

Leadership and Change in an Innovation Society

PA 5103; LS 5100; IS 5100 Spring 2008

Tuesdays 6:20 – 8:50 p.m., 3 credits

Humphrey 25

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Change is often built into definitions of leadership, and certainly lots of scholars and practitioners have written about how leaders can foster change in their organizations or communities. As the United States and other countries move more fully into the “innovation economy,” understanding the links between leadership and change takes on increased urgency. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Accordingly, this seminar will examine models of change and models of leadership and investigate how leaders can promote personal, organizational and societal change. Case studies and action research will be emphasized.

An important class product will be a framework for leadership and change in an innovation society. At the end of each class session, two or three learners will be responsible for summarizing and synthesizing the evening’s conversation in order to add to the framework.

Individual Learner Outcomes:

- Able to define and analyze leadership from several perspectives
- Able to identify and explain personal-level models of change
- Able to identify and explain organizational-level models of change
- Able to identify and explain societal-level models of change
- Able to apply models of change to cases
- Able to apply systems thinking to a case
- Able to write a case study
- Able to explain role of leadership and change in an innovation society
- Able to practice action research
- Better equipped to build learning communities
- Able to use a blog to sharpen communication skills and prompt thoughtful responses
- Better able to engage group in critical reflection

➤ **Collective Learner Outcomes:**

- Framework for leadership and change in an innovation society

- Learning community
- Innovation project

Written Assignments:

1. Reading reflections – Each learner is responsible for posting a reflection on assigned readings five times during the semester on the course blog. A signup sheet for the postings will be distributed the first night of class.
2. Responses – In preparation for each class session, each learner is expected to post a response to one of the reading reflections for that class.
3. Working Paper – 15-page case study or scholarly paper documenting action research related to the course. Also acceptable is a shorter teaching case and supporting notes and references.
4. Caucus blog entry – for extra credit. See Feb. 5.

Grading:

1. Class participation 30 %
 - a. Contribute to in-class dialogue through:
 - i. Leading critique of readings
 - ii. Asking questions, sharing knowledge
 - iii. Suggesting helpful resources
 - iv. Helping compile class learning during session summaries
 - b. Participate in on-line dialogue (on course blog)
 - i. Post ideas, resources, responses related to course topics (beyond the written assignments)
 - c. Participate in action research project
2. Reading reflections 25%
 - a. Highlight strengths, limitations of the readings in relation to class themes; identify sources of author's credibility; pose provocative, stimulating questions to prompt colleagues' response. Length: 8-10 paragraphs.
 - b. Must be posted 48 hours before the class meets.
3. Responses to reading reflections 10%
 - a. Provide additional insights or counterviews, draw links to course themes, ask for more information. Length: 2-3 paragraphs.
 - b. Must be posted before class meets.

4. Working Paper 35%

- a. Option 1: develop case study related to class project; apply class framework
- b. Option 2: document your contribution to the class project
- c. Option 3: document your personal change as a result of the course (your own change as case study)

Criteria for grades will be co-developed with instructor. APA citation style to be used in all written assignments. See <http://tutorial.lib.umn.edu/infomachine.asp?moduleID=10&lessonID=74>. (MLA okay for Master of Liberal Studies students.)

Class attendance is important. More than three absences will seriously diminish a learner's ability to gain from and contribute to the course.

Incompletes will be given rarely and only in cases of documented emergency. To receive an incomplete, learners must have a Humphrey Institute Incomplete Contract signed by the instructor.

Assigned Reading:

Text: Kouzes, James M. and Posner, Barry Z. 2007. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. 4th ed. San Francisco: Jossey-Bass.

The text is available at Coffman Union Bookstore. Additional readings will be on the course website. Copies of the text and readings will also be on reserve at Wilson Library. You will need a U-card to reserve these materials.

Additionally, you are expected to read *Bel Canto*, a novel by Ann Patchett, or another novel relating to multicultural situations and change, if you already have read this one.

Course Website:

Go to <http://www.umn.edu>

2. On the right side of the U of M homepage, click on MyU
3. *Sign In*, and log in using your x500 identification.
4. Click on the My Courses Tab.
5. Locate the link PA5103 (or LS 5100 or IS 5100) Spring 2008, Crosby

It is very important to set up your web browser and Java before using Vista. To do so, choose the Vista options at the University's online Browser Setup

page at: <http://webct.umn.edu/browser/>. Students can also find additional Help information from the WebCT homepage. Go to <http://webct.umn.edu> and click on Student Support.

Weekly Sessions:

Week 1, January 22 – Introduction to leadership, change, innovation society

Leadership: What do you know?

Change:

How do you want to change as a result of this course?

What do you want to change as a result of this course?

