LEADERSHIP, ORGANIZING & ACTION: LEADING CHANGE

FEBRUARY 10TH 2014 – MAY 28TH, 2014

---------------------------------------------------------------

FACULTY INSTRUCTOR
Marshall Ganz
marshall_ganz@harvard.edu

FACULTY ASSISTANT
Gerta Dhamo
617-384-9637
gerta_dhamo@hks.harvard.edu

TECHNOLOGY SUPPORT
James Brockman
James_Brockman@hks.harvard.edu

HEAD TEACHING FELLOW
Rawan Zeine
rawanzeine@gmail.com

TEACHING FELLOWS
Ashley Ardon
aarden@hoggan.com

Ana Babovic
anababovic@live.com

Uyen Doan
uyendoan@gmail.com

Kanoko Kamata
kanoko.kamata@gmail.com

Achraf Hamzah
achrafhamzah@gmail.com

Randa Naffa
randa@jo.jo
“In democratic countries, knowledge of how to combine is the mother of all other forms of knowledge; on its progress depends that of all the others.” — Alexis de Tocqueville

A. OBJECTIVES

Fulfilling the democratic promise of equity, accountability and effectiveness requires the participation of an “organized” citizenry able to formulate, articulate and assert its shared interests effectively. Organizing, in turn, requires leadership: accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Organizers identify, recruit and develop leadership; build community around that leadership; and build power from the resources of that community.

In this course, participants practice leadership by organizing a leadership team to work with him or her to mobilize members of a “constituency” to work together to achieve specific outcomes in the pursuit of a shared purpose by the end of the course. Participants learn five core leadership practices: building committed relationships; using narrative to translate values into the capacity for agency; turning resources into power by strategizing; turning intentions into effective action; and structuring organization so as to develop leadership, engage constituents, and achieve goals. Participants learn to coach others as well receive coaching. They also learn the limits of mobilizing resources in the short-term – as in getting petition signatures or mouse clicks – unless linked to organizing people for the longer-term – as in building an organization or movement.

B. PARTICIPANTS

This course is for people interested in learning how to exercise leadership to create social change through collective action. There are no prerequisites. People with and without “real world” experience find the class equally useful. Participants with a strong commitment to the community, organization, or goals on behalf of which they are working will be most successful. Because this is a practice course, it requires trying new things, risking failure, and stepping outside your comfort zone. As reflective practitioners, students will learn through critical reflection on their experience, feedback and coaching. If you are not prepared to step outside your comfort zone, this course is not for you.

C. PEDAGOGY

People learn organizing from the experience of doing it, reflecting on their experience, learning from their reflection, and trying again.
This requires leading an organizing project, reading background material, participating in lecture, writing reflection papers, completing skill practice assignments, taking part in section meetings, receiving coaching from your Teaching Fellow and coaching each other. Students are expected to invest an average of 10 hours per week doing all of the above.

The course is organized in nine modules. Each module focuses on specific “Learning Objectives.” Each module also specifies an “Action Objective,” a particular skill to be practiced with your peer-learning partner. Each module builds on the previous learning and action objectives.

**D. COURSE FLOW**

**2 WEEK FLOW**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>LIVE LECTURE</td>
<td></td>
<td>REFLECTION PAPER DUE</td>
<td></td>
<td>FEEDBACK FROM YOUR TF</td>
</tr>
<tr>
<td>PRACTICE ASSIGNMENT DUE</td>
<td>FEEDBACK FROM YOUR TF</td>
<td>SECTION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1-WEEK FLOW**

<table>
<thead>
<tr>
<th>MON</th>
<th>TUE</th>
<th>WED</th>
<th>THU</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIVE LECTURE</td>
<td>SECTION</td>
<td>REFLECTION PAPER DUE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**E. GETTING STARTED**

| STEP 1: SET UP YOUR COMPUTER | Tuesday, Feb 11 9:00-11:00am EST | Students are required to visit the LOA Technology Testing Room and confirm that they are able to use WebEx technology to transmit and receive the audio and video required for participation in class and section. Follow the instructions on the “Getting Started” tab on the course website. Students must also participate |
| Wednesday, Feb 12 2:00-4:00pm EST | | |
from the same stable internet connection – not any mobile unit. Please make sure you have a working microphone, headphones and webcam connected to your computer in a quiet space.

