

NCLC 435: Leading Change (4 credits)

Fall 2014

New Century College, George Mason University
Tues/Thurs 1:30-2:45pm, Enterprise Hall Rm 173

Course Facilitator:

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Office Hours: By appointment.

Commitment to Diversity:

New Century College, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age and disability.

Course Description:

Leading change requires an understanding of individual thoughts and feelings related to change; knowledge of the complexity of groups, organizations, and systems; and a commitment to navigating change in diverse and intersecting contexts and cultures. This course explores change by asking students to explore and design innovative, collaborative solutions to seemingly intractable social problems. This class will explore topics such as social change and globalization, creative conflict resolution, the nature of power, oppression and influence, and systemic leadership. Students will examine the strategies, and ideas of effective social change advocates in the 21st century.

As a member of the class, you will explore methods of personal and social transformation. By the end of the course, each student will develop a plan for social innovation: a creative proposal for solving a societal problem.

[Note: This syllabus builds upon the prior work of Dr. Scott Sherman and the Transform America team. The instructors thank them for their intellectual contribution to this course and generosity in sharing course materials.]

Learning Goals:

- Evaluate approaches to social change and social innovation including social entrepreneurship, corporate social responsibility and community action.
- Develop personal competencies related to social change including creativity, innovative problem-solving, mindfulness, optimism & resilience, risk-taking, effective communication and relationship building.
- Learn and apply the fundamentals of organizational development to social transformation: strategic planning, needs assessment, evaluation, finance & budgeting.

- Examine in depth a community issue through engaged participation, asset mapping and research.
- Understand the fundamentals of systems and structures and how to leverage systemic change in multiple contexts.
- Increase capacities for team learning through peer feedback and use of collaborative technologies.

Featured New Century College Competencies and Learning Outcomes:

In particular, this course focuses on the following NCC competencies:

<i>Communication</i>	The process of creating and sharing meaning through human interaction.
<i>Critical Thinking</i>	The ability to think clearly and critically, using reason and experience to form considered judgments.
<i>Global Understanding</i>	Analysis of the complexity of the interconnectedness of local and global communities politically, economically, socially, and culturally.
<i>Civic Engagement</i>	Practice based on an informed understanding of communities and the roles and responsibilities of individuals within those communities

Connection to Mason Leads:

MasonLeads is an institution wide group of faculty, staff, and students committed to inspiring the development, emergence, and recognition of leadership throughout the Mason community by:

- Raising campus-wide awareness of leadership opportunities for our students, faculty, staff, and community
- Encouraging student, faculty and staff participation in leadership development
- Forming a cross-disciplinary community of leadership scholars at Mason
- Focusing on the diverse talents and strengths of all involved in leadership
- Publicizing and celebrating acts of leadership throughout the Mason community
- Building a culture at Mason that values leadership at all levels of the institution

George Mason's MasonLeads formulated a set of leadership assumptions, core values, and competencies for faculty, staff, students, and alumni to consider in their own exploration and practice of leadership. For example, we believe you do not need to have a formal title to engage in a leadership process or to assume leadership responsibilities. Through self-reflection and reflective practice, we are confident that members of our campus community will make a difference through their leadership. We embrace a set of core leadership values and common competencies founded on the ideas that leadership is learned and that leadership development is a lifelong journey. These leadership assumptions, core values, and competencies are designed to be considered and used as an integrated whole.

To review these leadership assumptions, core values, and competencies in full, please visit the MasonLeads website at: <http://masonleads.onmason.com>

Course Materials:

Course readings drawn from multiple sources will be provided. In addition, the class will use the following text (available through the GMU bookstore and online book vendors):

Vasan, N., & Przybylo, J. (2013). *Do good well: Your guide to leadership, action, and social innovation*. Wiley: San Francisco, CA.

Each student will need access to the wiki tool PBWorks (www.pbworks.com) and will set up a unique Twitter account for the class (<http://twitter.com>). Instructions for logging on will be provided in class.

