Leadership for Social Change  
Instructor: Maya Soetoro-Ng  
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Class Meets: TR, 1200-1315, in SAUND 242, 01/12 thru 05/15/2015 

Course Description:  
This course is about understanding the dimensions of ethical leadership and the ways we apply that understanding to community service. We will examine effective ethical leaders in history and explore the reasons for their successes. We will explore current models and emerging theories of leadership. Students will learn to identify leadership skills in themselves and in others, and understand how leadership operates in different settings and contexts. In addition to examining the habits of mind that make for effective leadership, we will explore tangible skills like conflict resolution, communication, design, team-building, and management. We will hone communication skills, both oral and written. 

*This course has a Contemporary Ethical Issues (E) Focus designation. Contemporary ethical issues are fully integrated into the main course material and will constitute at least 30% of the content. At least 8 hours of class time will be spent discussing ethical issues. Through the use of lectures, discussions and assignments, students will develop basic competency in recognizing and analyzing ethical issues; responsibly deliberating on ethical issues; and making ethically determined judgments.*

Course Objectives: 

*Student learning outcomes:* As noted in the enclosed proposed syllabus students will acquire: 

a) **Knowledge of the major theoretical foundations of leadership in peace studies and conflict resolution.** This class will introduce theoretical foundations of peace studies and ethical leadership. Students will learn how to apply these theories to the context of public service, and use these frameworks to consider the work of leaders, past and present, as well as their own leadership identity. 

b) **Critical thinking related to the challenges of leadership issues related to peacebuilding, securing justice, resolving conflicts and furthering human rights.** Students will learn to critically examine the ways that peace, justice, conflict resolution, and human rights can be influenced through public service. They will think critically about their own leadership skills as well as those of individuals currently in public service. 

c) **Knowledge of the creation and evaluation of policies relevant to peace and conflict resolution.** Students will develop knowledge of policies relevant to peace and conflict resolution and will put together their own policy suggestions and action plans in order to apply this knowledge in practice. 

d) **Knowledge of ways to affect desired outcomes through using effective strategies and skills for peacemaking and conflict resolution at all levels, local to international.** Students will learn strategies for peacemaking and will learn how these strategies can be useful in public service and policymaking.
Themes and Topics
1) Leadership in the Public Sector (Mindfulness in Government, Building Bipartisan Sentiment and Action)
2) Sustainable Activism and Leadership (Redefining Revolution for our Times)
3) The Peacemakers (Global Competence and Servicing the Global Commons)
4) Totalitarianism v. Libertarianism (Our Place on the Spectrum)
5) Ethical Dimensions of Leadership (Responsibility and Moral Courage)
6) Change Philanthropy (Lasting Change not Temporary Charity)
7) Right Brain Leadership (Design, Innovation, and Storytelling)

Course Assignments

1. Structured Academic Controversy (15 points) As an alternative to traditional debates, Structured Academic Controversies (or SAC) provide opportunities to revisit assumptions and increase intellectual flexibility. After debating one side, each of you will be reversing your positions in writing and presentation, which will force you to adopt and absorb details from multiple points of view. Often this approach helps us to think more independently and critically and increases our bipartisan understanding of the public sector. Your SAC topics will focus on politics, ethics, and philosophy. You will explore real ethical dilemmas and work to transform our vision of entrenched conflicts. (3-5 pp.)

2. Public Policy Challenge ACTION PLAN (15 points): Reflect on readings and different perspectives about how government should work and deliver services to citizens. Next research and study a current public policy challenge like alternative energy, peace or conflict, poverty reduction, or crime and punishment.

   Some key questions to ask are:
   - What are the specific problem(s) presented by the public policy challenge and what are the outcomes or symptoms of that problem(s)?
   - Who are the parties most impacted by the problems and do they have a voice in addressing the public policy challenge?
   - What are the main obstacles to solving the problem(s)?
   - What problems need to be addressed immediately and which require long-range solutions?
   - What role do things like community values, communication processes, or organizational hierarchies play in the problem?

Now develop an action plan about how to move forward. Imagine that you have the ear of local, national, or global leadership. Using backward mapping techniques, articulate the steps that you would take to address the public policy challenge. What individuals, resources, or organizations would need to be recruited to achieve desired ends? Then write a short paper on your public policy issue. How would you lead the change in addressing the challenge? (3-5 pp.)

