Harley <https://thinkprogress.org/must-see-tedx-video-if-you-want-them-to-remember-tell-a-story-74155059a0cf#.k1udnrpur>
- If you are really curious about organic and mechanic metaphors of social change, you can also read

- 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>

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

- CHAPTER 4: Democratic leadership...
 - Intended to remind you of what this practice is about, **READ ONLY *Bridging difference* section in pages 15-16.**
- 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).
- Wei-Skillern, J, D. Ehrlichman and D. Sawyer. 2015. The Most Impactful Leaders you’ve Never heard of. *Stanford Social Innovation Review*. 1-5
- Case examples:
 - 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.
 - Morse, R. 2010. “Bill Gibson and the Art of Leading Across Boundaries.” Administrative Profile. *Public Administration Review*. May-June, pp. 434-442.
 - Naff, K. 2009. Nancy Alfaro as an Exemplary Collaborative Public Manager. *Public Administration Review*. May-June, pp. 487-493.

Suggested:

If you are really curious about inter-organizational collaboration, you can also read

- Meehan, D. and C. Reinelt. 2012. *Leadership and Networks: New Ways of Developing Leadership in a Highly Connected World*. Oakland: LLC.
- 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 Jan 5, 2015

- An in-depth case of building coalitions:
 - Dodge, J., S. Ospina & R. Sparrow. 2004. Making partnership a habit: Margie McHugh and the New York Immigration Coalition, NY: Sinergos, Bridging Leadership Resource Center, 2004.

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

- CHAPTER 4: Democratic leadership...
 - Intended to remind you of what this practice is about, **READ ONLY *Unleashing Human Energies* section in pages 16 (bottom)-18 (top).**
- Cooker-Sather, A. 2003. Movements of Mind: The Matrix, Metaphors and Re-imagining Education. *Teachers College Record*. Vol 105, No. 6, pp. 946-977.
- 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. Pp. 857-865.
- Case examples:
 - Choose one of the following two:
 - Theodore, Nick. 2009. *When Workers Take the Lead*. New York: Research Center for Leadership in Action.
 - 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: Preskill, S. and S. Brookfield. 2009. *Learning as a way of leading: Lessons from the Struggle for Social Justice*, San Francisco: Jossey-Bass. Please read only:
 - “Septima Clark: Learning to support the growth of others,” Pp. 72-81 at the end of the Chapter “Learning to support the growth of others”
 - From: 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: Please read:
 - Kuzunda Learning Village, Simbabwe: From efficiency to resilience, pp. 103-128.

Suggested:

- If you are really curious about applications to a more traditional health care setting, you can also read
 - Kays, A. and C. Kays. 2010. Learning Directed Leadership in a Changing World. *The Systems Thinker*: Vol 21, No. 9.
- If you are really curious about the theory of popular education and/ or practical guidance to implement trainings based on the popular education approach, you can also read
 - Minieri, Joan. 2012. *Training for Trainers: A Guide to Designing Interactive Trainings Using Popular Education Techniques*. New York: Research Center for Leadership in Action.
 - National Gender And Equity Campaign. 2009. *Building Organizational Capacity for Social Justice: Framework, Approach and Tools*. San Francisco.

10. Integrating concepts and preparing for fieldwork (November 9)

Team work with feedback: Stepping back to prepare/share fieldwork observations, questionnaires and team memo.

Assignment: Come prepared with draft questions and observation protocol to discuss with team members. By now you should have confirmed appointments for interviews between November 14 and December 13 (the latest).

