

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

**Fall 2017**

**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: Wednesdays, 3:00-5:00 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) 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; **PLEASE FIND READING GUIDES FOR EACH CLASS, with instructions on what to focus when reading each article, IN NYUCLASSES' Class tabs.**

- 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 fieldwork and the team project.

Assignments build cumulatively. Please refer to **NYU Classes *Instructions for Assignments***, under the RESOURCES tab. 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 09-13, 09-29, 10-11 and 11-29
Individual mid-term report	25%	Friday, October 20
Team Memo	15%	Friday, November 18
Team final report	25%	Wednesday, December 20

*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 6)
2. From leaders to leadership: implications of new thinking (September 13)  
*- First set of journal entries for classes 1 & 2, due on September 13*

### **II. Collective Leadership And Systemic Change**

3. Systems thinking, leadership and social transformation (September 20)
4. The nature of social change and the work of leadership (September 27)  
*- Second set of journal entries for classes 3 & 4, due on September 27*
5. The social change leadership framework (October 4)
6. Leadership development in social change contexts (October 11)  
*- Third set of journal entries for classes 5 & 6 due on October 11*

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

7. Mechanisms and leadership practices 1: Reframing discourse (October 18)  
*- Individual midterm report due on Friday October 20*
8. Mechanisms and leadership practices 2: Bridging difference (October 25)
9. Mechanisms and leadership practices 3: Unleashing human energies (November 1)
10. Mobilizing collective capacity for social change: integrating concepts (November 8)
11. Preparing for fieldwork (November 15)  
*- Team Memo: Plan for fieldwork due on Friday, November 18*

*November 22 (NYU Official Thanksgiving Recess Starts – no classes scheduled)*

12. Hosting: a practical tool to develop collective leadership (November 29)  
*- Fourth set of journal entries for classes 11 & 12 due November 29*
13. Class crowdsourcing exercise: sharing learning from your research (December 6)
14. An integrative case and concluding reflections (December 13)  
*- Final team report due on Wednesday, December 20, in lieu of final exam*

## Schedule of Assignments

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

#### 1. Introduction: exploring our assumptions (September 6)

- 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](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 13)**

### ***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. 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/](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 20)

- 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.**
- 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). **READ P. 138-149 including Summary.**
- McCauley, Cynthia. 2014. Making leadership happen. A White Paper from the Creative Leadership Center. Greensborough, NC.
- 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 27)**

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

The readings for this class can be clustered in the following three categories (in the reading guide I ask you to read them in the opposite order, starting from the last):

- 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](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. The social change leadership framework (October 4)**

- 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](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 a variation of the framework with much resonance, you can also read
  - National Gender and Equity Campaign. 2009. Building Organizational Capacity for Social Justice: Framework, Approach and Tools
- 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.

## **6. Leadership development in social change contexts (October 11)**

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

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).

Strongly suggested:

- If you want to see a very well developed initiative with applications of leadership development with a collective lens:
  - The Kellogg Foundation. 2007. *The Collective Leadership Framework: A Workbook for Cultivating and Sustaining Community Change*. East Battle Creek, MI
  - 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.

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

<p><b><i>ATTENTION: Individual midterm report due on Friday October 20 by midnight</i></b></p>
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## **7. Mechanisms and leadership practices 1: Reframing discourse (October 18)**

- 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. **READ ONLY:** 320- mid 326 and 330-334
- 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. **ONLY READ PAGES** 514-516 (mid-page) AND 518 (bottom)- 527 (top).
- Listen to: The Next System Podcast (40 minutes) [Ep. 2: Kate Raworth on "Doughnut Economics"](#)
- Story telling:
  - Marshall Ganz. 2009. Why Stories Matter: The Art and craft of social change. Soujourners, p. 16-21
  - 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](https://www.youtube.com/watch?v=P_x6i2RTZes)
    - Handout: Good Cause. Lousy Message: The 10 immutable Laws of Storytelling.
- Case examples:
  - Reframing immigrant reality: Casa of Maryland: Creating “Co-Authors of Justice”. A leadership story from the LCW Program Research and Documentation Component, RCLA, NYU/Wagner.
  - Reframing “normalcy” in the Rez: 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.
  - Reframing indigeneity through the media:
    - Manuela Picq. A dynamic year of indigenous communication. <http://www.aljazeera.com/indepth/opinion/2012/10/201210101017176645.html>
    - Complement with: Geronimo E-KIA - A poem by the 1491s <https://www.youtube.com/watch?v=y7vKu7X4aNA>

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”
- Here is an illustration of reframing happening through expressive activities:

- Barnum, J. 2010. Social Sculpture: Enabling Society to Change Itself. REOS document. Retrieved from REOS website [www.reospartners.com](http://www.reospartners.com)
- 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 25)**

- 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.
  - Bridging in public service (**choose one** of the following readings and be prepared to share)
    - 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.
- Podolny, J. 2007. Networks for Good Works. *Stanford Social Innovation Review*. Winter, pp. 32-39.
- 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
- 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 1)**

- 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.
- 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: 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
  - 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.
  - 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. Mobilizing collective capacity for social change: integrating concepts (Nov 8)**

- 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).**
- Case examples (choose one of the following and be prepared to share):
  - The Electronic Hallway: Keeping industrial polluters out of Austin's Latino and African American Communities. PODER
  - 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>
- “Living the talk”: The Expressive side of social change work
  - An example in public administration: 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.

- Back to the nonprofit world: Organization Unbound. Changing the Way we Change the World. Watch the video: <http://organizationunbound.org/short-film/>. Then go to <http://organizationunbound.org/abridged-versions/> and choose ONE of the four Self-Guided workshops: study the slides in the chosen workshop as if you were going to organize a group session. Be prepared to describe and discuss.

Suggested:

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

## **11. Preparing for fieldwork (November 15)**

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

- Patton, MQ. 2005. Qualitative Interviewing (Chapter 7). In *Qualitative Research and Evaluation Methods*. 3d Ed. Sage Publications. Chapter: pp. 339-427. READ ONLY:
  - Variations in Qualitative Interviewing (p. 341 – 348)
  - Question Options and Wording Questions (p. 348 – 365)
  - Ethical Issues Checklist (p. 408 – 409)

### **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 16 and December 6 (the latest).

**ATTENTION: Team Memo: Plan for fieldwork due on Friday November 18 (one memo per team). Please upload by midnight.**



## **12. Hosting: a practical tool to develop collective leadership (November 29)**

***Due today: Fourth set of journal entries for classes 10 & 12***

- Wheatly M and D. Frieze. 2010. Leadership in the Age of Complexity: From Hero to Host. The Berkana Institute
- 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](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.
  - Hurley, T. and J. Brown. 2009. Conversational Leadership: Thinking together for a Change. *The Systems Thinker*: Vol 20, No. 9.

## **13. Class crowdsourcing exercise: sharing learning from your research (Dec 6)**

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

- To prepare, use further instructions in “Crowdsourcing preparation guide” in NYUClasses

#### **14. An integrative case and concluding reflections (December 13)**

- E-PARC Case. “Elusive community in South Park, Part A and Part B”. (18 pages). Remember to study the Appendix too.
- 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).
- Hand-out: Wheatley, M. Core Practices of Life-Affirming Leaders

**ATTENTION: *Final team report due on Wed, December 20, in lieu of final exam***