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What Is the Institute for Social Innovation?

The Institute for Social Innovation (ISI) supports the creation of social capital by strengthening the capacity of individuals and organizations to address societal problems. Housed in Fielding's School of Human & Organization Development (HOD), ISI is organized into three program areas: **frontiers in research, leadership for change, and organizational development.**



ISI Supports Projects that Exemplify the Following Principles

Research

Knowledge that blends multidisciplinary theory and professional practice

Leadership

Action that sustains positive social change

Organizational Development

Collaboration that builds more effective organizations

Latest News: New Support from Kettering

In partnership with the Kettering Foundation, ISI has created a public policy institute designed to advance dialogue and citizen engagement. Tasks for the coming year include organizing moderator training workshops in southern California, developing community networks to facilitate learning about dialogue and public policy, and initiating a research agenda.

If you have an interest in participating in this work, please contact Katrina Rogers at krogers@fielding.edu.

LATEST NEWS

Etienne Wenger Joins the HOD National Session in Santa Barbara, California

SANTA BARBARA, JANUARY 2009

Etienne Wenger will be joining the HOD national session as our featured speaker.

Wenger pioneered research in "communities of practice" and is now a globally recognized leader in the theoretical development of this new field. He was featured by *Training Magazine* in its "New Breed of Visionaries" series. Etienne's work is considered important to research and practice in business, education, and government.

After working as a teacher for many years and earning a PhD in artificial intelligence, Wenger joined the Institute for Research on Learning, where he developed his new learning theory centered on the concept

"Learning for a small planet,"
Thursday, January 8, 2009,
7:30-9:00 PM.

"Collaborative learning at
Fielding: The 21st century,"
Friday, January 9, 2009, 9:30-
3:30 PM.

Both events are at the Double-
tree Hotel, 633 Cabrillo Boule-
vard, Santa Barbara, CA. For
more information, please con-
tact Katrina Rogers at
krogers@fielding.edu.

of communities of practice. For the last six years, he has helped organizations develop and implement knowledge strategies



Etienne Wenger

based on such communities. He is much sought after as a keynote speaker and workshop leader. He also teaches online courses on communities of practice and is a co-founder and director of *CPsquare*.

In the course of his career, Etienne has developed important conceptual frameworks for two different fields. His first book on artificial intelligence in education shaped the field known as "intelligent tutoring systems" in the 1980's. In the 1990's his work shaped the field of "situated learning" and "communities of practice." He was co-author with Jean Lave of *Situated Learning*, where the term "community of practice" was coined. Building on these original ideas, he later wrote *Communities of Practice: Learning,*

Meaning, and Identity, a book that lays out the theory of communities of practice. His work did not remain theoretical, however. A new book, *Cultivating Communities of Practice: a Guide to Managing Knowledge* (co-authored with Richard McDermott and William Snyder and published by Harvard Business School Press) is addressed to practitioners in organizations.

In education, this work has inspired a new line of research that focuses on the social nature of learning and its connection to communities, social practice, and identity. In business and government, this work has revolutionized the field of knowledge management. Etienne's new research project, "Learning for a small planet," is a broad, cross-sectoral investigation of the nature of learning and learning institutions at the dawn of the new millennium. Building on his foundational work on learning theory, this next installment focuses on multi-scale learning systems.



Frontiers in Research

Research in Civil Society

The School of HOD focuses on three themes: Adult Development, Organizational Systems, and Civil Society.

We embrace a global view of civil society as a source of innovative energy for improving the human condition. Research and scholarship is focused on three areas of interest : 1) civic engagement – analysis of the factors that promote public participation in civil society; 2) organizational innovation – investigating change within the nonprofit/NGO, business and governmental organizations that addresses societal issues and furthers cross-sector collaboration; and 3) social change – study of structural and cultural factors that increase equality of opportunity and promote social, economic, and environmental justice.

Examples of research in this area are:

Barbara Annin - “Social networks and organizational change: The important role of a trusted advisor,” 2008.

Karen Bentley - “They were in the way: A narrative inquiry into land-owner’s eminent domain stories,” 2006.

Carole F. Bruce - “Building workplace democracy in America: Employee-owned industrial models,” 2003.

Margaret Buckley - “Giving and receiving care in contemporary American culture,” 2007.

Linda Company - “Transforming community: A constructive/developmental approach to social change,” 1990.

Barbara Chambliss - “Contemporary women peacemakers: The hidden side of peacemaking,” 2002.