<table>
<thead>
<tr>
<th>STEP 2: MEET WITH YOUR TF</th>
<th>Scheduled by TF</th>
<th>Students are required to meet their teaching fellow and receive coaching on their project. The teaching fellow will request a 20-minute WebEx one-to-one at a scheduled time prior to the first section meeting. Students will also meet one-on-one at mid-term and at the end of the class.</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEP 3: MEET YOUR SECTION</td>
<td>Thursday, Feb 13</td>
<td>Students are required to attend an introductory meeting with their designated section. At the section meeting, students will be introduced to their section members, set team norms, learn the technology, and receive clarification regarding the pedagogy. Students will be informed of the exact timing a week prior to launch on the course website and via email.</td>
</tr>
<tr>
<td>STEP 4: AQUIRE READINGS</td>
<td>The required readings, videos, and other materials can be found on the course website. Students will be required to have read the required material for Module 1 prior to the first lecture.</td>
<td></td>
</tr>
</tbody>
</table>

**F. COURSE COMPONENTS AND SCHEDULE**

1. **Organizing Campaign**: Students base class work on what they learn from their experience leading an "organizing campaign" of their own choosing or design. Practicing leadership means organizing a leadership team to work with one to mobilize members of a “constituency” to work together to achieve specific outcomes in the pursuit of a shared purpose by the end of the semester.

2. **Readings**: Readings provide valuable background for class discussions. My “Organizing Notes” frame the readings, explain charts, and articulate a learning framework. Students are expected to complete required reading before each lecture. Should students wish to pursue a topic more deeply, optional readings are provided. Training materials are also available for students to use with their team via links to the New Organizing Institute’s Toolbox.

3. **Live Lecture Discussions**: Students learn to use our organizing framework to integrate lectures and reading with critical reflection on their project experience. Live lectures (1.5 hour long) led by Prof Marshall Ganz will be held on **Wednesdays from 11:00am-12:30pm EDT**. Students must attend all classes and take an active part in discussions. You must “show up” for class at 10:45am EST/EDT to trouble-shoot any technological problems before lecture begins.
4. **Reflection Papers:** Students are required to submit *reflection papers* of no more than 2 pages double spaced in which they analyze and reflect on their experience of their organizing project. Each week on the course website, questions will be posed to stimulate reflection. Papers are due at **6:00pm EST/EDT each Friday** following lecture. Late papers will be downgraded. Submit your reflection paper by uploading it to the online dropbox assigned to student’s teaching fellow on the course website. They will be returned with feedback from the teaching fellow by 9:00pm EST/EDT on the following Sunday.

**Reflection Paper Due Dates:**

<table>
<thead>
<tr>
<th>Feb</th>
<th>Feb</th>
<th>Mar</th>
<th>Mar</th>
<th>Apr</th>
<th>Apr</th>
<th>Apr</th>
<th>May</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>19th</td>
<td>26th</td>
<td>12th</td>
<td>26th</td>
<td>9th</td>
<td>16th</td>
<td>30th</td>
<td>14th</td>
<td>21st</td>
</tr>
</tbody>
</table>

5. **Skill Practice Assignments:** Skill practice assignments offer students the opportunity to practice key organizing skills with a ‘peer learning partner’ from their section. Students will set a regular meeting time with their ‘peer learning partner’ to complete the Skill Practice Assignment online together. Assignments will be posted each week on the website so feedback can be provided by the Teaching Fellow. The Teaching Fellow assigns peer learning partners.

Assignments are due at **6:00pm EST/EDT each Monday** on each week without a lecture. Upload video and/or worksheet assignments to the online drop box assigned to student’s section on the course website. Skill Practice Assignment feedback will be provided by the student’s teaching fellow by 9:00pm EST/EDT on Wednesday of the same week.

**Practice Assignment Due Dates:**

<table>
<thead>
<tr>
<th>Mar</th>
<th>Mar</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>17th</td>
<td>31st</td>
<td>21st</td>
<td>5th</td>
</tr>
</tbody>
</table>

6. **Section Meetings:** Section meetings provide students the opportunity to wrap up their learning in each module by reflecting on their projects with other students. Section meetings will be a 1.5 hour meeting and will occur on Thursdays. Students are required to participate and ensure they have a stable Internet connection in a
quiet space. Students can find which section they are in and what time the section meeting is held on the course website.

**Section Meeting Dates:**

<table>
<thead>
<tr>
<th>Feb</th>
<th>Feb</th>
<th>Mar</th>
<th>Mar</th>
<th>Apr</th>
<th>Apr</th>
<th>Apr</th>
<th>May</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th</td>
<td>20th</td>
<td>6th</td>
<td>20th</td>
<td>3rd</td>
<td>10th</td>
<td>24th</td>
<td>8th</td>
<td>15th</td>
</tr>
</tbody>
</table>

7. **Office Hours.** Office hours provide students the opportunity to discuss their learning, projects and receive coaching from Professor Ganz. These sessions will happen every two weeks either on Mondays or Tuesdays. Students will not have to book a time for Marshall’s office hours; office hours have a first come, first serve policy. Teaching Fellows will also be available for one-to-ones with students throughout the course.

