

George Mason University | School of Integrative Studies

NCLC 435-002 Leadership in a Changing Environment (4 cr.) | R 4:30-7:10pm | Spring 2017

Links to Syllabus Headers:

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Course Instructor and Teaching Assistant Contact Information

Course Instructor

Dr. Graziella Pagliarulo McCarron

George Mason University, School of Integrative Studies, 410 Enterprise Hall
4400 University Drive, Fairfax, VA 22030-4444

E-mail: gmccarro@gmu.edu | SIS Phone: 703-993-1484 | Mobile: (202) 320-5597 (emergencies)

SIS Web: <http://integrative.gmu.edu>

Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

Course Teaching Assistant

As the instructor for INTS435, I, Graziella, will be fully present and thoroughly involved with all aspects of the course (e.g., assignments, discussions, feedback, etc.). As a means to provide you with access to as much support as possible in this online environment, a wonderful teaching assistant, Marintha Miles, will be working with us. Contact information for Marintha can be found below:

Marintha Miles (Graduate Teaching Assistant)

Marintha can help you with: Course assignment grading questions, feedback on assignments, assignment instructions clarification, writing help/APA style, technical issues with BB

E-mail: mmiles8@gmu.edu

Office hours are available via Blackboard Collaborate or in person when planned by e-mail appointment.

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 examines change and its elements by asking students to explore and design innovative, collaborative solutions to seemingly intractable social problems. This class will consider and discern 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 fine work of Dr. Scott Sherman and George Mason faculty Dr. Julie Owen, and the instructor thanks these colleagues for their intellectual contribution to this course.

Course Learning Objectives

Course Learning Objectives

This course is informed by the School of Integrative Studies' 8 competencies: communication, critical thinking, group collaboration, global understanding, civic engagement, digital literacy, aesthetic awareness, and well-being. The course content, readings, class activities, assignments, and emphasis on applying theories and concepts to practice (reflective practice) are intended to contribute to your learning and development of these competencies. I

encourage you to apply and reflect on these competencies throughout the semester. In addition to these competencies, specific course learning objectives follow. At the conclusion of this course, we should be able to:

1. Reflect on the nature of coalitions, communities, and systems;
2. Articulate the basics of group roles, dynamics, and decision-making in order to function well in group settings;
3. Articulate importance of/connections between self-reflection/awareness and ability to be authentic leaders;
4. Evaluate approaches to social change and social innovation including social entrepreneurship, corporate social responsibility and community action;
5. Integrate personal competencies related to social change including creativity, innovative problem-solving, mindfulness, optimism & resilience, risk-taking, effective communication and relationship building;
6. Apply the fundamentals of organizational development to social transformation: strategic planning, needs assessment, evaluation, finance and budgeting;
7. Examine, in depth, a community issue through engaged participation, asset mapping and research;
8. Articulate the fundamentals of systems/structures and how to leverage systemic change in multiple contexts;
9. Integrate capacities for team learning through peer feedback and use of collaborative technologies.

Course Guidelines

- **Class Participation and Commitment:** Learning in this course is a shared responsibility, and, as such, good participation is critical for all of our benefit and includes effective listening, asking good questions, and building on the comments of others (and, remember, that quality of thought is not the same as quantity of comments). A quality learning experience in this course rests upon a high degree of interaction and exchange of ideas among the students and instructors. Students will work in small groups to discuss readings, engage in simulations, prepare for guest lecturers, and to bring theory and practice alive through carefully designed group activities. Each student is expected to participate fully in small group discussions and activities.
- **Preparation:** Preparation for all classes to include assigned readings, assignments, activities. Please bring the assigned readings with you to all classes (e.g., articles, books, etc.). Please see “Course and University Policies” below for specifics on course assignment submission timelines.
- **Attendance:** Attendance at all class meetings and on-time arrival. Consistent presence is critical for engaging with the learning objectives: Your presence is essential for your own learning AND the learning of your classmates. Please see “Course and University Policies” below for specifics on attendance.
- **Reflection:** Thoughtful, critical reflection and engagement with the materials.
- **Respect and Professionalism:** We are each other’s teachers and, as such, it is expected that we treat each other with respect and professionalism at all times even though opinions may differ. Please see “Course and University Policies” below for specifics on classroom climate.
- **Technology Guidelines and Blackboard Course Management System:** Each student will need access to GMU’s Blackboard (<http://mymason.gmu.edu>). **All assignments should be turned in on the Blackboard course management system, unless otherwise noted.** The User Name should be the first part of your Mason email address and the same password that you use to access your Mason email account. If you require assistance with Blackboard access, please contact the GMU IT Unit: <https://itservices.gmu.edu/>