Anne Kupferer - “Toward an integrative approach: Transformative learning in a community development support organization,” 2000.

Helen Jones - “From conflict to collaboration: Experiences of multiparty policy-level stakeholder situations, 2003.

Gary Ranker - “Belief systems derived from industrial and postindustrial values as predictors of community conflict,” 1983.

Richard Swanson - “Recruiting board members for community-based, service and other non-profit organizations,” 2008.

Paula Thielen - “Good corporate citizenship: A Delphi study,” 2005.

“ISI supports programs that contribute to a greater awareness of social change and an individual’s role in promoting civic engagement in society.”

Recent Student & Alumni Publications



Committed to lifelong learning

ISI supports research that blends multidisciplinary theory and professional practice

Fielding's scholar-practitioners draw on a wide range of theories to explore issues of practical significance.

HOD student **Marilyn Price-Mitchell's** article, "Boundary dynamics: Implications for building parent-school partnerships," will be published in the international peer-reviewed journal, *The School Community Journal*, 19 (2). Her review of multidisciplinary research suggests reframing parent-school partnerships in schools as learning communities, explores the limitations of existing theoretical models, and seeks to expand that understanding through boundary dynamics and systems thinking.

Other publications by HOD alumni

Peter Perkins (HOD '91), "Educational revolution on the Volga River: Learning as a personal victory in the new Russia," in Vella, Jane. (Ed.) (2004). *Dialogue Education at Work: A Case Book*. John Wiley and Sons.

Steve Wallis (HOD '06), "Emerging order in complex adaptive system theory: Mapping some perspectives," *Kybernetes* 38(7), (2008).

Doctoral Research: ISI Scholarships

ISI awards \$2,500 dissertation scholarships at Fielding's national sessions. Students from the doctoral programs in Fielding's Schools of Educational Leadership & Change (ELC), Human & Organization Development (HOD), and Psychology (PSY) are eligible to apply.

Congratulations to the honorees for January 2009!



Susan Auger (HOD), "Improving the quality of prenatal care for uninsured Hispanic women in the U.S."



Catherine Hiltz (PSY), "The role of emotional contagion in the group process of children exposed to domestic violence."

Pamela Thomas (ELC), "A case study of formally incarcerated individuals and higher education: An examination of employment, housing, and social support."



Paul Bundick Becomes Third Recipient of the Don Bushnell Endowed Scholarship for Organizational and Social Change

Paul Bundick's study, "Relational models as social capital: An inquiry into the strategic use of moral expectations at the base of New Delhi's export garment industry," investigates strategies of disadvantaged micro entrepreneurs as they pursue their livelihoods in the informal economy. The micro entrepreneurs in the study are men and women who make their living as subcontractors at the bottom layers of New Delhi's export garment industry. They are in the business of securing orders from buyers and outsourcing production to tailoring shops and/or directly to home-based workers, who are mainly women and unmarried girls from disadvantaged households. The study explores how garment subcontractors, lacking access to traditional forms of capital, strategically employ relational models and their concomitant moral expectations to secure business advantages.

The research makes a contribution to gender studies, the relationship between patriarchal norms and home-based work, and the role women play in the growing international garment industry. In addition, the study also contributes to our understanding of the role social capital might play in assisting micro entrepreneurs in the informal economy.

Finally, the findings help development practitioners to better understand livelihood strategies like microenterprises. Since microenterprises represent the predominant source of income for hundreds of millions of poor people worldwide, they play an important role in reducing global poverty.

The ISI scholars present their work to the Fielding community at national and regional events. The Bushnell Scholarship is the first endowed fund at Fielding designed to support dissertation research in the areas of organizational and social change. It is an annual award that is presented at Fielding's national session in Santa Barbara. The next deadline is **May 15, 2009**. For more information, please contact Katrina Rogers at krogers@fielding.edu.



Orion House Research and Practice Fellowship

The Orion Research Fellowship is offered to doctoral students in all three schools at Fielding. Many thanks to **Mark Bissell** (HOD, '02), Executive Director for Orion House, who created this fellowship for Fielding students.

The goals of this fellowship are to create learning, research, clinical practice, scholarly writing, and publishing opportunities for ELC, HOD, and PSY students.

A secondary purpose is to support the mission of Orion House, which strives to be the premier provider of safe and effective family-centered services to youth and their families. Orion House focuses on five principal domains: community, family, therapy, residence, and education. In addition, Orion fellows work with staff on organizational, clinical, and educational competencies.