Definition of Innovation Society

Role of learning
Systems Thinking
Action Research

Reading:

Text -- Preface

Harkins, A. (Winter 2002). The Futures of Career And Technical Education in a Continuous Innovation Society. *Journal of Vocational Education Research*, 27(1).

Week 2, January 29 -- Models/frameworks of leadership and their change orientation
How leadership views themselves are changing

Whale Rider /Humphrey Forum visit

Reading:

Text -- Chapters 1 & 2

Crosby, Barbara C., and Bryson, John M. (2005) . *Leadership for the Common Good*. 2nd ed. San Francisco: Jossey-Bass, chapter 1.

Allen, K. E., & Cherrey, C. (2000). *Systemic Leadership: Enriching The Meaning of Our Work*. Lanham, MD: University Press of America, 43-64, 125-129.

Week 3, February 5 -- Models of change and their implications for leadership
(This is a political party caucus night; caucus attendance required)

Tension between change and no-change
Innovation as a type of change

Blog assignment: Post 4-5 paragraphs responding to: What models of change seem to be at work in the caucus? What are the implications for leadership?

Reading:

Kotter, J. P. (1999). "Leading Change: The Eight Steps to Transformation." In J. A. Conger, G. M. Spreitzer, and E. E. Lawler (eds.), *The Leader's Change Handbook*. San Francisco: Jossey-Bass, pp. 87-99.

Terry, R. (2001). *Seven Zones for Leadership: Acting Authentically in Stability and Chaos*. Palo Alto, CA: Davies-Black Publishing, 1-18; 41-64; 427-437.

Week 4, February 12 -- Leading personal change in innovation society

Cornerstone presentation

Week 5, February 19 -- Leading personal change (attention to theories of human development)

Reading:

Text -- Chapters 3 & 4

Csikszentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Perennial, 3-27; 301-303; 335-350.

Hillman, J. (1997). *The Soul's Code: In Search of Character and Calling*. New York: Warner, 3-40; 287-289.

Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley, CA: University of California Press, 7-29, 203-204.

Week 6, February 26 -- Leading organizational change

Reading:

Text – Chapters 5 & 6

Articles, books etc. about Anita Roddick and the Body Shop

O'Toole, J. (1995). *Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom*. San Francisco: Jossey-Bass, xi-xvi, 239-261, 271-272.

Fletcher, Joyce K., and Käufer, Katrin. (2003). Shared Leadership: Paradox and Possibility. In C. L. Pearce, & J. A. Conger, (Eds.). *Shared Leadership: Reframing the Hows and Whys of Leadership*. Thousand Oaks, CA: Sage, 21-47.

Van de Ven, A. H., Polley, D. E., Garud, R., & Venkataraman, S. (1999). *The Innovation Journey*. Oxford: Oxford University Press, 21-66, 383-402.

Week 7, March 4 – The personal/organizational/societal nexus

Action research and systems thinking

Reading:

Text – Chapters 7 & 8

Sen, A. (1999.) *Development as Freedom*. New York: Anchor Books, introduction & Chapter 1.

Duarte, D. L., & Snyder, N. T. (2002) “Leadership in a Virtual World.” In F. Hesselbein & R. Johnson, *On High-Performance Organizations*. San Francisco: Jossey-Bass.

Egodigwe, L. (2005). “Back to Class.” *Wall Street Journal*. Nov. 14, R4.

Hymowitz, Carol. (2005) “The New Diversity.” *Wall Street Journal*, Nov. 14, R1.

Week 8, March 12 -- Leading societal change

Please Note: This class is on Wednesday. Meet at the theater.

Visit to Mixed Blood Theatre, 1501 S. 4th St., Minneapolis

Reading:

Text – Chapters 9 & 10

Crosby, Barbara C., and Bryson, John M. (2005). *Leadership for the Common Good*. 2nd ed. San Francisco: Jossey-Bass, chapter 5.

SPRING BREAK

Week 9, March 25 -- Leading across boundaries

Reading:

Ann Patchett. 2001. *Bel Canto*. New York: Harper Collins. (If you have read this, pick another novel relating to multicultural situations and change.)

Week 10, April 1 – Leading societal change in an innovation society

Project planning

Reading:

Text – Chapters 11 & 12

Week 11, April 8 – Sustaining change

Reading:

Text – Chapter 13

Light, P. C. (1998). *Sustaining Innovation*. San Francisco: Jossey-Bass, xi-xxvii, 131-170.

Week 12, April 15 – Leading global change in an innovation society

Globalization

Reading:

Friedman, T. L. (2007). *The World is Flat*. New York: Picador, Chapters 15 & 17.

Heifetz, R., and Laurie, D. L. (1999). "Mobilizing Adaptive Work." In J. A. Conger, G. M. Spreitzer, and E. E. Lawler (eds.), *The Leader's Change Handbook*. San Francisco: Jossey-Bass, pp. 55-86.