Course Requirements:

I. Active Participation 250 points

This course integrates experiential and community-based learning as a key component. Learning occurs through active participation in community work and class activities, discussion, and personal reflection upon experiences. In class and web-based assignments based on the reading materials and group experiences will be factored into the participation grade.

Your overall participation grade includes being actively present, prepared, and engaged, as well as in-class assignments. It also includes the following:

- **Moment of Obligation (MOO) Story/ Be Bold Worksheets:** What is at the root of your passion for social change? Each student will reflect on these questions using the “Be Bold” worksheets and then share a “moment of obligation,” a story about an experience that committed you to doing something to address a problem that you care about. The story (approximately 5 minutes) will illustrate how your life experiences have inspired and motivated you to choose the issue that you will focus your inquiry and learning on through this semester.
- **Call to Action Speech:** These brief presentations will tell the story of your social innovation plans (SIP). Students will use creative elements and arresting visuals to make the case for social change around their chosen issue or cause. Peers will select the speeches that best capture attention and make them remember your ideas. Presenters are encouraged to tap into people’s hearts, as well as their minds. Speeches are evaluated as to how they make your idea simple, concrete, and credible, and your ability to refine your message down to its essence.

II. Community-Based Learning (CBL) 200 points

You will select an organization to volunteer with over the course of the semester that is addressing a social issue that you care about. The community-based learning project will include 20 hours* of volunteer service-learning (approximately 2 hours per week over 10 weeks) with a community organization. A brief learning log and timesheet documenting your hours and activities in the organization will be required of all students. Additionally, students will provide reflections about their community based learning experience.

Students will also complete an interview with a community member working on their identified social issue exploring how other organizations or groups address this concern.

Social Action & Integrative Learning (SAIL) provides forms and materials to support your service-learning, as well lists of organizations interested in hosting students. See <http://sail.gmu.edu> for links to information and service-learning forms.

**Note: if you are engaged in service-learning for another course, please see the instructor.*

III. Personal Transformation Experiment (PTE) 200 points

Each student will identify one skill of effective agents of transformation and develop a personal action plan for practice and reflection to develop this skill. These include the following: optimism and gratitude; creativity and Innovation; risk-taking and resilience; networking and relationship-building. You will use Twitter as a form of micro-reflection to record your transformation progress throughout the semester, prepare a pre- and post- assessment of your experiment, and offer a final reflection.

IV. Social Innovation Plan (SIP) 250 points

Based on the criteria for *Echoing Green's* competition for funds to seed social innovation projects, you will create a proposal for a plan for change based on the social issue that you have been examining through research and action throughout the semester. There are 5 worksheets that will help you design a thorough plan. Additionally, you will develop an annotated bibliography of 10 web sources that inform the design and delivery of your plan. You will present your plan to the class in the form of a call to action, a short (3-4 minute) compelling pitch designed to win people over to support your project. Additional about these assignments will be provided.

V. Final Leading Change Project 100 points

In lieu of a final exam, you will develop a final synthesis project, drawing on the many experiences and reflections that you have had over the course of the semester. This project can take many forms (paper, portfolio, website, creative piece). Your project will focus on connecting your course learning to your plan for transformative action, and offer your own personal philosophy of leadership and change. Additional details will be presented in class.

Grading & Evaluation:

Active Participation

<i>Class Participation</i> = 25 class sessions x 4 points possible per class=	100 points
<i>Be Bold Worksheets & Moment of Obligation (MOO) Story</i> =	100 points
<i>Call to Action</i> speech	<u>+ 50 points</u>
	250 points

Community-Based Learning (CBL)

<i>Thoughtful Completion of CBL Learning Agreement</i>	25 points
<i>Completion of hours/Reflection on learning from experience</i> =	125 points
<i>Interviews of community change agent</i> =	<u>+50 points</u>
	200 points

Personal Transformation Experiment (PTE)

<i>Plan Development</i> =	50 points
<i>PTE Group Facilitation</i> =	50 points
<i>Twitter Activity: minimum 21 tweets</i> =	50 points
<i>Final PTE Assessment/Reflection</i> =	<u>50 points</u>
	200 points

Social Innovation Plan (SIP)

10 annotated web sources related to your SIP (5 points possible/each)=	50 points
5 SIP worksheets (40 points possible/each)=	<u>200 points</u>
	250 points

Final Leading Change Project

	<u>100 points</u>
TOTAL	1000 POINTS

Should you have a concern about the grade you receive on a specific assignment you should contact the instructor within two weeks of receiving your grade for that assignment.