Alumni who would like to have students involved in their organizations, please contact

Katrina Rogers, ISI Director, at krogers@fielding.edu.



Katharine Kott, HOD student and Orion House research fellow

Fielding Presence at the Society for Phenomenology and Human Sciences, October 2008

With support from ISI, HOD faculty members **Valerie Bentz** and **David Rehorick**, chaired a panel, "Transforming consciousness and lifeworlds: Work on the interface," at the Society for Phenomenology and Human Sciences conference. Papers were presented by four Fielding HOD students and one Fielding HOD alumna.

Barbara Jo Vittitoe (HOD '94), presented, "Becoming and being an animal communicator," based on her dissertation research. **Dorianne Cotter-Lockard**, current HOD

student, presented "Higher consciousness states through meditation: Phenomenological explorations," based on research conducted for her KA702 Human Development and Consciousness depth paper. **Susan Mazer** presented a paper she had written for her KA719 Advanced Research Module on Phenomenology, "The experience of being an adult child of a dying parent: Music as temporality out-of-order and non-chronological." Her talk included a moving harp performance that she had composed

and played for her father during his hospice experience.

The panel concluded with **Gayla Napier's** paper "Phenomenological hermeneutics and the virtual collaboration lifeworld."

In another panel, **Barbara Volger** gave her paper, "The power of shame in Jewish women: A phenomenological exploration of cultural messages," on a panel entitled, "Phenomenology, Gender, Sexuality, and Religion.

Social Innovation Conversations

ISI has recently joined a network called *Social Innovation Conversations*. In partnership with the Center for Social Innovation at Stanford University, *Social Innovation Conversations* brings you ideas about social change through audio lectures, speaker series, and conference recordings. Download free podcasts on social entrepreneurship, environmental sustainability, philanthropy, corporate social responsibility, responsible investing, and more.

Some examples of conversations you can download from their website (<http://sic.conversationsnetwork.org/>) include:



**William Brindley—
Collaborating to
Wire NGOS**

Aid organizations around the world are learning that they can solve their technology and infrastructure problems faster and more cheaply together than on their own. Fostering that collaboration is NetHope, a nonprofit information technology consortium helping NGOs establish the technological

"ecosystems" they need to serve constituencies in more than 150 countries. Eric Nee interviews Bill Brindley, CEO of NetHope, on how the consortium got started, how it works, and how it is expanding its mission.

Panel Discussion—Evaluation for Learning



Nonprofits tend to collect a great deal of evaluative data but often have no idea how to use it to assess their performance—particularly because doing so properly is a complicated process requiring deep knowledge of the social sciences. In this panel, part of the Stanford Social Innovation Review's conference on evaluation, two experts talk about how an organization may better use such data—as well as external information in the form of theory and advice—to create a culture of inquiry focused on learning and improvement.

Carol Larson—Assessing Performance and Refining Strategy

What does it take to keep a

large foundation focused on self-improvement? As part of the Stanford Social Innovation Review's conference on evaluation, Carol Larson, CEO of the David and Lucile Packard Foundation, shares tools, lessons, and strategies for assessing performance to create a culture of inquiry. Organizational qualities such as innovation, collaboration among stakeholders, and freedom to make mistakes are critical means of fostering an effective learning enterprise.

Pamela Hartigan—Social Entrepreneurs

Why are social entrepreneurs sometimes considered unreasonable, and how are they different from business entrepreneurs? Author Pamela Hartigan discusses with *Design for Change* host Sheela Sethuraman how these pesky pioneers are creating markets that are changing the world. She also talks about VolaVentures, her new enterprise dedicated to integrating the worlds of social and environmental innovation with business-driven wealth creation.

Leadership for Change

ISI presents at the TODA conference on “Facing Climate Change with a Renewed Environmental Ethic”

The Toda Institute for Global Peace and Policy Research hosted an international conference in November, 2008, as a prelude to the Poznan talks to renegotiate the Kyoto Protocols. The Toda Institute is a nonprofit organization committed to the pursuit of peace and international cooperation. This international group included indigenous representatives from Alaska and Hawaii, and persons from South America, India, Japan, China, Australia, Malaysia, Morocco, Canada and the United States.

Katrina Rogers, ISI Director and Associate Dean for the doctoral program, presented her latest research involving nongovernmental organizations and how they pressure states to create international rules for climate change. She argued that NGOs are often overlooked but are important determinants in successful negotiations. They create plurality in politics, act as pressure groups across borders, provide catalytic functions for other sectors, act independently from other sectors, and provide access for citizens to express their values.