Course and University Policies

Commitment to Diversity and Classroom Climate

The School of Integrative Studies (SIS) is an intentionally inclusive community that celebrates diversity and strives to have faculty, staff and students who reflect the diversity of our plural society. We do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability. This course assumes that all opinions, thoughts, and ideas deserve respectful hearings from others. In fact, diversity in analysis and expression is the key to a successful course. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](#) speak to the specifics of our process, our resources, and options available to you. [Confidential resources](#) are available on campus at the Student Support and Advocacy Center (ssac.gmu.edu), Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), and the University Ombudsperson (ombudsman.gmu.edu).

All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, diversity.gmu.edu or stop by Aquia 373.

Honor Code and Academic Integrity

This is a course dedicated to the topic of ethics, thus, I expect students to maintain the highest academic standards. Students and faculty will adhere to the highest possible standards - using the course as a laboratory to practice ethical behavior. You are expected to observe and honor [the University's Honor Code](#). Three fundamental principles students 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;
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 (**APA 6th Edition in this INTS435 course**) 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 SIS 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.

Please familiarize yourself with [the Honor Code](#). Should you have questions about how the code applies to INTS435, please ask me - not another student - for clarification.

PLEASE NOTE: All assignments should be submitted as Word documents (not PDF or written into BB) unless otherwise noted. Every assignment should include an appropriate APA-formatted cover-page with a signed integrity statement. 2-point deductions will be incurred on the assignment if the page is missing. **Please see the last page of this syllabus for a cover page sample.******

Class Citizenship

- Avoid sidebar conversations as this distracts the students who want to listen and learn.
- Bring your textbook(s) and/or readings to class every session.
- If you will be late or absent, contacting a fellow classmate or me for missed material is your responsibility.
- Submit your best work the 1st time, as there are no re-submissions post deadline - unless part of course plan.
- Grades and feedback will be posted in a timely fashion— as such, please check your grade in BB frequently.
- If you have any questions or concerns, please do not hesitate to contact me – I am here to help you succeed.

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 me know in advance so we can make appropriate arrangements.

Attendance

Class attendance is essential and expected. Absences and partial absences (i.e., late arrivals/early departures) will be factored into final grades. Please see "Course Requirements and Assignments" below for attendance and participation point values. Students are expected to notify the instructor or TA prior to an absence from class or late arrival to class. **Attendance will be taken at the start of class (i.e., 4:30pm EST). Students arriving late, who have not notified Dr. McCarron and who do not a valid reason for delay, will automatically incur a 1-point deduction for the day's attendance and participation grade.**

Late and Missing Assignments

You are responsible for completing individual/group assignments on time (defined as turning in all assignments in person, via Blackboard, or via email at the required time). **Unless noted otherwise, weekly assignments are due by 11:59pm EST on the due date.** Please allow sufficient time for technological and printing hiccups as these will not be considered valid excuses for late assignments.

Assignments submitted late will be penalized 20% for each day they are past due, including Fridays, Saturdays, Sundays, and holidays (with a maximum of 3 days late submission allowed). Any assignment submitted 4+ days after the original due date will not be accepted. Due dates are clearly indicated throughout the syllabus. Assignments may only be made up if you demonstrate that failure to attend class and/or complete required assignments was due to an excused absence. In such cases, you will have one week from your return to class to complete excused work. In-class activities may not be made up for any reason, excused or unexcused.

