



Public Administration Program  
School of Public Affairs & Civic Engagement  
San Francisco State University  
**Leading Change across Sectors**  
**PA 762**

**Fall 2016**  
**September 10 & 24; October. 8 & 22; November5 & 19; December 3**

**9:00am to 4:30pm**

**DTC, Room 677**

**Instructor Information:**

Kevin Hickey

[khickey@sfsu.edu](mailto:khickey@sfsu.edu)

415.336.7123

**Office Hours:** Saturdays when course in session, 4:30pm to 5:30pm and by appointment

**Electronic Course Materials:** <https://ilearn.sfsu.edu/>

**Course Description**

This course focuses on the study of contemporary leadership theory and practice, paying particular attention to leading change across sectors in the United State and abroad. The course introduces students to the key concepts of leadership and change, including mainstream and more nuanced theories and emerging perspectives and focused on change leadership in several key contexts including organizational, community, social, political and global.

### **Course Objectives**

1. Provide students with an understanding of mainstream and emergent leadership theories, with a focus on change leadership
2. Provide students with a framework for understanding change in various contexts
3. Introduce frameworks for critically assessing and analyzing cross-boundary, cross-sector leadership and change
4. Provide students with the tools needed to apply theories and lessons learned from cases about leadership to the analysis of "real world" leaders
5. Provide students with the opportunity for critical self-reflection and analysis of leadership development strengths and opportunities for growth

### **Student Learning Outcomes**

1. Demonstrate an understanding of mainstream and emergent leadership theories, change leadership in particular
2. Demonstrate an understanding of frameworks for understanding change in various contexts
3. Demonstrate the ability to assess and analyze cross-boundary, cross-sector leadership and change using theories and frameworks introduced in class
4. Demonstrate ability to identify drivers and constraints of change, as well as strategies for leading change in a variety of situations
5. Exhibit competency in conducting written and oral case study presentations related to leadership change across sectors

### **Course Organization and Approach**

The course will include lectures, assigned and independent reading, class discussion, case studies, small-group work, and student presentations. The instructor will give lectures and lead discussions. Students are expected to contribute knowledge, information, and well-reasoned ideas. Student contributions may draw from independent reading, field research, prior studies, and personal experience.

### **Instructor Expectations**

1. Bring high expectations for yourself and your instructor
2. Prepare for the class with curiosity, passion and interest
3. Be respectful of others and their views
4. Speak up when you disagree
5. Ask questions when you don't understand
6. Step up/step back
7. Act in accordance honesty, integrity and excellence
8. Build the respect of your peers and your instructor
9. Different levels of preparedness, including prior experience and general scholastic ability, and various competing priorities with school and work - be accountable
10. Instructor as teacher, facilitator and coach

## Grading

Assignment	Session Due	Percent of Grade
Authentic Leadership discussion forum response	2	15
Case Memo: Heading Home Hennepin	4	15
Mini-case teach back/discussion lead (group)	varies	15
Change Leadership problem analysis and strategy (group)	7	35
Class engagement	ongoing	20
Total		100

All papers should be 12 point font, doubled-spaced with standard 1" margins. Cover sheets are not necessary, but do include your name, assignment name, and a title for the assignment on page one. Grades will be reduced for assignments submitted late. Grades will be reduced by one full letter grade (e.g., from a B+ to C+) for each week or fraction thereof past due.

## Instructor

Kevin Hickey's career is built on helping marginalized youth and families achieve self-sufficiency. He currently serves as Director of High School and Bridge Programs at Jewish Vocational Service. Kevin holds a B.A. in Psychology from San Francisco State University and a Master of Nonprofit Administration from the University of San Francisco, where he teaches social change advocacy courses. Kevin is a proud veteran of the United States Navy.

<https://www.linkedin.com/in/kevinhickey>

## Required Textbooks

Hickman, G.R. 2010. Leading Change in Multiple Contexts: Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings. Los Angeles, CA: Sage.

Collins, Jim. 2005. Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer.

**Session 1, September 10: Course overview; introductions to leadership, change theory and concepts; leadership self-assessment**

Required Reading

Hickman, G.R. Introduction, Chapters 1, 2 and 3, pp: xi through 78.

DePree, Max. 1989/2010. What Is Leadership? In J.L. Perry (Ed.), The Jossey-Bass Reader on Nonprofit and Public Leadership. San Francisco: John Wiley & Sons.

