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# **EXEC-GP 2430**

**Multi-Sector Partnerships:**

**A Comparative Perspective**

**Spring 2024**

## Instructor Information

* Chong-Lim Lee
* Email: chong-lim.lee@nyu.edu
* Office Hours: After each session or by appointment via Zoom

## Course Information

* Class Meeting Times: Every other Saturday, 9am-12:30pm (Feb 3, Feb 17, March 2, March 16, April 6, April 20, May 4)
* Class Location: Bobst Library, Room LL1-51 Loc: Washington Square

## Course Description

Multi-sector partnerships represent a social innovation whereby actors from different sectors intentionally “address social issues and causes that actively engage the partners on an ongoing basis” (Selsky & Parker, 2010:22). They emerge from the recognition that solving today's complex public problems requires multiple stakeholders. While promising, these innovations are not a panacea: collaborative work is difficult because of structural and institutional barriers, as well as distinct assumptions, work styles, and disciplinary backgrounds of those engaged.

The course encourages students to understand challenges of cross-sector collaborations and gain insight on the skills and approaches required. Such collaborations draw on experience, knowledge and resources of members from across government, civil society, business and more, to achieve social change goals that cannot be achieved by working in silos. The course is structured around student engagement and learning on collaboration cases that span geographical contexts and levels of action: domestic, national and global contexts. Through frameworks, practitioner testimonials and applied practice, students learn relevant frameworks for collaboration, explore assumptions of stakeholders from each sector, clarify and challenge their own assumptions and preconceptions about each sector, and identify their own strengths and gaps to become competent collaborators.

## Course and Learning Objectives

The purpose of this course is to identify the opportunities and challenges associated with cross-sector collaboration by applying evidence-based knowledge to address the situations presented in the studied cases and examples. At the end of the course students will be able to:

1. Recognize the basic components of effective cross-sector collaborations, clarify different types of cross-sector collaborations, and identify ways of engaging.
2. Recognize key assumptions, concepts and paradigms from the public, nonprofit and business perspectives, and appreciate the opportunities and barriers these differences create, thus adding new perspectives to their existing worldview;
3. Apply insights and frameworks to analyze illustrative cases of cross-sector collaborations in different levels of action and geographical contexts, as well as to craft a mock cross-sectoral collaboration as a final project.
4. Identify collaborative leadership competencies (such as the ability to challenge the self, to be respectful while listening critically to perspectives, etc.) and potential tools to facilitate collaboration;
5. Explore their own areas of growth and potential strategies to become better bridging leaders across sectors.

## Summary of Assignments

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| --- | --- |
| **Assignment** | **Credit** |
| Class Participation | 20% |
| Reflection essays (5 total, starting with Session 2, to be posted by 5pm the Friday before class) | 15% |
| Issue identification & stakeholder mapping (due March 16) | 15% |
| Leadership reflection (due April 6) | 5% |
| Strategy map (due 20) | 15% |
| Presentation (due May 6) | 15% |
| Final strategy recommendations brief (due May 11) | 15% |

**Class Participation**: Your willingness to prepare the readings and assignments in advance to actively participate in class, your class attendance, and your disposition to practice the competencies of collaboration in class, will contribute to creating a favorable learning environment for the course’s success. In particular, you are expected to be prepared to engage with guest speakers who have been invited to share their experience as practitioners and leaders for collaboration. Background on speakers will be shared via Brightspace in advance of the sessions.

Note on absenteeism, punctuality, and in-class conduct: You are expected to attend all classess and to arriev on time. Attendance is expected and missing more than one session will have a negative impact on your grade, since each session includes multiple clsas materials. The same applies to repeated latelness or early departure. Missing two sessions is potential grounds for course failure.

**Reflection Essays**: It is expected that you will read all the required readings for each class. For sessions 2 through 6, you will prepare reflection essays that link insights from the session’s readings to your own understanding and experiences of cross-sector collaboration. Consider, for example, How have the readings’ themes appeared in your professional or other work? Do the readings shift your perceptions, how so? They essays are thoughtful reflections’ they are no summaries. Essays are to be 300-500 words, uploaded on the Brightspace assignment page by 5pm on the Friday before class. No need to write full reference to the reading, just refer to the last name of the authors and date of article (ex., Austin (2005) says...).