Course Add/Drop

Please review the add/drop [deadlines](#) for this course

Statement on Technology in the Classroom

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, music players, ear-buds, etc.** There may be specific instances when these items are allowed, but I will expressly tell you in advance. Your ability to listen and engage with your peers and to contribute to class discussions thoughtfully will be heavily weighted in determining your final grades.

GMU E-mail and Inclement Weather Policy

In compliance with a University-wide initiative, SIS faculty and staff will correspond electronically with students only through their GMU assigned email accounts. No assignments will be accepted via email unless specifically requested. Please check your email account regularly for updates and important announcements; checking your email during University closings is especially important, as we will alert you to schedule changes.

University Resources

Office of Disability Services | SUB 1, #2500, ods@gmue.edu, 703-993-2474 or 703-993-2476 (TTY)

If you believe that you have a learning or physical difference that may affect your academic work, please contact the GMU Office of Disability Services. If you qualify for accommodation based on the documentation you provide, the ODS staff will give you a form detailing appropriate accommodations – you will then bring this form to me. In addition to providing me with the appropriate form, please take the initiative to discuss accommodations with me 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 Office of Disability Services](#) and are waiting to hear from a counselor, please tell me.

Office of Counseling and Psychological Services (CAPS) | SUB 1, #3129, 703-993-2380

[CAPS](#) provides individual and group counseling, workshops and outreach programs -- experiences to enhance a student's personal experience and academic performance.

University Writing Center | Rob Hall A, #114, 703-993-1200

[The University's Writing Center](#) offers free, expert tutoring to writers at all levels who want to improve their writing.

Required Course Texts

A number of course readings will be made available to you through GMU's e-reserves and will be posted directly to our Blackboard site. In addition, the class will use the following texts, and you may purchase them through the GMU bookstore and/or online book vendors – please purchase the **current editions**.

- Kotter, J. (2012). *Leading change* (ed1R). HBR Press: Brighton, MA. **ISBN-10:** 1422186431
- Vasan, N., & Przybylo, J. (2013). *Do good well: Your guide to leadership, action, and social innovation*. Wiley: San Francisco, CA. **ISBN-10:** 1118382943

The course facilitator reserves the right to add or change readings over the course of the semester.

Course Requirements and Assignments

There are **five (5) graded parts** of this course for a total of 1000 points.

| Course Parts (below linked to assignment descriptions) | Graded Assignments* | Due Date (above linked to course schedule) | Individual Point Value | Total Point Value | Course Grade % |
|---|---|---|------------------------|-------------------|----------------|
| Class Engagement/Discussion | <ul style="list-style-type: none"> • Active participation/attendance • Be Bold Worksheets (6 sections) • Moment of Obligation Story | Weeks 1-14 2/2, 2/9 Weeks 2-6 | 100 60 40 | 200/1000 | 20% |
| Community-Based Learning | <ul style="list-style-type: none"> • CBL Learning Agreement • CBL Hours and Reflection • Change Agents Interview | 2/16 5/4 4/13 | 25 125 50 | 200/1000 | 20% |
| Personal Transformation Experiment | <ul style="list-style-type: none"> • PTE Plan Development • PTE Group Facilitation • PTE Journals (4) • PTE Assessment/Reflection | 3/2 Weeks 8-9 3/2, 9, 23, 30 4/6 | 50 50 50 50 | 200/1000 | 20% |
| Social Innovation Plan | <ul style="list-style-type: none"> • Annotated Web Sources • SIP Worksheets (5) • SIP Speech | 4/20 4/20, 27, 5/11 5/4 | 50 200 50 | 300/1000 | 30% |
| Leading Change Project | <ul style="list-style-type: none"> • Final Project | 5/11 | 100 | 100/1000 | 10% |

I. Class Engagement/Discussion (200/1000 possible points | 20% of course grade)

Class participation and attendance (100/1000 points): We have a shared responsibility for learning in this course. As such, the ability to contribute to class discussions (both in large class session and in small groups) with thoughtfulness and with reference to course readings will be heavily weighed in determining final grades. Participation includes asking good questions, building on the comments of others, listening well, reflecting, etc. Participation also includes attendance and timely arrival – your presence is essential!