Gill, Roger. 2011. Leadership Theory: A Critical Review, Synthesis and Redefinition (pp. 62 - 107). In Theory and Practice of Leadership, Second Edition. Los Angeles: Sage.

Moynihan, Donald P. & Van Wart, Montgomery. 2013. Lessons from Leadership Theory and the Contemporary Challenges of Leaders. Public Administration Review [on-line first, pp. 1-13].

Suggested Reading

Case Analysis Coach, Robert D. Austin; Robert L. Kelley, Harvard Business for Educators Publishing.

The Case Analysis Coach was developed specifically for students to enhance their learning with cases. It is an online, self-paced tutorial (approximately 90 minutes) that offers a comprehensive yet concise introduction to the key concepts and intellectual processes required for the reading, analysis, and interpretation of business case studies. Available for purchase, \$9.00

<https://cb.hbsp.harvard.edu/cbmp/product/4380-HTM-ENG>

**Session 2, September 24: Organizational change practices**

Required Reading

Hickman, G.R. Chapter 4, pp. 79 - 118

Michael Bazigos, Chris Gagnon, and Bill Schaninger. 2016. Leadership In Context, McKinsey Quarterly.

Heather McLeod Grant, 2014. Pioneers in Justice: Building Networks and Movements for Social Change. Chapters 1, 2 and 5, pp. 7 - 31, and pp. 76 - 93; Levi Strauss Foundation.

Bill George, Peter Sims, Andrew N. McLean and Diana Mayer. February 2007. Discovering your authentic leadership. Harvard Business Review.

Assignment: Mini-case teach back/discussion lead

Hickman, G.R. Application 3: Government, pp. 110 - 113, Group 1

Hickman, G.R. Application 5: Nonprofit, pp. 117 - 118, Group 2

Design and lead class discussion and associated activities for the assigned mini-case (target 25 - 40 minutes). Use the reflection questions provided in the text as a starting point. Develop additional question prompts, activities, and relevant independent research to foster class engagement. Instructor available for pre-discussion consultation. Complete and submit peer/self-evaluation on jlearn.

Assignment: Authentic Leadership Discussion Forum Response

Respond on jlearn to discussion prompts on authentic leadership discussion forum.

Guest speaker

Maria Su, Executive Director, San Francisco Department of Children, Youth and Their Families

<https://www.linkedin.com/in/marja-su-446417a>

<http://www.dcyf.org/>

**Session 3, October 8: Leading community and organizational change**

Required Reading

Hickman, G.R. Chapters 5 and 6, pp. 119 - 160

Office of the Comptroller of Currency. Community Reinvestment Act Fact Sheet, March 2014

Office of the Comptroller of Currency. CRA: Community Development Loans, Investments, and Services Fact Sheet, March 2014

Mike Huggins and Cheryl Hilvert. 2013. Tackling Wicked Problems Takes Resident Engagement. Public Management, International City/County Management Association (ICMA)

James H. Svara and Janet Denhardt. 2010. Connected Communities: Local Governments as a Partner in Citizen Engagement and Community Building, Chapter: The Connected Community, pp. 4- 48

Case: Kujichagulia: Actively Building a Public-Nonprofit Community Partnership, Parts A, B and Timeline. Case prompt questions (to be developed)

Assignment: Mini-case teach back/discussion lead

Hickman, G.R. Application: When Community Claims Collide, pp. 142 - 147, Group 3

Design and lead class discussion and associated activities for the assigned mini-case (target 25 - 40 minutes). Use the reflection questions provided in the text as a starting point. Develop additional question prompts, activities, and relevant independent research to foster class

engagement. Instructor available for pre-discussion consultation. Complete and submit peer/self-evaluation on jlearn.

### Guest Speaker

Lena Robinson, Director of Community Development, First Republic Bank; former Regional Manager, Northern California, Federal Reserve Bank of San Francisco

<https://www.lmked.com/m/lena-robinson-8947791>

<https://www.firstrepublic.com/resource/commitment-to-the-community>

<http://www.frbsf.org/community-development/>

### **Session 4, October 22: Leading political and social change**

#### Required Reading

Hickman, G.R. Chapters 7, 8 and 9, pp. 161 - 228

Heather McLeod Grant, 2014. Pioneers In Justice: Building Networks and Movements for Social Change. Chapters 6 and 7, pp. 94 - 137; Levi Strauss Foundation.

Bryson, J. M., Crosby, B. C., & Stone, M. M. (2015). Designing and Implementing cross-sector collaborations: Needed and challenging. *Public Administration Review*, 75(5), 647-663.

