

## **INTS 435: Leading Change (4 credits)**

**Fall 2016**

The School of Integrative Studies, George Mason University  
Tues/Thurs 12-1:15 pm, Robinson Hall A, Rm 243

### **Course Facilitator:**

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**Office Hours:** By appointment.

### **Commitment to Diversity:**

The School of Integrative Studies, 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 21<sup>st</sup> 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 The School of Integrative Studies 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. They have developed a set of leadership assumptions, core values, and competencies for Mason community members to consider in our exploration and practice of leadership 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 and we will be integrating these ideas through the learning community (see <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):

Galisky, L. (2011). *Work on purpose*. Echoing Green: Canada.

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](http://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/ Work on Purpose Worksheets:** What is at the root of your passion for social change? Each student will reflect on these questions using the *Work on Purpose* 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>Work on Purpose Worksheets &amp; Moment of Obligation (MOO) Story</i> =	100 points
<i>Call to Action</i> speech	<u>+ 50 points</u>
	<b>250 points</b>

##### **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>
	<b>200 points</b>

##### **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>
	<b>200 points</b>

##### **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>
	<b>250 points</b>

##### **Final Leading Change Project**

<b>TOTAL</b>	<b>1000 POINTS</b>
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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	

### Learning Community Policies:

- **Attendance and Timeliness:** We expect you to attend all classes and to be on time. Absences will negatively impact your participation grade, as you clearly cannot participate in classes you do not attend. Late arrivals are disruptive to all of us, so please anticipate traffic, parking, and other possible delays in your planning. 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.
- **Late Work:** All work must be presented on time (*defined as turning in all assignments in person or to Blackboard 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.
- **Technology in Class:** Since a quality learning experience in this course rests heavily upon interaction and exchange of ideas among students and the instructors, items that negatively impact the quality of your interactions are discouraged. Remember that your ability to listen to and engage with your peers and substantively contribute to learning community discussions is a significant component of your final grade.
- **Email and Blackboard:** Please check your email and our course PB Works site several times a week, as we will use both email and PB Works to communicate with you between classes. We also welcome your emails and usually respond quickly. Our policy is to always be sure to respond within 24 hours. If we are out of town for the weekend or a professional meeting, however, that may not be possible. If you have not received a reply within 24 hours, please be sure to follow up with us. Please note that it is university policy that we respond only to your Mason email accounts – this is to protect your privacy.
- **Honor Code:** The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that:
  - All work submitted be your own;
  - When using the work or ideas of others, including fellow students, give full credit through accurate citations; and
  - If you are uncertain about the expectations for a particular assignment, ask 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. 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.

Faculty members expect that submitted work has been prepared for that class only. The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. Violations of the University Honor Code will be referred to the Office of Academic Integrity for review and action. For more information on the honor code:

<http://academicintegrity.gmu.edu/honorcode/>.

- **Professionalism:** As a representative of Mason away from campus, we ask that you act professionally in your interactions off-campus. Students are expected to adhere to agency standards regarding appearance, conduct and confidentiality.

#### **Relevant Campus and Academic Resources:**

##### *Leadership Education and Development (LEAD)*

The Hub, Room 2400; 993-4186; <http://lead.gmu.edu/>

##### *Lesbian, Gay, Bisexual, Transgender, Queer, & Questioning Resources*

SUB 1, Suite 2200; 993-2702; <http://lgbtq.gmu.edu/>

##### *Office of Disability Services*

If you have a learning or physical difference that may affect your academic work, you will need to make sure this documentation is on file with the Office of Disability Services (SUB 1, Suite 2500; 993-2474; <http://www.gmu.edu/depts/unilife/ods/>) to determine the accommodations you might need.

In addition to providing your professors with the appropriate form at the beginning of the semester, please take the initiative to discuss documented accommodations with us. Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you.

##### *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/>

##### *Office of Diversity, Inclusion, and Multicultural Education (ODIME)*

SUB 1, Suite 2400; 993-2700; <http://odime.gmu.edu>

Women and Gender Studies Center  
Johnson Center, Rm 240K; 993-2896; <http://wmst.gmu.edu/center>

#### Writing Center

Occasionally, we refer students to the Writing Center. The services of the Writing Center are available by appointment, on-line and, occasionally, on a walk-in basis. We take these referrals very seriously; therefore, if we have referred you to the Writing Center, we hope you will take advantage of their services. There are multiple locations on Fairfax, Prince William, and Arlington campuses (see website for info about locations and numbers); <http://writingcenter.gmu.edu/>