**Office Hours Dates and Time:**

<table>
<thead>
<tr>
<th>Feb</th>
<th>Mar</th>
<th>Mar</th>
<th>Apr</th>
<th>Apr</th>
<th>Apr</th>
<th>May</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>24th</td>
<td>10th</td>
<td>24th</td>
<td>7th</td>
<td>15th</td>
<td>28th</td>
<td>13th</td>
<td>19th</td>
</tr>
<tr>
<td>10:00-11:00am EST</td>
<td>9:30-10:30am EST</td>
<td>10:00-11:00am EDT</td>
<td>10:00-11:00am EST</td>
<td>10:30-11:30am EST</td>
<td>10:00-11:00am EDT</td>
<td>10:00-11:00am EST</td>
<td>10:00-11:00am EDT</td>
</tr>
</tbody>
</table>

**G. CERTIFICATE REQUIREMENTS**

We expect an appropriately high level of commitment from participants. To earn a course certificate, students must complete all of the following on time:

- Attend and participate in **9 course lectures** and **9 section meetings**
- Submit **9 reflection papers** and **5 practice assignments**
- Hold an **introductory and mid term 1:1** with their TF.
- Submit **course evaluations**.

**Make Up Policy.** In case of a work or family emergency that cannot be rescheduled without putting jobs/health in jeopardy, students may miss up to two scheduled sessions (lecture or sections). There are three requirements to make up the missed session:

- Explain your absence to your TF in advance and in writing if possible.
- Watch the video (available on the course website under "section debrief").
- Within 2 weeks after a missed session submit a ½ page written evaluation of the video (takeaways, pluses, and deltas) to your TF.

Papers will also be due by the set deadline. If an emergency occurs and the paper may not be submitted on time, students have a maximum of two weeks to submit it. Any paper submitted two weeks late will be an equivalent to missing a session.
H. COURSE OUTLINE

The following is the breakdown for each module. Please note, some modules are 1 week (Module 1, Module 5, Module 8, Module 9) indicated with one * while others are 2 weeks (Module 2, Module 3, Module 4, Module 6, Module 7) indicated with **.

The letters to the right of each reading indicate whether the focus is theoretical (T), practical (P), or historical (H). Readings designated with a * are important for class discussion.

PRE COURSEWORK | SECTION LAUNCH

Welcome! This week we get acquainted with our section, review course requirements and discuss how we will work together. We will get oriented on what to expect from one another for the remainder of the course.

LEARNING OBJECTIVES
- Learn how to set team norms
- Learn how to build relationship with section members
- Understand course flow and requirements

REQUIRED ACTION FOR THE MODULE
- Complete the initial draft of your project
- Confirm commitment for the course

SECTION DISCUSSION
- Thursday February 13th

MODULE 1* | COURSE OVERVIEW: LEADERSHIP, ORGANIZING & ACTION

[ONE WEEK MODULE]

Welcome. Today we get acquainted, discuss course goals, our strategy for achieving them, and requirements. “What is Organizing” introduces our learning framework, explained more fully in “Leading Change: Leadership, Organization, and Social Movements.” “Organizing for Democratic Renewal,” offers a view of organizing in the US on the eve of the first Obama campaign, in which organizing played the key role Exley documents. But the work of organizing is rooted in traditions – in the West, for example, in the faith, civic, and popular traditions. Organizers empower constituents. They do not serve them as clients nor market to them as customers – as argued by Alinsky, McKnight, and Giridharadas. Organizers do not avoid conflict, challenge, and tension, but embrace them as constructive, central to strong democracy, and to be engaged. Because it is a practice, learning organizing requires doing it, a distinction to which Kierkegaard alerts us. To learn new ways we have to be willing to let go of old ways – a point on which Thich Nhat Hanh offers a wise parable and Langer offers wise advice. Dweck reminds us that failure in the service of learning is evidence of effort, not lack of talent, urging us to adapt what she calls a “growth mind set” as opposed to a “fixed
mind set.” Sitkin argues short-term failure is often required for success . . . while fear of failure can ensure it. The “Organizing in Action” readings are snapshots of some recent examples of different ways in which organizing has been influencing public life.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>INDIVIDUAL WORK</th>
<th>SKILL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture</td>
<td>Complete readings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11:00am-12:30pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>*Section will be scheduled for Thursday,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>depending on your section (see course website)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Submit reflection paper by 6:00pm EST</td>
<td></td>
</tr>
</tbody>
</table>

Feedback by TF due Sunday 9:00pm EST

**LEARNING OBJECTIVES**
- Welcome, review norms, set goals
- Learn how leadership, organizing, and change work
- Define organizing project: differentiate from advocacy, service, or awareness
- Learn how to coach

**REQUIRED ACTION FOR THE MODULE**
- Reflect on your leadership experiences. What type of leader are you? What has worked? What you have found challenging? Set your personal leadership goals.