The Movement to "Ban the Box." 2014. Rosenberg Foundation.

Kristina Mastropasqua. 2016. Criminal history and background checks: A look at how criminal records can affect access to jobs, housing, higher education. Harvard Kennedy School's Shorenstein Center on Media, Politics and Public Policy.

Case: Heading Home Hennepin (e-case), <http://www.hubertproject.org/hubert-material/201/> (sign up for a free account). Case prompt questions.

#### Assignment: Mini-case teach back/discussion lead

Hickman, G.R. Application: To Hear or Not to Hear, pp. 191 -193, Group 4

Hickman, G.R. Application: The Fatherhood Movement, pp. 213- 218, Group 5

Design and lead class discussion and associated activities for the assigned mini-case (target 25 - 40 minutes). Use the reflection questions provided in the text as a starting point. Develop additional question prompts, activities, and relevant independent research to foster class engagement. Instructor available for pre-discussion consultation. Complete and submit peer/self-evaluation on jlearn.

Assignment: Case Memo: Heading Home Hennepin

Write a three-page memo of the case answering the following questions: 1) What are key three to five key lessons from the case that would apply in other settings/contexts? 2) What would you advise the three central actors to do in the next five years as they lead across sector, cultural, and geographic boundaries to end homelessness? Submit on jlearn.

Guest Speaker

Alex Berliner, Organizer, Legal Services for Prisoners with Children

<https://www.linkedin.com/in/alexandra-berliner-72288aa0>

<http://www.prisonerswithchildren.org/about/staff/>

**Session 5, November 5: Leading global change**

Required Reading

Hickman, G.R. Chapter 10, pp. 229 - 279

Williamson, Thad & Hicks, Douglas A. 2012. Leadership Toward Global Justice: Conceptual and Practical Challenges (pp. 193-206). In D.A. Hicks & T. Williamson (Eds.). Leadership and Global Justice. New York: Palgrave MacMillan.

Case: Rosabeth Moss Kanter; Ai-Ling Jamila Malone. 2012. Hillary Clinton & Partners: Leading global social change from US State Department. Harvard Business Publishing. Available for purchase, \$4.95. Case prompt questions (to be developed)

<http://cb.hbsp.harvard.edu/cbmp/access/51864316>

Assignment: Mini-case teach back/discussion lead

Hickman, G.R. Application: Looming Water Crisis, pp. 265- 276, Group 6

Design and lead class discussion and associated activities for the assigned mini-case (target 25 - 40 minutes). Use the reflection questions provided in the text as a starting point. Develop additional question prompts, activities, and relevant independent research to foster class engagement. Instructor available for pre-discussion consultation. Complete and submit peer/self-evaluation on jlearn.

Guest Speaker

Amy Logan, Expert Speaker, U.S Department of State; Founder & CEO, Gender Innovation

<https://www.linkedin.com/m/amylloganauthor>; <http://amylogan.com/>

<http://tedxtalks.ted.com/video/It-hasn-t-always-been-a-man-s-w:Recent>

<http://www.thepriceofhonorfilm.com/>

## **Session 6, November 19: Online activism and social movements**

### Required Reading

Hickman, G.R. Chapter 11, pp. 280 - 297.

Heather McLeod Grant, 2014. *Pioneers in Justice: Building Networks and Movements for Social Change*. Chapter 3, pp. 32 -53; Levi Strauss Foundation.

The Info-Activism How-To Guide: Strategies and tools for digital campaigning. Tactical Tech Collective, <https://howto.informationactivism.org/> Further guidance to be developed

Center on Budget and Policy Priorities, 2016. *Policy Basics: The Earned Income Tax Credit*

Case: Sandfort, Jodi. n.d. *Implementing the Earned Income Tax Credit at AccountAbility Minnesota*. The Collaborative Governance Initiative. E-PARCC. Syracuse, NY: The Maxwell School of Syracuse University, Part A. Case prompt questions (to be developed)

### Guest Speaker

Ashley Boyd, Field Director and Chief of Member Engagement Officer, MomsRising

<https://www.momsrising.org/blog/users/ashlev-boyd>

<http://www.momsrising.org/>

## **Session 7, December 3: Leadership development in the context of public and nonprofit sector; Change Leadership problem analysis and strategy presentations; course wrap-up**

### Required Reading

Hickman, G.R. Chapter 12 and Epilogue, pp. 299 - 305.