#### Tentative Course Schedule (subject to revision)

Date	Topic	Readings to Discuss	Assignments Due
Aug 30	<p><b>Welcome and Course Introductions</b></p> <p><i>Activities:</i> Review Syllabus; Intro to Wikis; Sign up for MOOs; Assign <i>Work on Purpose</i> worksheets</p>	<p><i>In Class Readings:</i> Martin Luther King;  Aung San Suu Kyi;  Saul Alinsky, <i>Rules for Radicals</i> <a href="http://vcn.bc.ca/citizens-handbook/rules.html">http://vcn.bc.ca/citizens-handbook/rules.html</a></p>	
Sept 1	<p><b>What is change? What is social change?</b></p> <p><i>Activity:</i> Intro to Community-based Learning (CBL)</p>	<p><a href="https://hbr.org/2013/04/find-your-moment-of-obligation">https://hbr.org/2013/04/find-your-moment-of-obligation</a></p> <p><i>Work on Purpose</i> Intro, C1 &amp; 2 (pp. 1-53)</p>	Moment of Obligation talks (MOOs) begin (3)
Sept 6	<p><b>Leading Change</b></p> <p><i>Activities:</i> Defining leadership; tinker toys</p>	<p>-Cronin &amp; Genovese, <i>The Paradoxes of Leadership</i></p> <p>-Kotter, <i>Leading Change: Why Transformation Efforts fail</i></p>	<p><b><i>Work on Purpose</i> worksheet Part 1 posted to Wiki by 9/6 at noon</b></p> <p>MOOs continue (3)</p>
Sept 8	<p><b>Leading Change (cont.)</b></p> <p><i>Activity:</i> Case studies</p>	<p><i>Work on Purpose</i> C 3 &amp; 4 (pp. 55-100)</p> <p>-Burke, C2, <i>Rethinking Organization Change</i></p>	MOOs continue (3)
Sept 13	<p><b>Community-Based Learning</b></p> <p><i>Speaker:</i> Patty Mathison, Director, Social Action &amp; Integrative Learning (SAIL)</p>	<p>-Westheimer &amp; Kahne, <i>Educating the 'Good' Citizen</i></p>	<p><b><i>Work on Purpose</i> worksheet Part 2 posted to Wiki by 9/13 at noon</b></p> <p>MOOs continue (3)</p>

Sept 15	<b>Approaches to Social Innovation</b>  <i>Activity:</i> Defining the socials	- Phills, Deiglmeier, & Miller, <i>Rediscovering Social Innovation</i>  <a href="https://socialinnovationresearch.wordpress.com/definitions/">https://socialinnovationresearch.wordpress.com/definitions/</a>	<b>Community-Based Learning (CBL) agreement and paperwork due in class;</b> [Start doing 2 hours/week through 11/18/16]  MOOs continue (3)
Sept 20	<b>Habits of Social Innovators</b>  <i>Activity:</i> Assign Personal Transformation Experiment (PTE) groups & intro PTE assignment	- Light, <i>The Search for Social Entrepreneurship</i>  <a href="http://www.forbes.com/sites/ashoka/2013/03/12/four-daily-habits-of-game-changing-social-innovators/">http://www.forbes.com/sites/ashoka/2013/03/12/four-daily-habits-of-game-changing-social-innovators/</a>	MOOs continue (3)
Sept 22	<b>Personal Change</b>  <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 27	<b>Personal Change (cont.)</b>  <i>Activities:</i> Using Twitter; Tracking yourself	Lyubomirsky, <i>The How of Happiness</i>  <a href="http://www.salon.com/2012/07/04/my_life_in_iphone_apps/">http://www.salon.com/2012/07/04/my_life_in_iphone_apps/</a>  <a href="http://www.economist.com/node/21548493">http://www.economist.com/node/21548493</a>	Finish MOOs (3)  Work on group presentations
Sept 29	<b>Immunity to Change</b>	Kegan & Lahey, C2, <i>Uncovering the Immunity to Change</i>	<b>Personal Transformation Experiment (PTE) change plan due to Wiki by noon on 9/29</b>  Daily tweeting begins on 10/1
Oct 4	<b>PTE Presentations</b> <i>Group One:</i> optimism and gratitude	Emmons, <i>Thanks</i>  Seligman, <i>Authentic Happiness</i>	Personal Transformation Experiment (PTE) <b>Group One presentation</b>
Oct 6	<b>PTE Presentations</b> <i>Group Two:</i> resilience and risk-taking	Reivich & Shatte, <i>The Resilience Factor</i>  <a href="http://www.forbes.com/sites/margiewarrell/2013/06/18/take-a-risk-the-">http://www.forbes.com/sites/margiewarrell/2013/06/18/take-a-risk-the-</a>	Personal Transformation Experiment (PTE) <b>Group Two presentation</b>  -7 tweets should be posted by 10/7