**Other assignments:** Instructions, expectations and grading criteria for the remaining assignments will be posted in Brightspace after Session 1. They will be centered on a mock cross-sector collaboration you will develop over the course of the semester, culminating in a final Strategy Recommendations brief that considers the issues, relevant stakeholders and partners including their roles and contributions, your role as an individual and institutional leader in the proposed collaboration, and a strategy map detailing the options and proposed path forward with consideration to risk and sustainability. The proposed collaboration will be presented to your peers for feedback during our last session, to be incorporated into a final report.

See Appendix at the end of the syllabus for information on how letter grades are assigned.

### **Late Submission Policy for Assignments**

Extensions will be granted only in case of emergency, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without extensions will be penalized 25% per 24-hour period.

## Brightspace

All announcements, readings, resources, and assignments will be delivered through the Brightspace site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

## Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). All Wagner students have already read and signed the [Wagner Academic Oath](https://wagner.nyu.edu/portal/students/policies/academic-oath). Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

## Henry and Lucy Moses Center for Student Accessibility

Academic accommodations are available for students with disabilities.  Please visit the [Moses Center for Students with Disabilities (CSD) website](https://www.nyu.edu/students/communities-and-groups/students-with-disabilities.html) and click the “Get Started” button. You can also call or email CSD(212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

## NYU’s Calendar Policy on Religious Holidays

[NYU’s Calendar Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html) states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact [religiousaccommodations@nyu.edu](mailto:religiousaccommodations@nyu.edu) for assistance.

## NYU’s Wellness Exchange

[NYU’s Wellness Exchange](http://www.nyu.edu/life/safety-health-wellness/wellness-exchange.html) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

## Overview of the Semester

* Session 1
  + Date: February 3
  + Topic: What are cross-sector collaborations?
  + Deliverable: Please completed the readings before class, even if a reflection essay is not due for this session.
* Session 2
  + Date: February 17
  + Topic: Who is involved and why?
  + Guest speaker: Kathy Kleinbaum, Assistant City Manager, Belmont, CA
  + Deliverable: Reflection essay
* Session 3
  + Date: March 2
  + Topic: What does it take? Innovative models for a systems approach
  + Guest speaker: Victor Adejoh, Country Director, Synergos Nigeria
  + Deliverable: Reflection essay
  + *Note*: come prepared to speak briefly on the issue dentified for your project.
* Session 4
  + Date: March 16
  + What does it take? Individual and Collective Purpose
  + Guest speaker: Erika Soto Lamb, Vice President, Social Impact, Paramount
  + Deliverable: Reflection essay + Issue identification and stakeholder mapping
* Session 5
  + Date: April 6
  + Topic: What does it take? Ownership for scale and sustainability
  + Guest speaker: Esha Hussain, Country Director, Synergos Bangladesh
  + Deliverable: Reflection essay + Leadership reflection
* Session 6
  + Date: April 20
  + Topic What does it take? Collaborative leadership
  + Guest speaker: TBC
  + Deliverable: Reflection essay + Strategy map
* Session 7
  + Date: May 4
  + Topic: Learning from each other
  + Deliverable: Presentation

Note: Final strategy recommendations brief is due May 11

## Detailed Course Overview

1. WHAT ARE CROSS-SECTOR COLLABORATIONS?

Exploring their forms and relevance for addressing current challenges.

### Required Readings

* Hanleybrown, F., Kania, J. and Kramer, M. (2012) Channeling Change: Making Collective Impact Work. Stanford Social Innovation Review, January 2012
* Dentoni, D., Bitzer, V., and Schouten, G. (2018) Harnessing Wicked Problems in Multi-stakeholder Partnerships. *Journal of Business Ethics*, *150*, 333-356. (read pp. 333-334 and 336-339)
* Crane, A. (2010) From governance to governance: On blurring boundaries. *Journal of Business Ethics*, *94*, 17–19.
* Heller, J. (2012) Ten Lessons on Multi-Stakeholder Partnerships. Synergos.
* Maira, Arun (2008) Buffaloes Wallowing, Children Waiting. In Arun Maira Transforming Capitalism: Business Leadership to Improve the World for Everyone. New Delhi: Nimby Books. (pp. 144-153)

#### Suggested Readings

* Brown (2015), Bridge-Building for Social Transformation. *Stanford Social Innovation Review*
* Caplan, K. 2013. Taking the Mythology out of Partnerships – A view from the ground up (4 pages). London: BPD Water Sanitation.

2. WHO IS INVOLVED?

Understanding the sectors, role shifts, motivations, and dynamics.