P&A point breakdown: The semester will hold 14 classes @ 7 possible P&A points per class (plus 2 bonus points). **Students arriving late, who have not notified me and do not a valid reason for delay, will automatically incur a 1-point deduction for the day's attendance and participation grade.**

Moment of Obligation (MOO) Story/ Be Bold Worksheets (100/1000 points): What is at the root of your passion for social change? You will reflect on these questions using the "Be Bold" worksheets (due to Professor McCarron via BB on 2/2 and 2/9 - see [Course Schedule](#)) and then share a "moment of obligation" (MOO), a story about an experience that committed you to doing something to address a problem about which you care. The

story (~15 minutes) will illustrate how your life experiences have inspired and motivated you to choose the issue that you will focus on throughout this semester. During your story, please address the following:

- brief introduction of the issue on which you will focus (use references and facts)
- any current news on your issue? What is the media saying? (use references and facts)
- the experiences that led you to care about this issue
- the changes you would like to see with regard to this issue (please be specific)

Feel free to provide articles to the class or a PowerPoint slide or two to guide your story and sharing. Additional details and guidance on BB>Assignments Quick View>Class Engagement.

II. Community-Based Learning [CBL] (200/1000 possible points | 20% of course grade)

You will select an organization to volunteer with over the course of the semester that is addressing a social issue about which you care. 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. In summary, the PTE assignments follow:

- CBL Learning Agreement
- CBL Volunteering – 20 hours
- CBL Hours and Reflection
- Change Agents Interview

[Social Action & Integrative Learning \(SAIL\)](http://sail.gmu.edu) 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. If you are engaged in service-learning for another course, please see the instructor.

Additional details and guidance on BB>Assignments Quick View>Community-Based Learning.

III. Personal Transformation Experiment [PTE] (200/1000 possible points | 20% of course grade)

Each student, individually and with a team, will examine one skill of effective agents of transformation and develop a personal action plan for practice and reflection to develop this skill. You will be assigned ONE of the following behaviors to focus on:

1. Optimism
2. Gratitude
3. Resilience
4. Risk-taking
5. Networking
6. Relationship Building

As a class, we will work on the final two skills (skills 7 and 8), Innovation and Creativity, together.

As part of your exploration of one of the behaviors, you will create a personal development plan outlining your individual thoughts and goals for growing the skill. This plan will be followed up by 4 journals over the course of the term documenting your transformation progress and journey toward some of the goals in your plan.

Additionally, you will work with a group of peers to present a 35-minute workshop on your behavior to the class. You will close out the term with a final assessment and reflection. In summary, the PTE assignments follow:

- PTE Plan Development
- PTE Group Facilitation
- PTE Journals (4)
- PTE Assessment/Reflection

Additional details and guidance on BB>Assignments Quick View>Personal Transformation Experiment.

IV. Social Innovation Plan [SIP] (300/1000 possible points | 30% of course grade)

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 (5 minute) compelling pitch designed to win people over to support your project. In summary, the SIP assignments follow:

- SIP Annotated Web Sources
- SIP Worksheets (5)
- SIP Speech

Call to Action SIP 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. Speeches will be about 5 minutes in length and use the [ignite presentation method](#).

Additional details and guidance on BB>Assignments Quick View>Social Innovation Plan.

V. Final Leading Change Project (100/1000 possible points | 10% of course grade)

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. 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 and posted to BB>Assignments Quick View>Leading Change Project.

Course Grading and Evaluation

Most assignments in the course will be guided by rubrics. Please see BB "Assignments-Quick View."

Grading Scale

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

NOTE: If you have a concern about the grade you receive on a specific assignment you should contact the course facilitator within two weeks of receiving your grade for that assignment.