Week 13, April 22 – Finalize project

Week 14, April 29 – Report on findings

Week 15, May 6 – Presentation of framework for change

Reference List

Allen, K. E., & Cherrey, C. (2000). *Systemic Leadership: Enriching The Meaning of Our Work*. Lanham, MD: University Press of America, 43-64, 125-129.

Conger, Jay A.; Spreitzer, Gretchen M.; Lawler, Edward E. III. *The Leader's Change Handbook: An Essential Guide to Setting Direction and Taking Action*. San Francisco: Jossey-Bass, 1999.

Crosby, Barbara C., and Bryson, John M. *Leadership for the Common Good*. 2nd ed. San Francisco: Jossey-Bass, 2005.

Crossan, M. M., Lane, H. W., & White, R. E. (1999). An Organizational Learning Framework: From Intuition to Institution. *Academy of Management Review*, 24(3), 522-537.

Csikszentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Perennial.

Duarte, D. L., & Snyder, N. T. (2002) "Leadership in a Virtual World." In F. Hesselbein & R. Johnson, eds. *On High-Performance Organizations*. San Francisco: Jossey-Bass.

Egodigwe, L. (2005). "Back to Class." *Wall Street Journal*. Nov. 14, R4.

Fletcher, Joyce K., and Käufer, Katrin. (2003). Shared Leadership: Paradox and Possibility. In C. L. Pearce, & J. A. Conger, (Eds.). *Shared Leadership: Reframing the Hows and Whys of Leadership*. Thousand Oaks, CA: Sage, 21-47.

Friedman, T. L. (2007). *The World is Flat*. New York: Picador.

- Harkins, A. (Spring 2003). In Their Dreams: Paradigm Alternatives and the Marketing of Responsive Educational Services. *On The Horizon*, 11, 1.
- Harkins, A. (Winter 2002). The Futures of Career And Technical Education in a Continuous Innovation Society. *Journal of Vocational Education Research*, 27(1).
- Hillman, J. (1997). *The Soul's Code: In Search of Character and Calling*. Warner.
- Hymowitz, Carol. (2005) "The New Diversity." *Wall Street Journal*, Nov. 14, R1.
- Kouzes, James M. and Posner, Barry Z. 2007. *The Leadership Challenge: How to Get Extraordinary Things Done in Organizations*. 4th ed. San Francisco: Jossey-Bass.
- Light, P. (1998). *Sustaining Innovation: Creating Nonprofit and Government Organizations That Innovate Naturally*. San Francisco: Jossey-Bass.
- Marris, P. (1996). *The Politics of Uncertainty: Attachment in Private and Public Life*. London: Routledge.
- Noddings, N. (1984). *Caring: A Feminine Approach to Ethics and Moral Education*. Berkeley: University of California Press.
- O'Toole, J. (1995). *Leading Change: Overcoming the Ideology of Comfort and the Tyranny of Custom*. San Francisco: Jossey-Bass Publishers.
- Schein, E. H. (1997). *Organizational Culture and Leadership* (2nd ed.). San Francisco: Jossey-Bass.
- Schumpeter, Joseph A. (1962). *Capitalism, Socialism, and Democracy*. (3rd ed.). New York: Harper Torchbooks.
- Terry, R. (2001). *Seven Zones for Leadership: Acting Authentically in Stability and Chaos*. Palo Alto, California: Davies-Black Publishing.
- Van de Ven, A. H. a. P. M. S. (1995). Explaining Development and Change in Organizations. *Academy of Management Review*, 20(3), 510-540.
- Van de Ven, A. H., Polley, D. E., Garud, R., & Venkataraman, S. (1999). *The Innovation Journey*. Oxford: Oxford University Press.
- Wheatley, M. J. (1999). *Leadership and the New Science: Learning about Organization from an Orderly Universe*. San Francisco: Berrett-Koehler Publishers, Inc.
- Other:
- Allee, Verna (2003). *The Future of Knowledge: Increasing Prosperity*

Through Value Networks. Boston: Butterworth-Heinemann.

Amidon, Debra M. (2003). *The Innovation Superhighway*. Boston: Butterworth-Heinemann.

Gibbons, M., Limoges, C., Nowotny, H., Schwartzman, S., Scott, P., & Trow, M. (1994). *The New Production of Knowledge*. London: Sage.

McElroy, Mark W. (2003). *The New Knowledge Management: Complexity, Learning and Sustainable Innovation*. New York: Butterworth-Heinemann.

Rhodes, Frank H. (2001). *The Creation of the Future: The Role of the American University*. Ithaca, NY: Cornell University Press.

Rogers, Everett M (2003). *Diffusion of Innovations*. New York: Free Press.