It has been sixteen years since the United Nations Framework Convention on Climate Change (UNFCCC) was adopted at the Earth Summit in Rio de Janeiro in response to the rapid advance of global warming. During this time, although measures have been taken to reduce greenhouse gas emissions under the Kyoto Protocol, warming of the planet has continued at a pace exceeding these efforts.

According to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC),

NGOs can be tools for social change, but need to be held accountable for their missions and become responsible leaders for social justice.

eleven of the last twelve years (1995-2006) rank among the twelve warmest years in the instrumental record of global surface temperature (since 1850).

At Poznan, the climate change talks will focus on securing country participation in the new framework and agreeing on a vision for final negotiations that will take place in Copenhagen in December 2009.

The results of the Toda conference culminated in the Toda Declaration, which was presented at the climate change talks. The declaration emphasizes the role of NGOs in making the argument that climate change mitigation is a human rights issue, critical for alleviating human suffering now and in the future.



Charlita Shelton to lead the University of the Rockies



In this issue we feature HOD alumni who are serving in senior leadership positions.

Charlita L. Shelton (HOD '08), has been named President of the University of the Rockies in Colorado Springs, Colorado. "Dr. Shelton's experience in academics and student services, along with her passion and expertise in diversity, are the perfect blend of attributes that we were looking for in the next leader of the University of the Rockies," said Don Bird, Chairman of the Board.

Most recently, Dr. Shelton was named a 2007 "Diversity Champion" by the Arizona Society for Human Resource Management Diversity Leadership Alliance. She also served in the United States Marine Corp in the 1980s, and has served on the board of many community organizations including The Shanti Group which provides housing, education, and direct client services to families of those infected with HIV/AIDS.

Her dissertation, "The perceived influences that lead to higher graduation rates of African-American males," is an example of research that combines human development with an understanding of the social issues driving higher education.

"I was appointed the Chief Nuclear Officer for a company called South Texas Project Nuclear Operating. I am responsible for the station which consists of two nuclear reactors which produce enough power for 2 million homes a year. I have also been selected to replace my CEO next year. Part of my succession training was to be able to deal with ambiguous and complex situations."

Thank you Fielding ! The heuristic nature of Fielding has really helped me in this new and unusual position, of which there are only 30 in the US."

*—Ed Halpin,
Current HOD student*

Sandra L. Gill (HOD, '98) currently serves as Dean of the College of Business, Benedictine University, serving about 1200 students in undergraduate, masters and PhD programs on three campuses. Approved by China's Ministry of Education for MBA, MIS and MPH programs, BU's College of Business already has over 200 MBA and MIS alumni in China, with another 200 students in progress.

In addition, Sandra launched the College of Business Center for Values Driven Leadership, with Jim Ludema, PhD, Professor of Organizational Development. The Center is dedicated to advancing the understanding and practice of values-driven leadership for the benefit of business and society worldwide, with over \$300,000 raised to date.



Dialogue and Deliberation

Dialogue, Deliberation, and Public Engagement Certificate

Mid-career professionals from around the world are learning how to improve dialogue in their communities and organizations as a way to strengthen democracy. Called Dialogue, Deliberation, and Public Engagement, this unusual nineteen-week certificate at Fielding Graduate University has attracted participants from Latin America, Australia, Asia, Europe, and the United States.

The goal of this educational experience is to enable practitioners to create useful dialogue that contributes to greater participation in decision making and public policy. An important component of this goal is to increase international exchange of information about dialogue and deliberation. **Simon Wright**, a current student, describes it this way, "I feel extremely fortunate to be working for an organization charged with developing policy advice to the New Zealand government by promoting, and participating in dialogue

with the public. We are currently hosting a national deliberation on the pre-birth testing of human embryos and fetuses. For the first time in New Zealand, a National Issues Forum approach is being tried by a government agency. That's because my colleague, **John Pennington**, took this Fielding course last year."

Representing fields such as nonprofit management, government administration, conflict resolution, international diplomacy and urban planning, this diverse group is working to become experts in the practice of dialogue and deliberation. **Nicole Hunter**, Manager for Community Engagement for the Environment Protection Authority of Victoria, Australia, is a good example of this diversity. "I have worked for state government organizations for the last fifteen years, and in that time I have worked in many different forms of engagement— with farmers, farm families, then on to organizational change and succession planning, through to public land management issues

such as forestry, fire, and marine parks."