Heather McLeod Grant, 2014. *Pioneers in Justice: Building Networks and Movements for Social Change*. Chapter 4, and 8 pp. 54 - 75, and pp. 138 - 153; Levi Strauss Foundation.

Collins, Jim. 2005. *Good to Great and the Social Sectors: Why Business Thinking Is Not the Answer*, pp. 1 - 35.

Nonprofit Sector Leadership Report. 2016. Concord Leadership Group.

### Assignment: Change Leadership problem analysis and strategy (group)

Based on self-directed research and problem identification, select an organizational, social, or political problem for analysis and solution development using the course materials, discussions and independent resources as guides. Prepare a thirty-minute presentation and accompanying



two to three-page written memo. Complete and submit peer/self-evaluation on jlearn. Further guidance to be developed

## **B. CHSS Policy**

Syllabi are to incorporate the Academic Senate Policy regarding finals week, the deadlines or withdrawals, late adds, CR/NC option and information related to course registration and Disability Programs and Resource Center. A sample listing of the required College policies are shown below.

**Final Exam:** According to Academic Senate policy F76-12 a time period is set aside at the end of each semester for a formal examination period. All classes are expected to meet during the final examination period whether an examination is given or not. The final examination schedule is published each semester in the Class Schedule.

[http://www.sfsu.edu/~acadres/final\\_exams/fjnalfl6.htm](http://www.sfsu.edu/~acadres/final_exams/fjnalfl6.htm)

**CHSS Withdrawal Policy: The last day to drop a class is September 14, 2016 until 11:59pm. Starting September 15 - November 22, 2016 you must submit a paper withdrawal petition. Withdrawal from a class starting September 15, 2016 will be considered for *serious and compelling* reasons only and **must have accompanying documentation.** The following reasons are **not** considered *serious and compelling*: Changing your major, poor performance, class not required for graduation/major, lacking the pre-requisite, instructor forgot to drop me, not attending class or more time needed for other classes. If you wish to withdraw from class due to unexpected changes in your work schedule, illness or family emergencies, **documentation will be required**, along with a copy of unofficial transcripts. Submit your petition **within a reasonable timeframe (e.g., within 2 weeks of a change in work hours.)** From November 23 - December 14, 2016 you may not withdraw from a class or the University, except only in the case of a **serious** documented illness or verified accident.**

Withdrawals **cannot** be initiated electronically and must be submitted using a paper application. All electronic submissions of withdrawals will be denied automatically by the Associate Dean. **You are only allowed to withdrawal from a maximum of 18 units and take a class no more than 2 times at SF State.** Approval from the instructor and/or Chair does not constitute automatic approval from the associate dean so continue attending class until a decision is made. Please refer to the following website for further information on withdrawal policies: <http://chss.sfsu.edu/src>

**CR/NC Option: The last day to request CR/NC option is October 19, 2016 until 11:59pm.** The Associate Dean will not approve requests for changes if you miss this deadline.

**Late Add Policy: The period to add classes via permission numbers is August 24 - September 14, 2016.** It is your responsibility to procure a late permission number from your instructor and add the class. Faculty cannot add you into a class. Starting September 15, 2016, a Waiver of

College Regulations form must be signed by your instructor, Chair and CHSS Associate Dean to add. This will be approved only if there was an administrative error.

**Check your registration through SF State Gateway:** Sign up for CR/NC, drop and add classes by the appropriate deadline online through SF State Gateway. ALWAYS check your registration after making any changes and BEFORE deadlines to be sure you are registered properly for your classes. Deadlines for all registration procedures, including withdrawals and requests for credit/no credit, are listed in the class schedule and will be strictly adhered to by the instructor, the Department Chair and the Associate Dean of College of Health & Social Sciences. **It is ALWAYS the student's responsibility to ensure their schedule is correct, even if the instructor indicates they will drop you.**

This can be viewed on the Registration Calendar at the following website:

<http://www.sfsu.edu/~admisrec/reg/regsched2167.html>

**Disability Programs and Resource Center:** Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email ([dprc@sfsu.edu](mailto:dprc@sfsu.edu)).

**Student Disclosures of Sexual Violence:** SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact:

**The SAFE Place** - (415) 338-2208; [http://www.sfsu.edu/~safe\\_plc/](http://www.sfsu.edu/~safe_plc/)

**Counseling and Psychological Services Center** - (415) 338-2208; <http://psyservs.sfsu.edu/>

For more information on your rights and available resources: <http://titleix.sfsu.edu>