		<a href="#">odds-are-better-than-you-think/</a>  <a href="https://hbr.org/2013/02/fear-means-go">https://hbr.org/2013/02/fear-means-go</a>	
Oct 11	No classes Tues 10/13 for Columbus day. Monday classes meet on Tues 10/13 this week only.		
Oct 13	No class → Julie away.		
Oct 18	<b>PTE Presentations</b> <i>Group Three:</i> innovation and creativity  <i>Activity:</i> Improv	Csikzentmihalyi, <i>Creativity</i>  Madsen, <i>Improv Wisdom</i>	Personal Transformation Experiment (PTE) <b>Group Three presentation</b>
Oct 20	<b>PTE Presentations</b> <i>Group Four:</i> networking and relationship building	<a href="https://www.washingtonpost.com/jobs_articles/2012/10/09/dbb7d628-121d-11e2-be82-c3411b7680a9_story.htm">https://www.washingtonpost.com/jobs_articles/2012/10/09/dbb7d628-121d-11e2-be82-c3411b7680a9_story.htm</a>  <a href="https://hbr.org/2015/03/the-right-and-wrong-way-to-network">https://hbr.org/2015/03/the-right-and-wrong-way-to-network</a>	Personal Transformation Experiment (PTE) <b>Group Four presentation</b>  -21 tweets should be posted. Tweeting ends 10/21.
Oct 25	<b>Leading Organizational Change</b>  <i>Activities:</i> Vidare; Review community interview and webliography assignments; Call to Action speech sign ups	Hickman, <i>Organizational Change Practices</i> (Hickman, C40)  Yukl, <i>Influencing Organizational Culture</i> (Hickman, C24)	<b>Personal Transformation Experiment (PTE) summary and reflection due to Wiki by noon on 10/25</b>
Oct 27	<b>Leading Organizational Change (cont.)</b>  <i>Activity:</i> Mason's org culture	Heifetz, <i>Adaptive Work</i> (Hickman, C39)  Gerzon, <i>Leading through Conflict</i> (Hickman, C42)	
Nov 1	<b>Leading Social Change</b>  <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)	<b>Community Interview Due to Wiki by noon on 11/3/16</b>  CALL TO ACTION speeches start (3)
Nov 3	No class → Julie at International Leadership Association meeting ( <a href="http://www.ila-net.org">www.ila-net.org</a> )		

Nov 8	<p><b>Critical Perspectives on Change</b></p> <p>SIP1: Identifying problems, causes, and possible solutions</p> <p><i>Activity:</i> Morton case studies</p>	<p>DGW chapters 1-5</p> <p>-Mitchell, <i>Traditional versus Critical Service-Learning</i></p>	<p>CALL TO ACTION speeches continue (3)</p>
Nov 10	<p><b>Social Capital and Capacity Building</b></p> <p><i>Activities:</i> Party of the Future; asset-mapping</p>	<p><i>What is social capital?</i>  <a href="http://www.oecd.org/insights/37966934.pdf">http://www.oecd.org/insights/37966934.pdf</a></p>	<p><b>Annotated Weblibliography Due to Wiki by noon on 11/10/16</b></p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 15	<p><b>Designing Systemic Solutions</b></p> <p>SIP2: Asset-mapping, evaluating impact, challenges and innovation</p>	<p>DGW chapters 6-9, skim: 14-18</p>	<p><b>SIP WORKSHEET 1: YOUR VISION due to Wiki by noon on 11/15</b></p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 17	<p><b>Developing Partnerships</b></p> <p>SIP3: Social capital, capacity building, developing partnerships,</p> <p><i>Activities:</i> Review course final project/paper</p>	<p>DGW chapters 10-13; skim: 28-31</p>	<p><b>SIP WORKSHEET 2: DO WHAT WORKS due by noon on 11/17</b></p> <p>CALL TO ACTION speeches continue (3)</p>
Nov 22 Nov 24	<b>No Class. Thanksgiving Break.</b>		
Nov 29	<p><b>Mission, Vision, Planning</b></p> <p>SIP4: Mission, vision, planning, fundraising, media</p>	<p>DGW chapters 19-23</p>	<p><b>SIP WORKSHEET 3: WORK TOGETHER due by 9am on 11/29</b></p> <p>CALL TO ACTION speeches continue (3)</p>
Dec 1	<p><b>Digital Activism and E-Leadership</b></p> <p>SIP5: Levers of change: activism, advocacy, public education, creative disruption</p>	<p>Owen &amp; Wagner, <i>Forms of Civic Engagement</i></p>	<p><b>SIP WORKSHEET 4: DESIGNING YOUR SIP due to Wiki by noon on 12/1</b></p> <p>CALL TO ACTION speeches continue (3)</p>
Dec 6	<p><b>Enacting Your Social Innovation Plan</b></p> <p><i>Speakers:</i></p>	<p>DGW chapters 35-42</p>	<p><b>SIP WORKSHEET 5: MAKING IT LAST due by noon on 12/6</b></p>

	Mason Center for Social Innovation; Ashoka		CALL TO ACTION speeches finish (3)
Dec 8	Wrap-up and course evals  <i>Activities:</i> Call to Action awards		<b>CBL timesheet and reflection due to Wiki by noon on 12/8</b>
Dec 15	Exams week		<b>Final Project due to Wiki by 5pm on 12/15/16.</b>