IV. Exploring collective leadership tools, strategies and capabilities

11. Leadership capital in action: Mobilizing collective capacity for social change (November 16)

ATTENTION: Team Memo: Plan for fieldwork due on Wednesday November 16, will collect at beginning of class (one memo per team)

These are all case examples of different ways to foster collective leadership in practice; we will focus on distilling the work of leadership in the context of the story told:

- CHAPTER 4: Democratic leadership...
Intended to remind you of the concept of leadership capital and its connection to democracy, **READ ONLY pages 18 (from second paragraph to end of page) and 19-20 (to mid page).**
- Choose and read **one of the following** and be prepared to describe and discuss in class the organization and its actions for social change:
 - 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.
 - 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>
 - Dodge, Jennifer. 2009. Environmental Justice and Deliberative Democracy: how social change organizations respond to power in the deliberative system. *Policy and Society*. Vol. 28: 225-239 Read from 228 (bottom) to 235 (bottom)
- Case examples:
 - 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.

Suggested:

- If you are really curious about how organizational structure can be designed to promote collective leadership you can also read
 - 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.

12. Hosting: a practical tool to develop collective leadership (November 30)

Due today: Fourth set of journal entries for classes 11 & 12

- 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.
- Check: <http://www.artofhosting.org/home/> (art of hosting webpage)
- Please view the following short movies:
<https://vimeo.com/channels/393360> (world café, 3:38 minutes)
<https://vimeo.com/channels/393360> (four fold practice, 5:05 minutes))
- 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.
 - 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

Suggested:

- If you are really curious about the Art of Hosting, you can also read
 - Sandord, J., N. Stuber and K Quick. 2012. Practicing the Art of Hosting: Exploring what Art of Hosting and Harvesting Workshop participants understand and do. Center for Integrative Leadership, University of Minnesota.

13. Class crowdsourcing exercise: sharing learning from your research (December 7)

Drawing from your research outside of class (including your interviews), we will use a ‘crowdsourcing’ exercise to develop collective insights in the classroom.

- Hurley, T. and J. Brown. 2009. Conversational Leadership: Thinking together for a Change. *The Systems Thinker*: Vol 20, No. 9.
- To prepare, use further instructions in “Crowdsourcing preparation guide” in NYUClasses

14. Conclusion: A view from practice and concluding reflections (December 15)

This class will have two core activities, a panel of practitioners and a final discussion to close the course.

First hour: Panel of practitioners to explore collective leadership and leadership development issues today, from a practitioner perspective, and to distill the underlying assumptions about leadership that frame and shape the existing practices.

- Please read: “Six Capabilities of Social Sector Leaders” (pages 19-23). In Callanan, L., N. Silver and P. Jensen. 2015. *Leveraging Social Sector Leadership*. Grantmakers for Effective Organizations, Washington DC. (Note that you are asked to read a small portion of the document in preparation for panel).

Second hour: Debriefing the panel and concluding exercise and discussion

- Please read: 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).

Suggested:

Here are some additional readings that point to new directions, for future reference:

- **Cluster 1: More on leadership development**
 - McGonahill, G. and C. Reinelt. 2011. Leadership Development in the Social sector: A framework for supporting strategic investments. Retrieved from Leadership Learning Community website.
- **Cluster 2: Leadership & racial justice: seeing race (and ethnicity) as a leadership resource**
 - Chan, A. and L. Powell-Pruitt. 2009. Taking back the work. New York: RCLA
 - Review:
http://www.aspeninstitute.org/sites/default/files/content/images/rcc/Lessons_final.pdf
 - Leadership Learning Community. 2010. Leadership and Race: How to support and develop leadership that contributes to racial justice. Oakland.

- **Cluster 3: Leadership & transformative change: linking the personal and the political through spirituality**
 - Holden, Theresa and Meredith Herr. N.d. Time for Change: a Toolkit for transformation. New York: RCLA.
 - Watch: <http://transformativechange.org/what-is-transformative-change/> (4:39 minutes)
 - Center for Transformative Change. 2010. Framing Deep Change: Essays on transformative social change. CTC, Berkley. Please read the following pages: Preface & Introduction: 2-4; What is Transformational Change?: 13-14; Transformative Movement Building: A framework: 20-23; and The five core practices of effective leadership for social justice: 24-25. Access at <http://issuu.com/xsochange/docs/framingdeepchange>

ATTENTION: *Final team report due on Wednesday, December 21, in lieu of final exam*