**READING**

**REQUIRED READING**
- *The Bible*, Exodus, Chapter 2-6. (H)
- Saul Alinsky, *Reveille for Radicals*, Chapter 1, (pp.3-23). (P)
- ► John McKnight, "Services are Bad for People," (pp.41-44). (T)
- ► M.S. Kierkegaard, “When the Knower Has to Apply Knowledge” from “Thoughts on Crucial Situations in Human Life”, in *Parables of Kierkegaard*, T.C. Oden, Editor. (P)
- ► Thich Nhat Hanh *Thundering Silence: Sutra on Knowing the Better Way to Catch a Snake*, "The Raft is Not the Shore," (pp.30-33). 2001 (T)
- Ellen Langer, *Mindfulness*, Chapter 3, "The Roots of Mindlessness," (pp.19-35); Chapter 4, "The Costs of Mindlessness," (pp.43-55); Chapter 5, "The Nature of Mindfulness," (pp.61-77); Chapter 7, "Creative Uncertainty," (pp.115-129). (P)
- ► Carol Dweck, Chapter 1, “The Mindsets” from *Mindset: the New Psychology of Success* (2006), (pp.1-10) (P)
• Coaching as Leadership Practice, adapted from work of Ruth Wageman, Marshall Ganz (2014). (P)
• *Organizer's Journey Handout*, Jonah Evans, 2012. (P)

**ORGANIZING IN ACTION:** Examples of organizing campaigns across the world
• *Young Immigrants Say It's Obama's Time to Act* – *New York Times*, Nov.30, 2012
• Duncan Meisel and Joshua Kahn Russell, “Case Study: Tar Sands Action”, in *Beautiful Trouble: A Toolbox for Revolution* by Andrew Boyd and Dave Oswald Mitchell (pp. 376-379).

**ORGANIZING TOOLS:**

**FOR FURTHER READING:**
• Louis Fischer, *The Life of Mahatma Gandhi*, Chapter 31, “Drama at the Seashore,” (pp.263 -275). (H)
• Margaret Keck and Kathryn Sikkink, *Activists beyond Borders: Advocacy Networks in International Politics*, Chapter 1, Introduction, (pp.1-38). (H)
• Aristotle, *Política*, Book 1, Chapter 1-2 (pp.1127-1130). (T)

➤ **ASSIGNMENTS**

• Reflection Paper #1 - due by 6:00pm EST on Friday February 21st

➤ **SECTION DISCUSSION**

• Thursday February 20th
Organizers start by asking three questions: who are my people, what is their problem, how can they use their resources to solve the problem? Who are your people? Who is your constituency whose values are at risk? What urgent challenge do they face? How could they turn resources they have into power they need to solve the problem? How could you design a campaign to achieve an outcome that would help solve this problem within the next 12 weeks?

What does organizing look like? How is it different from mobilizing? How is it different from marketing? As a “case,” the Montgomery Bus Boycott can help us see concepts fundamental to organizing work. Alinsky and Miller help us consider reactions we may have to word what we need to explain organizing: power. We focus on actors, values, and interests to map a constituency, other actors, and an opposition. We ask the four questions to track down power by drawing on Loomer to see how it can be created with others or used over others. Gaventa shows how to make power over others visible. Hirschorn draws attention to the role of timing in campaigns. And Chris Lawrence-Pietroni’s “What Is Organising” is a very clear reminder of what an organizing project is and what it isn’t.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>INDIVIDUAL WORK</th>
<th>SKILL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture 11:00am-12:30pm EDT</td>
<td>Complete readings Work on reflection paper</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Work on skill practice assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Submit reflection paper by 6:00pm EST</td>
<td>Work on skill practice assignment</td>
<td></td>
</tr>
<tr>
<td>Receive feedback from TFs on reflection papers by Sunday 9:00 pm EST</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Submit skill practice assignment by 6:00pm EST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Prepare for section Receive feedback on skill practice assignment by 9:00pm EST</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Section Complete next week’s readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Complete next week’s readings</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**
- Learn to identify your constituency and its values, resources and interests
- Learn to define the challenge your constituency faces
- Learn how they can get the power to meet the challenge
- Learn how to focus on a strategic goal they can achieve over the course of the semester
- Learn how to design a 10 week campaign to achieve that change