Writing and Writing Format

This is a leadership course AND a writing course. I will be evaluating your writing carefully and reaching out with appropriate feedback. I encourage each of you to visit the Writing Center as much as possible throughout the term – you may do so in person, via e-mail, and/or via video.

Please note that ALL ASSIGNMENTS must be typed using 12-point font and one-inch margins, double-spaced. You must correctly and consistently **use the APA writing style**. Websites must also be cited properly (e.g., full and accurate URL, date retrieved). Please consult [GMU's Writing Center](#) for assistance.

Proposed Course Schedule (subject to change)

Required readings are typically listed by author and will be posted on Blackboard under "BB Course Readings" IF they are not in your purchased texts. Please review the course schedule below so that you can plan. **I have included live links within the schedule below that reference helpful parts of this syllabus.**

| Date | Week | Topic | Reading(s) Due | Assignment(s) Due |
|------|------|--|--|--|
| 1/26 | 1 | Welcome, Introductions, and Syllabus Review | <ul style="list-style-type: none">• Martin Luther King, Jr. (BB)• Suu Kyi (BB)• Alinsky (BB) | Will do in class: <ul style="list-style-type: none">• Moment of Obligation (MOO) talks sign up |

| | | | | |
|------|----|--|---|--|
| | | | <ul style="list-style-type: none"> Galinsky (BB) (Will read in class together) | <ul style="list-style-type: none"> Pre-Assessment |
| 2/2 | 2 | What is... Change? Social Change? Leading Change? | <ul style="list-style-type: none"> Be Bold: CH 1-5 (BB) George: Intro (BB) Kouzes: CH 1 (BB) Cronin and Genovese (BB) Kotter (BB) | Submit Via BB: <ul style="list-style-type: none"> Be Bold worksheet sections i-iii Syllabus Agreement In Class: <ul style="list-style-type: none"> MOO talks begin |
| 2/9 | 3 | Community-Based Learning (CBL) Guest: Social for Action and Integrative Learning | <ul style="list-style-type: none"> Schein (BB) Mitchell (BB) Westheimer and Kahne (BB) | Submit Via BB: <ul style="list-style-type: none"> Be Bold worksheet sections iv-vi In Class: <ul style="list-style-type: none"> MOO talks |
| 2/16 | 4 | Approaches to Social Innovation Habits of Social Innovators | <ul style="list-style-type: none"> Atkins (BB) Collective Impact (BB) McElhaney (BB) Phills, Deiglmeier, and Miller (BB) Light (BB) Forbes-Gerber (BB) | Complete at home and bring to class: <ul style="list-style-type: none"> CBL agreement and paperwork [Start doing 2 hrs/wk through 4/27] In Class: <ul style="list-style-type: none"> MOO talks |
| 2/23 | 5 | Personal Change | <ul style="list-style-type: none"> Duhigg (BB) Kegan and Lahey: CH1 (BB) Lyubomirsky (BB) Salon.com – Rico (BB) Economist (BB) | In Class: <ul style="list-style-type: none"> MOO talks At Home: <ul style="list-style-type: none"> Work on Personal Transformation Experiment (PTE) Group Presentations |
| 3/2 | 6 | Immunity to Change | <ul style="list-style-type: none"> Kegan and Lahey: CH 2 (BB) Brandy Walker video (BB) | Submit Via BB: <ul style="list-style-type: none"> PTE development plan PTE Journal 1 In Class: <ul style="list-style-type: none"> MOO talks At Home: <ul style="list-style-type: none"> Work on PTE Present. |
| 3/9 | 7 | PTE/SIP Workshop Guest: Making your case – presentation and social innovation | Readings TBD | Submit Via BB: <ul style="list-style-type: none"> PTE Journal 2 At Home: <ul style="list-style-type: none"> Work on PTE Present. |
| 3/16 | -- | No Class – Spring Break! | -- | |
| 3/23 | 8 | PTE Presentations <ul style="list-style-type: none"> Optimism and Gratitude Resilience and Risk-taking | Optimism and Gratitude reading: <ul style="list-style-type: none"> Emmons (BB) Seligman (BB) Resilience and Risk-Taking reading: <ul style="list-style-type: none"> Reivich and Shatte (BB) Forbes – Warrell (BB) Duckworth Ted video (BB) | Submit Via BB: <ul style="list-style-type: none"> PTE Journal 3 Will do in class: <ul style="list-style-type: none"> PTE Groups 1, 2, 3, 4 |
| 3/30 | 9 | PTE Presentations <ul style="list-style-type: none"> Networking and Relationship-Building Innovation and Creativity | Networking and Relationship-Building reading: <ul style="list-style-type: none"> Ferrazzi (BB) Gladwell (BB) Innovation and Creativity reading: <ul style="list-style-type: none"> Csikzentmihalyi (BB) Madsen (BB) | Submit Via BB: <ul style="list-style-type: none"> PTE Journal 4 Will do in class: <ul style="list-style-type: none"> PTE Groups 5, 6 |
| 4/6 | 10 | Leading Organizational Change | Leading Organizational Change reading: <ul style="list-style-type: none"> Hickman: CH40 (BB) Yukl (BB) | Submit Via BB: <ul style="list-style-type: none"> PTE summary/reflection |