Participants learn a variety of skills and methods to apply in their particular fields, including interacting in complex, cross-cultural environments.

"Working for the UN in Latin America and the Caribbean, I am particularly interested in advancing the practice of dialogue for conflict prevention and democratic governance," stated **Marc-Andre Franche**, a current student in the program.

The next enrollment date is July 2009. To register on-line, <http://www.fielding.edu/hod/ce/dialog/index.html>, please contact Nathan Lewin at nlewin@fielding.edu.

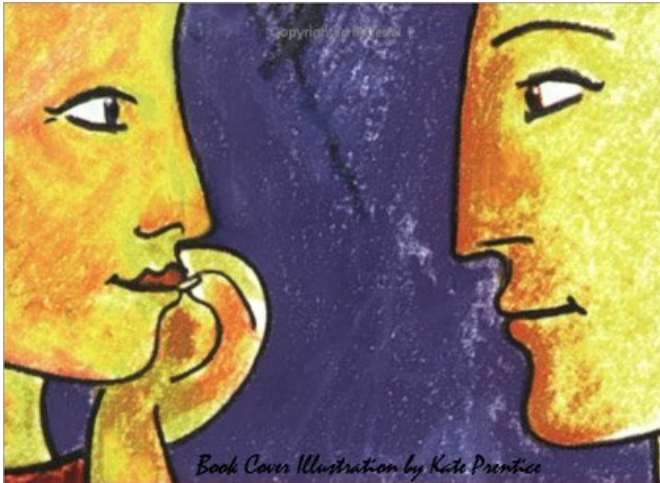


Dialogue,
Deliberation and
Public
Engagement
Certificate
Start date :
August 15

"Awarding
scholarships to
students for
innovative
research and
professional
practice."

Evidence Based Coaching Reunion and Winter Retreat

Handling Difficult Situations in Coaching Wisdom from Jenny Rogers

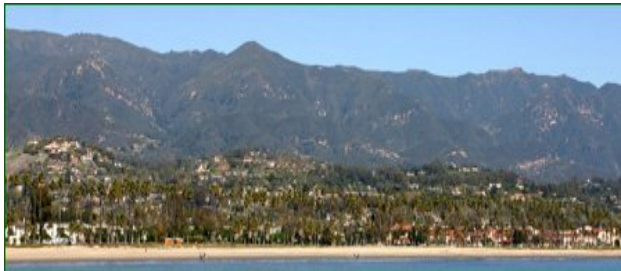


Jenny Rogers is a pioneer of executive coaching in the UK and has 18 years of experience. She trains and supervises other coaches while still working with her own clients. Jenny spent fifteen years at the BBC where she was a television producer. She also worked as a manager and in publishing before becoming a founder-director of the UK consultancy, [Management Futures Ltd.](#)

One of Jenny's books, *Coaching Skills: A Handbook*, has become a best-seller and is now internationally regarded as the 'Bible' for training coaches.

Jenny will be conducting a workshop on this important topic on **Saturday, January 17** in Santa Barbara. Participants are eligible for ICF continuing coach education credits.

To sign up, go to <http://www.fielding.edu/events/EBC%2DReunion%2D2009/index.htm>.



**An Open Invitation to an exciting weekend!
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The EBC certificate program is based on theory and research from disciplines such as psychology, communication, and organizational studies together with current coaching practice.

Graduates are qualified for certification by International Coach Federation. For more information, please contact Leni Wildflower at lwildflower@fielding.edu.

Social Entrepreneurs at Fielding

The School of HOD is multidisciplinary in academic content and guided by the ideal of the scholar practitioner as a foundation for enlightened social change. Within this broad academic and action-oriented environment, we also have clusters of shared interest that bring greater depth of perspective. We share common interests in three broad areas - adult development, organizational systems, and civil society. Our Institute for Social Innovation was created to promote creative research, leadership for change, and organizational development as areas of societal transformation.

Finally, within our doctoral program we have free-standing concentrations—Information Society and Knowledge Organizations, and Transformational Learning for Social Justice.

Much of our professional practice cuts across adult development, organizational systems and civil society. ISI supports the creation of social capital throughout the world by supporting Fielding students, faculty, and alumni working in their communities. In each issue of the ISI Newsletter we showcase this kind of socially inventive work. In this issue we are proud to feature **Janet Fiero** (HOD, '00) as an exemplary Fielding Social Entrepreneur.