At the end of the semester, your final grade will be determined based on the following scale:

980 - 1000 = A+	830 - 869 = B	670 - 699 = C-
930 - 979 = A	800 - 829 = B-	600 - 669 = D
900 - 929 = A-	770 - 799 = C+	Below 599 = F
870 - 899 = B+	700 - 769 = C	

Class Policies:

Late Work:

All work must be presented on time (defined as turning in all assignments in person at the beginning of class). Please allow sufficient time for technological and printing snafus as these will not be considered valid excuses for late assignments.

Late work may be accepted if a written medical excuse is provided, but generally, there will be no grace period for late work. For each day an assignment is late, the paper will be marked down one full letter grade for each day they are past due, including Fridays, Saturdays, and Sundays. Due dates are clearly indicated throughout the syllabus.

Statement on Technology:

Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that discourage this interaction are not welcome in class. This includes cell phones, PDAs, laptop computers, mp3 players, etc. There will be specific instances when these items are allowed, but I will expressly tell you in advance. Remember, your ability to listen and engage with your peers and to contribute to class discussions thoughtfully will be heavily weighed in determining your final grades.

Mason Email:

In keeping with university policy, we will correspond only with your Mason email account. Expect communication from the instructors and class members between class times via e-mail.

Honor Code:

This class is bound by Mason's Honor Code and you are expected to observe and honor the provisions of the code. Students, along with the faculty, will adhere to the highest possible standards.

Three fundamental principles you must follow at all times are: 1) all work submitted must be your own; 2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and 3) if you are uncertain about citation rules or assignment guidelines, ask an instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns.

Using someone else's words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you MUST use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules to indicate that you are quoting directly from a text (e.g. quotation marks, quote indentation, source identification). If you want to paraphrase ideas from a source, that is, convey the author's ideas in your own words, you must still cite the source, using an established citation format.

The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every NCC course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

For more information on the honor code: <http://academicintegrity.gmu.edu/honorcode/>.

Professionalism:

Since you may be representing George Mason University away from campus, you must act like a professional. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

Religious or Cultural Observances:

Some class times are in close proximity to religious or cultural observances. If a class date or assignment creates a conflict, please let us know in advance so we can make appropriate arrangements.

Office of Disability Services:

If you have a learning or physical difference that may affect your academic work, you will need to furnish appropriate documentation to the Disability Resource Center (SUB I, Rm. 222; 993-2474; www.gmu.edu/student/drc). If you qualify for accommodation, the DRC staff will give you a form detailing appropriate accommodations for your instructor.

In addition to providing your professors with the appropriate form, please take the initiative to discuss accommodation with us at the beginning of the semester and as needed during the term. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted the Disability Resource Center and are waiting to hear from a counselor, please tell us.

Office of Counseling and Psychological Services (CAPS):

Counseling and Psychological Services (CAPS) provides a wide range of services to students, faculty, and staff. Services are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance. <http://caps.gmu.edu/>

Writing Resources:

The University's Writing Center, Robinson room 114A offers free, expert tutoring to writers at all levels who want to improve their writing. Each individual session lasts for 45 minutes, and you should try to book an appointment in advance. Also, please use NCC's online writing guide, <http://classweb.gmu.edu/nccwg/>

Proposed Course Schedule (subject to change)