**REQUIRED ACTION FOR THE MODULE**
- Develop your “organizing statement:” I am organizing (who) to (do what) by (how) by (when)

**READING**
REQUIRED READING:

- Taylor Branch, *Parting the Waters*, Chapter 4, “First Trombone” (pp.120-142), Chapter 5, “The Montgomery Bus Boycott,” (pp.143 -205). (H)

ORGANIZING TOOLS:


FOR FURTHER READING


ASSIGNMENTS

- Reflection Paper #2 – due by 6:00 pm EST on Friday February 28th
- Skill Practice Assignment #1 – due by 6:00 pm EST on Monday March 3rd

SECTION DISCUSSION

- Thursday, March 6th
Leadership requires enabling one’s people to respond to challenges to their shared values with purposeful action. Leaders can use public narrative to access emotional resources needed to communicate why they have been called to lead; a “story of self,” the values their community shares, a “story of us,” and the challenge to those values that demands action, “a story of now”. The capacity to act with agency requires accessing hope over fear, empathy over alienation, and self-worth over self-doubt. Because it engages the “head” and the “heart,” narrative instructs and inspires, teaching us not only how we should act, but moving us to act. It is not public speaking, messaging or image making. As Jayanti Ravi, MPA/MC 07 said, it is learning how to bring out their “glow” from within, not how to apply a “gloss” from without. The clearer you are as to your own sources of motivation the better the choices you – and others – can make about working together.

In my ‘Organizing Notes” and “Public Narrative, Collective Action, and Power” I explain our basic approach. Bruner grounds our work in the discipline of cultural psychology. Marcus explains the neuroscience of anxiety, why we pay attention, on the one hand, and that of response, on the other. Nussbaum helps us understand how we experience value through the language of emotion, essential for making choices. And Bruner explains how we use narrative to construct our “selves”. Come to class having completed your “Public Narrative Worksheet”. This week, we ask you to reflect on what calls you to leadership on behalf of the mission you have chosen.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>INDIVIDUAL WORK</th>
<th>SKILL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture 11:00am-12:30pm EDT</td>
<td>Complete readings Work on reflection paper</td>
<td>Work on skill practice assignment</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Submit reflection paper by Friday 6:00pm EDT</td>
<td>Work on skill practice assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive feedback from TFs on reflection papers by Sunday 9:00pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td>Submit skill practice assignment by 6:00pm EDT</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Prepare for section Receive feedback on skill practice assignment 9:00pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Section</td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**
- Learn why leadership requires mastery of public narrative: self, us, now
- To learn how public narrative works: values, emotion & story structure
- Learn to tell your story of self and coach others in telling their narrative

**REQUIRED ACTION FOR THE MODULE**
- Write and develop your campaign’s public narrative
- Start sharing your public narrative in your organizing work to recruit others
• If you have a team, train them how to develop their story of self

**READING**

**REQUIRED READING:**
• ► Jerome Bruner, “Two Modes of Thought”, Chapter 2 in *Actual Minds, Possible Worlds* (Cambridge: Harvard University Press, 1986), (pp.11–25). (T)
• ► James Croft, 6.2 Minutes, Public Narrative Class, 2010. (H)

**PLEASE COMPLETE PUBLIC NARRATIVE WORKSHEET BEFORE LECTURE.**

**ORGANIZING TOOLS:**
• New Organizing Institute Training Resources:  

**FOR FURTHER READING**
• Martha Nussbaum, “Emotions and Judgments of Value”, Chapter 1, *Upheavals of Thought: The Intelligence of Emotions*, (New York: Cambridge University Press, 2001), (pp. 19-33). (T)

**ASSIGNMENTS**
• Reflection Paper #3 – due by 6:00pm EDT on Friday March 14th
• Skill Practice Assignment #2 – due by 6:00pm EDT on Monday March 17th

**SECTION DISCUSSION**
• Thursday, March 20th

**MODULE 4** | **BUILDING RELATIONSHIPS**

**[TWO WEEK MODULE]**

<table>
<thead>
<tr>
<th>Wed</th>
<th>March 26th</th>
</tr>
</thead>
</table>

Organizers build relationships among members of a constituency to create commitment to a common purpose. Through relationships we can clarify our own purposes and develop resources to act upon them. Gladwell reports on the power of relational networks in everyday life – with people “like us” and people “not like us.” Simmons and Rosin describe relationship building in action. The workshop material offers ways to teach relationship
building in practice. The second Gladwell piece and Brandzell’s response explore differences in “online” and “offline” relationships. This week we ask you to reflect on whom you want to recruit to your leadership team and to practice conducting one-to-ones.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>INDIVIDUAL WORK</th>
<th>SKILL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture 11:00am-12:30pm EDT</td>
<td>Complete readings Work on reflection paper</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Work on skill practice assignment</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Submit reflection paper by 6:00pm EDT</td>
<td></td>
<td>Work on skill practice assignment</td>
</tr>
</tbody>
</table>