Janet Fiero, Senior Associate, AmericaSpeaks

Janet Fiero

For more than a decade, *AmericaSpeaks* has used its 21st Century Town Meeting® model to bring together more than 145,000 citizens in deliberations about critical policy issues, and then convey the results to decision-makers. Dr. Janet Fiero, Senior Associate for *AmericaSpeaks*, wears many hats including project executive, theme team captain and even envelope stuffer. She is a member of the Citizen Engagement Cluster, where she nurtures the *AmericaSpeaks* Associate Network of over 70 associates. During her time with *AmericaSpeaks*, Janet has worked on several projects, including tax reform in Colorado, healthcare reform in California, and community development in Owensboro KY. She is currently working on a project for adults with autism that adapts the *AmericaSpeaks* model. With only 50 people per location participants are still able to submit ideas to a central location for instant analysis.

During her doctoral studies, Janet focused on methods of public engagement related to environmental issues. She earned a bachelor's degree in biochemistry from Penn State University, an MBA from Arizona State, and a PhD in human and organizational systems from Fielding. In addition, she has more than ten years of experience in the field of Gestalt therapy.

Organizational Development

Custom Programs for Corporate, Government, and Nonprofit Organizations

Fielding creates custom programs attuned to each client’s unique needs for professional and organizational development. Employees integrate workplace challenges with outcome-driven learning through a collaborative peer-learning process. Our blended delivery model (online, teleconference, face-to-face) is a scalable solution for professional development across location, time, and numbers of employees. It keeps “out of office” costs down, reduces employee travel, and enables virtual learning across multi-site locations.

For more information, please contact Leni Wildflower at lwildflower@fielding.edu.

The following list includes current and previous programs:

Corporate custom programs

- BP
- Disney Corporation
- First Data Corporation

- Palmetto Health of South Carolina
- Prudential

Nonprofit and government effectiveness projects in Santa Barbara County

- CALM
- Casa de Maria
- Casa Esperanza
- City of Santa Barbara
- Community Environmental Council
- Cottage Hospital
- County of Santa Barbara
- Court Appointed Special Advocates (CASA)
- Foodbank of Santa Barbara County
- Good Samaritan Services
- Neighborhood Health Services
- Transition House

Other regions

- Institute for Conservation Leadership (MT)
- North County Community Health Care (AZ)

- Orion House (NH)
- RE-AMP Environmental Network (WI)



Dr. Leni Wildflower,
Director of Coaching and Custom Programs

- The Center for Creative Leadership
- Wilderness Inquiry (MN)

“ISI supports collaboration that leads to more effective organizations”

Foodbank of Santa Barbara County

HOD students **Joseph Svec** and **Angela Clemente** worked on an ISI team to evaluate the Foodbank of Santa Barbara County's (FBSBC) Produce Initiative and Protein Programs. Their purpose was to help leadership understand changing community needs in order to re-tool their implementation strategies.

The team's conclusions were that FBSBC needed to create a stronger conceptual framework for the Protein Program and Produce Initiative, as well as address several operational issues.

The team also compared the FBSBC to similar food banks in California. The main source of data was "The Almanac of Hunger and Poverty in California, 2007" published by America's Second Harvest. They compared a group of eleven food banks with similar structures and operations.

The Foodbank ranked third in the measure of pounds of food distributed per dollar of operating budget. It ranked fifth in the measure of food distributed per person in poverty in the county, distributing 67 pounds of food per person.

The team found some anecdotal evidence suggesting that demand is increasing as a result of current food and fuel price increases and the economic slowdown.

The ISI evaluation team concluded that the future of these programs is vital to FBSBC. With a decrease in donated goods and increased purchasing costs of protein and produce, FBSBC is performing a valuable service. It is, however, putting itself in a more tenuous financial position by moving away from an earned income model to a greater dependence on donated income.

ISI has been asked to continue with a study to compare different measures of nutrition deficits.

"Nearly 45% of those served by the Foodbank are children."



For more information on the Institute for Social Innovation

Please contact Katrina Rogers, PhD
 Director, Institute for Social Innovation
 Email: krogers@fielding.edu
 Tel: 805.898.2924

If you no longer wish to receive messages about ISI at Fielding, please email bbertero@fielding.edu and ask to be removed. Please include your full name with your request to be removed from our mailing list. If you have any questions or comments, email them to krogers@fielding.edu or call 805.898.2924.