3. Leadership CASE STUDY (15 points)

   Define a leadership question that emerges from your own interests, strengths and/or career trajectory. Decide on an environment or organization as the subject of a case study that is in line with your interests and leadership question. Who are the leaders in this en-
vironment and are they effective? Interview/observe at least one leader in that environment or organization and create a 3 page write up of the leadership qualities you observe.

Key questions to ask are:
- How do they balance their personal values and their professional ethics?
- What do the leaders value the most?
- What is the their biggest organizational challenge?
- What do they believe are the key challenges for leaders today?
- What do they believe are the necessary skills for leaders today?
- What are they most proud of in terms of their leadership and where are their weaknesses?
- What advice does the person have for aspiring leaders?
- What does a successful outcome look like for the leader? What does success look like for the organization?
- Evaluate your own strengths and weaknesses as compared to the leader(s)

4. Social INNOVATION PROJECT (15) This project is about exploring current social innovations and creative processes of problem-solving. After studying examples of change agents, social entrepreneurs, activists, and inventors reflect on the pathways by which the leaders developed identities as a change agents of social, environmental or economic issues.

Pick a particular social problem (housing shortage, educational inequality etc) and think about a creative way to solve that problem using grassroots or entrepreneurial leadership. Next you will develop and present your Social Innovation Plan. In front of committee, argue why and in what way your plan would increase public value and how your idea brings innovation to the problem solving process. (3-5 pp.)

5. Leadership SELF ASSESSMENT (10 points): You should use this assignment to evaluate your own learning in and contributions to this course as well as to name the ways in which you have come to define yourself as a leader. Offer a brief written narrative of the discussions, events, and voices that you find most compelling in understanding ethical leadership. The 2-3 page paper should address a meaningful question of leadership as it plays out in contemporary society and in your professional experience. The paper should make use of relevant written sources and should unearth meaningful and actionable lessons of leadership.

Course Expectations

1. **Attendance (10 points)** is of primary importance. Your participation in class and group discussions is a critical factor in the evaluation process. You begin with the full 10 attendance points and one points will be taken off of your grade for any day missed that is not related to a family medical emergency.

2. **Readings and Discussions (10 points)**. You are expected to keep up with all of the reading and prepare yourselves to contribute to group discussions. You must take notes on the main points and most important details. In addition to keeping up with the weekly read-
ing, you will be expected to lead a presentation in class by summarizing a reading with multiple intelligences in mind (should include visual, kinesthetic, musical or other presentation elements) and preparing two open-ended questions based on what you find most important or interesting.

This is also an Oral Intensive class designed to improve your presentation and communication skills—both so essential to effective leadership. You will therefore be expected to participate in discussions and to regularly give polished presentations as well as receive and respond to questions from the professor and ‘audience’.

3. **Daily Reflections (10 points):** You will be given Prompts of the Day (POD) on topics of conflict, peace, negotiation and history. These classroom journal entries (1-2 pp. each) will be evaluated together and graded on the depth and quality of reflections.

4. This is a Writing Intensive class and I will be giving you feedback on the margins and at the end of every piece of writing. We attend to process and therefore you are expected to revise work and sometimes complete multiple drafts, taking into consideration my feedback as well as that of your peers. You will receive additional feedback through your portfolio and project rubrics.

All written assignments must be typed double space with one-inch margins. Adhere to standards set by acceptable Reference and Citation Format (i.e. MLA, APA). All assignments must be handed in on time. Late work will not receive full credit unless you have my prior approval or under extenuating circumstances.

5. **Comment Folders:** Good instruction depends on feedback between instructors and learners. Each of you will be given a folder on which you may write a brief reaction or comment daily. Comments will be read every week after each class meeting. Your feedback will help me monitor and adjust my instruction accordingly. This folder will also serve as a carrier for hard copies of your assignments.

**Student Assessment**

Success in the course will be based on the following assessment of assignments and course participation:

- Structured Academic Controversy: 15
- Public Policy Challenge Action Play: 15
- Leadership Case Study: 15
- Social Innovation Project: 15
- Leadership Self Assessment: 10
- Attendance: 10
- Readings and Discussion: 10
- Daily Reflections: 10

**Total: 100**
Disability Statement

The University of Hawai‘i at Mānoa provides access or other reasonable assistance for students with recognized disabilities. If you need accommodations, please contact me during the first week of the course or contact KOKUA (Queen Lili‘uokalani Center for Students Services, Room 013, 956-7511), the UH office for students with disabilities, for assistance.