Receive feedback from TFs on reflection papers by Tuesday 6:00pm EDT

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>INDIVIDUAL WORK</th>
<th>SKILL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td>Submit skill practice assignment by 6:00pm EDT</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>Prepare for section</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Section</td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
</tbody>
</table>

**LEARNING OBJECTIVES**
- Learn why relationships are the foundation of organizing
- Learn to build public relationships thru one-to-one meetings and house meetings
- Learn skills necessary to conduct a successful one-to-one

**REQUIRED ACTION FOR THE MODULE**
- Create your relational strategy: Make a list of 20 people who could be candidates for your leadership team and plan how you will approach them
- Hold one on one with potential team members and ask them to join your team if applicable
- Reflect on your experience of holding one-on-ones and your relational strategy

**READING**

**REQUIRED READING:**
- Reflections on how “one on one” meeting can turn into “house meetings” and what they are from the 2007 Obama primary campaign in South Carolina, organizer Jeremy Bird and local leader Grace Cusack. (H)
  - Obama Campaign, South Carolina House Meeting Video, July 2007 http://www.youtube.com/watch?v=iF5jqtM-EkI
b. Obama Campaign, Reflections on a House Meeting Video, July 2007
http://www.youtube.com/watch?v=Zuj3kMYA8ys

ORGANIZING TOOLS:
- New Organizing Institute Training Resources:
  http://neworganizing.com/toolbox/training/building-relationships/

FOR FURTHER READING
  http://www.newyorker.com/reporting/2010/10/04/101004fa_fact_gladwell (T)
- Jim Rooney, Organizing the South Bronx, Chapter 6, “Relational Organizing: Launching South Bronx Churches,” (pp. 105-118). (H)

ASSIGNMENTS
- Reflection Paper #4 – due by 6:00pm EDT on Friday March 28th
- Skill Practice Assignment #3 – due by 6:00pm EDT on Monday March 31st

SECTION DISCUSSION
- Thursday, April 3rd

MODULE 5* | STRUCTURING LEADERSHIP: BUILDING TEAMS
[ONE WEEK MODULE]

<table>
<thead>
<tr>
<th>Wed</th>
<th>April 9th</th>
</tr>
</thead>
</table>

What is leadership? A position? A person? Or a practice? We argue it is a practice that we can structure in different ways. How can we structure leadership so that it enables a constituency to achieve its goals, not only the personal goals of whoever is in charge? The selection from Exodus shows the question of leadership structure – and how to avoid “being a dot”. Dr. ML King cautions us not to fear the desire to lead, the critical question being how we earn it. Freeman points out the danger of over-reacting to the “dot” structure so much that we are left with no structure at all. Hackman and Wageman propose the alternative collaborative leadership structure, the leadership team and show how to coach it. Exley shows how structure worked in practice in the 2008 Obama campaign. In the optional readings, Burns’ view of leadership as relational is foundational to our own as is Heifetz’s emphasis on leadership as adaptive. Ancona points out that leadership teams need to be “outward” looking as well as “inward” looking. The Orpheus Chamber Orchestra case shows how to organize orchestral leadership without a conductor. And Wageman reflects on the particular challenges of making leadership teams work at the very “top” of an organization. Consider what makes an effective leadership team and reflect on the effectiveness of your team structure.
LEARNING OBJECTIVES

- Learn how to structure a leadership team
- Practice how to launch a team

REQUIRED ACTION FOR THE MODULE

- Strengthen the structure of your leadership team
  - Set regular leadership team meetings
  - Establish a team’s shared purpose, norms, and roles

READINGS

REQUIRED READING:

- The Bible, Exodus, Chapter 18 (H)

ORGANIZING TOOLS:

- New Organizing Institute Training Resources:
  - Team Building: http://neworganizing.com/toolbox/training/building-teams/

FOR FURTHER READING:

- Ronald Heifetz, Leadership Without Easy Answers, "Values in Leadership," Chapter 1, (pp. 13-27). (T/P)
- No one on the Podium, Lessons on Leadership from the Orpheus Chamber Orchestra, (http://dl.dropbox.com/u/9372663/orpheum.mov) (P)