#### Guest speaker: Kathy Kleinbaum, Assistant City Manager, Belmont, CA

#### Deliverable: Reflection essay

#### Required Readings

* Austin, J. (2010) From Organization to organization: On Creating Value. *Journal of Business Ethics*, *94*, 13–15.
* Crosby, B. & Bryson, J. (2007) Leadership for the Common Good: Creating Regimes of Mutual Gain. In R. Morse, M. Kinghord, & T. Buss (Eds.) *Transforming Public Leadership for the 21st Century*. (pp. 185-200) M.E. Sharpe.
* GEO Grantmakers for Effective Organizations (2013). Working Better Together: Building Nonprofit Collaborative Capacity. (read pp 18-33)
* Gilbert, R. & Jenkins, B. (2014). Partnering for Impact: Supporting Systemic Change to Deliver the Sustainable Development Goals in Africa. (read pp 1-9)
* Waardenburg, M., M. Groenleer, J. De Jong And B. Keijser. (2020) Paradoxes Of Collaborative Governance: Investigating The Real-Life Dynamics Of Multi-Agency Collaborations Using A Quasi-Experimental Action-Research Approach. *Public Management Review 22* (3), 386–407.
* Kwan, L. (2019). The Collaboration Blind Spot. Harvard Business Review. March-April 2019.

Additionally: Browse these materials for a class discussion on the case:

* MacLaughlin, K., van Olst, M., Wheelan, R. (2010). Saving Mothers’ Lives in Namibia. *McKinsey Quarterly*. June 2010.
* Watch: [Synergos in Namibia: Improving Maternal and Child Health](https://www.youtube.com/watch?v=An7wTWfrJao)
* Wisman, R., Heller, J., Clark, P., (2011). A Blueprint for Country-Driven Development. *Lancet 337* (9781), pp 1900-1902.
* Synergos internal report to South Africa Board of Directors

#### Suggested Readings

* Bulloch, Gib, Peter Lacy and Chris Jurgens (2011) Convergence economy, rethinking international development in a converging world. Accenture Development Partnerships.
* Wegrich, K. 2019. The Blind Spots of Collaborative Innovation, *Public Management Review*, 20(10): 12–20.

3. WHAT DOES IT TAKE? INNOVATIVE MODELS FOR A SYSTEMS APPROACH

Reviewing frameworks for cross-sector collaborations. Appreciate the perspective a systems approach provides in understanding issues and stakeholders, as well as mental models that may serve as deeper blocks for meaningful change.

#### Guest speaker: Victor Adejoh, Country Director, Synergos Nigeria

#### Deliverable: Reflection essay

#### Required Readings

* Synergos. Systems Thinking: Understanding the whole rather than just separate pieces video. <https://youtu.be/h-93TWReWdY?si=rUzAI0663jg5TYQ3>
* Senge, P., Hamilton, H., Kania, J. (2015). The Dawn of System Leadership. S*tanford Social Innovation Review*, Winter 2015.
* Watch Otto Scharmer video: Two Sources of Learning video
* Wolff, T., Minkler, M., Wolfe, S., Berkowitz, B., Bowen, L., Butterfoss, F., Christens, B., Francisco, V., Himmelman, A. and Lee, K. (2017) Collaborating for Equity and Justice: Moving Beyond Collective Impact. *Nonprofit Quarterly Review*.
* GEO Grantmakers for Effective Organizations. (2016). Systems Grantmaking Resource Guide. (read p. 2-8 and skim the rest)

Additionally: Browse the models presented in the following:

* Spence, M., Ehrlichman, D., & Sawyer, D. (2018). Cutting Through the Complexity: A Roadmap for Effective Collaboration. *Stanford Social Innovation Review.*
* De Jong et al. (2021) Building Cities’ collaborative muscle*. Stanford Social Innovation Review*.
* Synergos Inclusive Partnerships Lifecycle
* The Partnering Initiative. Partnership Lifecyle <https://thepartneringinitiative.org/knowledge-centre/introduction-to-partnerships/partnership-lifecycle/>

#### Suggested Readings:

* Meadows, D. (1999). Places to Intervene in a System. Sustainability Institute.
* Scharmer, O. (2007). Addressing the Blind Spot of our Time: An executive summary of Theory U book.
* Dulany, P. (2023) Why Bridging Leadership? Why Now? In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp. 3-15.
* Kania, J., J. Williams, P. Schmitz, S. Brady, M. Kramer & J. S. Juster. (2022). Centering Equity in Collective Impact. *Stanford Social Innovation Review*. Winter

4. WHAT DOES IT TAKE? INDIVIDUAL AND COLLECTIVE PURPOSE

Building common purpose among new partners, even those who may have been competitors. Connecting to and renewing personal purpose as a leader.