Date	Topic	Readings to Discuss	Assignments Due
Aug 26	Welcome and Course Introductions <i>Activities:</i> Review Syllabus; Intro to Wikis; Sign up for MOOs; Assign Be Bold	<i>In Class Readings:</i> Martin Luther King; Aung San Suu Kyi; Saul Alinsky, <i>Rules for Radicals</i> http://vcn.bc.ca/citizens-handbook/rules.html	
Aug 28	What is change? What is social change? <i>Activity:</i> Intro to Community-based Learning (CBL)	<i>Be Bold Document</i> , Chapters 1, 2, & 3 (pp. 1-46)	Moment of Obligation talks (MOOs) begin (3)
Sept 2	Leading Change <i>Activities:</i> Defining leadership; tinker toys	-Cronin & Genovese, <i>The Paradoxes of Leadership</i> -Kotter, <i>Leading Change</i>	Be Bold worksheet sections i-iii (p. 59-64) posted to Wiki by 9/2 at noon MOOs continue (3)
Sept 4	Leading Change (cont.) <i>Activity:</i> Case studies	<i>Be Bold Document</i> , Chapter 4 & 5 (pp. 47-57) -Schein, <i>The Learning Culture and the Learning Leader</i> (in Hickman, C25)	MOOs continue (3)
Sept 9	Community-Based Learning <i>Speaker:</i> Patty Mathison, Assoc Dir, Social Action & Integrative Learning (SAIL)	-Mitchell, <i>Traditional versus Critical Service-Learning</i> -Westheimer & Kahne, <i>Educating the 'Good' Citizen</i>	Be Bold worksheet sections iv-vi (p. 64 - 68) posted to Wiki by 9/9 at noon MOOs continue (3)
Sept 11	No class. Students attend 9/11 Day of Service & Community Service Fair		
Sept 16	Approaches to Social Innovation <i>Activity:</i> Defining the socials	- Atkins, <i>Is Corporate Social Responsibility Responsible?</i> - McElhaney, <i>A Strategic Approach to Corporate Social Responsibility</i> - Phillips, Deiglmeier, & Miller, <i>Rediscovering Social Innovation</i>	Community-Based Learning (CBL) agreement and paperwork due in class; [Start doing 2 hours/week through 11/25/14] MOOs continue (3)

Sept 18	Habits of Social Innovators <i>Activity:</i> Assign Personal Transformation Experiment (PTE) groups & intro PTE assignment	- Light, <i>The Search for Social Entrepreneurship</i> http://www.forbes.com/sites/ashoka/2013/03/12/four-daily-habits-of-game-changing-social-innovators/	MOOs continue (3)
Sept 23	Personal Change <i>Activities:</i> <i>This Emotional Life</i> video	-Duhigg, C3, <i>The Golden Rule of Habit Change</i> -Kegan & Lahey, C1, <i>Reconceiving the Challenge of Change</i>	MOOs continue (3) Work on group presentations
Sept 25	Personal Change (cont.) <i>Activities:</i> Using Twitter; Tracking yourself	Lyubomirsky, <i>The How of Happiness</i> http://www.salon.com/2012/07/04/my_life_in_iphone_apps/ http://www.economist.com/node/21548493	Finish MOOs (3) Work on group presentations
Sept 30	Immunity to Change <i>Speaker:</i> Wendy Wagner, Director, Center for Leadership & Community Engagement (CLCE)	Kegan & Lahey, C2, <i>Uncovering the Immunity to Change</i>	Personal Transformation Experiment (PTE) change plan due to Wiki by noon on 9/30 Daily tweeting begins on 9/30
Oct 2	PTE Presentations <i>Group One:</i> optimism and gratitude	Emmons, <i>Thanks</i> Seligman, <i>Authentic Happiness</i>	Personal Transformation Experiment (PTE) Group One presentation
Oct 7	PTE Presentations <i>Group Two:</i> resilience and risk-taking	Reivich & Shatte, <i>The Resilience Factor</i> http://www.forbes.com/sites/margiewarrell/2013/06/18/take-a-risk-the-odds-are-better-than-you-think/	Personal Transformation Experiment (PTE) Group Two presentation -7 tweets/micro blogs should be posted by 10/7
Oct 9	PTE Presentations <i>Group Three:</i> innovation and creativity <i>Activity:</i> Improv	Csikzentmihalyi, <i>Creativity</i> Madsen, <i>Improv Wisdom</i>	Personal Transformation Experiment (PTE) Group Three presentation