| | | | | |
|------|----|---|---|---|
| | | Leading Social Change | <ul style="list-style-type: none"> • Heifetz (BB) • Gerzon (BB) <p>Leading Social Change reading:</p> <ul style="list-style-type: none"> • Hickman: CH 1 (Barbara Rose Johns case study) (BB) • Hond and De Bakker (BB) | |
| 4/13 | 11 | Critical Perspectives on Change SIP1: Identifying problems, causes, and possible solutions <hr/> Social Capital and Capacity Building | <ul style="list-style-type: none"> • Do Good Well (DGW) CHs 1-5 • What is social capital? (BB) | Submit Via BB: <ul style="list-style-type: none"> • CBL: Community change agents interview |
| 4/20 | 12 | Designing Systemic Solutions SIP2: Asset-mapping, evaluating impact, challenges and innovation <hr/> Developing Partnerships SIP3: Social capital, capacity building, developing partnerships | <ul style="list-style-type: none"> • DGW: Read CHs 6-13, Skim CHs 14-18 and CHs 28-31 | Submit Via BB: <ul style="list-style-type: none"> • SIP Annotated Webliography • SIP Blog - Worksheet 1: Your Vision |
| 4/27 | 13 | Mission, Vision, Planning SIP4: Mission, vision, planning, fundraising, media <hr/> Digital Activism and E-Leadership SIP5: Levers of change: activism, advocacy, public ed, creative disruption | <ul style="list-style-type: none"> • DGW: CHs 19-23 • Owen and Wagner (BB) | Submit Via BB: <ul style="list-style-type: none"> • SIP Blog - Worksheet 2: Do What Works • SIP Blog - Worksheet 3: Work Together |
| 5/4 | 14 | Enacting Your Social Innovation Plan Where do we go from here? Call to Action Awards Wrap Up and Evaluations | <ul style="list-style-type: none"> • DGW: CHs 35-42 | Submit Via BB: <ul style="list-style-type: none"> • CBL timesheet • CBL reflection • Team Assessment <p>Will do in class:</p> <ul style="list-style-type: none"> • SIP Call to Action Speeches • Post-Assessment |
| 5/11 | -- | No Class – Exam Period | -- | Submit Via BB by 8am EST : <ul style="list-style-type: none"> • Final project - SIP executive summary and reflection • SIP Blog - Worksheet 4: Designing Your SIP • SIP Blog - Worksheet 5: Making It Last |

Please note that this syllabus (including readings) is subject to change, but ample notice will be given.

Title of Paper or Assignment

Your Full Name

George Mason University

I have read and agree to the GMU honor code and academic integrity policy. I certify that all reference material in this assignment has been properly cited, and that this work is my own.

Student E-Signature: _____

(All participants must add signature for group submissions)