#### Guest speaker: Erika Soto Lamb, Vice President for Social Impact, Paramount

#### Deliverable: Reflection essay + Issue identification and stakeholder mapping

#### Required Readings

* Sawyer, D. & D. Ehrlichman. (2016) The Tactics of Trust. *Stanford Social Innovation Review*, Winter 2016
* Srivastava, M. & Steidle, G. (2023) Building the Bridges Within: The Inner Lens. In Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp. 33-50
* Singizi Consulting Africa. (2021). Key learnings from the first phase of the Bangladesh Drowning Prevention Partnership Project.
* Semroc, B., & Adejoh, V. (2023). Bridging Leadership for Sustainable Agriculture. In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp.185-202.
* Sustainable Coffee Challenge. Sustainability Framework.

#### Suggested Readings

* Dulany, P. (2017). Building Trust Works: Why Inner Work for Social Impact. Synergos.

5. WHAT DOES IT TAKE? OWNERSHIP FOR SCALE AND SUSTAINABILITY

Establishing proof points, re-thinking the function served by evaluation, defining what sustainability success means.

#### Guest speaker: Esha Husain, Country Director, Synergos Bangladesh

#### Deliverable: Reflection essay + Leadership reflection

#### Required Readings

* Yu, H. C. (2023). Transforming Foundation Learning and Evaluation Into a Power Building Strategy. *Stanford Social Innovation Review*.
* Hussain, E. & Malombe, J., Bridging Leadership for the Holistic Development of Children. In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp.151-167
* Jacobsohn, M., & Tompkins, K. (2023). A Holistic Approach to Communities and Conservation. In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp.185-202. P.231-247
* Cushing, E. (2023). Share Your Secret Sauce. *Stanford Social Innovation Review*.
* Buenaventura, H. (2020). Bridging Inner & System Governance; Co-creating Responsive Health Systems for Better Health Outcomes of the Filipino Poor. Fetzer Institute & Synergos. (skim)

#### Suggested Readings

* Kania, J., Williams, J., Schmitz, P., Brady, S., Kramer, M., & Juster, J. S. (2021). Centering Equity in Collective Impact. *Stanford Social Innovation Review*, 20(1), 38–45.
* Curran, A. & Timms, H. (2023). It’s a Movement If It Moves Without You. Systems Catalyst podcast Season 1, episode 1. <https://shows.acast.com/system-catalysts/episodes/647eae6a524ab90011aff728>

6. WHAT DOES IT TAKE? COLLABORATIVE LEADERSHIP

Leadership requirements for addressing complex challenges, including competencies and reflection, at individual and institutional levels.

#### Guest speaker: TBC

#### Deliverable: Reflection essay + Strategy map

#### Required Readings

* Smith, D. B., & Becker, J. (2017). The Essential Skills of Cross Sector Leadership. *Stanford Social Innovation Review*, 16(1), C4–C6.
* Gilbert, N. & Verken, B. (2023). Bridging Beyond Profit: The Corporate Lens. In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp.103-117.
* Kiessel, J. Living in the Building While Reshaping its Architecture Together. <https://cep.org/living-in-the-building-while-reshaping-its-architecture-together/>

7. LEARNING FROM EACH OTHER

Leaders are constant learners. The session is devoted to your presenting proposed mock collaborations developed this semester, richly informed by course learnings.

It is an opportunity to practice sharing feedback and analysis on the proposed collaborations, and equally, to practice receptiveness to questions, perspectives, and suggestions. The final strategy recommendations brief grade will depend in part on how well peer comments received in this session are incorporated and addressed.

#### Deliverable: Presentation on your proposed collaboration, in class

#### Required Readings

* Garbiel, N. (2023). Bridging Leadership for Inclusion and Social Justice. In M. Gerzon, C. Lee & S. Pendlebury. Bridging Leadership Voices: Building Trust for Collective Action. Synergos pp.217-229.

NOTE: Final Strategy Recommendations brief is due after the final class, on May 11.

## Appendix: Explanation of Letter Grades and Criteria

Letter grades for the entire course will be assigned as follows:

A 4.0 points A- 3.7 points B+ 3.3 points B 3.0 points B- 2.7 points C+ 2.3 points

C 2.0 points C- 1.7 points F 0.0 points

* (A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.
* (A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.
* (B+) Good: Sound work for a graduate student; well-reasoned and thorough, methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.
* (B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectivesbut shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate but student has not been thorough or has shown other weaknesses or limitations.
* (B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in “good standing.”
* (C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.
* (F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.