Oct 14	No classes Tues 10/15 for Columbus day. Monday classes meet on Tues 10/9 this week only.		
Oct 16	PTE Presentations <i>Group Four:</i> networking and relationship building	Ferrazzi, <i>The 10 Secrets of a Master Networker</i> Gladwell, <i>Six Degrees of Lois Weisberg</i>	Personal Transformation Experiment (PTE) Group Four presentation -14 tweets/micro blogs should be posted. Tweeting ends 10/16.
Oct 21	Leading Organizational Change <i>Activities:</i> Vidare; Review community interview and webliography assignments	Hickman, <i>Organizational Change Practices</i> (Hickman, C40) Yukl, <i>Influencing Organizational Culture</i> (Hickman, C24)	Personal Transformation Experiment (PTE) summary and reflection due to Wiki by noon on 10/21
Oct 23	Leading Organizational Change (cont.) <i>Activity:</i> Mason's org culture	Heifetz, <i>Adaptive Work</i> (Hickman, C39) Gerzon, <i>Leading through Conflict</i> (Hickman, C42)	
Oct 28	Leading Social Change <i>Activities:</i> Case study from the Hickman book; Introduction to the Social Innovation Plan (SIP) and Call to Action Speeches	Hickman, C1, <i>Causality, Change, and Leadership</i> (Barbara Rose Johns case study) Hond & De Bakker, <i>Ideologically Motivated Activism</i> (Hickman, C49)	Community Interview Due to Wiki by noon on 10/30
Oct 30	No class. Julie attends International Leadership Association Annual Meeting in San Diego		
Nov 4	Critical Perspectives on Change SIP1: Identifying problems, causes, and possible solutions <i>Activity:</i> Morton case studies	DGW chapters 1-5	CALL TO ACTION speeches start (3) Annotated Webliography Due to Wiki by noon on 11/4
Nov 6	Social Capital and Capacity Building <i>Activities:</i> Party of the Future; asset-mapping	<i>What is social capital?</i> http://www.oecd.org/insights/37966934.pdf	SIP WORKSHEET 1: YOUR VISION due to Wiki by noon on 11/6 CALL TO ACTION speeches continue (3)
Nov 11	Designing Systemic Solutions	DGW chapters 6-9, skim: 14-18	CALL TO ACTION speeches continue (3)

	SIP2: Asset-mapping, evaluating impact, challenges and innovation		
Nov 13	<p>Developing Partnerships</p> <p>SIP3: Social capital, capacity building, developing partnerships,</p> <p><i>Activities:</i> Review course final project/paper</p>	DGW chapters 10-13; skim: 28-31	<p>SIP WORKSHEET 2: DO WHAT WORKS due by noon on 11/13</p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 18	<p>Mission, Vision, Planning</p> <p>SIP4: Mission, vision, planning, fundraising, media</p>	DGW chapters 19-23	<p>SIP WORKSHEET 3: WORK TOGETHER due by 9am on 11/18</p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 20	<p>Digital Activism and E-Leadership</p> <p>SIP5: Levers of change: activism, advocacy, public education, creative disruption</p>	Owen & Wagner, <i>Forms of Civic Engagement</i>	<p>SIP WORKSHEET 4: DESIGNING YOUR SIP due to Wiki by noon on 11/20</p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 25	Leadership, Change, and Renewal		<p>SIP WORKSHEET 5: MAKING IT LAST due by noon on 11/25</p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 27	No class. Thanksgiving Break.		
Dec 2	<p>Enacting Your Social Innovation Plan</p> <p><i>Speakers:</i> Mason Center for Social Innovation; Ashoka</p>	DGW chapters 35-42	<p>CBL timesheet and reflection due to Wiki by noon on 12/2</p> <p>CALL TO ACTION speeches finish (3)</p>
Dec 4	<p>Wrap-up and course evals</p> <p><i>Activities:</i> Call to Action awards</p>		
Dec 9	Exams week		Final Paper due to Wiki by 5pm on 12/9/14.