➔ ASSIGNMENTS

• Reflection Paper #5 – due by 6:00pm EDT on April 11th

➔ SECTION DISCUSSION

• Thursday April 10th

MODULE 6** | STRATEGIZING

[TWO WEEK MODULE]

<table>
<thead>
<tr>
<th>Day</th>
<th>Online</th>
<th>Individual Work</th>
<th>Skill Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture 11:00am-12:30pm EDT</td>
<td>Complete readings Work on reflection paper</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Work on skill practice assignment</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td>Submit reflection paper by 6:00pm EDT</td>
<td>Work on skill practice assignment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Receive feedback from TFs on reflection papers by Sunday 9:00 pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Submit skill practice assignment by 6:00pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>Prepare for section Receive feedback from TFs on Skill Practice Assignment by Wednesday 9:00pm EDT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Section</td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Complete next week’s readings</td>
<td></td>
</tr>
</tbody>
</table>

➔ LEARNING OBJECTIVES

• Learn how to re-strategize
• Learn to set tactics that build the campaign’s strategic capacity
• Develop your campaign chart and peaks

➡️ REQUIRED ACTION FOR THE MODULE
• Conduct a strategic “check-in” with your leadership team. Are you on track? What has worked? What hasn’t? What changes do you need to make? How will you use your remaining time together?
• Conduct a one-to-one with your teaching fellow.

➡️ READING

REQUIRED READING:
• ► The Bible, Book of Samuel, Chapter 17, Verses 4-49. (H) http://www.bibleontheweb.com/Bible.asp
• ► Si Kahn, Organizing, Chapter 8 “Strategy,” (pp.155-174). (P)
• ► Kennedy School Case C16-91-1034, “Orange Hats of Fairlawn: A Washington DC Neighborhood Battles Drugs,” (pp.1-18). (H)*
• Saul Alinsky, Rules for Radicals, Tactics, (pp. 126-136, 148-155, 158-161). (P)
  o http://www.aeinstein.org/organizations/org/198_methods.pdf

ORGANIZING TOOLS:
• Devising Strategy, Campaign Materials, Leading Change Project 2014. (available on MLD 377 course page)

FOR FURTHER READING
• Kim Bobo, Organizing for Social Change, Chapter 4 “Developing a Strategy” (pp.20-32), Chapter 5, “A Guide to Tactics,” (pp.34-41). (P)

➡️ ASSIGNMENT

• Reflection Paper #6 – due by 6:00pm EDT on Friday April 18th
• Skill Practice Assignment #4 – due by 6:00pm EDT on Monday April 21st

➡️ SECTION DISCUSSION

• Thursday April 24th
Organizers mobilize and deploy resources to take action based on commitments they secure from others. Researchers have learned that the way we organize the action can itself enhance our capacity for action — or the opposite. In the optional readings, Oliver and Marwell argue, the way we mobilize resources influences how we can deploy them and vice-versa.

But whatever the constraints, acting to make change involves risk, and risk requires courage. Hackman also argues that we can organize action to motivate further participation — or the opposite. Levy shows how to knit tactics together strategically.

### Learning Objectives
- Learn how to design action that generates the motivation for more action
- Understand the linkage between mobilizing and deploying resources and the centrality of commitment to both
- Learn and practice how to ask for a commitment

### Required Action for the Module
- Analyze a volunteer action task and mold it to be more motivational.
- Ask 5 people to commit to your upcoming peak.
- Reflect on how you have been getting people’s commitment. What has worked? What could have been done differently?

### Reading

**Required Reading:**
- Richard Hackman, “Designing Work for Individuals and for Groups”, adapted from J.R. Hackman, *Work Design in J.R. Hackman & J.L. Suttle (Eds.) Improving Life at Work: Behavioral science approaches to organizational change.* Santa Monica:
Goodyear Publishing Company, 1977. (pp.242-255). Please take special note of pages 242-244, and 248-250 and the Job Characteristics Model and how to use it. (T)

- Columbia, SC Rally, “Barack Obama and Oprah Winfrey Rally” Video, 2007. [http://www.youtube.com/watch?v=dnVE0rGofqO](http://www.youtube.com/watch?v=dnVE0rGofqO) (H)

**ORGANIZING TOOLS**

- NOI Action Resources

**FOR FURTHER READING**

- Jacques Levy, Cesar Chavez, Prologue, (pp. xxi-xxv). (H)
- Kim Bobo, *Organizing for Social Change, Chapter 7, “Designing Actions,”* (pp.70-79), Chapter 21, “Grassroots Fundraising.” (P)