A Note on Ethical Behavior

Please be aware that all work you submit as yours must include proper documentation and credit- ing of the source. Failure to properly introduce and document paraphrased material or a bor- rowed idea is plagiarism. Plagiarism will result in sanctions. A discussion of Academic Dishon- esty may be found in the UH General and Graduate Information Catalogue under “Student Regu- lations”. Also see the UH Student Conduct Code for specific guidelines.

Tentative Calendar: Subject to change

Week One:
Introductions and Overview of the Course.
• Review general learning objectives, course protocols and “rules of intellectual safety”
• Detailed syllabus overview
• Comment folder distribution and POD
• Name game and trust building
• Review leadership frameworks

Week Two:
THEME: Totalitarianism v. Libertarianism (Our Place on the Spectrum)
• Positive v. negative peace
• Democracy and leadership
• Examine the role and responsibilities of leaders in driving/supporting societal change
• Understand transactional, charismatic and transformative (adaptive) leadership

Week Three:
THEME: Leadership Behavior (Individual, Group, and Organizational)
• Obedience and conformity
• Teamwork
• Conflict management
• Soft power
• Active Hope/Uplifting Leadership

Week Four:
THEME: Leadership Thought (Critical and System Thinking)
• Characteristics of critical thinking and decision making
• Schema & cognitive mapping
• Problem identification and formulation
• Choosing to participate
Week Five:

**THEME: Ethical Dimensions of Leadership (Responsibility, and Moral Courage)**
- Hero v. bystander
- Differentiate between authority and leadership.
- Differentiate between ethical and moral issue and identify common ethical problems.
- Compare personal and collective values.

Week Six:

**THEME: Peaceful Global Leadership**
- Global competence
- International human rights
- Cross-cultural ethics and social responsibility
- International negotiation

Week Seven:

**THEME: Negotiation, Inspiration, and Facilitation (Walking Between, Before, and Beside)**
- Positive communications
- The advantages and disadvantages of using technology for communication.
- Empathetic and active listening, motivational speaking
- Preparing a negotiation and facilitation plan.

Week Eight: Student Midterm Presentations

Week Nine:

**THEME: Public Policy Leadership (Visiting Scholar: Matthew Lorin)**

What is Public Policy? Who Makes Public Policies? What is a Policy Framework?
What is the Public Policy Cycle?
1. Emergence of a problem that requires the attention of the public and decisionmakers.
2. Placing this problem on the government’s agenda in order to find a solution.
3. The formulation of various alternatives to resolve the problem.
4. The adoption of a policy.
5. The implementation and evaluation of the policy.

What are Policy Instruments? Examples of policy instruments used are expenditures, regulations, partnerships, exchange of information, taxation, licensing, direct provision of services, doing nothing, contracts, subsidies and authority. The purpose of policy instruments are to:
- Achieve behavior change within individuals
- Realize social, political or economic conditions
- Provide services to the public
Week Ten

**THEME: Change Agents (Visiting Scholars: S. Trevenna, and James Koshiba)**
- Explore frameworks for understanding transformative change
- Define social change and change agency
- Discuss the role and competencies of “change agents”/leaders
- Conduct exercises that illustrate the 4 domains of change

Week Eleven

**THEME: Change Philanthropy (Lasting Change not Temporary Charity)**
- Fundraising for Social Change
- Social Entrepreneurship
- Grassroots Philanthropy
- Nonprofit Sustainability

Week Twelve

**THEME: Leadership in the Public Sector**
- Mindfulness in Government
- Building Bipartisan Sentiment and Action
- Leading Public Projects and Managing Public Programs

Week Thirteen

**THEME: Sustainable Activism and Leadership in Sustainability**
- Redefining Revolution for our Times
- Community Organizing and Community Building
- Results Based Leadership
- Business and Sustainability

Week Fourteen
Student Presentations

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COURSE MATERIALS

There is no central text in this class. The instructor will provide electronic links or hard copies for all readings taken from the following:


Bryson, John and Barbara Crosby, "Leadership Tasks in a Shared Power World," Ch. 2 in
Bryson and Crosby, Leadership for the Common Good, Jossey-Bass, 1992


Kotter, John P. “John Kotter on What Leaders Really Do” (San Fran.; The Free Press, 1999) Philosophical and Ethical Issues in Public Policy (4)