**ASSIGNMENTS**

- Reflection Paper #7 – due by 6:00pm EDT on May 2nd
- Skill Practice Assignment #5 – due by 6:00pm EDT on May 5th

**SECTION DISCUSSION**

- Thursday May 8th

**MODULE 8* | PULLING IT ALL TOGETHER**

[ONE WEEK MODULE]

<table>
<thead>
<tr>
<th>Wed</th>
<th>May 14th</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class, we will discuss ways to link one’s story of self, story of us, and story of now. Sometimes a public narrative begins with a “story of now”, not a “story of self”, as in the Croft example. But the “story of now” will work only if it links to a “story of us” based on genuinely shared values, something Susan Christopher models. And, in the end, as a leadership practice, it must link back to a “story of self.” Public narrative can also be used strategically to deal with major challenges, such as resistance to domination, explained by Scott, or as a source of resilience in response to loss, as explained by McAdams and modeled by Sen. Robert Kennedy, delivering the news of Dr. Martin Luther King’s assassination to a largely African American audience in 1968…his week we ask you to reflect on how your story of self, us and now are tied together to reflect your constituency’s hopeful outcome, urgency, shared purpose and a call to leadership.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>TEAM WORK</th>
<th>INDIVIDUAL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture</td>
<td>Complete readings</td>
<td>Work on reflection paper</td>
</tr>
<tr>
<td></td>
<td>11:00am-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LEARNING OBJECTIVES

- Develop a complete public narrative (Self, Us, Now)
- Develop a concrete call to action
- Learn to coach others on creating a strong public narrative

REQUIRED ACTION FOR THE MODULE

- Develop your complete public narrative and call to action
- Use your public narrative at one of your action programs
- Reflect on how you used your public narrative in your campaign

READING

REQUIRED READING:

- ► Robert F. Kennedy, “Remarks on the Assassination of Dr. Martin Luther King”, April 4, 1968. (H) *

ASSIGNMENTS

- Reflection Paper #8 – due by 6:00pm EDT on May 16th

SECTION DISCUSSION

- Thursday, May 15th

MODULE 9 | WRAP UP: ORGANIZERS, ORGANIZATIONS & THE FUTURE

[ONE WEEK MODULE]

This week we reflect on organizing as a craft, art, and vocation: why do it, what can make a person good at it, what about the rest of our lives, how
can we continue to grow? Organizing requires learning to manage real organizational tensions, as described in my “Organizing Notes”. It also requires learning to manage the personal tensions, addressed by Heifetz when he urges us to learn to “get on the balcony”. And it requires meeting the challenge of actually making the difference we claim we want to make, getting to scale, a challenge Weir and I address in our piece and that Peter Murray addresses in his. We will also hear from everyone about what they have learned from their participation in the course. What have we learned about ourselves as organizers? What have we learned about organizing, how well did we meet goals we set at the beginning of the semester? What’s next? In this week’s readings, Heifetz poses challenges of accepting responsibility for leadership. Weir and Ganz argue that there is a need for greater participation.

<table>
<thead>
<tr>
<th>DAY</th>
<th>ONLINE</th>
<th>TEAM WORK</th>
<th>INDIVIDUAL WORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Live lecture 11:00am-12:30pm EDT</td>
<td>Complete readings</td>
<td>Work on final reflection paper</td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td>Submit final reflection paper</td>
<td>(4 pages double spaced) by 6:00pm EDT</td>
</tr>
</tbody>
</table>

➡️ LEARNING OBJECTIVES
- Reflect on organizing as a craft, art and vocation
- Reflect on the role of organizing in your work: the big picture
- How to deal with organizing tensions

➡️ REQUIRED ACTION FOR THE MODULE
- Reflect on your leadership experience as an organizer, learner and leader
- Evaluate the course
- Articulate what’s next
- Celebrate!

➡️ READINGS

**REQUIRED READING:**
- ► Ronald Heifetz, Leadership without Easy Answers, Chapter 11, “The Personal Challenge,” (pp.250-276). (P)*

**FOR FURTHER READING**
- Cesar Chavez, “The Organizer’s Tale,” *Ramparts Magazine*, July 1966, (pp.43-50). (P)
• Charles M. Payne, *I’ve Got the Light of Freedom*, “Chapter 8: Slow and Respectful Work” (pp.236-264). (H)
• Irving Janis, "Groupthink", in *Psychology Today*, November 1971, (pp. 43-44, 46, 74-76). (T)

**ASSIGNMENTS**

• Reflection Paper #9—due by 6:00pm EDT on Friday May 30th

_This final reflection paper should be 4 pages double-spaced in length._